



Trinity Academy Grammar

Policy:	Careers Policy
Date of review:	September 2025
Date of next review:	September 2026
Lead professional:	S.Goddard-Wood
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.
- 1.2 The CEIAG programme is designed to be progressive from Year 7 to Year 11 and support students in making informed choices in years 9, 11 and Post-16.
- 1.3 At Trinity Academy Grammar we aim to raise aspirations, challenge stereotypes and encourage students to consider a wide range of careers. Through careers education and guidance it is hoped that students will be encouraged to make the most of their talents and to go on to jobs or courses which suit their needs and intelligence.
- 1.4 In particular we intend our students to:
 - Develop a broad understanding of the world of work and an ability to respond to changing opportunities.
 - 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 only after completing their higher education course.

2. Commitments

- 2.1 Directors, Governors and staff are committed to:
 - The provision of resources and advice to enable students to understand and develop career choices and to ensure that careers education is seen as part of the overall curriculum and learning framework for all years.
 - Encouraging students to achieve and to be ambitious.
 - Involving students, parents and carers in the further development of careers work.
 - Working with support agencies so that no student is disadvantaged in gaining access to education, training or work.
 - Achieving and retaining the Quality Standards in Careers Education award.
 - Meeting all eight of the Gatsby Benchmarks.

3. Provision

- 3.1 Careers includes education, information and guidance. Careers education helps our students develop the knowledge and skills they need to make successful choices, manage transitions in learning and move into work. Through guidance students are able to use their knowledge and skills to make the decisions about learning and work that are right for them. Careers education forms an integral part of the curriculum in the Weekly Wellbeing programme and is achieved via lessons, assemblies, form time sessions and individual, targeted opportunities, for example visits to universities or work places and talks with employers.
- 3.2 Careers guidance is delivered by C&K Careers and supported by the work form tutors do in form time. All staff are involved in guidance e.g. support during selection of Key Stage 4 options.
- 3.3 We are also well supported by our qualified and impartial careers advisers. Careers guidance interviews takes place on a group basis at Key Stage 3, and one to one basis at Key Stage 4 and those who request a careers appointment.
- 3.4 Careers information and resources are available in school for students to access. Our CEIAG programme aims to guarantee all students who leave Trinity Academy Grammar at the end of Year 11 have an appropriate offer of a place to move onto. Future First is a weekly careers programme that is delivered to students and focuses on the following themes across 5 years: Forging ahead with your future career; Inspired for your future career; Research your future career; Securing your future career; Transitioning to your future career.

By the end of Key Stage 3 Students will have experienced:

- Weekly lessons focused on careers CEIAG
- Three assemblies with careers guidance counsellors
- 6 personal careers investigations
- Guest speakers from local colleges and post-16 providers
- Reflection time around skills building
- Student leadership roles and responsibilities whole school and at Tutor group level
- Weekly Wellbeing (PSHCE) lessons focused on careers and skills
- Subject specific careers links and information in lessons
- A careers fair to speak to providers from different industries, colleges and universities
- End of year trip to include experience of a variety of workplaces and interactions
- Enhanced careers information and guidance, supported by SLT, for students in Year 9 as part of our options process
- 6 Careers Weeks throughout the year, every year, with every lesson linked to: applications and interviews, green careers, LMI, careers guidance and mentoring, work experience and encounters with employers/ees

By the end of Key Stage 4 Students will have experienced:

- In Y10 weekly lessons focused on careers CEIAG
- At least two further assemblies with careers guidance counsellors
- Assemblies from local colleges and post-16 providers
- At least one visit to and multiple encounters with representatives from universities
- Writing CVs and applications
- Mock interviews in Y11
- Workplace visits linked to options subjects – bringing the options subjects to life with local employers
- Student leadership roles and responsibilities whole school and at Tutor group level
- 6 Careers Weeks throughout the year, every year, with every lesson linked to: applications and interviews, green careers, LMI, careers guidance and mentoring, work experience and encounters with employers/ees

4. Equal opportunities

Trinity Academy Grammar is keen to promote equal opportunities and try to use every opportunity to challenge stereotypes and to raise aspirations. Careers education is provided to all students and provision is made to allow all students to access the curriculum. Students are encouraged to follow career paths that suit their interests, skills and strengths with the absence of stereotypes. All students are provided with the same opportunities and diversity is celebrated. Students with Special Educational Needs are offered additional careers advice. 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 Future First which is a careers programme that has been designed to meet the needs of each year group and is delivered on a weekly basis. As well as through the Weekly Wellbeing (PSHCE) programme which meets the criteria laid out in the 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. Parents are also invited to information events and coffee mornings with C&K Careers throughout the year. Furthermore, C&K Careers, local colleges and post-16 providers are invited to attend KS4 Parents and Carers Evening to also speak to parents.

Online Resources:

<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 apprenticeship, traineeship and part time work vacancies

<https://nationalcareers.service.gov.uk/explore-careers>

<https://www.gov.uk/topic/further-education-skills/apprenticeships>

Apprenticeship vacancies

<https://www.ucas.com>

Information on university courses and entry requirements

Job profiles <https://www.gov.uk/topic/further-education-skills/apprenticeships>

Apprenticeship vacancies <https://www.ucas.com>

Information on university courses and entry requirements

8. Management

The Assistant Principal with responsibility for the wellbeing programme oversees the implementation of the careers programme. The Assistant Principal also oversees CEIAG and careers appointments for the careers advisor.

9. Resources

The school has accessible careers resources in the library as well as access to a private office for careers interviews. Careers interviews are scheduled for all Year 11 students, with additional interviews arranged on a case by case basis. The Academy has links with various local businesses, HE institutions and the Local Enterprise Network, all of whom offer valuable first hand advice and resource to our students.

10. Monitoring, evaluation and review

The careers programme is monitored regularly, reviewed and revised to meet the needs of our student cohort. Trinity Academy Grammar will measure the effectiveness of the CEIAG provision by considering both attainment data and destination data for our students at all transition stages.