

# Trinity High School

& S I X T H F O R M C E N T R E

An Independent State Funded Academy

## CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE POLICY

Also to be read in conjunction with:

- DfE Statutory Guidance 'Careers guidance and access for education and training providers'
- DfE 'Careers Strategy: making the most of everyone's skills and talents'
- DfE Statutory Guidance: 'Careers guidance and inspiration in schools.'
- DfE Statutory Guidance: 'Participation of young people in education, employment or training.'
- Career Development Institute Code of Ethics

School Policy: available on website

Staff Policy: available on r-drive

Reviewed:

Approved by Governing Body:

Review date:

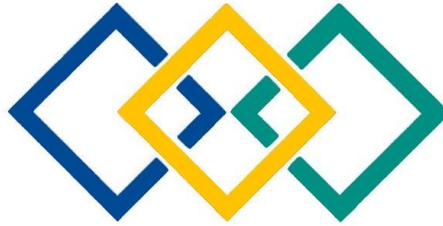
Policy Responsibility:

Sept 2018

29 Jan 2019

Sept 2019

Mr Thomas



# CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE POLICY

## AIMS AND OBJECTIVES

The Careers Education, Information, Advice and Guidance (CEIAG) programme at Trinity High School and Sixth Form aims to:

- Inspire and motivate all students to fulfil their potential.
- Encourage every student to consider a broad and ambitious range of progression routes and careers.
- Enable students to become self-governing, independent and resilient to ensure that they leave school prepared for life in today's world.
- Provide access to high quality work experience opportunities.
- Provide access to Independent Information, Advice and Guidance (IAG) through our partnerships with employers, educational, apprenticeship and training providers.
- Deliver high quality, impartial information advice and guidance that is tailored to each student's individual needs through a variety of formats including, one-to-one meetings with the Careers Advisor for the school.
- Support every student in making a successful transition into Post-16 and Post-18 Education, Employment and Training.
- Engage parents/carers in the careers programme to enable every young person to make informed choices for their future.
- Adhere to the Career Development Institute's Code of Ethics to provide a service that promotes equality, confidentiality and impartiality.

Management, Delivery & Partnerships:

- The Careers, Education, Information Advice and Guidance programme is managed and co-ordinated by the Careers Advisor and Careers Leader: **Mrs Louise Laxton, email: [laxtonl@trinityhigh.net](mailto:laxtonl@trinityhigh.net), tel: 01527 585859, ext 303.**
- All staff contribute to the CEIAG provided through their roles as Senior Leaders, Faculty and Departmental Leaders, Heads of Year, Form Tutors, Subject Teachers and Mentors.

## MONITORING & EVALUATION

The impact of the careers programme is measured through a number of methods, including:

- Destination report and data for Year 11 and Year 13 leavers.
- Feedback from students on their experience of the careers education, information, advice and guidance received.
- Feedback from students and staff on careers lessons/events and work experience programmes.
- Gathering feedback from key stakeholders including employers, training providers, partners and parents.

## **LINKS TO OTHER POLICIES**

This policy should be read in conjunction with:

- DfE Statutory Guidance 'Careers guidance and access for education and training providers'
- DfE 'Careers Strategy: making the most of everyone's skills and talents'
- DfE Statutory Guidance: 'Careers guidance and inspiration in schools.'
- DfE Statutory Guidance: 'Participation of young people in education, employment or training.'
- Career Development Institute Code of Ethics

## **THE GATSBY BENCHMARKS**

Trinity High School and Sixth Form Centre is committed to the Government's Careers Strategy to provide a high quality careers programme for all students and to fulfil the following benchmarks by 2020:

- B1. A stable careers programme
- B2. Learning from career and labour market information
- B3. Addressing the needs of each pupil
- B4. Linking curriculum learning to careers
- B5. Encounters with employers and employees
- B6. Experiences of workplaces
- B7. Encounters with further and higher education
- B8. Personal guidance

*(DfE 'Careers Strategy: making the most of everyone's skills and talents' December 2017)*

## **KEY PRINCIPLES**

The CEIAG programme delivered at Trinity High School is underpinned by the following principles of good practice:

- P1. Provide access to a range of activities that inspire young people about their possible progression route and career possibilities.
- P2. Build strong links with employers to help boost young people's attitudes and employability skills. Inform young people of the range of opportunities available and help them understand how to make this a reality.
- P3. Offer high quality work experience, that properly reflects individual's studies and strengths and support the academic curriculum.
- P4. Widen access to advice on options available post-16, for example, apprenticeships, training providers, specialist colleges, volunteering, the armed forces as well as other vocational routes alongside the more traditional A-Levels and University route.
- P5. Provide face-to-face advice and guidance to build confidence, knowledge, independence and motivation.
- P6. Work with local authorities and other agencies to identify vulnerable young people, including those with special educational needs and those at risk of not participating post-16, and the services that are available to support them.
- P7. To work with the Heads of Year, staff and other agencies to ensure that all students have the information and support required in making the most appropriate and relevant progression route.

- P8. Consciously work to prevent all forms of stereotyping in the advice and guidance provided, to ensure boys and girls from all backgrounds and diversity groups consider the widest possible range of careers, including those that are often portrayed as primarily for one or other of the sexes.

*(DfE 'Careers Guidance and inspiration in Schools' March 2015)*

## **CAREERS PROGRAMME**

### **Careers provision and programme including the strategy objectives for all years 2018/2019**

*'We aim to make sure that every child leaves Trinity with skills and results that enable them to gain lifelong success in a rewarding, influential career.'*

#### **Year 9**

##### **A. Introductory Workshop and Autumn Term**

- To introduce and explain the different aspects of careers, what they are and what they involve.
- Discuss what routes the students can follow.
- Collate and collect information to build a portfolio throughout the year.
- Look at the individual concentrating on skills and qualities.
- Profile sheet to be completed and data sheet compiled then shared with relevant persons.
- Promotion of the drop-in sessions every break and lunch in Room 2A.
- Individual interviews.
- Forging links with businesses via 'MP's Mentoring Scheme'.
- Raising aspirations with different opportunities, trips, speakers and activities.
- Promote World Skills Show trip and Trinity High School Careers Fair that happens in November linking it to deciding options after Christmas.

##### **B. Spring and Summer Term**

- Careers through the Tutor Programme.
- Promotion of Worcester Skills Show.
- STEM and Big Bang effect on the labour market.
- Opening Doors - links with businesses.
- Promotion of 'Take Your Child to Work Day'.
- Also to be aware and take advantage of trips and links with employers.
- There will also be some assemblies and lunchtime drop-in sessions devoted to career sectors such as Engineering, Creative, Law and STEM.

#### **Year 10**

##### **A. Autumn term**

- Introductory assembly to be held in September to talk about career progression, options, importance of working hard, opportunities and the forthcoming events such as the Trinity Careers Fair.
- Career routes and apprenticeships explained.
- Followed by information booklet for the student and profile sheet to go back to Mrs Laxton.

- Mentoring scheme with raising aspirations with Worcester University Ambassadors.
- Update of portfolio document with relevant information about possible career interests.
- Selection of students to work with Oakland International on their link with business programme.
- Forging links with businesses via 'MP's Mentoring Scheme'.
- There will also be a couple of assemblies from particular career sectors such as Engineering, Creative, Law and STEM.
- University of Worcester trip.
- Promotion and reminder of drop-in sessions every break and lunchtime in room 2A.
- Individual interviews.
- Start of CV.

#### B. Spring Term

- Promotion of Worcestershire Skills Show event and What Career Live (at the NEC).
- Promotion of apprenticeship event.
- Promotion of 'Take Your Child to Work Day'.
- Promotion of work experience.

#### C. Summer Term

- Tutor programme.
- Money Skills (NATWEST).
- CV writing, letters of application and interview techniques.
- Latest labour market information.
- To introduce the availability of university taster sessions with Worcester University trip, Summer Schools and Taster Days at different colleges.
- Links between important elements such as exam success and the careers available.

### Year 11

#### A. Introductory Assembly

- To be held in September to talk about career progression, the importance of working hard, opportunities and the forthcoming events of the Careers Workshop and the Trinity Careers Fair.
- Reminder of the drop-in sessions at break and lunchtimes in Room 2A.
- Advertise the help about CV writing, letters of application and interview techniques.
- Visiting the tutor groups on a regular basis.
- Forging links with businesses via 'MP's Mentoring Scheme'.
- Individual interviews.
- Part-time work.
- Wages, spending and saving.
- Raising aspirations and mentoring with Worcester University Ambassadors.
- Information about different open days.

#### B. Assembly about Apprenticeships from outside speaker (October)

- Assembly to explain the Careers Event and Careers Fair to the students – early November.
- College and Sixth Form applications.

C. Assembly in Spring Term to give update about further College applications and open days

- Speakers if they are from different employment sectors that were present in the Careers Event.
- Continued update of career progression routes.
- Assembly about applying for apprenticeships to start after the exams.
- Assistance with interviews and interview techniques.
- Attendance at Results Day and make sure that all the students sign the sheet to confirm their career progression and that there would be advice and guidance if needed.

**Year 12**

- Session with Year 12 on Induction Day about other options with regards to career progression apart from university.
- Opportunities available with trips and the Trinity Careers Fair.
- Apprenticeship visit.
- Open days.
- Apprenticeship talk.
- Where to get the information, websites and links on the student r-drive.
- Advertise the help about CV writing, letters of application and interview techniques.
- Use of drop-in sessions.
- Mock interviews.
- Individual IAG interviews.
- Work experience.
- Worcester University experience.
- Making the most of your University Open Day.
- Use of speakers if appropriate.
- Profile sheet to be completed and then a spreadsheet produced for tutors.
- Continued communication to the students via the screen, tutors and The Kube display board.

**Year 13**

- Opportunities available with trips and the Trinity Careers Fair.
- Raising Aspirations and mentoring with NCOP.
- Apprenticeship visit.
- Apprenticeship talk.
- Where to get the information, websites and links on the student r-drive.
- Advertise the help with CV writing, letters of application and interview techniques.
- Use of drop-in sessions.
- Interviews.
- Work experience if needed for university applications.
- Open days.
- Use of speakers if appropriate.
- Profile sheet to be completed and then a spreadsheet produced or Careers Monitor updated.
- Continued communication to the students via the screen, tutors and The Kube display board.
- Managing money.
- Mock interviews.

- Worcester University Ambassadors Mentoring Programme.
- Attendance on Results day to help and advise.

## **The Bridge**

### Year 11

- Session on career progression and the different options.
- Career profile sheet and career intentions.
- Importance of exams and other opportunities.
- Apprenticeship visit.
- Skills Show visit.
- CV writing.
- Letters of application.
- Application to institutions.
- Open days and visits.
- Interview techniques.
- THS Careers Fair.
- College placements.
- Work placements.