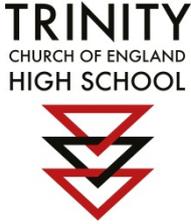


CAREERS AND WORK RELATED LEARNING POLICY

 <p>TRINITY CHURCH OF ENGLAND HIGH SCHOOL</p>	Reviewed by:	Governors' Curriculum Committee
	Approved by:	Full Governing Body
	Date approved:	27 th February, 2019
	Next review due by:	End of 2021/22 academic year

AIM/PURPOSE

The aim of the policy is to ensure that Trinity students receive the appropriate careers guidance, support and advice. This guidance should be impartial, include a range of pathways, including university options or apprenticeships and help students to investigate a broad understanding of careers. Trinity C of E High School is committed to ensuring that its CEIAG programme is in line with the eight Gatsby benchmarks for ensuring best practice, as recommended by the Department for Education's statutory guidance (2018).

The Gatsby Benchmarks:

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

The delivery of careers is both formal and informal and permeates the curriculum. The strategies undertaken in order to achieve the aims of careers education can be seen as a series of activities. The school keeps an up to date, termly record of events and activities that take place which can be found on the school website.

GENERAL PRINCIPLES

Careers education and work related learning consists of a planned programme to develop skills, knowledge and attitudes related to choices and transition to continuing education, training and employment. It offers a systematic and personalised approach to help students make choices through impartial, well informed advice and learn about work.

Careers education and guidance aims to prepare young people for adult and working life and contributes to the development of the whole person. Students should be able to develop knowledge of themselves and the opportunities open to them, whilst developing the following skills and attitudes:

Skills: Decision-making and managing change, target setting, an ability to review, analyse, record and explain.

Attitudes: Challenge stereotypes, Self-reliance, self-awareness and self-motivation, including a positive attitude to life and towards others.

These should be achieved through:

- ◆ A planned programme of careers education and guidance in dedicated careers lessons for all year groups.
- ◆ Other aspects of career and work related learning including financial planning will be covered within PSHE lessons.
- ◆ Access to information through the school website and the schools Careers Education Information and Guidance Area.
- ◆ Access to individual confidential guidance in partnership with the impartial careers advisor delivered to meet the needs of the students, including those with special educational needs.
- ◆ Support for students to record achievement and plan future action.
- ◆ Experience of work.
- ◆ Practice job interviews with current employers.
- ◆ Students producing an on-line portfolio of work showing their development.

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Key Stage 3 includes:

- ◆ Reviewing skills - undertaking realistic self-assessment of achievements, qualities, aptitudes and abilities.
- ◆ Reviewing, goal setting, reflection and action planning to support progress and achievement.
- ◆ Recognising stereotyped and misrepresented images of people, careers and work and how personal views affect decision making.
- ◆ Recognising that work is more than just paid employment.
- ◆ Using appropriate vocabulary and organising information about work.
- ◆ Decision making skills.
- ◆ Making realistic and informed choices of options available post 14.
- ◆ Opportunity for discussion with an impartial careers advisor.
- ◆ Parental/student access to careers information via school website; including links to the National Careers Service.
- ◆ Student access to resources in the school's Careers Education Information Advice Guidance area Enterprise week for Year 9 students
- ◆ Duke of Edinburgh Award – Bronze
- ◆ Individual interviews with an impartial careers advisor

Key Stage 4:

- ◆ Understanding how the world of work is changing and the skills that promote employability through the use of labour market information.
- ◆ Identifying and using a variety of sources, including the National Careers Service, to analyse and evaluate careers information.
- ◆ Awareness of options post 16
- ◆ Organising and presenting information in an appropriate format, for example, for guidance at interview.
- ◆ Individual interviews in with an impartial careers advisor.
- ◆ Work experience; a work placement of one week during the summer term of Y10.
- ◆ Practice interviews with employees.

- ◆ Future pathway talks from employers and apprenticeship providers, training providers and technical education providers.
- ◆ Parental/student access to careers information via school website; including links to the National Careers Service.
- ◆ Student access to resources in the Careers Education Information and Guidance Area.

Key Stage 5:

- ◆ The Extended Project Qualification (EPQ) helps develop invaluable research and independent learning skills, central to higher education
- ◆ Volunteer/work experience opportunities to enable students to progress and succeed, challenge, build skills and encourage a level of commitment.
- ◆ Raise awareness of post 16 pathways and opportunities including degree courses, apprenticeships, degree apprenticeships and employment through future pathway talks from employers and apprenticeship providers, training providers and technical education providers.
- ◆ Talks from external providers to promote awareness of financial support for prospective undergraduate students.
- ◆ Individual confidential careers interviews for all year 12 students plus opportunities for any student to self-refer and career advice lunch time drop in once a week
- ◆ Individual support through UCAS process
- ◆ Charity fundraising and enterprise activities to develop 'soft' skills, increase confidence and resilience and raise aspirations, to broaden awareness of careers and the world of work.
- ◆ Duke of Edinburgh Award – Gold, Silver.

MONITORING AND EVALUATION

The Careers/Work Related Learning Co-ordinator will keep the Head abreast of developments. The Curriculum Committee have responsibility for the policy and changes will be ratified by the Full Governing Body.

The provision is quality assured and assessed through a number of methods:

- Evaluation of related career events and activities: Student questionnaire completed annually during registration time, staff evaluation report carried out by Assistant Head on a termly basis. Parental questionnaire completed at Parents Evening.
- Participation in the Inspiring IAG, CEIAG quality award.
- Report to the Governing Body presented at the Curriculum committee meeting in Autumn term; including destination data for Year 11 and 13 which includes an annual activity report for post-16 leavers.