

Holy Trinity Catholic School

Policy for Careers Education, Information, Advice and Guidance (CEIAG)

Approved by Governing body on

Review: June 2026

Introduction

Our school mission statement states that as a school we seek to provide a safe and caring environment within which all students are helped to discover what is good and to develop the attitudes, skills and knowledge they need to become good citizens who are true to themselves and their own faith.

There has never been a time when careers guidance has been as important for young people as it is today. The landscape of education, training and employment opportunities that students need to navigate is more complex and more challenging than that faced by previous generations. Young people need to prepare for a future where some jobs do not yet exist and some industries will be feeling the impact of Covid-19 for some time.

Therefore, Holy Trinity Catholic School has always believed in providing our students with high quality CEIAG and we welcome the "Careers strategy: making the most of everyone's skills and talents 2017" and the eight Gatsby Benchmarks which aim to ensure that students attending all schools across the country receive effective careers support.

Commitment

Holy Trinity Catholic School recognises that it has a statutory duty to provide careers education in Years 7-11 (1997 Education Act, 2003 Education Regulations) and to give learners access to impartial careers information, education and guidance (1997 Education Act, 2009 Education and Skills Act). It is committed to providing a planned programme of impartial careers education and information, advice and guidance (IAG) for all students in Years 8-13, in partnership with local specialist providers; and to provide extra support as required for vulnerable students and students with special educational needs. Our commitment to careers education is in line with the Gatsby benchmarks for the delivery of robust careers education.

Holy Trinity Catholic School endeavours to follow best practice guidance from the careers profession, from other expert bodies such as Ofsted and from Government departments such as the Careers Enterprise Company.

Ratified by Governors 14th May 2025

Holy Trinity Catholic School is also committed to deliver a high quality careers education and guidance service and a quality in careers award has been achieved.

Careers Programme aims:

- To develop student's self-awareness and ability to successfully explore and appropriate careers and pathways.
- To motivate students to work hard so that they can achieve the qualifications which will allow them to access the pathway of their choice.
- To ensure that students have effective career management capabilities and are prepared for the world of work or additional learning when they leave Holy Trinity Catholic School.

Student entitlement

Learners are entitled to CEIAG which meets professional standards of practice, delivered by trained staff and which is person-centred, impartial and confidential. Activities will be embedded in the curriculum and based on a partnership with students and their parents/carers. The programme will raise aspirations, challenge stereotyping and promote equality and diversity.

All students at Holy Trinity Catholic School should expect:

- To understand the full range of education, training, employment and other pathways available to them.
- To develop the skills required to be able to plan and manage their own personal development and career management.
- To be able to access and understand up to date and relevant information in order to make informed decisions.
- To be given the opportunity to provide feedback and ideas as to how to improve their careers provision.
- Access to quality careers guidance interviews that take the individual needs of the student into account.

Parents and Carers

Holy Trinity Catholic School would like to encourage parental involvement in the careers programme as they have such an important role to play in their child's decision-making.

Parents can expect: □ To discuss their child's progress and aspirations.

- The Careers Advisor to be available at Parent Consultation/Options evening and Sixth Form / Open evening.
- Have access to Personal Tutors and subject Teachers as well as specialist advisers at Parents Consultation times and information evenings.
- To be encouraged to feedback on how to improve the careers programme.
- To be asked to contribute to careers events or offer work experience opportunities.
- Updates on careers related activities through the end of term and fortnightly newsletters.
- A dedicated section of the on the school website for information that will help them to support their son/daughter to make informed decisions.

Implementation Management

A Careers Lead manages and co-ordinates the careers programme. This area is supported by a link governor. The Careers Lead is also responsible for planning and implementing the work experience programme and coordinating vocational links across the curriculum in conjunction with the Assistant Headteachers, Faculty Leads and Heads of Year.

Staffing

All members of staff contribute to CEIAG through their roles as tutors and subject teachers. The CEIAG programme is planned, monitored and evaluated by the Careers Lead in consultation with the Senior Leadership Team.

Curriculum

The careers programme includes careers education sessions, career guidance activities (e.g. group work and individual interviews), information and research activities, work related learning (including work experience), and individual progression planning. Other focused events, e.g. a Careers Fair, visits by and to Employers and Enterprise Days are delivered at appropriate times in the curriculum and students are actively involved in the planning, delivery and evaluation of activities.

Partnerships

An annual Partnership Agreement is negotiated between the school and a designated impartial IAG provider which identifies the contributions to the programme that each will make. Other links are continually being developed, e.g. with local 14-19 partners, local employers and providers. Resources Funding is allocated in the annual budget planning round in the context of whole school priorities and particular needs in the CEIAG area. The Careers Lead is responsible for the effective deployment of resources. Sources of external funding for activities

are actively sought. Staff Development Staff training needs are identified in conjunction with the senior leadership team. The school endeavours to meet training needs within a reasonable period of time. Monitoring, review and evaluation The Partnership Agreements with designated providers will be reviewed as agreed. The programme is reviewed annually by the Careers Lead and the quality standards for CEIAG will be used as a benchmark to identify areas for improvement. A Careers Strategy takes into account the evaluation of priorities and a report is submitted to the senior leadership team and governors annually. Evaluation of different aspects of CEIAG will be undertaken regularly.

Staff Development

Staff training needs are identified as part of the annual Performance Management reviews. The Careers Leader and Careers Advisor attend appropriate training, Network meetings and conferences to ensure that they keep up to date with best practice. Other general staff training regarding careers is undertaken by the staff where it is required. Extending staff training is a priority for the school and plans are in place to facilitate this.

The Careers Lead has completed the Careers Leader Training and is a member of the CDI. The Careers Advisors are trained to Level 6 and be a member of the UK Register of Career Development Professionals employed through the Birmingham careers service.

Equal Opportunities

Throughout the careers programme and the wider curriculum, students are encouraged to challenge stereotypes, celebrate diversity and promote equal opportunities. Students specifically focus on these areas in RE and Citizenship but also in careers workshops, assemblies, personal tutor sessions and character week. Students are encouraged to raise their aspirations through careers talks, Raising Aspiration days, assemblies, workshops, form time activities etc. as well as through the academic report and review process as well as through subjects.

References

The Gatsby Benchmarks - <https://www.gatsby.org.uk/education/focus-areas/goodcareer-guidance>

Careers guidance and access for education and training providers – https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/748474/181008_schools_statutory_guidance_final.pdf

Careers strategy: making the most of everyone's skills and talents https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/664319/Careers_strategy.pdf

The Career Development Institute Careers Framework <https://www.thecdi.net/New-Careers-Framework-2015>

DfE (Jan 2018) Careers guidance and inspiration in schools: Statutory guidance for governing bodies, school leaders and school staff

DfE (April 2014) Careers guidance and inspiration in schools: Non-statutory departmental advice for governing bodies, school leaders and school staff

HM Government (September 2013) Inspiration Vision Statement

Ofsted (September 2012) Going in the right direction? Careers guidance in schools from September 2012

Gatsby Charitable Foundation (May 2014) Good Career Guidance (a report produced by Sir John Holman)

Association of Careers Education and Guidance (2012) The ACEG framework for careers and work-related education: A practical guide (Adopted by the Careers Develop

Careers Strategy – Making the most of everyone's skills and talents (Dec 2018)