



HOLY TRINITY CATHOLIC SCHOOL



Careers Strategy



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Introduction:

'I am a Holy Trinity pupil and I can achieve anything!'

At Holy Trinity we are passionate about ensuring that our students are high achieving, ambitious and informed pupils who have high aspirations with a desire to succeed in their future lives. Pupils (and staff) are called by God to be the best that they can be, to impact positively on the lives of others, to become good citizens and make full use of the God given talents, which they possess. Careers Education at Holy Trinity is taught and covered through a variety of curriculum and additional opportunities. It develops students' knowledge and understanding of the world of work across all sectors, learning how their studies prepare them for careers and giving insight into possible directions.

Careers, Information, Advice and Guidance (CIAG) focuses on the individual student, supporting them in making the right choices based on their talents, enthusiasms, aspirations, ambitions and abilities. Our aim is to ensure that students are fully aware of the many options and pathways which are open to them as they progress further. CIAG is delivered through our own expert and experienced Careers Adviser who is available in school. The careers adviser provides 1:1 guidance interviews for Year 11 and year 10 as well as drop in sessions, assemblies and attendance at parent's evenings (Years 8 to 11).

We provide a stable careers programme delivered during form time at both KS3 and KS4. Students receive frequent weekly inputs as part of their form time schedule. Careers are also prominent during enrichment weeks is also delivered during our PSD programme for all Key Stage 3 and 4 students. The aim is to offer a range of lessons and events that inform and enable students to make well informed decisions about their future, to give all pupils the opportunity to develop their own sense of awareness, aspiration, unique role and mission in life and individuality as part of 'God's plan for them.' Careers is delivered in a variety of forums, including additional Careers focussed days, dedicated subject specialism lessons, guest speakers, opportunities to engage with a range of employers and higher education opportunities both in house and via a range of visits and experiences.

The Careers Team at Holy Trinity are working hard to ensure our students have the best impartial careers advice and guidance that they need and we are currently working towards securing the quality in careers award. Our aim to make sure your child aspires and moves on into a suitable destination for them, whatever they decide we aim to support their decision and help them grow.



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Vision:

“Our students are high achieving informed pupils who have high aspirations with a desire to succeed beyond school. They can be and will achieve whatever they set their minds to; there is no ceiling.”

Strategic objectives:

1. To develop and maintain sustainable links with employers and further educational establishments.
2. Developing and embed a meaningful career development journey from year 7- 11 ensuring students are inspired, informed and motivated towards their future career choices.
3. Ensure that every teacher is a teacher of careers and is clear about the role in which they play to inspire the future generations.

The above strategic objectives would be then underpinned by the following careers progression framework from year 7-11 incorporating a specifying year related objective each year:

Year group	Objectives	Measurable outcomes.
7	My Talent Increase student awareness of their strengths and weakness linking to the world of careers.	Students can list their strengths and weaknesses and link them to at least 3 different careers.
8	My Goals Increase student exposure to the world of work.	All students have experienced at least 3 different external providers.
9	My Options Increase student knowledge of Further Education and the various pathways and how options link to this.	To be able to list at least 3 different university course apprenticeships or vocational courses which link to a field they have interest in.
10	My Pathways Develop students understanding of post 16 options which are on offer to them.	Students are able to list the different pathways at post 16 and know how to access them.
11	My Future Ensuring all students have a 1:1 interview and are fully prepared for the next steps.	Students are able to explicitly describe their chosen pathway and explain the next steps with clarity and confidence.



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Gatsby Benchmark	Current Provision
<p>1. A stable careers programme</p> <p>April 2019 58% November 2020 52% March 2021 88% July 2021 100% December 2021 88% March 2022 82% June 2022 88% National 2022- 43%</p>	<ul style="list-style-type: none"> • The programme has a strong backing by and governors. It is beginning to be embedded into the structures of the school. This means the programme can continue to be developed to meet the needs of students. • The programme is coordinated and led by an appropriately trained and supported Careers Leader. A Careers Leader is responsible and accountable for the delivery of their allocated school's programme of career advice and guidance. • Beginning to embed activities for each year groups, use tutor time, assemblies and curriculum time effectively for student to understand the importance of careers and be inspired.
<p>2. Learning from careers & labour market information</p> <p>April 2019 40% November 2020 40% March 2021 80% July 2021 80% December 2021 80% March 2022 100% June 2022 100% National 2022- 66%</p>	<ul style="list-style-type: none"> • Involved in programmes to challenge stereotypes and raise student aspirations. • Your school arranges for students to gain information first-hand through encounters with employers and experiences of workplaces. Staff organise follow up activities in the classroom to help students to personalise and maximise the benefits of these encounters. • The school uses a wide range of media to encourage students in their career explorations including social media, posters, websites and physical resources. • Students are taught how to find and process information from year 7 onwards. They use objective information about the local and national labour market to make decisions that improve their careers and transitions into work. • Students have access to accurate and up-to-date information, which plays a key role in raising aspirations and promoting social mobility.
<p>3. Addressing the needs of each pupil</p> <p>April 2019 14% November 2020 72% March 2021 81% July 2021 81% December 2021 81% March 2022 81% June 2022 81% National 2022- 38%</p>	<ul style="list-style-type: none"> • The school has a clear strategic overview of a student's career needs, knowledge and skills at each stage of their learner journey, as well as the decisions they are likely to face. • Students benefit from provision targeted to their needs • Beginning to implement well-kept records enables staff and partners to track the consistency and impact of the careers and enterprise programme. • Careers Advisers maintain comprehensive records of individual advice and subsequent decisions, which are then integrated into their information management systems • The school takes regional and national labour market information and destinations patterns into account. It grasps the regional and inter-school differences in the proportion of students securing apprenticeships at key stage 4 • Target specific activities to engage SEND students.



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4. Linking curriculum learning to careers April 2019 62% November 2020 100% March 2021 100% July 2021 100% December 2021 100% March 2022 100% June 2022 100% National 2022- 60%	<ul style="list-style-type: none">• The school links curriculum learning to careers and develop a rationale for embedding careers in subject learning.• Focus weeks linking curriculum to world of work.
5. Encounters with employers and employees. April 2019 25% November 2020 50% March 2021 100% July 2021 100% December 2021 100% March 2022 100% June 2022 100% National 2022- 56%	<ul style="list-style-type: none">• Employers and the school are beginning to work together in creative ways to ensure students build a rich picture of the world of work and are well prepared to take up workplace opportunities.• The School is beginning to provide first hand encounters with employers as part of careers and enterprise programmes for years 7 to 11• Students are participating in at least one meaningful encounter with an employer every year between years 7-11
6. Experiences of workplaces April 2019 25% November 2020 25% March 2021 25% July 2021 50% December 2021 50% March 2022 50% June 2022 50% National 2022- 50%	<ul style="list-style-type: none">• Students are well-supported during the workplace experience and have opportunities to talk with a trusted and familiar adult about what they are doing and finding out.



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<p>7. Encounters with Further & Higher Education. April 2019 45% November 2020 75% March 2021 80% July 2021 75% December 2021 90% March 2022 90% June 2022 90% National 2022- 33%</p>	<ul style="list-style-type: none">• Encounters start at year 7.• The school makes maximum use of its flexibility to organise suspended timetable days for different year groups, such as careers and higher education visits.• Extended curriculum opportunities.
<p>8. Personal Guidance April 2019 100% November 2020 100% March 2021 100% July 2021 100% December 2021 100% March 2022 100% June 2022 100% National 2022- 66%</p>	<ul style="list-style-type: none">• External provider 1 day per week impartial 1-1 careers interview and small group works which ensure all students have at least 2 encounters with a careers adviser, at least one of which will be an individual interview.



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Action Plan Year 7-11.

Year group Key focus	Objectives: What will the students experience	Measureable outcomes: How will we evidence the impact?	Gatsby Bench-mark.
Year 7 My Talent	<ul style="list-style-type: none">• Develop student's awareness of the world of work including different job sectors and positions within various businesses.• Allow students to explore their strengths and weaknesses linking these to employment.	<ul style="list-style-type: none">• Identify a range of careers from different sectors.• Describe a variety of means of working• Begin to form their own personal career preferences.• Identify key skills for employment linking school and their self.	1, 3, 7
Year group Key focus	Objectives: What will the students experience	Measureable outcomes: How will we evidence the impact?	Gatsby Bench-mark.
Year 8 My Goals	<ul style="list-style-type: none">• Targeted groups of students to University/Colleges.• Begin to investigate Post-14 choices and how these link to future aspirations.• Investigation to local Labour market information.	<ul style="list-style-type: none">• Build links the FE and Colleges to ensure that at least 50% of the year group have attained and external visit and participated in a taster session.• Insure students are fully informed about their choices at post-14 and are beginning to think about their options.• Using labour market information to access different employers from the local area.	1,2,3,4,5



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Year group Key focus	Objectives: What will the students experience	Measureable outcomes: How will we evidence the impact?	Gatsby Benchmark.
Year 9 My Options	<ul style="list-style-type: none"> • Increase students' knowledge of further education or College dependant on ability and aspirations. • Increase student's awareness of apprenticeships. • Research and apply for work experience. 	<ul style="list-style-type: none"> • All students will have had the opportunity to attend a place of FE relevant to them. • Also students will have had an in depth discussion regarding apprenticeships and have had exposure to at least one external apprenticeship provider and the various levels of apprenticeships in their establishment. • All students will have researched and establishment in where that would like to gain some work experience and apply. 	1,2,3,5,6.
Year group Key focus	Objectives: What will the students experience?	Measureable outcomes: How will we evidence the impact?	Gatsby Benchmark.
Year 10 My Pathways	<ul style="list-style-type: none"> • Ensure all students have had a breadth of exposure to Post-16 and 18 destinations. • Ensure every student has a CV and personal statement in preparation for applying to their choice post-16 pathway. • Ensure every student is exposed to a number of Careers to inform their decisions Post-16 	<ul style="list-style-type: none"> • Record will be kept of what/who students have had contact with. • Draft CV's and personal statements will be completed by students. • Students input regarding Careers will be tracked on weekly basis. 	1,3,4,6,7.
Year group Key focus	Objectives: What will the students experience?	Measureable outcomes: How will we evidence the impact?	Gatsby Benchmark.
Year 11 My Future	<ul style="list-style-type: none"> • Individual guidance from an external qualified guidance adviser. • Further preparation for external interviews. • Ensure every student is exposed to a number of Careers to inform their decisions Post-16 	<ul style="list-style-type: none"> • Every student will have 2 careers interviews across KS4. • Successful application to post-16 including interview. • All students to receive Careers input on a weekly basis via form time. 	1,3,4,6,7,8.




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Careers program	Autumn Term	Spring Term	Summer Term
Year 7	<p>PSD-Developing skills and aspirations: Careers, teamwork and enterprise skills, and raising aspirations BM2 BM3 BM8</p> <p>Assembly- My talent- Introduction to careers awareness of strength and weaknesses linking to careers BM3</p> <p>External input- TBC BM6</p>	<p>Assembly- National Apprenticeship Week BM7 BM5 BM2</p> <p>Assembly- National Careers Week BM5 BM2</p> <p>Careers in the curriculum BM4</p> <p>Student Runners BM6</p>	<p>Assembly- Jobs for the future BM2</p> <p>Wilmott Dixon BM5 BM6</p> <p>Gordon Franks Training BM7</p> <p>Student Runners BM6</p>
Year 8	<p>Assembly- My Goals-The world of work- guest speaker. BM5 BM2</p> <p>Student Runners BM6</p> <p>External Input- TBC BM2 BM3</p>	<p>Assembly- National Apprenticeship Week BM7 BM5 BM2</p> <p>Assembly- National Careers Week BM5 BM2</p> <p>Careers in the curriculum BM4</p> <p>Student Runners BM6</p>	<p>Assembly- The world of work- guest speaker. BM5</p> <p>PSD- Community and careers: Equality of opportunity in careers and life choices, and different types and patterns of work BM3 BM2 BM8</p> <p>Wilmott Dixon BM5 BM6</p>
Year 9	<p>Assembly- My options- Increase student knowledge of Further Education and the various pathways and how options link to this. BM7 BM2 BM3</p> <p>University Visits BM7 BM6</p>	<p>Assembly- National Apprenticeship Week BM7 BM5 BM2</p> <p>Assembly- National Careers Week BM5 BM2</p> <p>Careers in the curriculum BM4</p> <p>PSD-Setting goals: Learning strengths, career options and goal setting as part of the GCSE options process. BM3 BM4 BM7</p> <p>University Visits BM7 BM6</p>	<p>Army Visit BM5 BM6 BM7</p> <p>Irwin Mitchell Mentoring BM5 BM6 BM3</p> <p>University Visits BM7 BM6</p> <p>What's my job BM2 BM5</p>



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<p>Year 10</p>	<p>Assembly- My Pathways- Develop students understanding of post 16 options which are on offer to them. BM7</p> <p>1:1 interviews BM3 BM8</p>	<p>Assembly- National Apprenticeship Week BM7 BM5</p> <p>Assembly- National Careers Week BM5</p> <p>Careers in the curriculum BM4</p>	<p>Assemblies- Joseph Chamberlain, Solihull 6th form, Solihull college, BMET, South and City, Cadbury, UCB, King Edwards Grammar BM7</p> <p>1:1 interviews BM3 BM8</p>
<p>Year 11</p>	<p>PSD <i>6th forms and colleges</i> BM7 <i>Apprenticeships</i> BM7 <i>How to write a CV</i> BM8 <i>Preparing for a job interview</i> BM7</p> <p>1:1 interview BM3 BM8</p> <p>Parent information evening BM1 BM2 BM8</p>	<p>Assembly- National Apprenticeship Week BM7 BM5</p> <p>Assembly- National Careers Week BM5</p> <p>Careers in the curriculum BM4</p> <p>PSD <i>Visit from St John's ambulance</i> BM5</p> <p>1:1 interview BM3 BM8</p>	



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