

Trinity Academy Leeds Strategic Objectives

Please note that Year 1 is the period 2021-2022, Year 2 is 2022-2023 and Year 3 is 2023-2024

Strategic Objective #1: Raise the profile of careers across the academy and ensure all adults are engaged to support careers in school

Contributing to Gatsby Benchmarks 1, 2, 3, 4

Targets for SO1

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|---------------|---|
| Year 1 | Raise the profile of Empower careers with SLG Improve the knowledge of the link governor for Empower careers in regard to both the strategy and statutory guidance Raise the profile of Empower careers with classroom & non-teaching staff through introducing Empower as a key academy driver. |
| Year 2 | Engage full governing body in regard to careers agenda All staff have embedded Empower careers into curriculum areas Improve careers information on school website Develop Inspire careers assembly |
| Year 3 | Dialogue about Empower careers is completely embedded in school and all staff feel it is part of their role, and that they have the information to engage with students about careers Empower careers related content referenced as a matter of course in schemes of work Students and parents demonstrate raised awareness of Trinity Academy Leeds Empower careers education through evaluation surveys |

Actions for SO1

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|---------------|---|
| Year 1 | Present to SLG in regard to changing requirements in regard to Empower careers Meet with link Governor for Empower careers to discuss changing framework requirements in regards to careers CPD session for classroom teachers in regard to statutory requirements and how this will begin to impact on the school Career Leader to conduct research to create a careers strategy Empower careers afternoons launched and embarked upon by all students and staff |
| Year 2 | Present to full governing body on Empower careers CPD to staff to share ideas and good practice in regard to embedding careers Empower branding is used on all appropriate teaching resources & Empower careers materials Continue to develop Empower careers afternoons |
| Year 3 | Empower careers content is QA'd during learning walks, departmental reviews Student voice to demonstrate extent of Empower careers discussion and impact CLs to ensure that Empower careers is explicit in booklets and curriculum mapping documents |

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Strategic Objective #2: Create an environment which enables students to have aspirational but appropriate careers goals and are able to seek out information on these goals

Contributing to Gatsby Benchmarks 1, 2, 3, 4, 5, 6, 7, 8

Targets for SO2

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|---------------|--|
| Year 1 | Upskill a member of staff to become an in-house Careers Leader Ensure all staff attend Empower careers afternoons, to upskill them on discussing careers with students Establish Inspire assembly rota, which allows multiple termly careers related deliveries |
| Year 2 | Empower careers within all faculties as an academy key driver. Evaluate & improve assembly provision following year 1 Develop Empower careers afternoons to reflect the aspirations of students. |
| Year 3 | Careers Adviser runs drop in session as well and taking formal appointments Create programme to specifically target and support students who are identified as having the potential to become NEET Careers Adviser is fully embedded in working of the school and every member of staff and all students can identify them and where to go to access them. Empower careers embedded in SOW in all departments and across all key stages |

Actions for SO2

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|---------------|---|
| Year 1 | Set up meetings with MAT experts to support in-house careers leader. Forge connections with the LEP to ensure that all opportunities available to students are being explored. Create partnerships with local businesses to create careers provision both within and outside of the academy. Launch Empower careers afternoons. |
| Year 2 | Share and model best practice from year 1 of Empower careers programme. Ensure that the Baker Clause is being met through visits to FE colleges and Inspire assembly inputs. Termly Careers COBRA meetings to discuss key groups of students eg. PP, risk of NEET, those at risk of having no post-16 plan. |
| Year 3 | Recruit a careers advisor Set up a virtual careers area for students & parents to access Careers Adviser to work with CLs to create a programme to create an aspiration raising programme for students identified as being at risk of not achieving a sustained destination post 16 SOW & curriculum mapping documents identify where Empower careers can be discussed and careers included Year 9 Empower careers afternoon to include a careers fair. |

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Strategic Objective #3: Improve the quality and quantity of external engagement in regard to careers

Contributing to Gatsby Benchmarks – 1, 2, 3, 4, 5, 6, 7

Targets for SO3

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|---------------|---|
| Year 1 | Build portfolio of contacts and calendar of events to allow development of core & enhanced careers programs across all year groups Continue to develop the relationship between the Academy and our Enterprise Adviser at the LEP 5 Empower afternoons throughout the academy year, which involve visits to workplaces. |
| Year 2 | All students to experience at least five employer encounters, per year, through assemblies, Empower afternoons Increase the range of post-16 providers that the Academy engages with |
| Year 3 | To have developed all the relationships required to ensure the Academy is meeting the Gatsby Benchmarks related to external engagement |

Actions for SO3

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|---------------|---|
| Year 1 | Ensure that Empower careers afternoons go ahead by providing support for the careers leader. Provide protected time for the careers leader to build networks and contacts. |
| Year 2 | Develop links with at Leeds University. Develop Empower careers afternoons to ensure that places of work continue to be visited. Build relationship with “other” colleges such as Leeds City College/Leeds College of Building |
| Year 3 | Develop programme/structures to maintain and ensure longevity of external relationships Continually monitor and evaluate existing relationships to help predict if and when additional outreach may be needed to ensure continuity of provision for the students |

Strategic Objective #4: Foster our Performing Arts and Voice specialisms and provide our students with a wealth of opportunities and experiences available in the arts while developing the Voice of everyone.

Contributing to Gatsby Benchmarks – 1, 4, 5

Targets for SO4

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|---------------|---|
| Year 1 | Begin to embed LAPA provision Create PA industry partners Promote Voice as a force for positive change within the community All students to engage with drama, dance and music All Y7 students to engage with the Leeds Heritage Theatres Empower trip. |
| Year 2 | Embed industry partners e.g. Opera North Introduce Choir @LAPA Embed Habits of Discussion All students to engage with drama, dance and music All students to engage with the Leeds Heritage Theatres Empower trip. |
| Year 3 | To have developed all the relationships required to ensure the Academy is meeting the Gatsby Benchmarks related to external engagement |

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Actions for SO4

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| Year 1 | Launch LAPA Reach out to industry partners, seeking support from the MAT where required Inspire assemblies relating to Voice First academy production Introduce Habits of Discussion |
| Year 2 | Continue to develop links with industry partners LAPA showcase and production Continue to develop Inspire assembly offer Develop and embed Habits of Discussion. Assess impact through learning walks/QA. Orchestra performance Offer LACD for aspiring dancers |
| Year 3 | Develop and embed Habits of Discussion Continue to develop PA provision for all students Continue to develop Inspire assembly offer LAPA showcase and production Develop LACD offer, including regular attendance at competitions |