



## Trinity Academy Bradford

**Policy:** Careers Policy

**Date of review:** September 2024

**Date of next review:** August 2025

**Lead professional:** N Underhill

**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 8, 9 and 10.
- 1.3 At Trinity Academy Bradford 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 through the lens of careers.
  - Involving students, parents and carers in the further development of careers work through the CEIAG careers pathway.
  - Working with support agencies so that no student is disadvantaged in gaining access to education, training or work.
  - Working towards the Quality Standards in Careers Education award.
  - Adhering to the Baker Clause
  - Meeting all eight 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 taught and co-curricular offer for students. It is delivered via the Curriculum for Life lessons as part of the Living in the Wider World Theme, through the Phase Journey Curriculum delivered during tutorial, through individual subject areas and via events and assemblies bespoke to each year group, for example visits to universities or workplaces and

talks with employers. In addition, we also have careers advisors who are available for 1:1 and small group sessions 3 days a week.

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- 3.2 Careers guidance is delivered by C&K careers and supported by the work form tutors do in tutorial time. This work is further enhanced by use of CPD delivered to all staff.
- 3.3 We are well supported by external agencies, namely C&K Careers. C&K Careers are our qualified and impartial careers advisers who are in school every day. 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. We are also supported by the West Yorkshire LEP, who provide careers advice and access to the West Yorkshire Careers Hub.
- 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 Bradford at the end of Year 11 have an offer of a place to move onto.

### **3.5 Phase Career Provision Includes:**

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. These will be sought by the careers and curriculum leaders and will be developed as the academy continues to grow.

<b>Trinity Academy Bradford Careers Vision:</b>	
A programme that opens doors, and equips students with the knowledge, professional standards and confidence to know which ones to walk through	
<b>Phase 1 (Year 7 and 8): Engage in Expectations</b>	
<b>Phase 1 Enquiry Question:</b>	
<i>'What different doors could I walk through, and what do I need to keep lots of doors open?'</i>	
<b>Measurable outcome/s</b> (How will we know Phase 1 can answer their enquiry question?)	<b>Activity</b> (What will Phase 1 do, practise, experience, learn...)
<p>All students can define job categories</p> <p>All students know the Trinity Professional Standards and can articulate how they are useful in school and wider life</p> <p>All students understand how their careers education will progress through their time at school</p> <p>All students can identify their own qualities and skills</p> <p>All students know what a university is</p> <p>All students know that there are a range of careers pathways they can take Post 16</p> <p>All students understand the range of opportunities that education opens up</p> <p>All students don't conform to stereotypical thinking about jobs and types of employment.</p> <p>All students make informed choices for their GCSE options based on an understanding of Further Education and Industry requirements as well as their own strengths</p> <p>All students are capable of identifying common sources of information about the labour market and the education system</p> <p>Students are aware of the main learning pathways (e.g. university, college and apprenticeships)</p> <p>All students are aware that many jobs require learning, skills and minimum qualifications</p> <p>All students are aware of the range of different sectors and organisations where they can work</p> <p>All students are aware of the range of ways that organisations undertake recruitment and selection</p> <p>All students have had meaningful interactions with professionals from across a range of different industries.</p>	<p><b>Professional Standards:</b></p> <ul style="list-style-type: none"> <li>- Conduct, Dedication, Organisation, Pride, Values</li> <li>- Weekly Lesson</li> <li>- Termly Assembly</li> </ul> <p><b>Assembly:</b></p> <ul style="list-style-type: none"> <li>- Who does what job? (Challenging stereotypes)</li> <li>- Employability Skills</li> </ul> <p><b>Outward Bound Residential – employability skills (140)</b></p> <p><b>Trinity Talks:</b></p> <ul style="list-style-type: none"> <li>- Alan Donohue: How to perform a poem to engage a crowd</li> <li>- Judith Cummins – MP – The art of debating</li> <li>- Matt Abbotts – Poetry and Creative Writing as a Career</li> <li>- Roots into Languages – how languages can open doors to careers</li> </ul> <p><b>C4L Lessons:</b></p> <ul style="list-style-type: none"> <li>- How do I keep myself organised?</li> <li>- What is the best way to look after money?</li> <li>- How can we pay for things?</li> <li>- What are the implications of borrowing money?</li> <li>- How do I create aspirational goals for future?</li> <li>- What is the difference between employment, self-employment, voluntary work?</li> <li>- What is the Labour Market Index?</li> <li>- How does society challenge discrimination in the workplace and the gender pay?</li> </ul> <p><b>Amazon – School of the Future competition</b></p> <p><b>National Careers Challenge/ Enterprise Challenge</b></p> <p><i>Trinity Talks Trip to Parliament</i></p> <p><b>JED questionnaire</b></p> <p><b>Trinity Scholars initiative:</b></p> <ul style="list-style-type: none"> <li>- Trip to London</li> <li>- Bradford Lit Fest trip</li> <li>- Weekly journal club</li> </ul> <p><b>Tutor led session on key considerations for Year 8 options</b></p> <p><b>Access to My Directions</b></p> <p><b>Curriculum led careers learning in all subjects</b></p>

Phase 2 (Year 9): Broaden Experiences	
Phase 2 Enquiry Question: <i>'What can I do to learn more about which door I want to walk through, and what experiences can I gain to allow me to walk through it?'</i>	
Measurable outcome/s (How will we know Phase 2 can answer their enquiry question?)	Activity (What will Phase 2 do, practise, experience, learn...)
<p>All students can identify the difference between college, sixth form and apprenticeships</p> <p>All students are informed about the impact their GCSE choices have on their future opportunities</p> <p>All students demonstrate the Professional Standards in and out of lessons.</p> <p>All students can independently research course and job requirements.</p> <p>All students have had meaningful interactions with professionals from across a range of different industries.</p> <p>All students are aware of how their skills and qualities will enable them to have greater opportunities in the future.</p> <p>All students are able to articulate what their skills and qualities are.</p>	<p><b>Professional Standards:</b></p> <ul style="list-style-type: none"> <li>- Conduct, Dedication, Organisation, Pride, Values</li> <li>- Weekly Lesson</li> <li>- Termly Assembly</li> </ul> <p><b>Curriculum for Life Lessons:</b></p> <ul style="list-style-type: none"> <li>- How can I manage conflicts?</li> </ul> <p><b>Born in Bradford Health Research drop down day</b></p> <p><b>Positive Futures drop down day</b></p> <p><b>PwC Visit (60 PP students)</b></p> <p><b>Health and Social Trip - Clinical Insights Day – 12 students</b></p> <p><b>Assemblies:</b></p> <ul style="list-style-type: none"> <li>- Careers Pathways and Employability Skills</li> <li>- Ask Apprenticeships</li> <li>- University Talk – Huddersfield</li> <li>- Employers Talk – Uniformed Services</li> <li>- Richard Crowther Employer assembly</li> </ul> <p><b>C&amp;K Small Group work focussed on Options</b></p> <p><b>C&amp;K 1-1 sessions for non-graduates</b></p> <p><b>C&amp;K Presence at EHCP reviews</b></p> <p><b>Tutor led session on key considerations for Year 9 options</b></p> <p><b>JED questionnaire</b></p> <p><b>Access to My Directions</b></p> <p><b>Curriculum led careers learning in all subjects</b></p>
Phase 3 (Year 10 and Year 11): Prepare for Next Steps	
Phase 3 Enquiry Question: <i>Which door do I want to walk through and what do I need to walk through it?</i>	
Measurable outcome/s (How will we know Phase 3 can answer their enquiry question?)	Activity (What will Phase 3 do, practise, experience, learn...)
<p>All students have had further exposure to workplaces and develop more knowledge of sectors in practice</p> <p>All students recognise the main learning pathways and considering which one they want to follow and how they will access and succeed in it</p> <p>All students are able to research the learning and qualification requirements for jobs and careers that they are interested in</p> <p>All students have had exposure to researching the range of workplaces and what it is like to work there and have had meaningful interactions with employers and employees from a range of sectors.</p> <p>All students have experience researching how recruitment and selection processes work and what they need to do to succeed in them</p>	<p><b>LMI Assembly</b></p> <p><i>Year 10 Outward Bound residential – employability skills</i></p> <p><b>Options aligned with key areas of employment for West Yorkshire</b></p> <p><b>Professional Standards:</b></p> <ul style="list-style-type: none"> <li>- Conduct, Dedication, Organisation, Pride, Values</li> <li>- Weekly Lesson</li> <li>- Termly Assembly</li> </ul> <p><b>Curriculum for Life Lessons</b></p> <ul style="list-style-type: none"> <li>- How can we re-frame negative thinking?</li> <li>- How do I budget effectively?</li> <li>- How do savings accounts &amp; pensions work?</li> <li>- What is a mortgage?</li> <li>- How do I manage and prevent debt?</li> <li>- What is fraud and cybercrime?</li> <li>- What are UK citizens' rights to travel and access to visas?</li> <li>- What does a good interview look like?</li> <li>- How to write a CV</li> </ul>

<p>All students feel confident about making choices about their Post 16 choices</p> <p>All students know how to research Post 16 choices and are aware of the different open days and events that are available to them.</p> <p>All students have two firm offers of Post 16 education or training.</p> <p>All students are able to articulate how their skills and qualities make them right for their chosen Post 16 option.</p> <p>No students leave school NEET.</p> <p>95% of students are accepted at their first choice Post 16 provider</p> <p>Students continue to progress to the most successful post 16 institutions and apprenticeship providers in West Yorkshire</p> <p>All students have the opportunity to meet representatives of Post 16 providers or to visit those institutions</p>	<p><b>Competitive Edge Speakers:</b></p> <ul style="list-style-type: none"> <li>- Alan Donohue: How to find a career that puts you in your element.</li> <li>- Ellie Sax: Making a career from your creative passion.</li> <li>- John Moorhouse: How dentistry led to a life of adventure.</li> <li>- Alan Jones: using creativity to foster community</li> <li>- Jamie Peacock:</li> </ul> <p><b>Assemblies:</b></p> <ul style="list-style-type: none"> <li>- Trinity Sixth Form Academy</li> <li>- Bradford College</li> <li>- Calderdale College</li> <li>- Bradford New College</li> <li>- Ask Apprenticeships</li> <li>- Leeds Beckett University</li> </ul> <p><b>Competitive Edge drop down day 1:</b> All students choose a GCSE/T Level workshop from a next step provider</p> <p><b>Competitive Edge drop down day 2:</b> All students choose a careers workshop delivered by a careers contact</p> <p><b>Aspirations Fair</b> – both Further and Higher education, technical and academic routes</p> <p><b>Mock Interview Day</b> <i>Operation Live – surgical experience (60)</i></p> <p><b>Ask Apprenticeship Talk</b></p> <p><b>Aspirations Fair</b> – both Further and Higher education, technical and academic routes.</p> <p><b>Group C&amp;K Careers appointments – Y10</b></p> <p><b>1-1 C&amp;K appointments – Y11</b></p> <p><b>JED questionnaire</b></p> <p><b>Access to My Directions</b></p> <p><b>Curriculum led careers learning in all subjects</b></p>
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#### 4. Equal opportunities

Trinity Academy Bradford 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. For further information, please refer to the Special Educational Needs Report. 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 the Curriculum for Life programme which meets the criteria laid out in the PSHE 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. They are also visible below:

<https://bradford.trinitymat.org/curriculum/careers/>

Link to the academy careers provision, links to useful information for parents, carers and students, LMI, destinations data and our Alumni, careers insights and virtual work experience links.

<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>

*Job profiles*

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

*Apprenticeship vacancies*

<https://www.ucas.com>

*Information on university courses and entry requirements*

## **7. Management**

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

## **8. Resources and partnerships**

The school has accessible careers resources in the library as well as access to a private office for careers interviews. Two careers advisor is available on site three days a week providing independent and impartial careers advice. Careers interviews are scheduled for all Year 11 students, with additional interviews arranged on a case by case basis. The Academy has robust partnerships with a huge number of local businesses, HE institutions, the Careers and Enterprise Company, the Local Enterprise Partnership (the LEP), all of whom offer valuable first-hand advice, resources and workplace experiences to our students, through the various means outlined in point 5.

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

The careers programme is monitored regularly, reviewed and revised to meet the needs of our student cohort. Trinity Academy Bradford will measure the effectiveness of CEIAG by considering data from internal surveys, soft data from reflections in booklets and, ultimately, destination data for our students at all transition stages. We also take into consideration the findings of student voice and feedback from staff, students and employers after CEIAG events have taken place.

Furthermore, we are committed to working towards all Gatsby Standards and to ensure we are recognised for the Quality in Careers Standards Award. We adhere to the Baker Clause. We welcome regular review from our designated careers governors.