



# Careers and Provider Access Policy

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| Author / Responsible Person | Vice Principal Zulekha Chachia and Careers Lead Anne-Marie Lawlor  |
| Ratified by                 | Lord John Nash   |
| Date Ratified               | 11 September 2023  |
| Next Review Date            | September 2024   |
| Review Cycle                | This policy is reviewed annually and updated, if necessary, by the Careers Leader and member of SLT with responsibility for careers education. The policies are reviewed by the governing body at least every three years. |

## Commitment and Vision Statement - intent

Trinity Academy is part of the Future Academies Multi-Academy Trust (the Trust) which has the highest aspirations for its students.

In line with the Trust's [ethos and values](#), our vision is to deliver a high quality, progressive careers education from year 7-13, that ensures our students:

- Understand the world and have the knowledge to make good choices in life, and the freedom of aspiration to enter adult life with all options at their fingertips.
- Have the desire to be the best they can be, in whatever path they wish to follow, and the freedom to choose.
- Develop the skills and confidence to overcome any barriers they face, fulfil their potential, and achieve successful transitions into the world of work.

The Trust is also committed to providing a comprehensive careers education programme at Trinity Academy that gives students the knowledge and skills they need to prepare them for the fast-changing world of work, to make informed choices about their next steps in education or training, and enable students to:

- Gain a clear understanding of the world of work and the routes to jobs and careers that they might find engaging and rewarding.
  - Acquire the self-development and career management skills required to achieve positive employment destinations.
  - Benefit from enriching experiences that expose them to successful people from various professions and a wide variety of work-related opportunities that raise aspirations, challenge stereotypes, and broaden horizons.
  - Learn about and experience careers and the world of work so they develop and understand the skills required for success in the workplace.
  - Engage with a wide range of prominent employers so students are aware of a range of sectors, careers, workplaces, career pathways, and potential careers of the future.
- Have extensive and personalised support with their applications to universities and the most suitable routes to employment.

## Trinity Academy's responsibilities

Each Academy in the Trust develops its own programme of careers education, information, advice, and guidance, tailored to the needs and best interests of its students in years 7-13, that reflects the Trust's vision and commitments and fulfils the [Department for Education's Careers guidance and access for education and training providers, statutory guidance for schools](#) (January 2023).

Trinity Academy will fulfil the statutory duties by:

- Having a Careers Leader with strategic responsibility for careers education whose contact details are on our school website, and a member of the governing body who takes a strategic interest in careers education and guidance and encourages employer engagement.
- Allowing a range of education and training providers to access all students from year 8 onwards and publishing a Provider Access Policy.
- Ensuring students receive independent and impartial careers guidance.
- Developing a strategic careers plan in line with the Gatsby Benchmarks (see Appendix 1 for the Gatsby Benchmarks).
- Publishing the careers plan and what students are entitled to on our school website.

## Role of the Governing Body

In line with the *Careers guidance and access for education and training providers (January 2023)*, the governing body will provide clear advice and guidance on which the Principal can base a strategic careers plan that meets the legal or contractual requirements of the school.

The governing body must make sure that independent careers guidance is provided to all pupils<sup>1</sup> throughout their secondary education (11–18-year-olds) and students aged up to 25 with an education, health and care plan, and that it is:

- Presented in an impartial manner, showing no bias or favouritism towards a particular institution, education, or work option.
- Includes information on the range of education or training options, including apprenticeships and technical education routes.
- Guidance that the person giving it considers will promote the best interests of the students to whom it is given.

The governing body must also make sure that arrangements are in place to allow a range of education and training providers to access all students in years 8-13 to inform them about approved technical education qualifications and apprenticeships that comply with the minimum requirements, as part of a broader approach to ensuring that students are aware of the full range of academic and technical routes available to them at each transition point.

The governing body has a crucial role in connecting Trinity Academy with the business community, other employers, and professionals to enhance the education and career aspirations of students.

## Provider Access Policy

Our Provider Access Policy sets out Trinity Academy's arrangements for managing the access of providers to the school for the purpose of giving pupils information about the provider's education or training offer. This complies with the school's legal obligation under Section 42B of the Education Act 1997 and the provider access legislation requiring all schools and academies to provide opportunities for a range of education and training providers to access all year 8-13 pupils to inform them about approved technical education qualifications and apprenticeships.

### Pupil entitlement

All pupils in years 8-13 are entitled to:

- Find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point.
- Hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events.
- Understand how to make applications for the full range of academic and technical courses.

For pupils of compulsory school age these encounters are mandatory and there will be a minimum of two encounters for years 8-9 pupils and two encounters for years 10-11 pupils. For pupils in years 12- 13, particularly those who have not yet decided on their next steps, there are two more provider

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<sup>1</sup> **Student** refers to pupils, students, learners, and young people. Where another term is used, such as 'pupil', this is used to reflect the original wording of legislation or the Gatsby Benchmarks.

encounters available during this period, which are optional for pupils to attend. These encounters are timed to inform consideration of post-14, post-16 and post-18 options and progression to the next stage of education or training.

These provider encounters will be scheduled during the main school hours and the provider will be given a reasonable amount of time to, as a minimum:

- Share information about both the provider and the approved technical education qualification and apprenticeships that the provider offers.
- Explain what career routes those options could lead to.
- Provide insights into what it might be like to learn or train with that provider (including the opportunity to meet staff and pupils from the provider).
- Answer questions from pupils.

### **Meaningful provider encounters**

One encounter is defined as one meeting/session between pupils and one provider. We are committed to providing meaningful encounters to all pupils using the [Making it meaningful checklist](#).

### **Previous providers**

In previous years we have invited the following providers from the local area to speak to our pupils:

- London South Bank Technical College
- Lambeth College
- Further Education providers including Royal Holloway, University of London and Kings College

### **Destinations of our pupils**

In 2020/21 our year 11 pupils moved to a range of providers in the local area after school:

| <b>Destination after year 11</b> | <b>% of students</b> |
|----------------------------------|----------------------|
| In education and employment      | 86%                  |
| Further education                | 30%                  |
| Trinity Academy sixth form       | 45%                  |
| Other sixth form colleges        | 11%                  |
| Unknown                          | 4%                   |

In 2021/22, 86% of our year 13 leavers went on to university including University of Cambridge, University of Manchester and University of Bath. 18% went on to employment

### **Management of provider access requests**

A provider wishing to request access should contact our Careers Leader, details are on our school website.

### **Opportunities for access**

Trinity Academy offers the six provider encounters required by law and other opportunities integrated into the school careers programme, some of which are outlined in the table below. Providers can come into school to speak to pupils or their parents and carers, or students could travel to visit another provider as part of a school trip. Please speak to our Careers Leader to identify the most suitable opportunity for you.

| Year    | Autumn Term<br>Half terms 1 & 2                        | Spring Term<br>Half terms 3 & 4  | Summer Term<br>Half terms 5 & 6   |
|---------|--|--|---|
| Year 7  | Assembly & Tutor Times                                 | Assembly & Tutor Times inc. in National Careers & Apprenticeship Weeks                             | Assembly & Tutor Times  |
| Year 8  | Assembly & Tutor Times                                 | Assembly & Tutor Times inc. in National Careers & Apprenticeship Weeks                             | Assembly & Tutor Times  |
| Year 9  | Assembly & Tutor Times                                 | Assembly & Tutor Times inc. in National Careers & Apprenticeship Weeks<br>Year 9 Options Programme | No encounters – legislation requires encounters to take place by 28 Feb if in year 9.   |
| Year 10 | Assembly & Tutor Times                                 | Assembly & Tutor Times inc. in National Careers & Apprenticeship Weeks                             | Assembly & Tutor Times  |
| Year 11 | Assembly & Tutor Times<br>Post-16 Transition Programme | Assembly & Tutor Times inc. in National Careers & Apprenticeship Weeks                             | None – legislation requires encounters to take place by 28 Feb in year 11.<br>Confirmation of post-16 education & training destinations for all pupils. |
| Year 12 | Assembly & Tutor Times<br>Post-18 Transition Programme | Assembly & Tutor Times inc. in National Careers & Apprenticeship Weeks                             | Assembly & Tutor Times  |
| Year 13 | Assembly & Tutor Times<br>Post-18 Transition Programme | Assembly & Tutor Times inc. in National Careers & Apprenticeship Weeks                             | None – legislation requires encounters to take place by 28 Feb in year 13.<br>Confirmation of post-18 education & training destinations for all pupils. |

### Premises and facilities

Trinity Academy will make the main hall, classrooms, or private meeting rooms available for discussions between the provider and pupils, as appropriate to the activity. We will also make available AV and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with our Careers Leader.

Providers are welcome to leave a copy of their prospectus or other relevant course literature at the Careers Hub which is managed by our Careers Leader. The Hub is available to all pupils at lunch and break times.

Safeguarding checks will be carried out. Providers will be met and supervised by a member of school staff. For safeguarding reasons access cannot be granted unless there has been prior approval from our Careers Leader.

### Monitoring, reviewing and evaluation of programme and delivery – impact

Our careers programme aims to be outstanding in every key stage and to achieve 100% in each of the Gatsby Benchmarks. Our Careers Leader regularly monitors, reviews, and evaluates our careers programme against each of the eight Benchmarks using Compass+, local labour market information and our year 11 and 13 destinations data with the support of the Careers and Enterprise Company, the member of SLT with responsibility for careers education and the Head of Education Enrichment for the Trust. This data is then analysed and used to improve the programme and inform planning.

In 2023/24, our careers programme will be evaluated using feedback from students, parents, carers and staff based on the Compass + Future Skills Questionnaire to ensure our programme is achieving its learning outcomes and inform plans for the programme.

An evaluation plan for Trinity Academy for 2023/24 will be developed before the Summer Term 2024.

## Complaints

Any complaints with regards to provider access can be raised following the school complaints procedure or directly with The Careers and Enterprise Company via [provideraccess@careersandenterprise.co.uk](mailto:provideraccess@careersandenterprise.co.uk).

## APPENDIX 1: The Gatsby Benchmarks

Secondary schools are expected to use the Gatsby Benchmarks to develop a careers programme that increases opportunities for students to access everything from experiences of the workplace and personal guidance with a careers adviser, to engagement with employers, colleges, training providers and universities.

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| <p><b>Benchmark 1:</b><br/><b>A stable careers programme</b><br/>Every school should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors, employers and other agencies.</p>  | <ul style="list-style-type: none"> <li>• Every school should have a stable, structured careers programme that has the explicit backing of the senior management team and has an identified and appropriately trained person responsible for it.</li> <li>• The careers programme should be published on the school's website in a way that enables students, parents, school/college staff and employers to access and understand it.</li> <li>• The programme should be regularly evaluated with feedback from students, parents, school/college staff and employers as part of the evaluation process.</li> </ul>   |
| <p><b>Benchmark 2:</b><br/><b>Learning from career and labour market information</b><br/>Every student, and their parents (where appropriate), should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make the best use of available information.</p>  | <ul style="list-style-type: none"> <li>• By the age of 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options.</li> <li>• During their study programme all students should access and use information about career paths and the labour market to inform their own decisions about study options.</li> <li>• Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.</li> </ul>   |
| <p><b>Benchmark 3:</b><br/><b>Addressing the needs of each pupil</b><br/>Young people have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's or college's careers programme should embed equality and diversity considerations throughout.</p>   | <ul style="list-style-type: none"> <li>• A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations.</li> <li>• Schools should keep systematic records of the individual advice given to each student, and subsequent agreed decisions. All students should have access to these records to support their career development.</li> <li>• The records of advice given should be integrated with those given at the previous stage of the student's education (including their secondary school) where these are made available. Records should begin to be kept from the first point of contact or from the point of transition.</li> <li>• Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations for at least three years after they leave school.</li> </ul> |
| <p><b>Benchmark 4:</b><br/><b>Linking curriculum learning to careers</b><br/>All subject staff should link curriculum with careers, even on courses that are not specifically occupation-led. For example, STEM subject staff should highlight the relevance of STEM subjects for a wide range of career paths. Study programmes should also reflect the importance of maths and English as a key expectation from employers.</p> | <ul style="list-style-type: none"> <li>• By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers.</li> <li>• Throughout their programme of study (and by the end of their course) every student should have had the opportunity to experience how their subjects help people gain entry to (and be more effective workers within) a wide range of occupations.</li> </ul>  |

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| <p><b>Benchmark 5:</b><br/><b>Encounters with employers and employees</b><br/>Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes, and should include students' own part time employment where it exists.</p>   | <ul style="list-style-type: none"> <li>• Every year, from the age of 11, pupils should participate in at least one meaningful encounter<sup>2</sup> with an employer.</li> </ul>   |
| <p><b>Benchmark 6:</b><br/><b>Experiences of workplaces</b><br/>Every student should have first-hand experiences of the workplace through work visits, work shadowing or work experience to help their exploration of career opportunities and expand their networks.</p>   | <ul style="list-style-type: none"> <li>• By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have.</li> <li>• By the age of 18, or before the end of their study programme, every student should have had at least one further experience of a workplace, additional to any part-time jobs they may have.</li> </ul>   |
| <p><b>Benchmark 7:</b><br/><b>Encounters with further and higher education</b><br/>All students should understand the full range of learning opportunities that are available to them. This includes both technical and academic routes and learning in schools, colleges, universities and in the workplace.</p>   | <ul style="list-style-type: none"> <li>• By the age of 16, every student should have had a meaningful encounter<sup>3</sup> with providers of the full range of educational opportunities, including sixth forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and students.</li> <li>• By the age of 18, all students who are considering applying for university should have had at least two visits to universities to meet staff and students.</li> <li>• By the age of 18, or before the end of their programme of study, every student should have had a meaningful encounter with a range of providers of learning and training that may form the next stage of their career. This should include, as appropriate, further education colleges, higher education and apprenticeship and training providers. This should include the opportunity to meet both staff and students.</li> </ul> |
| <p><b>Benchmark 8:</b><br/><b>Personal guidance</b><br/>Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school or college staff) or external, provided they are trained to an appropriate level<sup>4</sup>. These should be available for all students whenever significant study or career choices are being made. They should be expected for all students but should be timed to meet their individual needs.</p> | <ul style="list-style-type: none"> <li>• Every student should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18, by the end of their study programme.</li> </ul>   |

<sup>2</sup> A 'meaningful encounter' is one in which the student has the opportunity to learn about what work is like or what it takes to be successful in the workplace.

<sup>3</sup> A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.

<sup>4</sup> The school should ensure that access to an adviser trained to level 6 in a career development subject is available when needed.