



## **Trinity Academy Sowerby Bridge Careers Policy**

<b>Senior Leader Responsible for Careers</b>	<b>N. Clarke</b>
<b>Careers Link Governor</b>	<b>TBC</b>
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### **Aims**

Careers education, information and guidance (CEIAG) programmes make a significant contribution to preparing young people for the opportunities, responsibilities and experiences of adult life. The CEIAG programme is designed to be progressive from Year 7 to Year 11 and support students in making informed choices in years 8 and 11. At Trinity Academy Sowerby Bridge we aim to raise aspirations, challenge stereotypes and encourage pupils to consider a wide range of careers. Through careers education and guidance it is hoped that pupils will be encouraged to make the most of their talents and to go on to jobs or courses which suit their needs and intelligence.

In particular we intend our pupils 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 pupils will make their final choices only after completing their higher education course.

### **Commitments**

The Governing Body 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 pupil 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

## Provision

Careers includes both education, information and guidance. Careers education helps our pupils develop the knowledge and skills they need to make successful choices, manage transitions in learning and move into work. Through guidance, pupils are able to use their knowledge and skills to make decisions about learning and work that are right for them. Careers education forms an integral part of the curriculum in the Curriculum for Life programme and is achieved via assemblies, VT sessions and individual, targeted opportunities, for example visits to universities or work places and talks with employers.

Careers guidance is supported by the work form tutors do in tutorial time. All staff are involved in guidance e.g. support during selection of Phase Two options. We are also well supported by our qualified and impartial careers advisers who are in school every week. Careers guidance interviews take place on a group basis, and one to one basis for a number of identified students and those who request a careers appointment. Careers information and resources are available in school for students to access. Our CEIAG programme aims to guarantee all students who leave Trinity Academy Sowerby Bridge at the end of Year 11 have an offer of a place to move onto.

### **Phase 1 provision includes:**

Year 7	Assembly on options 16+ - the different routes students can take Assemblies from local employers during apprenticeship week The opportunity to speak with employers during apprenticeship week
Year 8	Introduction to University talk from a link university Introduction to apprenticeships talk from local apprentices Careers guidance via small group workshops, run by C&K careers IAG information evening for students and parents prior to making options choices Assemblies from local employers during apprenticeship week The opportunity to speak with employers during apprenticeship week

### **By the end of Phase 1 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+
- 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 employers
- Had the opportunity to attend an IAG evening prior to options choices

## Phase 2 Provision includes:

Year 9	Financial education through the Curriculum for Life programme CV writing workshop Assemblies from local employers during apprenticeship week The opportunity to speak with employers during apprenticeship week University visit or talk from university employees – subject specific
Year 10	Mock interview day Assembly on 6 <sup>th</sup> form life from current 6 <sup>th</sup> form students at Trinity MAT 6 <sup>th</sup> form The opportunity to speak with employers during apprenticeship week University visit or talk from university employees – subject specific
Year 11	Assembly on university life by 6 <sup>th</sup> form alumni (Trinity MAT 6 <sup>th</sup> form) Assembly on life as an apprentice by 6 <sup>th</sup> form alumni Assembly from a local employer re: what employers are looking for Group and 1:1 careers interviews with C&K careers

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.

### **By the end of Phase 2 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, university employees and 6<sup>th</sup> form alumni
- Produced a CV through the CV writing workshop
- Gained interview experience from the mock interview day
- Have had at least two employer interactions

### **Equal opportunities**

Trinity Academy Sowerby Bridge 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 pupils informed so that we are aware of trends and opportunities.

### **Relationship to other parts of the curriculum and other policies**

Careers education is conducted in accordance with the Academy's equal opportunities policy and other relevant policies. 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.

### **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.

### **Management**

The Senior Leader with responsibility for the Curriculum for Life programme oversees the implementation of the careers programme. The Senior Leader also oversees CEIAG and careers appointments for the careers advisor.

### **Resources**

The school has accessible careers resources in the careers office as well as access to a private space 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.

### **Monitoring, evaluation and review**

The careers programme is monitored regularly and amended. Students' and parents' opinions are actively sought and included in the evaluation and review. Trinity Academy Sowerby Bridge will measure the effectiveness of the CEIAG provision by considering both attainment data and destination data for our students at all transition stages.