

TASE Careers Programme 2023-24

At Trinity Academy St Edward's, our aim is to provide high quality careers education, information and guidance (CEIAG) as part of our vision of enabling **all students to be the best they can be**. We are dedicated to raising students' aspirations through **academic excellence** and providing a strategic careers programme both in and outside of the curriculum to ensure **amazing experiences** for all of our students. We strive to challenge stereotypes and provide an ambitious careers programme to sit alongside our broad and balanced, knowledge-rich curriculum. Our parable of The Wise and Foolish Builders (Matthew 7:24-29) promotes the importance of building solid foundations for our students' futures which runs parallel to our careers programme.

Our TASE careers intentions are:

1. Raise the profile of careers education, information and guidance and ensure all adults are engaged to be able to fully support our students.
2. Cultivate an environment that enables students to have aspirational and realistic career goals where students know how to seek out information on how to achieve them.
3. Build links with external agencies and providers to ensure students have access to a broad range of learning experiences.
4. Foster our STEM specialism, which runs alongside our curriculum, and provide our students with a wealth of opportunities and experiences available in science, technology, engineering and maths.

I am not afraid of storms for I am learning how to sail my ship.
Louisa May Alcott

Gatsby Benchmark		TASE Careers Programme	Year Group
1. A stable careers programme	<p>A. An embedded programme of career education & guidance that is known & understood by pupils, parents, teachers & employers.</p> <p>B. The programme has explicit backing of a senior member of staff & has an identified and appropriately trained member of staff leading in this area.</p> <p>C. The careers programme should be published on the school's website.</p> <p>D. The programme should be regularly evaluated with feedback from pupils, parents, teachers & employers.</p>	<p>1A. Update all staff regularly through careers bulletin to raise profile of careers. Engage governing body with careers programme. Academy website updated January 2023. Careers related content referenced throughout curriculum.</p> <p>1B. Senior Leadership Link: Nikki Waite, Assistant Principal.</p> <p>1C. Next review: September 2024</p> <p>1D. Evaluation of all meaningful encounters from staff, students and employers. Utilise website, social media & parent app to raise awareness of school careers programme and events.</p>	N/A
2. Learning from career and labour market information	<p>A. By the age of 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options.</p> <p>B. Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.</p>	<p>2A. Form time curriculum enables students to access My Directions, the Future Skills questionnaire (Compass +) and local labour market information. Guidance meetings are available, alongside the 'Careers Café' drop in at selected lunchtimes.</p> <p>2B. TASE website updated September 2023. Publicised to all parents. Reviewed January 2023 in line with Provider Access Legislation.</p>	Y7, 8 & 9
3. Addressing the needs of each student	<p>A. Pupils receive different careers guidance at different stages of their education based on their needs.</p> <p>B. The school seeks to challenge stereotypical thinking & raise aspirations.</p> <p>C. The school keeps systematic records of the individual advice given to each pupil, and subsequent agreed decisions.</p>	<p>3A. See phase 1-3 provision on website for full details.</p> <p>3B. Females in engineering, careers in engineering- STEM drop down day. All drop down days to all years explore challenging stereotypical thinking and raising aspirations. Staff CPD Term 6 2023</p>	Y7, 8 & 9 Y7, 8 & 9



	<p>D. All pupils should have access to these records to support their career development.</p> <p>E. Schools collect and maintain accurate data for each pupil on their education, training or employment destinations for at least three years after they leave the school.</p>	<p>3C. We utilise Compass+ to log student interactions and keep our own records of encounters and evaluations.</p> <p>3D. Students revisit My Directions profiles each academic year.</p> <p>3E. Not applicable until academic year 2025-26.</p>	<p>Y7-9</p>
<p>4. Linking curriculum learning to careers</p>	<p>A. Teachers link curriculum learning with careers.</p> <p>B. By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers.</p>	<p>4A. QA of curriculum learning linked to careers. Use of staff bulletin to promote & highlight careers opportunities within the curriculum. Staff CPD and CLs showcase how they link careers in their subject areas to all staff to share good practice.</p>	<p>Y7-9</p>
		<p>4B. See phase 1-3 provision on website for full details. Additional opportunities for Trinity Scholars cohort, STEM ambassadors, ECO council members and those in student leadership positions.</p>	<p>Y7-9</p>
<p>5. Encounters with employers and employees</p>	<p>A. All students have multiple opportunities to learn from employers about work, employment & skills valued in the workplace.</p> <p>B. Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer.</p>	<p>5A. See phase 1-3 provision on website for full details. Depuy Synthes- international company. 3x STEM drop down days a year alongside assemblies and PSHE curriculum.</p>	<p>Y7-9</p>
		<p>5B. See phase 1-3 provision on website for full details. We meet the Provider Access Legislation, January 2023.</p>	<p>Y7-9</p>
<p>6. Experiences of workplaces</p>	<p>A. Every pupil should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities and expand their networks.</p> <p>B. By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have.</p>	<p>6A. Work experience programme planned for Y10. Groups of students have visited various workplaces, such as Barnsley College Catering and Twiggs work shadowing.</p>	<p>Y10 Y8</p>
		<p>6B. Y10 work experience programme.</p>	<p>Y10</p>
<p>7. Encounters with Further and Higher Education</p>	<p>A. All pupils should understand the full range of learning opportunities that are available to them.</p> <p>B. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.</p>	<p>7A. Encounters with universities, local and international employers and apprenticeship providers from Y7 in assemblies, form time and drop down days.</p>	<p>Y7-9</p>
		<p>7B. See phase 1-3 provision on website for full details.</p>	<p>Y7-9</p>



	<p>C. By the age of 16, every pupil should have had a meaningful encounter* with providers of the full range of learning opportunities, including sixth forms, colleges, universities and apprenticeship providers.</p> <p>D. This should include the opportunity to meet both staff and pupils.</p>	<p>7C. Links with TSFA, Barnsley College, Leeds, Huddersfield, Sheffield Universities and the University of Cambridge.</p> <p>7D. See phase 1-3 provision on website for full details.</p>	
<p>8. Personal Guidance</p>	<p>A. Every pupil should have opportunities for guidance interviews with a Careers Adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level (Level 6).</p> <p>B. These should be available whenever significant study or career choices are being made.</p> <p>C. They should be expected for all pupils but should be timed to meet their individual needs.</p> <p>D. Every pupil should have at least one such interview by the age of 16.</p>	<p>8A. Links with Careers & Enterprise Company for guidance from level 6 qualified adviser. Y8 Trinity Scholars and 'At Risk' students have had one-to-one guidance meetings and Y9 students will have guidance meetings around their options choices.</p> <p>8B. KS3 graduation and options process part of ongoing plans for the future of TASE.</p> <p>8C. See phase 1-3 provision on website for full details.</p> <p>8D. See phase 1-3 provision on website for full details.</p>	<p>Y7- 9</p>

* A 'meaningful encounter' is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace.