

Careers Education, Information and Guidance Policy

(changes in red to accommodate for Covid-19 policies 20-21)

Trinity is committed to providing a broadly based, coherent and balanced curriculum supported by opportunities for students to make informed decisions about their pathway when they leave the School. In a world where employment opportunities are rapidly changing, Trinity recognises that students need both to recognise their own abilities and aptitudes and learn to develop and adapt their work-ready skills so as to be flexible and well equipped for the new jobs of the future.

This requires students to have access to a wide range of information about the world of work and access to those with direct experience of many different industries and work environments. They also need access to individual careers guidance and encouragement to explore all possible alternatives. Trinity provides all of these facilities, and strives to ensure that every student can, as a result, make sound career-related choices.

Additional Information relevant to CEIAG Policy

This policy should be read in conjunction with the following complementary policies:

- Curriculum Policy
- Teaching and Learning Policy
- The Sixth Form Guide
- Personal Development Policy (PSHE)

and with the information on the Careers Firefly pages: <https://trinity.fireflycloud.net/careers-and-universities>

Aims of the Trinity CEIAG Policy

- To implement the Gatsby Benchmarks of Good Careers Guidance. These are set out in Appendix 2 alongside the relevant careers service or initiative provided by Trinity to meet each benchmark.
- To comply with the relevant parts of the statutory guidance: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/748474/181008_schools_statutory_guidance_final.pdf (“the Statutory Guidance”)
- To equip students with the ability to analyse and reflect on their own interests, abilities, talents and motivation and to identify how and when to build on or amend these in order to capitalise on future opportunities.
- To maintain an impartial approach to careers advice, so that all students, regardless of their background, have the freedom and confidence to examine all potential avenues, including, but not limited to, apprenticeships, university courses in the UK and abroad, direct transition to work, GAP year travel or work and creative courses. Trinity will always strive to encourage students to avoid any stereotypical attitudes to jobs (in particular that jobs of particular types can only be done by a male or by a female)

- To provide students with resources to find out more about different jobs, careers and post-16 pathways and to encourage them to explore these. Trinity expects students to take the initiative in such research and to take responsibility for their own decisions regarding their future pathway.
- To encourage students and their families to arrange suitable work experience (once the Covid 19 constraints are lifted – few opportunities for in-person work experience exist. The Careers Department circulate details of the on-line WEX substitutes that we hear of)
- To enable students, when they leave the School, to develop into self-sufficient, economically active, committed individuals

The CEIAG programme

The regular programme is set out in Appendix 1 (by year groups targeted) and 2 (by Gatsby benchmark addressed). Its components are reviewed on an annual basis and adjusted (in terms of weighting, or timing during the school year) to achieve maximum effect.

Responsibilities

- The Head and Senior Management team are responsible for
 - ensuring the School has a structured CEIAG programme and suitable staff (or external contractors) to deliver that programme successfully
 - supporting and promoting the CEIAG programme (with staff, parents and students)
 - reviewing, on a regular basis, the quality and effectiveness of the CEIAG programme and considering changes as appropriate
- The Head of Careers is responsible for development and practical delivery of the CEIAG programme and liaison with the Sixth Form Team and Head of UCAS in relation to university applications. The Head of Careers is also responsible for training, supervising and setting the work focus of the other members of staff in the Careers Department. The Head of Careers will act as the Careers Leader (as defined in the Statutory Guidance)
- All staff, in both their academic and pastoral roles, are responsible for
 - Giving students clear guidance (whether through formal assessment, informal feedback or pastoral discussions) on their strengths, talents, aptitudes and potential, so that students can make informed and realistic decisions about their future
 - Providing guidance, encouragement and mentoring to students on how to set high aspirations and good work habits
 - Seeking to involve parents in their child's consideration and choices relating to future education, training and career paths

APPENDIX 1

YEAR GROUP	ACTIVITY	INTENDED FOCUS/EFFECT
ALL YEAR GROUPS	Departmental displays to show both celebrities and alumni who studied the target subject and what jobs they now do	Informing students of the wider application of the subject and enthusing them to study harder/further in that subject with confidence about its long-term versatility
	Departmental displays to indicate potential careers that the subject can lead to	As above
	<p>Society speakers talk about their work and how they navigated to their current career e.g.</p> <p>Engineering Club for 2nd and 3rd years has visiting engineer speakers</p> <p>Drama platforms (termly for 2nd year up) allow students to meet current actors, screen writers, directors</p> <p>Law Society and MDV Society (for medics, dentists and vets) bring in speakers to talk about their roles as health professionals)</p> <p style="color: red;">Speaker programme largely curtailed due to Covid 19. Where potential speakers can be captured on video, or there are ready made video clips from similar professions, these are added to the Careers Firefly site</p>	As above
	Members of staff with previous careers in a different industry will draw on this experience in lessons, either to deepen the student understanding of their subject or to illustrate the different directions in which the subject can lead	As above
	Some subjects integrate into their teaching information regarding careers using the subject (e.g. Drama: videos from adults working in the relevant industry; English: Field Day trips to venues where professional actors talk about their job (on hold for Covid 19) ; Languages: exploration of alternative careers and their pros and cons, visit from tourism specialist to talk about their job (see above for limitations on speakers due to Covid 19)	As above

	and Field Day trip to relevant working environments; DT project work -see by year group)	
	Development of work ready skills as part of the normal syllabus e.g. <ul style="list-style-type: none"> - transactional writing in English with extensive discussion of how this relates to the world of media and journalism (with personal input from staff who worked in such roles prior to teaching) - confidence in public speaking through competitions and class presentations - teamwork and collaboration - debate and critique of other views in a polite and supportive manner 	Developing work ready skills
ALL UPPER SCHOOL (4-6th forms)		
	Careers Evenings – range of speakers on a theme (often an industry, vocation or sector) On hold for 2020-21 due to Covid restrictions on mixed bubble audience and on parents in school.	Informing students of the range of jobs available, how to access them (for post-A level routes), skills looked for by employers, qualifications needed and potential salary Networking opportunity with speakers
	Facets of Science lectures – a panel of eminent scientists speak to a large audience about their work On hold for 2020-21 due to Covid restrictions on mixed bubble audience and on parents in school.	Enthusing students about the possibility of working in research science and the skills needed
	Academic projects (particularly the EPQ/SFP in the Upper School) – students are encouraged to contact specialists in the relevant field	Potential networking opportunity
ALL LOWER SCHOOL (J-4)		
	For DT/design – project work proceeds from the perspective of the imaginary client and their needs	Teaching students to analyse problems and design solutions from the client’s perspective, building business awareness
UPPER SIXTH	One to one UK university advice and application support	Assisting students to achieve the best post-Trinity pathway for them
	One to one Overseas university advice and application support	
	One to one Apprenticeship or transition to work support (including CV and assessment centre training)	

	U6 Diploma Sessions (2) on university budgeting, introduction to law, tax, national insurance and accommodation issues	Adding practical information to the academic and work ready skills which students have built
	Interview training and mock interviews	Building work ready skills and adding confidence
LOWER SIXTH	L6 Diploma sessions (2) on employability, work ready skills and effective business communication	Building work ready skills
	Wider use of Unifrog to record and reflect on work experience and other situations where they are building work ready skills	Teaching the importance of review and reflection as part of the career process
	Higher Education Week – introduction to different post-Trinity pathways, including transition to work, apprenticeships and university; student finance; GAP years and their benefits for future employment	Ensuring students are aware of all the options and encouraged to explore them
FIFTH YEAR	Morrisby careers interviews and debrief	Reviewing personal preferences, soft skills and potential career interests and making a plan for their further development
	Work experience guidance and support (WEX is self-organised) – 20/21 focus is on on-line WEX rather than in person WEX	
	Introduction to Unifrog platform and careers research	Equipping students to find out more and narrow their focus, in order to plan ahead
	Introduction to networking and its importance	Building work ready skills
FOURTH YEAR	Morrisby careers profiling	Identifying personal preferences, soft skills and potential career interests
	Social enterprise project- students compete in teams to design a social enterprise and present their ideas to the judges	Raising awareness of social enterprise, encouraging collaboration, delegation and confidence in public speaking. Illustrating the importance of market research and business awareness

	GCSE work in DT includes learning about the related careers e.g. engineering, materials scientist and project designers (both videos and speakers)	Building wider knowledge of the opportunities and the skills needed
	Design project requires independent research into occupational therapy	Familiarising students with the application of design in a different career area
	Geography focus on formal and informal employment in different countries	Building student understanding of the alternative methods of work and relative advantages of each
	Seminar with ex police officer about their role in crime, law enforcement and punishment On hold for Covid 19	Improving the understanding of roles in justice and law enforcement
THIRD YEAR	Great Men Project – visiting speakers talk about what they do and the life skills they need to do it well On hold for Covid 19	Reinforcing the philosophy that all students should develop a rounded skill set
	Teacher-led discussions with students (as part of GCSE choices) about where their subject can lead on to	Informing students of the wider application of the subject and enthusing them to study harder/further in that subject with confidence about its long-term versatility
	DT Lighting design project	Students must research the world of lighting design before developing their product – this expands their knowledge of the skills required in that industry
SECOND YEAR	Ted Talk competition	Developing fluency and confidence in public speaking
	DT Car design project	Students must consider the project from the client perspective and adapt their product accordingly
	Geography focus for one term on employment and economic shift and the likely changes in jobs	Building awareness of changing world of work
	STEM day – engineering challenge	Building work ready skills of teamwork and collaboration as well as problem solving

FIRST YEAR AND JBUGS	Economics and Enterprise Day. Dragons den style competition with external judge from industry May have to be an internal judge due to Covid 19 restrictions	Encouraging invention, research and business awareness. Also starting to develop public speaking skills in a safe environment
	Geography “Planning a City” project	Looking at real life examples, students learn about project management

APPENDIX 2

Gatsby Benchmark	Relevant part of Trinity CEIAG programme
Providing a stable careers programme	The careers programme is set out in this Policy and described on the Careers pages of Firefly. The Head of Careers is responsible for its delivery in a consistent and effective manner for all target age groups of student. The Head or Careers meets parents on a regular basis (either at formal Careers Events, parents evenings or by appointment) to discuss careers issues so can assess whether the programme is meeting the objectives of both students and parents
Learning from career and labour market information	At Careers Evenings and in L6 Diploma Employability sessions labour market information about the target industry/profession is given to students (and, in the case of Careers Evenings, also to parents) as handouts and as downloads. Fourth Year students are given some LMI in their Morrisby test result. All students from Fifth Form upwards have access to Unifrog, an external provider, which publishes LMI and Careers information in an accessible and attractive format.
Addressing the needs of each pupil	Every pupil from Fourth year upwards has a personal careers file maintained by Careers Department staff, which records all interactions, decisions and plans for future development of careers knowledge. This information is shared with the student’s tutor and with the relevant HOY. These files will (from 2021) gradually be moved over to Unifrog so that they can be accessed directly by form tutors and HOYs (for greater efficiency). Students whose current thoughts disclose an interest in a vocational course (after Trinity), which requires work experience, will be singled out for early one-to-one advice, to make sure that relevant work experience has been arranged by the student/parents. 20/21 advice is to concentrate on on-line WEX or WEX within a family bubble due to covid-19 constraints.

	<p>All L6 students have a group lesson to explain the Careers service on offer to students and how to access it, as well as details of Unifrog and their log on and what they can use it for.</p> <p>Students interested in apprenticeships are identified early in L6. They receive (in June of L6) a blueprint for action and then meet Careers staff on a regular basis, so as to give plenty of time to review actions and encourage them to search for and apply for opportunities,</p> <p>All students are able to book one-to one appointments with Careers staff (including GAP year students) to work on any aspect of their preparation for post-Trinity options (e.g. CV, covering letter, skills analysis, personal statement, business awareness, interview style)</p> <p>Students considering overseas universities receive tailored support from Careers staff (in conjunction with the UCAS team) from Xmas in Lower Sixth onwards for the preparation of the essays which underpin their application.</p> <p>The Careers Department produces a Leavers List each year to show the destination of each student on graduation from Trinity. This is updated, where the data is known, for up to 3 years so that there is an accurate picture of what options students choose post Trinity. The Careers Department liaises with the Alumni Department to follow later destinations of leavers (i.e. in employment).</p>
<p>Linking curriculum learning to careers</p>	<p>4 Careers evenings (either large scale or smaller spotlight events after school) each academic year allow a focus on a particular industry (or group of linked careers). Some are themed on careers connected to a particular academic subject studied at school. All speakers at careers evenings explain the subjects they studied at school and their relevance later on in their career. Careers Evenings and Spotlights are on hold for 20-21 due to Covid 19. Careers staff are building up the collection on Firefly of videos of careers talks as a limited substitute.</p> <p>Diploma Sessions for L6 concentrate on the employability skills that students may have built up through part time work, work experience or similar and help those with little experience to plan ahead how to build those skills.</p>

<p>Encounters with employers and employees</p>	<p>All pupils are encouraged to arrange work experience in the summer after their GCSEs and to top it up in L6 On hold for 20-21 due to Covid 19. Instead careers staff promote the on line WEX courses that they hear of and the possibility of WEX within a family bubble.</p> <p>Large careers evenings have 2-5 adult speakers from the target industry who both present to parents and students and take part in a networking session for the students after the main event. Spotlight careers evenings have 1 or 2 adult speakers who present only to students and there is no networking session, but there is an opportunity for questions. On hold for 20-21 due to Covid 19. Instead careers staff are building up the collection on Firefly of videos of careers talks as a limited substitute.</p> <p>Some School societies have guest speakers, so a smaller but more focused audience can ask questions of a current employee/employer. On hold for 20-21 due to Covid 19. Instead careers staff are building up the collection on Firefly of videos of careers talks as a limited substitute.</p> <p>We promote Unifrog ,NCS, Prospects and Learn Live (https://learnliveuk.com/) for entry level written/video profiles of typical jobs. Careers staff then refer students to more bespoke websites for more detail.</p> <p>My Trinity (the alumni organisation) can put over-18 students in touch with those alumni who have indicated willingness to assist with careers input.</p> <p>Careers staff encourage parents and alumni to indicate whether they would be willing to offer an insight into their particular career. Staff then encourage parents who are either looking for work experience for their child or simply want their child to gain an understanding of an industry, to contact that alumnus. Contact has to be on line only for 20-21 due to Covid 19 restrictions.</p>
<p>Experience of workplaces</p>	<p>All pupils are encouraged to arrange work experience in the summer after their GCSEs and to top it up in L6 On hold for 20-21 due to Covid 19. Instead careers staff promote the on line WEX courses that they hear of and the possibility of WEX within a family bubble</p>
<p>Encounters with further and higher education</p>	<p>Students are told of the requirement to stay in education or training up to age 18.</p>

	<p>6th form students are entitled to up to 3 exeat per year, in order to visit universities or potential employers of apprentices.</p> <p>L6 students are given the chance to listen to university speakers and apprenticeship providers during Higher Education Week.</p>
<p>Personal Guidance</p>	<p>All fourth Year students undertake Morrisby personal profile and in fifth Year they have a one-to-one interview with an external careers professional (from E C Careers) to discuss the results of the profile and identify suitable careers to explore.</p> <p>All new joiners in Sixth Form receive both a group session (introducing the Careers Department and what its staff can provide) and a one-to-one session (primarily to identify whether they are keen to progress on to a course that needs extensive work experience and, if so, whether they have done sufficient)</p> <p>All apprenticeship candidates are offered regular one to one sessions in which to refine applications, practise interview techniques, develop relevant business awareness and assess their suitability for advertised positions.</p> <p>Any other student can book a one-to-one appointment with one of the Careers staff to discuss any issues related to post Trinity options.</p> <p>Careers pages on Firefly offer detailed guidance for some of the target industries or job roles – students can access these at will</p> <p>Unifrog has suitable careers information, accessible on demand by all candidates from 5th year up.</p>