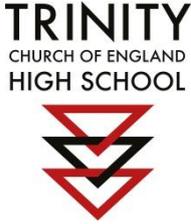


CAREERS AND WORK-RELATED LEARNING POLICY

 <p>TRINITY CHURCH OF ENGLAND HIGH SCHOOL</p>	Reviewed by:	Governors' Curriculum Committee
	Approved by:	Full Governing Body
	Date approved:	15 th July 2025
	Date adopted:	1 st September, 2025
	Next review due by:	End of 2027/28 academic year

AIM/PURPOSE

The aim of the policy is to ensure that Trinity students receive the appropriate careers guidance, support and advice. This guidance should be impartial, include a range of pathways, including university options, apprenticeships and other appropriate courses, such as T-levels, and help students to investigate a broad understanding of careers. Trinity C of E High School is committed to ensuring that its Careers Education Information Advice and Guidance (CEIAG) programme is in line with the eight updated Gatsby benchmarks for ensuring best practice, as recommended by the Department for Education's statutory guidance (2025).

The CEIAG work undertaken at Trinity C of E High School is designed to meet the legal requirements under this statutory guidance issued under Section 45A of the Education Act 1997.

The guidance refers to:

- Section 42A, 42B, 45 and 45A of the Education Act 1997
- Section 72 of the Education and Skills Act 2008
- Schedule 4 (15) of the School Information (England) Regulations 2008

The Gatsby Benchmarks:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each young person
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

The delivery of careers is both formal and informal and permeates the curriculum. The strategies undertaken in order to achieve the aims of careers education can be seen as a series of activities. The school tracks the encounters provided to students, both in school and on planned external visits. This enables students to access these records if required.

GENERAL PRINCIPLES

Careers education and work-related learning consists of a planned programme to develop skills, knowledge and attitudes related to choices and transition to continuing education, training and employment. It offers a systematic and personalised approach to help students make choices through impartial, well-informed advice and to learn about work.

Careers education and guidance aims to prepare young people for adult and working life and contributes to the development of the whole person. Students should be able to develop knowledge of themselves and the opportunities open to them, whilst developing the following skills and attitudes:

Skills: Decision-making and managing change, target setting, an ability to review, analyse, record and explain.

Attitudes: Challenge stereotypes, self-reliance, self-awareness and self-motivation, including a positive attitude to life and towards others.

These should be achieved through:

- ◆ A planned programme of careers education and guidance in dedicated careers sessions for all year groups (for example the 'career of the fortnight' initiative and planned careers related activities in curriculum lessons).
- ◆ Other aspects of career and work-related learning including financial planning will be covered within PSHCE lessons. There is also development work planned to implement financial education across all curriculum areas.
- ◆ Access to information through the school website and the schools Careers Education Information and Guidance Area.
- ◆ Access to individual and confidential guidance in partnership with the impartial careers advisor delivered to meet the needs of the students, including those with special educational needs.
- ◆ Support for students to record achievement and plan future action.
- ◆ Experience of the world of work.
- ◆ Practice job interviews with current employers (called mock interviews).
- ◆ Students producing an on-line portfolio of work showing their development.

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Key Stage 3 includes:

- ◆ Reviewing skills - undertaking realistic self-assessment of achievements, qualities, aptitudes and abilities.
- ◆ Reviewing, goal setting, reflection and action planning to support progress and achievement.
- ◆ Recognising stereotyped and misrepresented images of people, careers and work and how personal views affect decision making.
- ◆ Recognising that work is more than just paid employment.
- ◆ Using appropriate vocabulary and organising information about work.
- ◆ Decision making skills.
- ◆ Making realistic and informed choices of options available post 14.
- ◆ Opportunity for discussion with an impartial careers advisor.
- ◆ Parental/student access to careers information via school website; including links to the National Careers Service.

- ◆ Student access to resources in the school's Careers Education Information Advice Guidance area
- ◆ Enterprise week for Year 9 students.
- ◆ Duke of Edinburgh Award – Bronze.
- ◆ Individual interviews with an impartial careers advisor.
- ◆ Career of the fortnight – distributed to form tutors for discussion and added to our online learning platform.
- ◆ Financial education (through both the PSHCE curriculum, the taught curriculum and the use of form time).
- ◆ One week's worth of work experience activities during years 7 to 9.
- ◆ Access to training and apprenticeship providers in line with the school's Provider Access Policy.
- ◆ Access to the school's annual Careers Fair (held in the Spring Term of each academic year).

Key Stage 4:

- ◆ Understanding how the world of work is changing and the skills that promote employability through the use of labour market information.
- ◆ Identifying and using a variety of sources, including the National Careers Service, to analyse and evaluate careers information.
- ◆ Awareness of options post 16
- ◆ Organising and presenting information in an appropriate format, for example, for guidance at interview.
- ◆ Individual interviews in with an impartial careers advisor.
- ◆ Work experience; a work placement of one week during the summer term of Y10.
- ◆ Practice interviews with employees in Y11 (called mock interviews).
- ◆ Future pathway talks from employers and apprenticeship providers, training providers and technical education providers, in line with the school's Provider Access Policy.
- ◆ Parental/student access to careers information via school website; including links to the National Careers Service.
- ◆ Duke of Edinburgh's Silver Award – workplaces for 'volunteering' section.
- ◆ Student access to resources in the Careers Education Information and Guidance Area.
- ◆ Career of the fortnight – distributed to form tutors for discussion and added to our online learning platform.
- ◆ Financial education (through both the taught curriculum and the use of form time).
- ◆ Access to the school's annual Careers Fair (held in the Spring Term of each academic year).

Key Stage 5:

- ◆ The Extended Project Qualification (EPQ) helps develop invaluable research and independent learning skills, central to higher education
- ◆ Volunteer/work experience opportunities to enable students to progress and succeed, challenge, build skills and encourage a level of commitment throughout 'Professional Work Placement' in July of Year 12.
- ◆ Raise awareness of post 16 pathways and opportunities including degree courses, apprenticeships, degree apprenticeships and employment through future pathway talks from employers and apprenticeship providers, training providers and technical education

providers, in line with the school's Provider Access Policy. Students are also supported in learning how to write a CV.

- ◆ Talks from external providers to promote awareness of financial support for prospective undergraduate students, including skills on how to control personal spending and how to manage living expenses when living independently.
- ◆ Individual confidential careers interviews are available for all KS5 students. Students new to Trinity have an automatic appointment in the first term. Students with SEND needs have routine appointments and support during KS5. Interviews are also available on demand for all, or through referral from the Sixth Form Leadership team.
- ◆ Individual support through UCAS process, including visits to the UCAS convention.
- ◆ All students are offered offsite visits to at least two University campus' and to engage with alternative HE providers through activities week, departmental visits and Careers and HE week.
- ◆ Charity fundraising and enterprise activities to develop 'soft' skills, increase confidence and resilience and raise aspirations, to broaden awareness of careers and the world of work.
- ◆ Duke of Edinburgh Award – Gold, Silver – workplaces for 'volunteering' section.
- ◆ Career of the fortnight – distributed to form tutors for discussion and added to our online learning platform.
- ◆ Access to the annual 6th form Careers Week (held in the Autumn Term of each academic year).
- ◆ Access to the school's annual Careers Fair (held in the Spring Term of each academic year).

In addition to the detail above, the Careers Lead will work with all key stakeholders, both internal and external, to ensure that Trinity C of E High School meets all of its statutory duties under the Department for Education 'Careers Guidance and Access for Education and Training Providers' documentation, updated in May 2025.

MONITORING AND EVALUATION

The Careers Lead will keep the Head abreast of developments. The Curriculum Committee have responsibility for the policy and changes will be ratified by the Full Governing Body.

The provision is quality assured and assessed through a number of methods:

- Evaluation of related career events and activities: Student questionnaire completed annually. Parental questionnaire completed at Parents Evening.
- Participation in the Quality in Careers Standard award.
- Report to the Governing Body presented at the Curriculum committee meeting in Autumn term; including destination data for Year 11 and 13 which includes an annual activity report for post-16 leavers and post-18 leavers.
- Completion of the termly 'Compass' evaluation.