Holy Trinity Academy Careers Strategy

Member of staff responsible: Mrs A Welsh / Miss N Easton
Named Governor: Mrs Pauline Boyle

Our aim is to fully prepare all students at Holy Trinity Academy for higher education and/or the world of work. The Gatsby Benchmarks are the main frame of reference to implement this. Our careers programme is regularly assessed through student, parent and staff surveys and we use Compass+ to track student careers provision.

Employability skills are embedded in subject lessons, careers fortnights, educational talks and visits, and careers impact days. SEN and PP students receive additional support from tutors, pastoral, and the SEN department.

Provider Access Statement

Provider Access Requests

Providers wishing to request access should contact Miss N Easton, Careers Lead.

Email Nicola.easton@holytrinity.academy Telephone 01952 386100

Opportunities for Access:

Comments and suggestions on our careers strategy and annual programme are welcomed from pupils, parents, staff, alumni, and employers.

All providers are welcome to contact us to discuss how they would like to support and contribute to careers provision for our students. Please contact us if you would like to participate in any of our planned activities (see the Careers & IAG plan on our website), can offer work experience, a workplace visit, talk, workshop, interview practice, or other careers event to our pupils.

Miss Easton

Careers Programme Information review date: July 2025

Gatsby benchmark	Explanation	HTA implementation
1.A stable careers programme	Every college should have an embedded programme of career education and guidance that is known and understood by learners, parents, teachers, employers and other agencies.	Plan is published on the website. Named governor for IAG in place. Named Careers Lead. Regular staff updates. Termly meetings with Future Focus advisors.
2. Learning from career and labour market information	Every learner, and their parents (where appropriate), should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.	Future Focus careers advisor appointments for years 11 and sixth form. Up to date information about the labour market to be shared via the website and studied during year 8 IAG impact day prior to making option choices. Career of the Fortnight Programme.
3. Addressing the needs of each pupil	Learners have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each learner. A college's careers programme should embed equality and diversity considerations throughout.	1:1 support with work experience and college applications for vulnerable learners. IAG enrichment sessions. Destinations information. Careers guidance as part of lessons, impact days and events.

4. Linking curriculum learning to careers	All subject staff should link curriculum learning with careers, even on courses which are not specifically occupation-led. For example, STEM subject staff should highlight the relevance of STEM subjects for a wide range of future career paths. Study programmes should also reflect the importance of maths and English as a key expectation from employers.	Lesson plans have been updated to focus on IAG. Regular staff updates. Professional visitors. Educational talks and visits. Careers fortnight every term.
5. Encounters with employers and employees	Every learner should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities, including visiting speakers, mentoring and enterprise schemes, and should include learners' own part-time employment where it exists.	IAG enrichment sessions. Aspire activities. Impact days. Educational talks and visits.
6. Experiences of workplaces	Every learner should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities and expand their networks.	Work experience in years 10 & 12.

7. Encounters with further and higher education	All learners should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes, and learning in schools, colleges, universities and in the workplace.	Apprenticeship assemblies. IAG enrichment sessions. Aspire activities. Impact days.
8. Personal guidance	Every learner should have opportunities for guidance interviews with a careers adviser, who could be internal (a member of college staff) or external, provided they are trained to an appropriate level 6. These should be available for all learners whenever significant study or career choices are being made. They should be expected for all learners but should be timed to meet individual needs.	1:1 careers interviews for all learners (taking place in year 11 and sixth form).

Provider Access Legislation (PAL)

The new Provider Access Legislation (PAL) specifies schools must provide at least six meaningful encounters with approved providers of apprenticeships and technical education for all their students:

- Two encounters for pupils in Key Stage Three which are mandatory for all pupils to attend
- Two encounters for pupils in Key Stage Four which are mandatory for all pupils to attend
- Two encounters for pupils in Key Stage Five mandatory for the school to put on but optional for pupils to attend

Meaningful provider encounters

One encounter is defined as one meeting/session between pupils and one provider. We are committed to providing meaningful encounters to all pupils using the Making it meaningful checklist.

Please see our Careers Plan for details of these encounters.