



## Trinity Sixth Form Academy

<b>Policy:</b>	Careers Policy
<b>Date of review:</b>	February 2021
<b>Date of next review:</b>	February 2022
<b>Lead professional:</b>	H. Ashton
<b>Status:</b>	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 12 to Year 13 and support students in making informed choices in year 13.
- 1.3 At Trinity Sixth Form Academy (TSFA) 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 in Careers Standard.
  - 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 Personal Development (PD) programme and is achieved via assemblies, Form Tutor sessions and individual, targeted opportunities, for example visits to universities or work places and talks with employers.
- 3.2 Careers guidance is supported by the work form tutors do in tutorial time. All staff are involved in guidance e.g. UCAS Progress and UCAS applications.
- 3.3 We are also well supported by our qualified and impartial careers advisers who are in school on full time. Careers guidance interviews take place on a group basis, and on a one to one basis for all students within Sixth Form (and additionally for those who request a careers appointment or are advised to have additional appointments by their PPT).
- 3.4 Careers information and resources are available in school and on the website for students to access. Our CEIAG programme aims to guarantee all students who leave TSFA at the end of Year 13 have an offer of a place to move onto.

### 3.5 Sixth Form Provision includes:

Year 12	<ul style="list-style-type: none"><li>• Initial guidance meeting following Sixth Form application</li><li>• Follow up guidance meetings where it is deemed beneficial</li><li>• Results day guidance meeting</li><li>• Year 12 initial careers meeting (100% of students meet with independent careers advisor in Y12 with follow up appointments in Y13)</li><li>• Enrichment opportunities with external partners</li><li>• Work experience opportunities with external partners</li><li>• Leadership opportunities within the MAT</li><li>• Apprenticeship training</li><li>• UCAS training and application through PD programme</li><li>• HE+</li><li>• Raising Aspirations</li><li>• University guest talks and visits</li><li>• Careers advisor available for guidance and drop-ins</li><li>• PD programme</li><li>• Year 12 review interview with SLG</li><li>• Links to careers made explicit in curriculum maps</li><li>• Alumni talks</li></ul>
Year 13	<ul style="list-style-type: none"><li>• Year 13 follow-up careers meeting</li><li>• Ongoing enrichment and leadership opportunities</li><li>• Student finance talks and seminars through PD programme</li><li>• Ongoing UCAS support with statement and application</li><li>• CV and cover letter writing workshops in PD sessions</li><li>• Mock interview support via PPT</li><li>• Careers advisor available for guidance and drop-ins</li><li>• Work experience opportunities with external partners</li><li>• Leadership opportunities within the MAT</li></ul>

#### 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, university employees and Sixth Form alumni.
- Produced a CV / cover letter through the PD programme.
- Applied to UCAS or to further training, apprenticeships or employment.
- Gained an understanding of student finance and the support available to them.
- Had bespoke, individualised careers guidance from a qualified careers advisor.
- Gained interview experience.
- Undertaken at least two enrichment and / or leadership opportunities.
- Gained experience of a professional work environment.

#### 4. Equal opportunities

TSFA 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 centres equality policy and other relevant policies. The Sixth Form 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. Parents are kept well informed of any CEIAG that students have received and are encouraged to engage with our independent careers service. All applicable online resources are accessed through links on the school website.

## **7. Management**

The Associate Assistant Principal with responsibility for Aspirations oversees the implementation of the careers programme. The Associate Assistant Principal also oversees CEIAG and helps coordinate careers appointments for the careers advisor (in partnership with the PPTs).

## **8. Resources**

The school has accessible careers resources in the Achievement Centre (AC), on the website, as well as access to a private office for careers interviews. An impartial, Level 6 qualified careers advisor is available on-site full time. Careers interviews are scheduled for all Sixth Form 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.

## **9. Monitoring, evaluation and review**

The careers programme is monitored regularly and amended. TSFA 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 use feedback from all stakeholders including parents and employers.