



TRINITY SCHOOL

Careers, Education, Information and Guidance Policy

1. Introduction

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.

1.1 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).

1.2 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 Futures Programme and its application to each year group in the school. The Futures 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 or other appropriate activities.
- To enable students, when they leave Trinity, to develop into self-sufficient, economically active, committed individuals.

2. The Futures Programme at Trinity School

2.1 General

The Futures Programme is designed to help young people learn about themselves, as well as the wide range of opportunities available to them. The aim is to ensure students are independent thinkers, who can build their own knowledge about careers and make well-informed choices about their future, whatever path they choose. As such, in addition to the programme outlined below, we offer a variety of Futures-related activities throughout the academic year. These sessions include talks from our alumni community who share their career journey with students. In addition to events in school, we actively encourage students, via the regular Futures bulletin, to take advantage of insight days, skills workshops, and work-related opportunities, as well as organising Higher Education talks and promoting the importance of university visits to Sixth Form students.

2.2 Responsibilities

- The External Relations Committee has been appointed by the School Governing Body as responsible for careers issues and promoting employer engagement.
- 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 programme,
 - reviewing on a regular basis, through use of staff and student feedback, the quality and effectiveness of the programme and considering changes as appropriate.

- The Head of Sixth Form will act as the Careers Leader as defined in this [DfE guidance](#).
- The Head of Futures and the Head of Careers are, together, responsible for practical delivery of the programme and liaison with the Sixth Form Team in relation to university applications.
- Academic Heads of Department will support the Futures Department in the delivery of the Programme and will:
 - Remain up to date with developments in their subject affecting Higher and Further Education and future pathways.
 - Help students make links between their subject areas and the world of work.
 - Be impartial and student-centred in the advice and guidance they offer, signposting young people to additional sources of information to help expand their knowledge of future options.
 - Ensure the framework for the Futures Programme is understood by the department and acted upon to support the students at all stages of their career journey.
 - In conjunction with subject teachers, ensure that all students can realistically assess their abilities and set high but attainable targets for Higher Education and employment.
 - Support the processes associated with key aspects of the Futures Programme, including (but not limited to) encouraging students to undertake super curricular activities and supporting UCAS and apprenticeship applications.
- Heads of Year and Tutors will engage in discussions, both formal and informal, with students that support the Futures programme. Specifically, they should:
 - Be aware of the framework for the Programme and support its implementation, recognising tutors have a unique role to play in the personal development of their tutees.
 - Encourage tutees to engage with the resources provided, e.g., Unifrog, the relevant pages on Ludus and the Futures Bulletin, and to actively engage with them to help build their portfolio of activities and reflect on these and the skills acquired.
 - Promote good work habits and high academic aspirations so that future goals are ambitious but achievable.
 - Encourage tutees to regularly consider their future pathway and ensure they are on track to fulfil their potential.
 - Be impartial and student-centred in the advice and guidance they offer, signposting young people to additional sources of further information, rather than seeking to offer a definitive and/or prescriptive response. Our aim is that students should build their own knowledge about their future options.
 - Oversee and support the day-to-day processes associated with key aspects of the Futures Programme, including (but not limited to) Unifrog psychometric assessments, guidance interviews, recording and reflecting on their activities, researching and undertaking super curricular activities, work experience placements, and UCAS applications, as well as delivering relevant sessions provided by the Futures Department.
 - Provide updates as required on the progress of their tutees regarding to these activities.

2.3 Overview

First and Second Years (Years 7 & 8)

The Lower School Futures Programme comprises sessions designed to help younger students understand the nature of careers and the range of opportunities available. We are in the process of instigating an enhanced Futures provision as part of the Lower School Award, currently including careers-related presentations once every half term. Students record their co-curricular activities, to enable Tutors to track their progress against targets set as part of the Lower School Award.

Third Year (Year 9)

The Middle School Futures Programme starts in the Third Year and includes lessons during Tutor time covering the world of work and skills needed for the future. Students are also registered with Unifrog, which provides access to a wide range of careers-related resources including information relating to Higher and Further Education, apprenticeship opportunities, career options and labour market information. By completing the Unifrog Interest quiz students begin their career journey by gaining an insight into where their future interests lie and providing information to help tailor support. Specific career suggestions are aligned with subject choices, supporting GCSE options choices. All students receive Futures bulletins and are encouraged to record and reflect on their activities in Unifrog enabling tutors to have a consistent resource to track progress as they advance through the school.

Fourth Year (Year 10)

Students complete the full Unifrog Psychometric Quiz Programme, the results of which provide a Quiz Profile, including their relative strengths across a range of aptitudes such as verbal, numerical, and reasoning. Their personality type, preferred work environment and key skills are also defined, and the student's profile is analysed against a bank of careers, with the closest matches highlighted for further investigation, utilising the extensive resources available on the platform. Students are also encouraged to start to undertake super curricular activities, promoted via the Futures bulletin and a dedicated presentation, and to continue to record and reflect on these.

Fifth Year (Year 11)

Students benefit from a one-to-one Careers Guidance Interview with a member of the Futures team. This is an opportunity to discuss the results of their Unifrog Quiz Profile and their A level subject choices, with the agenda being set by the student. The interview results in a report that is shared in their Unifrog account.

The Choices Evening in November incorporates a presentation on the philosophy of A level options, as well as a carousel of individual subject presentations with accompanying Q&A. This is followed by an Assembly from the Head of Futures and the opportunity for individual discussions with teaching staff and the members of the Sixth Form Team. Upon completion of their GCSEs, all students are encouraged to engage in work experience or undertake a range of super curricular activities to help gain an insight into the world of work or a subject of their choice, building invaluable transferrable skills to support their post-18 applications. At the end of the programme, students are asked to complete a form, with the subsequent feedback being used to shape the programme moving forward.

Sixth Form

Sixth Form students receive extensive, timely, guidance to ensure they have the necessary information to choose their future pathway. Support is on offer from departmental mentors and students can seek help from the Futures Team whenever they need it. There is also

extensive advice and information on the Futures, Universities and Apprenticeships Ludus page (accessible to both students and their parents via MSP). Below is a summary of the stages of the Upper School Futures Programme:

Lower Sixth (Year 12)

All students are shown how to choose university courses using tools that combine interests with their A Level courses and are guided through ways to boost super curricular activities via half-termly interactive sessions. Those considering apprenticeships are encouraged to think about how their extra-curricular activities demonstrate work-ready skills. All students fill out a questionnaire with their current intentions, so we are able to tailor our advice. There are dedicated student and parent meetings on general applications, medicine, overseas universities, and courses requiring additional support. Extra advice is available for students applying to courses with entrance exams and/or interviews. Following the summer exams there is a dedicated week of activities related to post-Trinity pathways, with the key focus being on setting up the UK university application, selecting target courses, drafting a strong personal statement, and starting more detailed preparation for apprenticeship applications. Student feedback on talks and support is gathered through Microsoft Forms and Sixth Form Council, with this feeding back into the programme.

Upper Sixth (Year 13)

Most applications to UK universities are sent by Autumn half term. Practice interviews and tests are offered as required by the Futures Team and relevant members of staff. Overseas university candidates and apprentice applicants receive ongoing bespoke advice throughout the process. Students are given detailed guidance and extensive support when selecting courses in order to maximise their chances of attaining their place when the A-level results come out in August. Data from parental and student surveys is used to improve all aspects of provision.

Some students decide to defer their place at university or apply post qualification, taking a gap year in the meantime. All students, whether still at school or on a gap year are offered access to careers information, advice, and guidance, as well as support with any subsequent university application.

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Date of last review:	February 2026
Policy approved by:	Senior Management Team
Date of next review:	September 2026
Governor committee oversight:	Teaching & Learning Committee