Trinity Academy Bradford

Policy:	Careers Policy
Date of review:	September 2025
Date of next review:	August 2026
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.

This policy has been updated to reflect the Careers guidance and access for education and training providers (DfE, May 2025) and the statutory requirement for schools to deliver careers guidance from Year 7 onwards, in line with the revised Gatsby Benchmarks (statutory from September 2025).

1.2 The CEIAG programme is designed to be progressive from Year 7 to Year 11 and support students in making informed choices in year 8 and 9 for their options / pathway process and also informed choices for their next steps in year 11.

1.3 At Trinity Academy Bradford we raise aspirations, challenge stereotypes and encourage students to consider a wide range of careers. It is through our Phase initiatives, Curriculum for Life (C4L), departmental curriculum careers focus, extra-curricular clubs and internal and external events that our students experience a focus on careers education, skills development and guidance. Our Phase initiatives include Graduation (Y7-Y8), Trinity Challenge (Y9) and Competitive Edge (Y11).

1.4 In particular we intend our students to:

- Develop awareness of varied and diverse career opportunities.
- Build essential employability skills (aligned to Skills Builder), including professionalism, resilience, organisation and teamwork.
- Understand the world of work and respond positively to changing opportunities
- Learn how to research, evaluate and act on careers information and guidance.
- Plan future actions, present themselves effectively and manage transitions.
- Develop key skills, from professionalism to resilience that will support their journey into work.
- 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 after they have left us, but we want to ensure that the students are well informed and equipped in making this decision.

2. Commitments

2.1 Directors, Governors and staff are committed to:

- Developing and quality assuring the provision and advice that students receive, to understand and develop career choices and to ensure that careers education is seen as part of the overall curriculum and initiatives 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. This includes options events, where students decide on their options and parent events on ‘next step providers’.
- Working with external agencies to ensure that no student is disadvantaged in gaining access to education, training or work.

- Working towards the Quality Standards in careers Education award.
- Meeting all eight Gatsby Benchmarks.

Delivering CEIAG as a statutory entitlement in line with the May 2025 DfE guidance.

- Meeting all eight revised Gatsby Benchmarks.
- Delivering the Work Experience Guarantee, ensuring every student has access to at least two weeks of meaningful workplace experience by the end of Year 11.
- Ensuring every student receives personal guidance from a qualified careers adviser: at least one interview by age 16, and a second by age 18 (through Trinity Sixth Form Academy or other MAT partners for KS5 students).
- Working with students, parents and carers to involve them in careers learning, transition planning and post-16 decisions.
- Working with external partners (including C&K Careers, the Careers and Enterprise Company, LEP, local employers, training providers and FE/HE institutions) to ensure students are not disadvantaged in access to opportunities.
- Working towards the Quality in Careers Standard.

3. Provision

3.1 At TAB, our careers provision has a phased approach. Firstly, our Phase One students will take part in our Graduation scheme. This programme allows students to see how their attendance, attitude, dedication and confidence allow for success. Secondly, our Phase Two students will take part in our Trinity Challenge scheme, where they start to develop skills beyond the classroom. Students also have one hour of personal development, where they work towards developing these skills and ultimately applying them to the Duke of Edinburgh award at the end of Year 9. Finally, students enrol onto our Competitive Edge Programme in Year 10 and Year 11. These students begin to look at how they can give themselves a ‘competitive edge’ amongst other students. They take part in mock interviews, develop their CVs, attend inspirational talks and visit places of work.

3.2 We also have a Professional Standards curriculum that is taught during Tutor Time. Each Tuesday, students have a session focused on our five Professional Standards: Conduct, Dedication, Organisation, Pride and Values. We believe as an academy that if students can embody these standards, it will support them to be ready for the working world.

3.3 Careers includes education, information and guidance. Through our Curriculum for Life programme, students in Year 8, Year 9, and Year 11 explore different next steps providers, how to set aspirational goals, the difference between next steps qualifications and career advice using the labour market index. Within curriculum areas, students will have the opportunity to explore careers within these curriculum areas, this is led by a department areas.

3.3 We are well supported by external agencies, Calderdale and Kirklees Careers. We have a members of their team working within our academy to ensure that students receive adequate support when applying for their next steps. Students are invited to both group and individual appointments, where they will discuss their ambitions and will be supported and guided with the relevant information from our career’s advisors.

3.4 Careers information and resources are available in school for students to access through identified careers leaders and through the careers section of our library. 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 **Phases 1 and 2 provision includes:**

Year 7	• The launch of the Graduation programme. • Regular assemblies with their Phase Leader to discuss the importance of Graduation and the links to skills and the wider world. • Six Trinity Talks sessions across differing curriculum areas that work to support students in developing skills such as public speaking, research and enterprise. • Departmental career opportunities across all subject areas in the school. This could include external and internal visits from relevant employers, in-class discussions about subject specific careers and workshops. • A year group specific curriculum on how to be professional in Year 7 – conduct, dedication, organisation, pride and values. • A work experience day delivered in partnership with Lloyds Bank • Introduction to explore and experience the World of Work and My Directions resources during tutor time. • Attended the Outward Bound Trust residential or in school Outward Bound Trust programme for 2 days, offering a work experience opportunity alongside this.
Year 8	• Continuation of the Graduation programme. • Regular assemblies with their Phase Leader to discuss the importance of Graduation and the links to skills and the wider world. • Six Trinity Talks sessions across differing curriculum areas that work to support students in developing skills such as public speaking, research and enterprise. • Departmental career opportunities across all subject areas in the school. This could include external and internal visits from relevant employers, in-class discussions about subject specific careers and workshops. • A work experience day themed around GIS and Green Careers led by the Geography department and external careers partners • Curriculum for Life lessons focusing on aspirational goals, employability, differing types of employment, the labour market index and the rights of an employee. • A virtual options event where parents and students are invited to explore the options students can select to study in Year 9. • A year group specific curriculum on how to be professional in Year 7 – conduct, dedication, organisation, pride and values. • Assemblies from differing employers. • Assemblies from different colleges / next step providers. • Continue to explore and experience the World of Work and My Directions resources during tutor time.

Year 9	• The launch of the Trinity Challenge programme. • Regular assemblies with their Phase Leader to discuss the importance of Trinity Talks and the links to skills and the wider world. • All students can take part in the Duke of Edinburgh award. • Departmental career opportunities across all subject areas in the school. This could include external and internal visits from relevant employers, in-class discussions about subject specific careers and workshops. • Curriculum for Life lessons focusing on options after Year 11, the difference between college and sixth form, the difference between A-Levels, T-Levels and vocational courses, apprenticeships and how to write a strong application. • A year group specific curriculum on how to be professional in Year 7 – conduct, dedication, organisation, pride and values. • A work experience day themed around STEM delivered by the Science department and external STEM partners • Assemblies from differing employers. • Assemblies from different colleges / next step providers. • Some will get the change to visit a university.
Year 10	• The launch of the Competitive Edge speaker programme with 6 inspirational career themed speakers throughout the year. • Regular assemblies with their Phase Leader to discuss the importance of Competitive Edge, what makes a competitive Edge and how to be successful. • A year group specific curriculum on how to be professional in Year 7 – conduct, dedication, organisation, pride and values. • Six lessons focused on writing a strong CV. • A group and/or 1-1 meetings with our C&K careers team. • Assemblies from differing employers. • Assemblies from different colleges / next step providers. • Engagement with the My Directions platform to encourage students to reflect on aspirations and opportunities Post 16. • An assessment centre work experience day. • A work experience visit with Yorkshire Building Society
Year 11	• Curriculum for Life lessons focusing on options after Year 11, interview skills, application processes and building a competitive edge. • Students will receive internal support with applying for their next steps. This will come from their Tutor, their Phase Leader and the C&K careers team. • 1-1 meetings with the C&K team to receive guidance and advice on next steps. • A drop-down competitive edge day, where students will attend taster sessions with different colleges and next steps providers • A drop-down competitive edge day, where students will attend workshops with different employers from different fields. • A careers and next steps fair. • Students will attend a mock interview day, where they will be interviews by external employers to receive feedback on their interview skills.

	• Support post results day to support students in securing a place on a course or apprenticeship. • Assemblies from differing employers. • Assemblies from different colleges / next step providers.

By the end of Phase 1 Students will have:

- All had the opportunity to Graduate with a 1st, 2:1, 2:2 or third.
- An understanding of where in the academy they can go to access careers information.
- Had at least two interactions with employers (both local and national) / HE providers
- Heard at least two local employers speak during assemblies.
- Received personalised guidance during tutor time to support with their subject choices for GCSE.
- Had two years of our Professional Standards curriculum and will be supported in embodying our standards.
- Had the opportunity to engage with virtual options support prior to options choices.
- Had two work experience days with external careers partners
- Had a 2 day Outward Bound Trust experience (either residential or in house) with work experience opportunities throughout

By the end of Phase 2 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+, including apprenticeship options. 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 and national employers.
- Received personalised guidance via an online platform prior to options choices being made.
- Had the opportunity to engage with virtual options support, prior to options choices.
- Develop life and employability skills by participating in the DofE Bronze Award and the Trinity Challenge.
- Had two years of our Professional Standards curriculum and will be supported in embodying our standards.
- Had one work experience day with a local careers partner

3.7 **Phase 3 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.

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 and university employees.
- Taken part in our Competitive Edge programme.

- Produced a CV through the CV writing workshop.
- Gained interview experience from the mock interview day.
- Applied to Sixth Form, College or an apprenticeship.
- Gained an understanding of student finance and the support available to them.
- Had bespoke, individualised personal careers guidance.
- Gained experience of a professional work environment.
- Gained extra understanding of the Labour Market Index.
- Have had at least two employer interactions.
- Had opportunities to take part in high quality virtual work experience.
- Taken part in work experience through Yorkshire Building Society

4. Equal opportunities

Trinity Academy Bradford operates through the Equality Pledge and therefore promotes equal opportunities. TAB is dedicated to using every opportunity to challenge stereotypes and to raise aspirations. Students are encouraged to follow career paths that suit their interests, skills and strengths with the absence of stereotypes and are provided with first-hand experience of a wide variety of industries. All students are provided with the same opportunities and diversity is celebrated. Students with Special Educational Needs are offered additional careers advice and support. 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 and 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.

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

Success at School: Help parents help young people plan their future:

https://nationalcareersservice.direct.gov.uk/

The National Careers Service

https://ck.mydirections.co.uk/

C&K online

https://ck.mydirections.co.uk/vacancies

C&K online – where vacancies / local jobs / apprenticeships can be found

https://www.youthemployment.org.uk/careers-advice-for-parents/

Careers Advice For Parents

https://www.studying-in-uk.org/most-employable-degrees-in-uk/

University Advice

https://www.futurelearn.com/info/blog/free-cv-templates
Future Learn - CV Guidance

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 Student Experience oversees the implementation of the careers programme and works closely with the Phase Leader Team, C&K Careers Advisor, and Curriculum Leaders to develop the whole academy approach to careers.

8. Resources and partnerships

The school has accessible careers resources in the library as well as access to a private office for careers interviews. A one career advisor is available on site two days a week providing independent and impartial careers advice. Careers interviews are scheduled for all Year 10 and 11 students, with additional interviews arranged on a case-by-case basis. The Academy has links with various local businesses, HE institutions, the Careers and Enterprise Company, Local Enterprise Network and GHWY, all of whom offer valuable first-hand advice and resource to our students.

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 the CEIAG provision by considering both attainment data and destination data for our students at all transition stages. We will also take into consideration the findings of student voice and feedback from staff, students and employers after careers events have taken place. Furthermore, we are committed to maintaining completion of all Gatsby Standards and work towards achieving the Quality in Careers Standard Award. We welcome regular review from our designated careers governors.