Trinity Academy St Edward's

Policy:	Careers Policy
Date of review:	September 2025
Date of next review:	August 2026
Lead professional:	N Waite
Status:	Non-Statutory

1. Purpose of policy and guiding principles

1.1 Careers education, information and guidance (CEIAG) programmes make a significant contribution to preparing young people for the opportunities, responsibilities and experiences of adult life.

This policy has been updated to reflect the Careers guidance and access for education and training providers (DfE, May 2025) and the statutory requirement for schools to deliver careers guidance from Year 7 onwards, in line with the revised Gatsby Benchmarks (statutory from September 2025).

1.2 The CEIAG programme is designed to be progressive from Year 7 to Year 11 and support students in making informed choices in year 8 and 9 for their options / pathway process and also informed choices for their next steps in year 11.

1.3 At Trinity Academy St Edward's we raise aspirations, challenge stereotypes and encourage students to consider a wide range of careers. It is through our Phased initiatives, form time curriculum, careers programme, PSHE and departmental curriculum careers focus, INVOLVE offer and internal and external events that our students experience a focus on careers education, skills development and guidance. Our Phase initiatives include Graduation (KS3), and The Climb (Y11).

1.4 In particular we intend our students to:

- Develop awareness of varied and diverse career opportunities.
- Build essential employability skills (aligned to Skills Builder), including professionalism, resilience, organisation and teamwork.
- Understand the world of work and respond positively to changing opportunities
- Learn how to research, evaluate and act on careers information and guidance.
- Plan future actions, present themselves effectively and manage transitions.

- Develop key skills, from professionalism to resilience that will support their journey into work.
- Develop independent research skills so that they can make good use of information and guidance.
- Develop the skills they need to review achievements, plan future actions, make decisions, present themselves well and cope with change and transition.

We recognise that the process of making career decisions is a lengthy one and that most of our students will make their final choices after they have left us, but we want to ensure that the students are well informed and equipped in making this decision.

2. Commitments

2.1 Directors, Governors and staff are committed to:

- Developing and quality assuring the provision and advice that students receive, to understand and develop career choices and to ensure that careers education is seen as part of the overall curriculum and initiatives for all years.

- Encouraging students to achieve and to be ambitious through the lens of careers.
- Involving students, parents and carers in the further development of careers work. This includes Y9 options evening, where students decide on their options and have access to 'next step providers'.
- Working with external agencies to ensure that no student is disadvantaged in gaining access to education, training or work.
- Continuing to meet the Quality Standards in careers Education award.
- Meeting all eight Gatsby Benchmarks.

Delivering CEIAG as a statutory entitlement in line with the May 2025 DfE guidance.

- Meeting all eight revised Gatsby Benchmarks.
- Delivering the Modern Work Experience programme, ensuring every student has access to at least 10 days of meaningful workplace experience by the end of Year 11.
- Ensuring every student receives personal guidance from a qualified careers adviser: at least one interview by age 16, and a second by age 18 (through Trinity Sixth Form Academy or other MAT partners for KS5 students).
- Working with students, parents and carers to involve them in careers learning, transition planning and post-16 decisions.
- Working with external partners (including C&K Careers, the Careers and Enterprise Company, LEP, local employers, training providers and FE/HE institutions) to ensure students are not disadvantaged in access to opportunities.
- Maintaining the Quality in Careers Standard.

3. Provision

3.1 At TASE, our careers provision has a phased approach. Firstly, our Phase One students will take part in our Graduation scheme. This programme allows students to see how their attendance, attitude, dedication and confidence allow for success. Secondly, our Phase Two students will take part in personal development sessions during form time, where they work towards developing these skills. Finally, students enrol onto The Climb in Year 11 where they begin to work towards their GCSEs and hone the skills required to be successful in the next phase of their education. They take part in mock interviews, develop their CVs, attend inspirational talks and visit places of work.

3.2 We also have a personal development curriculum that is taught during form time. Bi-weekly, students follow a timetabled and fully resourced session that develops their understanding of careers and the world of work. We believe as an academy that if students can embody these standards, it will support them to be ready for the working world.

3.3 Careers includes education, information and guidance. Through our careers in form time programme, students in Year 7 through to Year 11 explore different next steps providers, how to set aspirational goals, the difference between next steps qualifications and career advice using the labour market index. Within curriculum areas, students will have the opportunity to explore specific careers within these curriculum areas.

3.3 We are well supported by external agencies, Calderdale and Kirklees Careers. We have one member of their team working with us one day a week to ensure that students receive adequate support when applying for their next steps, alongside our own Careers Lead. Students are invited to both group and individual appointments, where they will discuss their ambitions and will be supported and guided with the relevant information from our career's advisors.

3.4 Careers information and resources are available in school for students to access through identified careers leaders and through the careers section of our library. Our CEIAG programme aims to guarantee all students who leave Trinity Academy St Edward's at the end of Year 11 have an offer of a place to move onto.

3.5 **Phases 1 and 2 provision includes:**

Year 7- INSPIRE	Y7 Form time careers resources- Inspire • Labour market information • Introduction to careers • My Destinations career profile • Careers routes & local employers' assemblies • Careers in the curriculum- all subjects • Financial education (PSHE) • Trinity Scholars launch (Oxbridge and medicine) • STEM Drop Down Days x3- careers & females in engineering, careers in the space sector, careers in sustainability • E-Sports (Barnsley Digital Media Centre) • Depuy Synthes- Bio engineering assembly & workshop • Meaningful encounters: Barnsley Chamber of Commerce, Depuy Synthes, Bowmer & Kirkland, Twiggs, Space Detectives, DWP.
Year 8- ASPIRE	Y8 Form time careers resources- Aspire • Introduction to apprenticeships assembly • Introduction to technical and vocational pathways assembly • Labour market information assembly & resources • Revisit My Directions career profile • Careers in the curriculum- all subjects • STEM Drop Down Days x3- careers in engineering, space sector & sustainability • Sheffield University campus visit • Discover Leeds project • Discrimination & equality (PSHE) • Work shadowing (Twiggs) • Trinity Scholars- Oxbridge visit • Personal guidance available on request • Personal guidance meetings- Trinity Scholars • Meaningful encounters: Barnsley College, De Puy Synthes, Bowmer & Kirkland, Twiggs, DWP

In addition to the 'core' careers programme above, students will also have the opportunity to partake in bespoke activities / schemes on a student-by-student basis as part of Trinity Scholars,

STEM, Eco Committee and student leadership opportunities.

By the end of Phase 1 Students will have:
• An understanding of where in the Academy they can go to access careers information.
Careers Policy September 2025• An understanding of the different routes to employment available aged 16+, including apprenticeship options and other HTQs.
• Had at least two interactions with employers / HE providers.
• Heard at least two local employers speak during assemblies.
• Had the opportunity to speak with at least two local and national employers.
• Received personalised guidance via an online platform prior to options choices being made.
• Develop life and employability skills by participating in Quantum Leap.

3.6 Phase 2 Provision includes:

Year 9- Explore	Y9 Form time careers resources- Explore • Labour market information assembly & resources • Careers routes & local employers' assemblies • Revisit My Directions career profile • Careers in the curriculum- all subjects • University visits • Trinity Scholars- KS4 ready • Options personal guidance interviews • Options information evening (students and parents) • STEM Drop Down Days x3. One of which includes a careers fayre with interactions with employers. • Meaningful encounters: Barnsley College, apprenticeship provider (B&K), IPA, HEPPSY

In addition to the 'core' careers programme above, students will also have the opportunity to partake in bespoke activities / schemes on a student-by-student basis as part of Trinity Scholars, STEM, Eco Committee and student leadership opportunities.

By the end of Phase 2 Students will have:
• An understanding of where in the Academy they can go to access careers information.
• An understanding of the different routes to employment available aged 16+, including apprenticeship options.
• An understanding of the next phase of their education as they move towards Key Stage 4.
• Had at least two interactions with employers / HE providers.
• Heard at least two local employers speak during assemblies.
• Had the opportunity to speak with at least two local and national employers.
• Received personalised guidance via small group guidance meetings and one to one guidance for SEN and LAC students related to options choices being made.
• Had the opportunity to attend an IAG evening, prior to options choices.
• Develop life and employability skills by participating in the DofE Bronze Award and Quantum Leap

3.7 **Phase 3 Provision includes:**

Year 10- PREPARE	Y10 Form time careers resources- Prepare • Labour market information assembly & resources from DWP. • Careers routes & local employers' Assemblies • Careers in the curriculum- all subjects • Trinity Scholars university visit • Options personal guidance interviews • Meaningful encounters: Barnsley College, HEPPSY, Greenhead College, The Sheffield College. • Work on financial decision making as part of PSHE.
Year 11- ACHIEVE	• Assemblies from local Post-16 providers through Personal Development. • Work on next steps as part of the TASE Personal Development programme. • Careers fair. • Group and 1:1 careers interviews with C&K careers, includes next step routes, A level, BTec and apprenticeship options • Assembly with Apprenticeship providers, includes apprenticeship pathways, traineeships and T level options • CV writing workshop • Mock interview day • Complete next step applications • Assemblies from local employers • Labour Market Index Assemblies • High quality modern work experience opportunities. • Introduction to UCAS and financial options for university • Students will also receive meaningful interactions from employers linked to subjects across the curriculum • Explore careers linked to the curriculum in all subject areas

In addition to the 'core' careers programme above, students will also have the opportunity to partake in bespoke activities / schemes on a student by student basis. These will be sought by the careers and curriculum leaders and will be developed as the academy continues to grow.

By the end of Phase 3 Students will have:

- Gained an understanding of the opportunities available to them post 16 locally and nationally.
- Had the chance to be inspired by local business leaders and university employees.
- Taken part in our Competitive Edge programme.
- Produced a CV through the CV writing workshop.
- Gained interview experience from the mock interview day.

- Applied to Sixth Form, College or an apprenticeship.
- Gained an understanding of student finance and the support available to them.
- Had bespoke, individualised personal careers guidance.
- Gained experience of a professional work environment.
- Gained extra understanding of the Labour Market Index.
- Have had at least two employer interactions.
- Had opportunities to take part in high quality modern work experience.

4. Equal opportunities

Trinity Academy St Edward's operates through the Equality Pledge and therefore promotes equal opportunities. TASE is dedicated to using every opportunity to challenge stereotypes and to raise aspirations. Students are encouraged to follow career paths that suit their interests, skills and strengths with the absence of stereotypes and are provided with first-hand experience of a wide variety of industries. All students are provided with the same opportunities and diversity is celebrated. Students with Special Educational Needs are offered additional careers advice and support. For further information, please refer to the Special Educational Needs Report. The destinations of our leavers are closely monitored, and younger students informed so that we are aware of trends and opportunities.

5. Relationship to other parts of the curriculum and other policies

Careers education is conducted in accordance with the school's Equality policy and other relevant policies. Aside from 1:1, small group sessions and whole year group assemblies, students are provided with careers education through the form time personal development curriculum which meets the criteria laid out in the PSHE and RSHE Framework. The whole school remit of careers is recognised, and the curriculum is developed alongside that of other areas so that careers education is an integral part of the whole school curriculum.

6. Parents and carers

Parental involvement is encouraged at all stages. Online resources have been specifically chosen to help parents become more involved in the options process. All online resources are accessed through links on the school website. They are also visible below:

https://ckcareersonline.org.uk
Careers information for students & parents, career events, job search help and Job Explorer Database

https://ck.mydirections.co.uk/vacancies
Local apprenticeships, traineeship and part time work vacancies

https://nationalcareers.service.gov.uk/explore-careers
Job profiles

https://www.gov.uk/topic/further-education-skills/apprenticeships
Apprenticeship vacancies

https://www.ucas.com
Information on university courses and entry requirements

7. Management

The Assistant Principal for Personal Development oversees the implementation of the careers programme.

8. Resources and partnerships

The Academy has links with various local businesses, HE institutions, STEM ambassadors and Careers and Enterprise Company, and works closely with C&K Careers, all of whom offer valuable first-hand advice and resource to our students.

9. Monitoring, evaluation and review

The careers programme is monitored regularly, reviewed and revised to meet the needs of our student cohort. Trinity Academy St Edward's will measure the effectiveness of the CEIAG provision by considering both attainment data and destination data for our students at all transition stages. We will also take into consideration the findings of student voice and feedback from staff, students and employers after careers events have taken place. Furthermore, we are committed to maintaining completion of all Gatsby Standards and are working towards the Quality in Careers Standard Award. We welcome regular review from our designated careers governors.