



# HOLY TRINITY

A Catholic and Church of England Voluntary Academy  
The Hallam Schools' Partnership Academy Trust

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## Careers Policy

### Rationale

Holy Trinity celebrates the uniqueness of every person as a child of God, each with their own unique talents and God-given gifts. We regard high quality, impartial careers education, information, advice and guidance (CEIAG) as an integral part of students' overall education. This is developed throughout a student's time at the school and is supportive of their aspirations, strengths and skills.

### Objectives

The purpose of this policy is to ensure that:

- Students are prepared for the transition to life beyond secondary school (higher education and the world of work)
- Students are supported to make informed decisions which are suitable and ambitious for them
- Students have access to impartial, comprehensive and up to date information on all options for further study or employment, free from bias or stereotyping.
- Students have contact with the real-life world of work through employer engagement
- Students develop characteristics e.g. social skills, communication, innovation, resilience and leadership which will support them in their careers
- Students can achieve personal and economic wellbeing throughout their lives, whilst making a valuable contribution to society

### Statutory Requirements

The careers provision at Holy Trinity is in line Section 42A of the Education Act 1997 and Section 42B which the Technical and Further Education Act 2017 inserts into the Education Act 1997

### Roles and Responsibilities

- **The Governing Body** has accountability for agreeing, revising, monitoring and evaluating the Careers Policy. This role is delegated to the Teaching, Learning and Curriculum Committee.
- **The Headteacher** has overall responsibility for ensuring that the Careers Education Information Advice and Guidance (CEIAG) that students receive is independent, planned, appropriate to age and to context.
- **The Careers Leader** has responsibility for the planning, implementing and monitoring the impact of the school's careers programme, working towards the Gatsby Benchmarks and liaising with external partners
- **The Careers Advisor** has responsibility for working with students, in groups and on an individual basis, to inform them and to guide their decision making at transition to post-16 and for organising careers related activities and events.
- **Senior leaders and pastoral staff** work with students to raise aspirations, challenge stereotypes and ensure that information flows are timely and appropriate.
- **All staff**, through curriculum time, contribute to development of student understanding of the application of their learning in school to future careers.
- The views of **Parents, Carers and Students are welcomed and valued** in our constant efforts to improve our provision. They are encouraged to seek advice and support as required.

## Approach

- During Alternative Curriculum Days a careers and enterprise programme is in place for all year groups. This includes visitors to schools, visits to universities, presentations and workshops and a careers fair.
- All students in Key Stage 4 have access to individual careers interviews with the school's careers advisor
- Vulnerable students are prioritised in order to engage them and their parents/carers in planning for post 16 options.
- Personalised support from the SENCO, careers advisor and external bodies is used where appropriate.
- Charity fundraising and enterprise activities are promoted and encouraged throughout the students' time at Holy Trinity
- Alumnae are encouraged to speak at KS4 celebration evenings and assemblies.
- The school uses external speakers as a valuable resource, to expand students' knowledge of the world of work and the routes for progression
- Visits to careers events, are supported by the school and resources made available to enable students to participate
- The school maintains links with outside organisations, including universities, employers, motivational speakers, mentors and apprenticeship providers to help students make realistic and informed decisions about their future.
- All students have access to the careers section on the schools website
- The options programme in Year 9 is designed to support students in the GCSE choices.
- Students in Year 10 undertake Work Experience. This involves work experience preparation and CV writing workshops.

Students receive Labour Market Information. This is information about labour markets. This can include job numbers and locations as well as salaries but also specific details such as training periods and qualification requirements. To support our pupils in this area all pupils in KS4 are issued with the Careers Guidance E Pack from the National Careers Service in the Autumn term.

[https://nationalcareersservice.wetransfer.com/downloads/0303143c96969c34dfaa83e88d79d1d520181128100014/08423f25737af504f43c761bcb9ae08f20181128100014/93a7d0?utm\\_campaign=WT\\_email\\_tracking&utm\\_content=general&utm\\_medium=download\\_button&utm\\_source=notify\\_recipient\\_email](https://nationalcareersservice.wetransfer.com/downloads/0303143c96969c34dfaa83e88d79d1d520181128100014/08423f25737af504f43c761bcb9ae08f20181128100014/93a7d0?utm_campaign=WT_email_tracking&utm_content=general&utm_medium=download_button&utm_source=notify_recipient_email)

- The school is working towards (by end of 2020) the full implementation of the eight Gatsby Benchmarks for careers education. The benchmarks are:
  1. A stable careers programme
  2. Learning from career and labour market information
  3. Addressing the needs of each pupil
  4. Linking curriculum learning to careers
  5. Encounters with employers and employees
  6. Experiences of workplaces
  7. Encounters with further and higher education
  8. Personal guidance

## Required Outcomes

- The level of Not in Education, Employment or Training (NEET) figure for the school is low (below 2%) each year
- Y11 students progress to courses appropriate to their abilities, aptitudes and choices
- By the end of Key Stage 3 students have made appropriate options choices based on information provided about progression routes
- By the end of Key Stage 4 students have made appropriate Post 16 applications / choices based on information about progression routes

**Links to Other Policies and Documents**

- Disability Discrimination Act
- Equality & Diversity Policy
- Pupil Premium documentation
- Provider Access Policy
- Curriculum Policy

**Monitoring and evaluating**

The effectiveness of this policy is reviewed through the review and evaluation of performance data and of data gathered from monitoring and reviewing student choices and progression rates

**Policy Review**

This Policy will replace the previous policy and will be reviewed by the Teaching, Learning and Curriculum Committee of the Governing Body every 2 years.

The Policy was last reviewed and agreed by the Teaching, Learning and Curriculum Committee of the Governing Body on 31<sup>st</sup> January 2019 and is due for review before January 2021.



31/01/2019

Signature .....  
Head Teacher

Date .....



31/01/2019

Signature .....  
Chair of Committee

Date .....