



# TRINITY

## SCHOOL

### Careers, Education, Information and Guidance Policy

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 documents:

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

and with the information on the school intranet (Ludus): [Careers, Universities and Apprenticeships - Home \(sharepoint.com\)](#).

#### *Aims of the Trinity CEIAG Policy*

- To comply with the [Independent School Standards](#) and accompanying [Department of Education Guidance](#).
- To move towards implementing more of the [Gatsby Benchmarks of Good Careers Guidance](#). Information is available to parents on Ludus about the detailed stages of the Trinity Careers Programme and its application to each year group in the school. The Careers Programme components are reviewed regularly and adjusted (in terms of weighting, or timing during the school year) to achieve maximum effect.
- 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 (through Unifrog and Ludus pages) 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.
- To enable students, when they leave Trinity, to develop into self-sufficient, economically active, committed individuals.

### *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
  - reviewing, on a regular basis, the quality and effectiveness of the CEIAG programme and considering changes as appropriate
- The Head of Futures and the Head of Careers are, together, responsible for practical delivery of the CEIAG programme and liaison with the Sixth Form Team in relation to university applications.
- The Head of Sixth Form will act as the Careers Leader as defined in this [DfE 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
  - Encouraging students to log (in Unifrog) their activities, extension learning and external responsibilities in order to build their skills portfolio
  - 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 of and choices relating to future education, training and career paths
- The External Relations Committee has been appointed by the School Governing Body as responsible for careers issues and promoting employer engagement.

Author / Reviewer:	Author: Mrs S Highmore, Head of Careers Reviewer in 2024: Mr Jed Pietersen, Head of Sixth Form and Careers Lead
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