

TRINITY ACADEMY NEWCASTLE TRUST

POLICY FOR CAREERS EDUCATION INFORMATION

**Approved by the Committee – October 2025
On behalf of the Board**

Next Review Date – October 2026

Policy for Careers Education Information, Advice & Guidance (CEIAG)

1 Introduction

Rationale for CEIAG

A young person's career reflects the progress that they have made in learning and work. that all learners need a planned programme of activities to help them choose their 14-19 pathways that are right for them and to be able to manage their careers, sustain employment and achieve personal wellbeing throughout their lives.

All learners and parent/carers are aware that young people must remain in education, training or employment with training until the age of 18.

Our commitment

Trinity Academy Newcastle Trust (The Trust) has a responsibility to ensure all learners who attend The Trust are provided with the opportunity to access impartial Careers, Education, Information, Advice and Guidance (CEIAG) from its own professionally qualified careers advisor as well as independent careers guidance from external agencies from year 7 (11-13 year olds) to Post 16 (17-25 year olds). This policy reflects our legal duties under:

- Section 42A and 42B of the Education Act 1997 (as amended)
- The Skills and Post-16 Education Act 2022
- The statutory guidance "Careers guidance and access for education and training providers" (DfE, January 2023)
- The Education (Careers Guidance in Schools) Act 2022

The governing body also recognises that it must ensure that all careers guidance provided:

- Is presented in an impartial manner, under the "Baker Clause" which requires all schools and academies to provide opportunities for a range of education and training providers to access all year 8 to 13 pupils to inform them about approved technical education qualifications and apprenticeships
- Includes information on the range of education or training options, including apprenticeships and other vocational pathways
- Is guidance that the person considers will promote the best interests of the learners to whom it is given
- Learners across years 8 to 13 will have at least 6 opportunities to meet a range of providers of approved technical education qualifications and apprenticeships, specifically;
 - 2 encounters for pupils during Years 8-9
 - 2 encounters for pupils during Years 10-11
 - 2 encounters for pupils during Post 16

The Trust is committed to working towards the 8 Gatsby Benchmarks and a Quality in Careers Standard. The Trust actively promotes and encourages the use of careers websites and online resources.

2 Development

This policy was developed and is reviewed annually in discussion with school leaders, teaching and teaching support staff, learners, parents, governors, advisory staff and other external partners.

Our careers leaders will work with teachers and, where appropriate, professionals from relevant organisations, to identify the needs of our pupils with SEND and put in place personalised support and transition plans. This may include meetings with pupils and their families to discuss education, training and employment opportunities, supported internships and transition plans into higher education.

3 Objectives

Learners' needs

The careers programme is designed to meet the needs of learners at The Trust. Activities are differentiated and personalised to ensure progression in their career learning and development, and to strengthen their motivation, aspirations and attainment.

Supporting Pupils with SEND:

Our careers leader will work with the SENCo, teachers and external professionals to:

- Identify specific career guidance needs for pupils with SEND
- Provide personalised support and transition planning
- Arrange supported internships where appropriate
- Ensure all career activities are accessible and inclusive
- Develop individual transition plans with pupils and families
- Connect with specialist post-16 providers and employers

Our programme has been developed to meet the expectations outlined in the **Gatsby Benchmarks**:

1. A stable careers programme with a careers leader and governor oversight
2. Learning from career and labour market information - including local skills needs
3. Addressing the needs of each pupil - including disadvantaged and SEND pupils
4. Linking curriculum learning to careers - meaningful connections across all subjects
5. Encounters with employers and employees - including online and in-person opportunities
6. Experience of workplaces - including virtual experiences where appropriate
7. Encounters with further and higher education - including technical education providers
8. Personal guidance - available to all learners when they need it

Our programme doesn't show bias towards any particular career path, and promotes a full range of technical and academic options for pupils.

It is structured in a way that builds upon previous years, and the overarching aim is divided between the Key Stages so that pupils are encouraged to think appropriately about their future. We provide aims, objectives and activities for each year group.

Entitlement

Learners are entitled to impartial and confidential CEIAG which is person-centred, delivered by trained staff and which meets professional standards of practice. Activities will be integrated into the curriculum and based on partnership with learners and their parents/carers. The programme will raise aspirations, challenge stereotypes and promote equality and diversity.

4 Implementation

Management

Alan Carter Deputy Headteacher will manage the careers education programme, CEIAG is supported by particular Governors from the Local Academy Council (LACs). The programme is planned and implemented by Chris Hudson for Trinity Academy Newcastle, Sarah Butler for Trinity Solutions Academy and Trinity post 16 Solutions Ltd, Sarah Hodge for Trinity Academy New Bridge.

Staffing

All staff will be able to contribute to CEIAG through their role as tutors and curriculum subject teachers. Specialist sessions can be delivered by a variety of different internal and external individuals, coordinated by the Leads for Careers Guidance. The CEIAG programme is planned, monitored and evaluated by the Head of School in consultation with the executive leadership team. Careers information is available on the Trust's website, which is maintained by the Head of School.

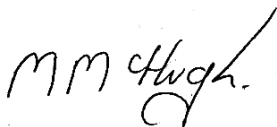
Curriculum

The careers programme includes: careers education sessions, careers guidance activities (e.g. group work and individual interviews), information and research activities using The Trust's computer network and work-related learning, work experience and individual learning planning/portfolio activities. Other focused events, e.g. visits/talks by further/higher education are provided at different times of the year. Work experience preparation, debrief and evaluation take place during tutorial and lesson time. Learners are involved in the planning of career learning and their views will be collected using learner voice/surveys.

Monitoring, Review and Evaluation

The Trust analyses learner destination information, feedback from learners and parents/carers to inform its programme. The Trust are committed to evaluating and assessing the impact of our careers programme annually, with feedback from pupils, parents/carers, teachers and employers as part of the review and evaluation process, progress against the Gatsby Benchmarks, with a detailed report produced for governors.

Signed on behalf of the Board:



Michael McHugh (Chairperson of the Board)

Date: October 2025