Trinity Academy Leeds

Policy:	Careers Policy
Date of review:	September 2025
Date of next review:	August 2026
Lead professional:	Assistant Principal
Status:	Non-Statutory

1. Purpose of policy and guiding principles

1.1 Careers education, information and guidance (CEIAG) programmes make a significant contribution to preparing young people for the opportunities, responsibilities and experiences of adult life.

This policy has been updated to reflect the Careers guidance and access for education and training providers (DfE, May 2025) and the statutory requirement for schools to deliver careers guidance from Year 7 onwards, in line with the revised Gatsby Benchmarks (statutory from September 2025).

1.2 The CEIAG programme is designed to be progressive from Year 7 to Year 11 and support students in making informed choices in years 8, 9 and 10.

1.3 At Trinity Academy Leeds we raise aspirations, challenge stereotypes and encourage students to consider a wide range of careers. Through careers education and guidance, it is students will be encouraged to make the most of their talents and go on to jobs or courses which suit their skills, needs and ambitions. With this in mind, our CEIAG programme is called Empower, as we actively empower students to make the aforementioned choices (see 3.1).

1.4 In particular we intend our students to:

- Develop awareness of varied and diverse career opportunities.
- Build essential employability skills (aligned to Skills Builder), including professionalism, resilience, organisation and teamwork.
- Understand the world of work and respond positively to changing opportunities
- Learn how to research, evaluate and act on careers information and guidance.
- Plan future actions, present themselves effectively and manage transitions.
- Develop a broad understanding of the world of work and an ability to respond to changing opportunities.
- Develop independent research skills so that they can make good use of information and guidance.
- Develop the skills they need to review achievements, plan future actions, make decisions, present themselves well and cope with change and transition. This is supported through the completion of reflective Empower booklets five times across the academic year, and through their bi-annual Architect's Review of the Build.

We recognise that the process of making career decisions is a lengthy one and that most of our students will make their final choices only after completing their higher education course.

2. Commitments

2.1 Directors, Governors and staff are committed to:

- The provision of resources and advice to enable students to understand and develop career choices and to ensure that careers education is seen as part of the overall curriculum and learning framework for all years.
- Encouraging students to achieve and to be ambitious through the lens of careers.
- Involving students, parents and carers in the further development of careers work through the Empower careers pathway.
- Working with support agencies so that no student is disadvantaged in gaining access to education, training or work.
- Working towards the Quality Standards in careers Education award.
- Meeting all eight Gatsby Benchmarks.

Delivering CEIAG as a statutory entitlement in line with the May 2025 DfE guidance.

- Meeting all eight revised Gatsby Benchmarks.
- Delivering the Work Experience Guarantee, ensuring every student has access to at least two

weeks of meaningful workplace experience by the end of Year 11.

- Ensuring every student receives personal guidance from a qualified careers adviser: at least one interview by age 16, and a second by age 18 (through Trinity Sixth Form Academy or other MAT partners for KS5 students).
- Working with students, parents and carers to involve them in careers learning, transition planning and post-16 decisions.
- Working with external partners (including C&K Careers, the Careers and Enterprise Company, LEP, local employers, training providers and FE/HE institutions) to ensure students are not disadvantaged in access to opportunities.
- Maintaining the Quality in Careers Standard.

3. Provision

3.1 At TAL, careers provision is through the lens of Empower Careers Pathways. This initiative is part of the One Curriculum at TAL, provides world-class careers-based experiences for all students from the first term of Year 7 and runs through all areas of academy life. Empower ensures that all staff are trained on the delivery of careers in the classroom, through Involve clubs and, most prominently, through the five timetabled Empower careers afternoons which run annually for Phase One. Empower also runs through the weekly Inspire Assemblies, through visiting speakers and experiences and is regularly woven in to the daily delivery to year-groups from Heads of Year in the form of Personal Development.

3.2 Careers includes education, information and guidance. Careers education helps our students develop the knowledge and skills they need to make successful choices, manage transitions in learning and move into work. Through guidance students are able to use their knowledge and skills to make the decisions about learning and work that are right for them. Careers education

forms an integral part of the taught and co-curricular offer for students. It is delivered through the curriculum in individual subject areas and via events and assemblies.

3.2 We are well supported by external agencies, who provide qualified and impartial careers advice to our students. Most prominently the West Yorkshire LEP, who have provided industry partners with Burberry and bespoke guidance on meeting the Gatsby Benchmarks.

3.3 As appropriate, careers guidance interviews will take place on a one to one basis, although group sessions will be organised for students with interests in particular vocations.

3.4 Careers information and resources are available in school for students to access through identified careers leaders and through the careers section of our library. Our CEIAG programme aims to guarantee all students who leave Trinity Academy Leeds at the end of Year 11 have an offer of a place to move onto.

3.5 **Phases 1 and 2 provision includes:**

Year 7	• Assembly introducing Empower. • 3 calendared Empower afternoons. Careers in Year 7 ranging across the following industries: heritage, research, combat acting, forensic scientist, marketing manager, engineer, architect, trades (e.g. plumber/electrician), actors, marketing, sound director lighting manager, marketing, art historian, art librarian, curator, librarian, gallery technician, gallery curator, artist, zoo vet, zoo keeper, animal collections manager, zoo researcher. • Refine skills of goal setting and developing aspirations through the Build and reflections on Empower afternoons. • Weekly Inspire assemblies with a focus on raising aspirations and career choices. • Pairings with particular industries; for example, STEM at Leeds Universities. • Assembly on options 16+ - The different routes students can take, including apprenticeship pathways and HTQs. Delivered through Personal Development. • Assemblies from local and national employers. • Labour Market Information Assemblies. • Financial education through Personal Development. • Meaningful interactions with employers across the curriculum; for example, a journalist visit to Involve Clubs, sports training from industry experts, a Nationwide Maths Challenge, the opportunity to create a business to raise money for charity through Virgin Money, bespoke opportunities to broaden skills sets, for example through KPMG environmental workshops. • Explore careers linked to the curriculum in all subject areas through Empower as a key academy driver.

Year 8	• Introduction to University assembly, delivered through Personal Development. • Introduction to the Careers library through our Careers Advisor. • 3 calendared Empower afternoons. Careers in Year 8 ranging across the following industries: engineering, management, town-planning, heritage, research, health alliance roles (e.g. speech and language therapy/physiotherapy), management, professional sportsperson, journalism, hospitality, voice development (suitable for all professions), specific trades (e.g. plumber, electrician, builder, bricklayer, project manager). • All students will either visit Leeds College of Building or have an input from Leeds City College as part of an empower afternoon. • Refine skills of goal setting and developing aspirations through the Build and reflections on Empower afternoons. • Weekly Inspire assemblies with a focus on raising aspirations and career choices. • Introduction to apprenticeships talk, including apprenticeship pathways, traineeships and T level options, and HTQs through the Luminate education group. • Assemblies from local employers and National Employers • Labour Market Information Assemblies • Work on discrimination and equality in the workplace through Personal Development. • Meaningful interactions with employers across the One Curriculum, particularly through Empower, building on experiences from Year 7. • Bank of England Maths Challenge. • Explore careers linked to the curriculum in all subject areas through Empower as a key academy driver.
Year 9	• 3 calendared Empower career afternoons. Locations include: Leeds University, Leeds City College, Notre Dame Sixth Form College, Trinity Sixth Form and White Rose Education. • A careers fair as part of one of the Empower career afternoons. • Assemblies from local employers and national employers. • Assembly with apprenticeship provider, includes apprenticeship pathways, traineeships and T level options/HTQs- Luminate Education group. • Labour Market Information assemblies delivered through Personal Development. • Individual careers guidance via online learning tools prior to options selection. • 1:1 meeting with Team Leader. prior to making options choices. • 1:1 meeting with a Level 7 qualified careers advisor. • Information, advice and guidance evening for students and parents prior to making options choices. • Refine skills of goal setting and developing aspirations through the Build and reflections on Empower afternoons. • Students will also receive meaningful interactions from employers linked to subjects across the curriculum, for

	example, Channel 4. • Have the opportunity to participate in DofE Bronze. • Explore careers linked to the curriculum in all subject areas through Empower as a key academy driver. • Complete Build character curriculum steps specifically related to options and careers.

In addition to the 'core' careers programme above, students will also have the opportunity to partake in bespoke activities / schemes on a student by student basis. These will be sought by the careers and curriculum leaders and will be developed as the academy continues to grow.

By the end of Phase 1 Students will have:

- Taken part a minimum of 9 Empower afternoons and reflected on the impact of these experiences.
- An understanding of where in the academy they can go to access careers information.
- An understanding of the different routes to employment available aged 16+, including apprenticeship options.
- Had at least two interactions with employers / HE providers.
- Heard at least three local employers speak during assemblies.
- Received personalised guidance via an online platform prior to options choices being made.
- Participated in a 1:1 meeting with their Team Leader to discuss option choices.
- Had bespoke, individual careers guidance, including a 1:1 meeting with a Level 7 qualified Careers Advisor.
- Had the opportunity to attend an information, advice and guidance evening prior to options choices.
- An understanding of where in the academy they can go to access careers information.
- An understanding of the different routes to employment available aged 16+, including apprenticeship options.
- Had the opportunity to speak with at least two local and national employers.
- Developed life skills by having the opportunity to participate in the DofE Bronze Award.

3.6 **Phase 2 Provision includes:**

Year 10	• Three calendared Empower pathways days, including a careers fair. • All students will engage with careers interviews with a L7 Careers advisor. • Empower STEM, Empower Health, Empower Medicine, Empower Construction and Empower Creative Arts. • Work on financial decision making as part of Personal Development. • Mock interview day • Assemblies from local employers. • Assembly with Apprenticeship provider, includes apprenticeship pathways, traineeships and T level options . • Labour Market Information Assemblies. • Students will also receive meaningful interactions from employers linked to subjects across the curriculum. • Explore careers linked to the curriculum in all subject areas through Empower as a key academy driver. • Group and individual careers interviews, includes next step routes, A level, BTec and apprenticeship options.

Year 11	• Three calendared Empower pathways days, including a careers fair. • Assemblies from local Post-16 providers through Personal Development. • Work on next steps as part of the Build character curriculum. • Group and 1:1 careers interviews L7 caeers advisor, includes next step routes, A level, BTec and apprenticeship options • Assembly with Apprenticeship provider, includes apprenticeship pathways, traineeships and T level options • CV writing workshop • Mock interview day • Complete next step applications • Assemblies from local employers • Labour Market Index Assemblies • High quality virtual work experience opportunities. High quality workplace experiences (minimum 2 weeks by end of Year 11, in-person wherever possible). • Opportunity to attend the Get Organised Destinations Event • Introduction to UCAS and financial options for university • Students will also receive meaningful interactions from employers linked to subjects across the curriculum • Explore careers linked to the curriculum in all subject areas

In addition to the 'core' careers programme above, students will also have the opportunity to partake in bespoke activities / schemes on a student by student basis. These will be sought by the careers and curriculum leaders and will be developed as the academy continues to grow.

By the end of Phase 2 Students will have:

- Gained an understanding of the opportunities available to them post -6 locally and nationally.
- Had the chance to be inspired by local business leaders and university employees.
- Taken part in our Empower Pathways.
- Produced a CV through the CV writing workshop.
- Gained interview experience from the mock interview day.
- Applied to Sixth Form, College or an apprenticeship.
- Gained an understanding of student finance and the support available to them.
- Had bespoke, individualised careers guidance.
- Gained experience of a professional work environment.
- Had the opportunity to visit at least three places of work (in addition to the nine visited in Phase 1).
- Gained extra understanding of the Labour Market Index.
- Have had at least two employer interactions.

4. Equal opportunities

Trinity Academy Leeds operates through the Equality Pledge and therefore promotes equal opportunities. TAL is dedicated to using every opportunity to challenge stereotypes and to raise aspirations. Empower is provided to all students and provision is made to allow all students to access the Empower curriculum. Students are encouraged to follow career paths that suit their interests, skills and strengths with the absence of stereotypes and are provided with first-hand experience of a wide variety of industries. All students are provided with the same opportunities and diversity is celebrated. Students with Special Educational Needs are offered additional careers advice and support. For further information, please refer to the Special Educational Needs Report. The destinations of our leavers are closely monitored and younger students informed so that we are aware of trends and opportunities.

5. Relationship to other parts of the curriculum and other policies

Empower is part of TAL's One Curriculum. Empower runs through all aspects of the curriculum as students engage with careers education through Personal Development, curriculum lessons, Involve Clubs, Inspire assemblies, the dedicated section of the library and additional, optional, opportunities. The whole school remit of careers is recognised and the curriculum is developed alongside that of other areas so that careers education through Empower is a pillar of the One Curriculum.

6. Parents and Carers

Parental involvement is encouraged at all stages. Parents at TAL are always encouraged to speak with Team Leaders initially, in order to support their children to make aspirational and appropriate choices. As part of the Family Build and in addition to Parents Evenings, parents are invited on-site to engage with a presentation on Empower pathways, and to ask individual questions of the careers lead. There is also support available on the website and online resources have been specifically chosen to help parents become more involved in the options process. All online resources are accessed through links on the school website. They are also visible below:

http://us3.campaign-archive1.com/?u=2c038531b25876a2c7c9cf8b1&id=ae828ae859&e=

Success at School: Help parents help young people plan their future:

https://nationalcareersservice.direct.gov.uk/

The National Careers Service

https://www.youthemployment.org.uk/careers-advice-for-parents/

Careers Advice For Parents

https://www.startinleeds.com

Leeds Pathways

https://www.studying-in-uk.org/most-employable-degrees-in-uk/

University Advice

https://www.unifrog.org/
Unifrog

https://www.startprofile.com/

Start Profile

https://www.futurelearn.com/info/blog/free-cv-templates
Future Learn - CV Guidance

https://nationalcareers.service.gov.uk/explore-careers
Jobprofiles

https://www.gov.uk/topic/further-education-skills/apprenticeships
Apprenticeship vacancies

https://www.ucas.com
Information on university courses and entry requirements

7. Management

The Assistant Principal for Personal Development oversees the implementation of the careers programme. The Assistant Principal also oversees Empower and careers appointments for the careers advisor.

8. Resources and partnerships

The school has accessible careers resources in the library as well as access to a private office for careers interviews. A minimum of one careers advisor is available on site each day providing independent and impartial careers advice. Careers interviews are scheduled for all Year 11 students, with additional interviews arranged on a case by case basis. The Academy has robust partnerships with a huge number of local businesses, HE institutions, the Leeds City Region Enterprise Partnership (the LEP), all of whom offer valuable first-hand advice, resources and workplace experiences to our students, through the various means outlined in point 5.

9. Monitoring, evaluation and review

The careers programme is monitored regularly, reviewed and revised to meet the needs of our student cohort. Trinity Academy Leeds will measure the effectiveness of Empower by considering data from internal surveys, soft data from reflections in booklets and, ultimately, destination data for our students at all transition stages. We also take into consideration the findings of student voice and feedback from staff, students and employers after Empower events have taken place. Furthermore, we are committed to working towards all Gatsby Standards and to ensure we are recognised for the Quality in Careers Standards Award. We welcome regular review from our designated careers governors.