Careers and Provider Access Policy

Version Control	
Author / Responsible Person	Principal
Ratified by	Trust Board
Date Ratified	January 2026
Next Review Date	June 2027
Review Cycle	Annual

Contents

1. Intent: Mission, Vision and Commitments 2
2. Responsibilities 3
3. Role of the Governing Body 3
4. Provider Access Policy for the Academy 3
Student entitlements 4
Opportunities for access 4
Previous providers 5
Premises and facilities 5
5. Management of Provider Access Requests 5
Granting Requests and Refusal of Requests 5
6. Destinations of year 11 and Year 13 students 6
7. Impact: Monitoring, reviewing and evaluating the careers programme. 6
8. Complaints 6
APPENDIX 1: The Gatsby Benchmarks 6

1. Intent: Mission, Vision and Commitments

Trinity Academy is part of the Future Academies Multi-Academy Trust (the Trust), a family of schools across London and Hertfordshire dedicated to improving the life chances and broadening the horizons of young people.

The Trust's approach to careers education embodies its values - Knowledge, Aspiration, and Respect – and the Trust's motto, *libertas per cultum* "freedom through education". The Trust aspires for all students to lead lives full of choice and opportunity where, whatever path they take in life, it is a path they have chosen.

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 its students:

- Gain knowledge about the labour market and the full range of education and training options available, including academic, vocational, and technical routes.
- Participate in activities that challenge stereotypes, broaden perspectives, and provide direct workplace experience to develop the essential skills needed for success in the workplace.
- Engage with employers and professionals from a diverse range sector to explore potential career pathways.
- Build an awareness of the wider world to make informed, aspirational life decisions.
- Develop the skills and confidence to achieve successful transitions into their chosen destination.

Careers education at the Trust's schools is part of each school's wider education enrichment programme which is designed to develop well-rounded citizens; build the core skills for success - character, integrity, resilience, and judgment; raise students' aspirations; and provide them with the skills and knowledge to excel in today's society.

2. Responsibilities

Each school 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 fulfils its statutory duties by:

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

3. Role of the Governing Body

In line with the *Careers guidance and access for education and training providers (January 2023)*, the Governing body provides 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 students 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 in the best interests of the students to whom the guidance is given and:

- 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.

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, vocational and technical routes available to them at each transition point.

The governing body has a crucial role in connecting Trinity Academy with employers and professionals to enhance the careers programme.

4. Provider Access Policy for the Academy

As part of our careers programme a range of colleges, university technical colleges, universities, and other training providers speak to our students about their education and / or training offers.

Our Provider Access Policy sets out our arrangements for managing the access of providers to Trinity Academy. 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 students to inform them about approved technical education qualifications and apprenticeships.

Student entitlements

All students 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 at, for example, options events, assemblies and group discussions.
- Understand how to make applications for the full range of academic, vocational and technical courses.

For students of compulsory school age these encounters are mandatory and there will be a minimum of two encounters for years 8-9 students and two encounters for years 10-11 students. For students in years 12-13, particularly those who have not yet decided on their next steps, there are two more provider encounters available during this period, which are optional for students 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 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 it offers.
- Explain what career routes those options could lead to.
- Provide insights into what it might be like to learn or train with it (including the opportunity to meet staff and students from the provider).
- Answer questions from students.

Opportunities for access

We approach providers directly as well as considering requests from education and training providers to ensure our students understand the full range of technical, vocational and academic routes.

Trinity Academy offers the six provider encounters required by law and additional events integrated into the careers programme some of which are outlined in the table below. Providers can speak to students and / or their parents and carers in school, or students could travel to a provider as part of a school trip. Meaningful encounters are informed by the Making it meaningful checklist.

Year	Autumn Term	Spring Term	Summer Term
7	• Assembly & Tutor Times Inc. in National Green Careers Week	• Assembly & Tutor Times inc. in National Careers & Apprenticeship Weeks	• Assembly & Tutor Times
8	• Assembly & Tutor Times Inc. in National Green Careers Week	• Assembly & Tutor Times inc. in National Careers & Apprenticeship Weeks	• Assembly & Tutor Times
9	• Assembly & Tutor Times Inc. in National Green Careers Week	• Assembly & Tutor Times inc. in National Careers & Apprenticeship Weeks • Year 9 Options Awareness Opportunities	• No encounters – legislation requires encounters to take place by 28 Feb if in year 9

10	• Assembly & Tutor Times Inc. in National Green Careers Week	• Assembly & Tutor Times inc. in National Careers & Apprenticeship Weeks	• Assembly & Tutor Times
11	• Assembly & Tutor Times Inc. in National Green Careers Week	• Assembly & Tutor Times inc. in National Careers & Apprenticeship Weeks • Post-16 Transition Awareness Opportunities	• None – legislation requires encounters to take place by 28 Feb in year 11
12	• Assembly & Tutor Times Inc. in National Green Careers Week • Post-18 Transition Programme	• Assembly & Tutor Times inc. in National Careers & Apprenticeship Weeks • Post-18 Transition Programme	• Assembly & Tutor Times • Post-18 Transition Programme
13	• Assembly & Tutor Times Inc. in National Green Careers Week • Post-18 Transition Programme	• Assembly & Tutor Times inc. in National Careers & Apprenticeship Weeks • Post-18 Transition Programme	• None – legislation requires encounters to take place by 28 Feb in year 13

Previous providers
In previous years the following providers have spoken to our students: Royal Holloway, University of London, Goldsmiths, University of London, UCL, South Bank College Group and Capital College Group.

Premises and facilities
The aims, safeguarding and other requirements and logistics of the proposed activity must be discussed, agreed and approved in advance with our Careers Leader.

Depending on the activity, we will make available the main hall, classrooms and / or a private meeting room, AV and, where possible, specialist equipment to support any presentations. Providers will be met and supervised by a member of school staff.

Providers can give any relevant literature to our Careers Leader for our growing Careers Library, which is available to students at break and lunch times as well as before and after school.

5. Management of Provider Access Requests

A provider wishing to request access should contact our Careers Leader. Requests should be sent to:

- Careers Leader: Natalija Rnic
- Email: n.rnic@trinity.futureacademies.org

Granting Requests and Refusal of Requests
Our Careers Leader will respond to your request as soon as possible. All requests will be given due consideration by our Careers Leader and Senior Leader with responsibility for careers education.

Requests will be considered against our Safeguarding Policy and:

- Clashes with other planned activities or visits.
- Interruption to preparation for public or internal examinations.
- Availability of school staff, space and resources to host the session.

6. Destinations of year 11 and Year 13 students

In 2024/2025 our year 11 pupils moved to a range of providers in the local area after school:

Destination	**% of students**
FE College	**46.5%**
School Year 12 – Sixth Form	**23.6%**
Sixth Form College (6th Form Only)	**27.6%**
Apprenticeship	**0%**
Training (EFA Funded)	**1.6%**
NEET	**0.8%**
Not Known	**0%**

In 2024/25, 79.2% of our year 13 leavers went on to university, including one Oxbridge candidate, 4.2% to a range of apprenticeships and 16.7% into employment.

7. Impact: Monitoring, reviewing and evaluating the careers programme.

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+ 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 Trust's Head of Education Enrichment. This data is then analysed and used to improve the programme and inform planning.

In 2025/26, we will assess the effectiveness of our careers programme by gathering feedback from students, parents, carers, and staff. This will help ensure the programme is meeting its objectives and guide future improvements to our strategy.

8. Complaints

Any complaints with regards to provider access can be raised following the school complaints procedure or directly with The Careers & Enterprise Company via 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.

Benchmark	Key Criteria / What Must Be in Place
1 - A Stable Careers Programme Every school has an embedded careers education and guidance programme that is understood by pupils, parents and carers, staff, governors, employers and other agencies.	• A stable, structured careers programme with explicit backing of governors, the headteacher and SLT • An identified, appropriately trained Careers Leader responsible for the programme • Programme tailored to pupil needs, sequenced appropriately, underpinned by learning outcomes and linked to the whole-school development plan • Clear plan for engaging parents and carers throughout • Programme published on the school website and communicated in accessible ways • Regular evaluation using feedback from pupils, parents and carers, staff, careers advisers and employers
2 - Learning from Career and Labour Market Information (LMI) Pupils, parents and carers, and staff have access to high-quality, up-to-date information about pathways, study options and labour market opportunities.	• During each Key Stage, all pupils access and use careers, pathways and labour market information to inform study and next-step decisions • Parents and carers are encouraged and supported to access and use careers and labour market information to support pupils • Additional or tailored information provided where required, including for pupils with SEND
3 - Addressing the Needs of Each Young Person Careers programmes respond to different guidance needs at different stages and support pupils facing barriers to progression.	• Careers programme actively challenges stereotypes, showcases diverse role models and raises aspirations • Systematic records kept of pupil participation and individual careers guidance, including agreed actions • Records transferred and integrated when pupils move schools, where information is available • Records maintained from first contact or point of transition • Pupils can access and use their records at key transition points • Accurate data collected and used on aspirations, intended and actual destinations • Sustained and longer-term destinations data used in evaluation, with alumni supporting the careers programme
4 - Linking Curriculum Learning to Careers Curriculum learning is explicitly linked to careers across all subjects.	• Every year, in every subject, pupils learn how subject knowledge and skills link to careers and workplace effectiveness • Subject teachers highlight progression routes and career pathways linked to their subject • Careers forms part of the school's ongoing CPD for teachers and staff who support pupils
5 - Encounters with Employers and Employees Pupils have regular, meaningful interactions with employers to understand work and employability skills.	• From age 11 onwards, every pupil has at least one meaningful encounter with an employer every year • Encounters may include speakers, mentoring, enterprise activities and part-time work where appropriate

6 - Experiences of Workplaces Pupils gain first-hand experience of real workplaces to broaden understanding and networks.	• By age 16, every pupil has had meaningful experiences of workplaces • By age 18, every pupil has had at least one further meaningful workplace experience
7 - Encounters with Further and Higher Education Pupils understand the full range of academic, technical and vocational routes available to them.	• By age 16, pupils have had meaningful encounters with providers across FE, HE, sixth forms and ITPs By • age 18, pupils considering higher education have had at least two visits to HE providers to meet staff and learners
8 - Personal Guidance Pupils receive professional, timely careers guidance tailored to individual needs.	• All pupils have access to guidance meetings with a suitably trained careers adviser (internal or external) • Careers Leader works closely with the careers adviser, SENDCO and key staff • At least one personal guidance meeting by age 16 and a further meeting by age 18 • Personal guidance is scheduled within the careers programme • Information about guidance support and access routes is clearly communicated to pupils and parents, including via the school website

1. 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.
2. A ‘meaningful encounter’ is one in which the student has an opportunity to explore what it is like to learn in that environment.
3. The school should ensure that access to an adviser trained to level 6 in a career development subject is available when needed.

---END---