




**Trinity Catholic
High School**

Careers Programme Policy

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1. Key contacts

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2. Rationale

At Trinity, we are committed to providing all students from Years 7 to 13 with a comprehensive programme of Careers Education, Information, Advice and Guidance (CEIAG) and Work-Related Learning (WRL). All students participate in our careers programme, reviewed and updated annually, which firmly embeds careers education within the curriculum. The programme aims to raise the aspirations of our young people and to provide them with high quality information about future study options and labour market information.

By working in partnership with external agencies, we provide accurate and focused information, advice and guidance to enable our students to make informed choices about their future career routes. Every student is recognised as an individual and we aim to support each student's differing needs and personal attributes as they prepare for their future career. All students are exposed to an array of different opportunities in order to develop an awareness of their individual strengths, weaknesses, skills and aptitudes and how these link to possible careers, future education and training. Every student is listened to, encouraged and supported along their journey regardless of their future aspirations.

3. Statutory requirements

This policy is based on the Department for Education's (DfE's) statutory [Careers guidance and access for education and training providers](#).

This guidance refers to:

- The Education Act 1997
- The Education and Skills Act 2008
- The School Information (*England) Regulations 2008

This policy is also in line with the more recent [Skills and Post-16 Act 2022](#), which came into force on 1 January 2023 and made amendments to the previously known Baker Clause, now more commonly referred to as Provider Access Legislation. The Baker Clause was an amendment to the [Technical and Further Education Act 2017 \(legislation.gov.uk\)](#). The purpose of the Baker Clause was to address skills shortages experienced across several sectors of the UK's economy. The Baker Clause intended to place statutory duties upon schools to ensure that there are opportunities for colleges and other training providers to access all pupils in years 8 to 13 for the purpose of informing them about approved technical education qualifications or apprenticeships.

In reaction to the deficiencies identified, new legislation in the form of the Skills and Post-16 Education Act 2022 was enacted on 28 April 2022 with the aim of ensuring that the Baker Clause is now legally enforceable. It explains that our school must provide a minimum of 6 encounters with technical education or training providers to all pupils in years 8 to 13. For more detail on how we meet these requirements, see our provider access policy statement below (Section 4).

This policy is also in line with the Education (Careers Guidance in Schools) Act 2022. This came into force on 1 September 2022, and amended the existing duty in The Education Act 1997, so that:

- our school now secures independent careers guidance from year 7;
- we now provide and publish our careers guidance.

The above guidance requires that schools publish information about their careers programme on their website. This policy includes this information and shows how our school complies with this requirement. We also act in line with our statutory duty under the 'Baker Clause', to be impartial and not show bias towards any route, be that academic or technical. This policy should be read in conjunction with our provider access policy statement, which sets out how our school meets this duty.

4. Provider access legislation (PAL)

This statement sets out the school's arrangements for managing the access of providers to pupils at the school, for the purpose of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997. Trinity will ensure we comply with the new legal requirement to put on at least six encounters with providers of approved technical education qualifications or apprenticeships.

4.1 Student entitlement

Across Years 8 to 13 students are entitled to a minimum of six encounters:

- to find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point;
- to hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events;
- to understand how to make applications for the full range of academic and technical courses.

4.2 Development

This policy has been developed and is reviewed annually by the Careers Leader and Line Manager, based on current good practice guidelines by the Department for Education.

4.3 Links with other policies

It supports and is underpinned by key school policies including those for Careers, Child Protection, Equality and Diversity, and SEND.

4.4 Equality and diversity

Access to providers is available and promoted to allow all students to access information about other providers of further education and apprenticeships. Trinity is committed to encouraging all students to make decisions about their future based on impartial information.

4.5 Opportunities for access

Our current connections include former pupils, parents, local employers and providers and we are keen to widen this participation. We welcome input into our careers provision from parents/carers, employers, employees, universities, apprenticeship and further education providers. A number of events, integrated into the school careers programme, will offer providers an opportunity to come into school to speak to pupils and/or their parents/carers. Where possible parents/carers are encouraged to work with Trinity by providing local support in the form of guest speakers and masterclasses in their area of employment or speciality. Outside agencies are also invited to support the curriculum in all subject areas. Please speak to our Careers Leader to identify the most suitable opportunity for you.

4.6 Requests for access

A provider wishing to request access should contact: Ashleigh Tague (Careers Leader) via

e: atague@tchs.org.uk t: 0208 504 8946 ext. 153

Access will be given for providers to attend during school assemblies, timetabled meetings and events that Trinity arrange. Students may also travel to visit another provider as part of a trip, to be organised in partnership with Trinity.

4.7 Details of premises or facilities to be provided to a person who is given access

Trinity will make the main hall, classrooms or a private meeting room available for discussions between the provider and students, as appropriate to the activity. The school will, where possible, make available equipment to support provider presentations. The careers leader or appropriate staff member will organise and agree this, prior to any encounters, working closely with the provider to ensure the facilities are appropriate to the audience. Providers are welcome to leave a copy of their prospectus or other relevant course literature with the careers leader. All appropriate safeguarding checks will be carried out. Providers will be met and supervised at all times.

4.8 Live/virtual encounters

Trinity will consider live online encounters with providers where requested, and these may be broadcast into classrooms or the school assembly hall. Technology checks in advance will be required to ensure compatibility of systems.

4.9 Parents and carers

Parental involvement is encouraged, and parents may be invited to attend the events to meet the providers.

4.10 Monitoring review and evaluation

The Policy is monitored and evaluated annually.

Policy Coordinator: Mrs Tague

Policy Reviewed: October 2023

4.11 Providers who have been invited into Trinity to date include:

New City College	Waltham Forest College	London Institute of Sustainable Construction
Sir George Monoux College	Amazing Apprenticeships	Leyton Sixth Form College
Big Creative Academy	Royal British Navy	Royal British Army
Air Cadets	Prospects	Connexions
East Anglia University	University of Cumbria	Metropolitan Police
NHS	Essex Fire Service	Loughborough University
Bank of America	Cumbria University	University of East Anglia
St Marys University	Leicester University	Plymouth University
University of Westminster	Redbridge Council	Mastercard

5. Our commitment

At Trinity we are committed to providing all students throughout years 7 to 13 with a comprehensive programme of CEIAG and Work-Related Learning (WRL). All students partake in our careers programme which enables them to choose a career best suited to them and the appropriate pathway to achieve this. Interactive careers activities are delivered through our CPR and assembly programme at KS3 and 4, our Personal and Spiritual Development programme at KS5 and across all curriculum subjects throughout the academic year. The school utilises impartial careers advice through the use of independent careers advisers from both Prospects and Connexions. Prospects provide individual careers interviews for all students, with Connexions offering support to students with additional needs. They also deliver careers presentations to whole year groups, relevant to each key stage. We are further supported by the Careers & Enterprise Company (CEC), a national body for careers education in England, delivering support to schools and colleges to ensure delivery of a modern, 21st century careers education. Through the CEC Trinity have also been partnered with enterprise advisers. These advisers work in unity with Trinity to help bridge the gap between schools and employers and increase high quality experiences for all of our young people. The advisers the school are paired with have a wealth of knowledge and are able to share invaluable industry experience to engage our students. Our careers programme is specifically designed to embed the 'Baker Clause' and eight Gatsby benchmarks at its core. The programme has been developed in line with the Gatsby benchmarks to ensure best practice and to meet the requirements of the Department for Education's statutory guidance.

Gatsby Benchmarks	
1. A stable careers programme	Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.
2. Learning from career and labour market information	Every student, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.
3. Addressing the needs of each student	Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.
4. Linking curriculum learning to careers	All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.
5. Encounters with employers and employees	Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.
6. Experiences of workplaces	Every student 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.
7. Encounters with further and higher education	All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.
8. Personal guidance	Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an

	appropriate level. These should be available whenever significant study or career choices are being made.
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6. Our aims

6.1 Careers – Intent

The careers programme enables students to be fully equipped with the skills needed for further study and employment. Throughout the programme, students will develop an array of different skills and attributes.

6.2 Careers – Implementation

The careers programme is designed to enable all students to be educated and able to make choices with regards to further/higher education, training and employment. All students will have access to careers guidance and advice that is impartial, informed and relevant. They will be exposed to opportunities and experiences that will allow them to further develop the skills and competencies required for a successful future, in whatever pathway they choose as an individual.

6.3 Careers – Impact

Every year, student destination data is reviewed. This ensures that the careers programme is achieving the desired outcomes and that all students leaving Trinity have a clear progression route. It also enables the school to further shape and develop the programme so that the information and opportunities are always relevant.

High-quality careers guidance is important for our pupils' futures, and our provision aims to:

- offer **personalised careers provision** for all students in an environment that fosters ambition and equips students with the necessary decision-making skills to manage transitions;
- make students **aware of the range of opportunities** which are realistically available to them in continued education and training at 14+, 16+ and 18+, including technical qualifications and apprenticeships both locally and nationally
- **create a culture of high aspirations** for young people and give them access to quality information about future study options and labour market information;
- **recognise achievement**, in order to increase motivation and develop the skills and attitudes necessary for success in adult and working life;
- provide emphasis on the **relevance of literacy and STEM**, as fundamental components of everyday employment;
- build a **relevant network** of partners and providers for students to experience the world of work and develop transferable skills;
- encourage students to become **reflective learners** who are self-aware of their strengths, skills and attributes and how these link to career and life planning;
- develop **enterprise and employability skills** cross curricula;

- encourage participation in **continued learning**, including both higher education and vocational;
- reduce drop out from, and course-switching in, education and training thereby ensuring that Trinity contributes to **reducing the numbers of students who are not in education, training or employment (NEET)**;
- deliver a programme of activities, opportunities and experiences that all students can access which supports inclusion, challenges stereotyping and promotes **equality of opportunity**;
- ensure all students are aware of the value of their education and qualifications and that their **behaviour, attendance and learning skills** are inherently linked to their career prospects and future success.

7. Careers and SEND provision

Every pupil with SEND follows the same programme of careers as their peers, with adaption and support from the SEND team where appropriate. Pupils with SEND have the option of a 1:1 interview with our external careers advisers to enable early identification of any necessary adaptations or interventions to support their career aspirations. The SENCO meets with parents/carers to discuss option suitability and to support transitional stages.

8. STEM

STEM is given a high priority at Trinity, as is reflected by the appointment of our STEM coordinator Mrs Rogers. A range of stem activities are offered across all three Key Stages which are designed to highlight the relevance of STEM subjects for a range of future career paths, challenge stereotypical thinking and raise aspirations.

9. Student entitlement

All students, across all year groups are entitled to access the careers provision at Trinity. The whole school careers plan is accessible via the school's website and highlights the student entitlement in more detail.

Below is a sample of opportunities:

	Autumn term	Spring term	Summer term
Year 7	CPR Programme	CPR Programme	CPR Programme
	STEM workshop	Careers fair	Careers assembly
	Independent careers interviews	National apprenticeship week	Unifrog challenge
	Co-curricula masterclass	National careers week-virtual webinars	Houses of Parliament trip
		Theatre workshops	Just sing festival
			Co-curricula masterclass

		Independent careers interviews Co-curricula masterclass	Independent careers interviews
Year 8	CPR Programme STEM workshop Independent careers interviews Co-curricular masterclass	CPR Programme Careers fair National apprenticeship week National careers week Independent careers interviews Co-curricular masterclass	CPR Programme Author presentation Just sing festival Independent careers interviews Co-curricular masterclass
Year 9	CPR Programme GCSE options presentation ASK Independent careers interviews Co-curricular masterclass	CPR Programme Careers fair National apprenticeship week National careers week- virtual webinars options support Careersfest! New City College Independent careers interviews Co-curricular masterclass	CPR Programme Energy Quest workshops Just sing festival Independent careers interviews Co-curricular masterclass
Year 10	CPR Programme Post 16 options event Art trip- British museum Author visit T Level week Independent careers interviews	CPR Programme Careers fair National apprenticeship week National careers week- virtual webinars Careersfest! New City College	CPR Programme Work experience Theatre production of set texts Speakers for schools virtual workshops Construction workshop GCSE

	Co-curricular masterclass	Independent careers interviews Co-curricular masterclass	Co-curricular masterclass Independent careers interviews GCSE Geography trip-Dorking
Year 11	CPR Programme Post 16 options event Independent careers interviews Author visit Co-curricular masterclass	CPR Programme Careers fair ASK assembly on apprenticeships National apprenticeship week National careers week-virtual webinars Independent careers interviews Construction workshop GCSE Careersfest! New City College Co-curricular masterclass	CPR Programme Independent careers interviews Co-curricular masterclass
Year 12	PSD Programme Art trip- Borough market/National gallery Independent careers interviews ASK talk- Degree Apprenticeships Duke of Edinburgh Award Co-curricular masterclass	PSD Programme Careers fair National apprenticeship week National careers week-virtual webinars Independent careers interviews Careersfest! New City College A Level Geography trip-Devon Duke of Edinburgh Award	PSD Programme Independent careers interviews Duke of Edinburgh Award Co-curricular masterclass

		Co-curricular masterclass	
Year 13	PSD Programme	PSD Programme	PSD Programme
	Independent careers interviews	Careers fair	Independent careers interviews
	Co-curricular masterclass	National apprenticeship week	Co-curricular masterclass
	Personal statement writing workshop	Co-curricular masterclass	
	Bank of America talk-different careers in investment banking	National careers week-virtual webinars	
		Independent careers interviews	
		Careersfest! New City College	

10. Measuring impact

Students, teachers and external providers/professionals are surveyed after careers events to gather feedback on what worked well, what they enjoyed and what could be improved for future events. We ensure best practice by completing regular self-evaluation of our programme via the CEC compass tool. At present, Trinity Catholic High School is above national average in its progress across all eight Gatsby benchmarks.

The impact of Trinity's careers provision is also measured through destination analysis. The majority of Year 11 students remain at Trinity Sixth Form, with a small percentage moving on to local colleges and apprenticeship providers.

10.1 Destinations of previous Year 13 pupils from Trinity include:

Anglia Ruskin University	University of Leicester	University of Leeds
University of Warwick	Swansea University	University of Manchester
Kings College London	University of Greenwich	University of East Anglia
De Montfort University	Goldsmiths University of London	London City University
University of Edinburgh	University of York	Imperial College London
University of Aberdeen	University of Exeter	University of Westminster
Loughborough University	Cardiff University	Sheffield Hallam University
University of Surrey	University of Bath	University of Birmingham
Lancaster University	Medway School of Pharmacy	Coventry University
UCFB	University College Birmingham	Loughborough College
Fashion Retail Academy	University of East London	Bournemouth University
The Engineering & Design Institute	University of the Arts London	Ravensbourne University

Manchester Metropolitan University	Nottingham Trent University	University of Wolverhampton
University of Bristol	University of Sheffield	Canterbury Christ University
Harper & Keele Veterinary School	Queen Mary University	University of Sussex
University of Reading	University of Essex	University of Brighton
University of Plymouth	University of Liverpool	University of Southampton
Durham University	University College London	University of Kent
University of Portsmouth	University of Stirling	Nottingham University
University of Liverpool	Liverpool John Moore University	Royal Holloway University of London

11. Information for parents/carers

It is widely recognised that parents/carers are one of the most influential forces in a young person's career and education decision-making. It is therefore of utmost importance that parents/carers have the information, guidance and support they need to help their children navigate these decisions. Trinity will play an integral part in helping parents/carers to support their children throughout this process.

- Parents/carers will be informed of the interactive careers software used by students, and will be asked to encourage learners to continue to access the software outside of the school day;
- CEIAG delivery should be supported with home-based discussions, where parents/carers actively work with students on career planning tasks;
- Where possible parents/carers can work with Trinity by providing local support in the form of guest speakers.

12. Information for governors and staff

12.1 For governors

- To be fully involved in supporting Trinity with its development of highly effective CEIAG.

12.2 For teachers and form tutors

- Ensure timely and purposeful conversations during tutor time to explore career development and career management;
- Ensure that the delivery of careers education is relevant to their own subject area's programme of study and schemes of work;
- To include Mrs Tague in all correspondence relating to trips/externally provided talks/masterclasses/career assemblies etc.
- To act as role models for students in developing enterprising attitudes that will act as the foundation for motivating students to be lifelong learners.

12.3 For subject leaders

- To monitor and ensure the delivery of careers education in their subject area at appropriate times throughout the academic year;

- To ensure that appropriate links are made to facilitate work related learning within schemes of work;
- To include the development of careers education in subject improvement planning;
- To include Mrs Tague in all correspondence relating to trips/externally provided talks/masterclasses/career assemblies etc.

All staff have access to Unifrog, through which careers related learning resources can be accessed via the resource library. If you have not used the platform before, please follow the instructions below:

Login section- enter your school email address- create a password.

For all other careers related queries please contact:

Mrs Tague e: ataque@tchs.org.uk t: 0208 504 3419 ext. 153

13. Useful digital resources

Unifrog <https://www.unifrog.org/>

Unifrog is a complete destinations platform which helps students compare every opportunity, then successfully apply. It hosts a vast amount of careers-related content for students in key stages 3-5, teachers and parents. It also empowers teachers and counsellors to manage and track the progression process effectively. All students at Trinity can easily access their Unifrog account using their school email address and by creating their own password.

Prospects [Prospects.ac.uk](https://www.prospects.ac.uk)

Prospects, guide students to make the right choice. They can match skills and personality to 400+ job profiles.

Career pilot <https://www.careerpilot.org.uk/>

This website covers choices at 14, 16 and 18, and, explores different job sectors and how you can study and work at the same time - even to university level.

LMI for All <https://www.lmiforall.org.uk>

The LMI for All portal provides high quality, reliable labour market information (LMI) to inform careers decisions.

STEM Learning <https://www.stem.org.uk>

STEM Learning's aim is always the same – to provide a world-leading STEM education for all young people across the UK. They are dedicated to improving young people's lives through the power of STEM and believe great STEM education builds knowledge and skills that are vital for everyone.

icould <https://icould.com/>

icould has a range of video clips showing real people talking about their jobs and careers.

Government's dedicated apprenticeship website <https://www.gov.uk/apply-apprenticeship> The Central Government's dedicated apprenticeship website has a whole range of information to help young people decide if apprenticeships are the right route for them. You can also search for apprenticeship vacancies.

The National Careers Service <https://nationalcareers.service.gov.uk/>

The site provides information, advice and guidance to help you make decisions on learning, training and work opportunities. The service offers confidential and impartial advice. This is supported by qualified careers advisers.

Plotr <https://www.thecdi.net/affiliate/plotr>

Plotr is a free-to-access, Government supported and industry-led website that connects young people (aged 11-24) to the world of work. It provides inspiration, exploration and discovery through a series of interactions that contain information about local Apprenticeships, work experience and entry level roles.

Success at School <https://successatschool.org/>

Success at school is the place for young people to explore careers, get the lowdown on top employers, and search for the latest jobs, courses and advice. The study guide section within youth space contains a range of information including help on making options choices in Year 9, post 16 options and getting into higher education.

Life Skills <https://barclayslifeskills.com/>

Life Skills, created with Barclays, is a free, curriculum-linked programme, developed with teachers to help improve the skills and employability of young people in the UK.

Amazing Apprenticeships [Amazing Apprenticeships](#)

Amazing Apprenticeships is a leading organisation in the education sector, working with schools, colleges and employers, tackling misconceptions and promoting the benefits of apprenticeships and technical education.