



Truro and Penwith
Academy Trust

TPAT Careers Protocol

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1. Aims

This document aims to set out the Trust's provision of impartial and informed careers guidance for our pupils. This includes the ways in which pupils, parents, teachers and employers can access information about our careers processes and procedures.

High-quality careers guidance is important for our pupils' futures, and our provision aims to:

- Help pupils prepare for the workplace, by building self-development and career management skills
- Provide experience and a clear understanding of the working world
- Develop pupils' awareness of the variety of education, training and careers opportunities available to them
- Help pupils to understand routes to careers that they're interested in, and to make informed choices about their next step in education or training
- Promote a culture of high aspirations and equality of opportunity

2. Statutory requirements

This document is based on the Department for Education's (DfE's) statutory [Careers guidance and access for education and training providers](#).

This guidance refers to:

- The Education Act 1997
- The Education and Skills Act 2008
- The School Information (*England) Regulations 2008

This document is also in line with the more recent [Skills and Post-16 Act 2022](#), which came into force on **1 January 2023**. It explains that each school must provide a minimum of **6 encounters** with technical education or training providers to all pupils in years 8 to 13. For more detail on these encounters, see our **provider access policy statement**.

This document is also in line with the Education (Careers Guidance in Schools) Act 2022. This came into force on 1 September 2022, and amended the existing duty in The Education Act 1997, so that:

- Each school must now secure independent careers guidance from year 7 (instead of from year 8, previously)
- As an MAT in England, we're now required to provide and publish careers guidance

The above guidance requires that schools:

- publish information about their careers provision on their website
- comply with the funding agreement and articles of association
- acts in line with our statutory duty under the 'Baker Clause', to be impartial and not show bias towards any route, be that academic or technical.

This protocol should be read in conjunction with our provider access policy statement, which sets out how each school meets this duty, and can be found on each school's individual website.

3. Roles and responsibilities

3.1 Trust Central Strategic Careers Leader

The CSCL will:

- Drive trust strategy for careers, including vision, ambition, and intent
- Develop and embed effective careers education across the trust (student careers learning journey)
- Develop leadership and distributed leadership of careers throughout the trust (including CPD for all)
- Ensure effective use of data to drive impact evaluation and continuous improvement of careers across the trust
- Plan for strategic improvement by ensuring effective use of tools to support Careers Leaders across the trust
- Drive engagement between Careers Leaders and the network of Careers Hubs, employers, and providers of education
- Surface and share exemplary practice of sustainable & strategic careers leadership and progressive & responsive careers provision

3.2 Careers leader

Each school has a named careers leader and their details can be found on each school's individual website. Our careers leaders are either a member of the senior leadership team (SLT) for their school, or work closely with them and will:

- Take responsibility for developing, running and reporting on the school's career programme
- Plan and manage careers activities
- Manage the budget for the careers strategy
- Support teachers to build careers education and guidance into subjects across the curriculum
- Establish and develop links with employers, education and training providers, and careers organisations
- Work closely with relevant staff, including special educational needs co-ordinator (SENCO) and careers adviser, to identify the guidance needs of all of our pupils with special educational needs and/or disabilities (SEND) and put in place personalised support and transition plans
- Work with the school's designated teacher for looked-after children (LAC) and previously LAC to:
 - Make sure they know which pupils are in care or are care leavers
 - Understand their additional support needs

- Make sure that, for LAC, their personal education plan can help inform careers advice
- Review the provider access policy statement annually

3.3 Senior leadership team (SLT)

Our SLT teams will:

- Support the careers leader in developing their strategic careers plan
- Make sure our school's careers leader is allocated sufficient time, and has the appropriate training, to perform their duties to a high standard
- Allow training providers access to talk to pupils in years 8 to 13 about technical education qualifications and apprenticeships, and set out arrangements for this in our school's provider access policy statement
- Network with employers, education and training providers, and other careers organisations

3.4 The Local Monitoring Committee

The LMC will:

- Provide clear advice and guidance on which the school can base a strategic careers plan which meets legal and contractual requirements
- Appoint a member of the LMC who will take a strategic interest in careers education and encourage employer engagement
- Make sure independent careers guidance is provided to all pupils throughout their secondary education (11 to 18 year-olds) and that the information is presented impartially, includes a range of educational or training options and promotes the best interests of pupils
- Make sure that a range of education and training providers can access pupils in years 8 to 13 to inform them of approved technical education qualifications and apprenticeships
- Make sure that details of our school's careers strategy and the name of the careers leader are published on the school's website
- Make sure that arrangements are in place for the school to meet the legal requirements of the 'Baker Clause', including that the school has published a provider access Protocol statement

3.5 The Trust Careers and Aspirations Co-Ordinator

The Careers and Aspirations Co-Ordinator will work across all secondary schools to:

- To conduct focussed, impartial, career guidance interviews with pupils
- To generate and maintain pupil records in support of personal guidance interviews, including a summary of agreed actions/action plan
- Records to be kept on individual schools MIS systems
- To support and uphold the vision of careers within the school settings
- To collate and review destinations data for FE and HE and share with all relevant stakeholders

4. Careers Strategy

Each school has an embedded careers strategy that aims to inform and encourage pupils to consider their career options, and take steps to understand their choices and pathways. Each school provides statutory independent careers guidance to pupils from year 7 onwards.

Each careers strategy has been developed to meet the expectations outlined in the **Gatsby Benchmarks**:

1. A stable careers strategy with a careers leader

2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experience of workplaces
7. Encounters with further and higher education
8. Personal guidance

The careers strategy for each school is unbiased towards any particular career path, and instead 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 and is delivered in a variety of ways including:

- Discretely within each schools PSHE provision
- Embedded as part of each subject's curriculum
- During planned workshops and interventions
- Within a planned work experience programme

Key Stage 3

A careers strategy for Key Stage 3 (KS3) students (ages 11-14) is designed to help them begin thinking about their future career paths, develop essential employability skills, and gain an understanding of the wide range of career options available to them.

Aims:

1. **Raise Aspirations:** Encourage students to start thinking about their future career ambitions and the importance of education in achieving them.
2. **Develop Self-Awareness:** Help students understand their strengths, interests, skills, and values, and how these relate to potential careers.
3. **Introduce Career Options:** Expose students to a variety of careers and industries, ensuring they are aware of the diversity of opportunities available.
4. **Enhance Employability Skills:** Begin to develop key skills such as teamwork, communication, problem-solving, and decision-making.
5. **Support Career Exploration:** Provide opportunities for students to explore different careers through activities like work shadowing, guest speakers, and interactive workshops.
6. **Foster an Understanding of the Labour Market:** Begin to educate students about the changing nature of work, including emerging sectors and technological developments.

Objectives:

1. **Self-Assessment and Reflection:** Students will engage in activities that help them assess their own interests, strengths, and areas for development (e.g., through personality quizzes or skills audits).
2. **Introduction to Careers Information:** Students will learn how to access and use career-related information, including online resources, job descriptions, and career pathways.
3. **Exploring Future Choices:** Students will explore a wide range of careers, including academic, vocational, and apprenticeship routes.
4. **Developing Decision-Making Skills:** Students will participate in activities designed to enhance their ability to make informed decisions about their future studies and career options.

5. **Understanding the World of Work:** Students will gain insight into workplace cultures, roles, and expectations, perhaps through workplace visits, guest speakers, or practical activities.
6. **Building Key Skills:** Students will engage in activities that help them develop essential skills for the workplace, including communication, problem-solving, and teamwork.
7. **Awareness of Qualifications and Pathways:** Students will learn about the qualifications and pathways that lead to different careers, including how GCSE choices and further education impact future opportunities.
8. **Engagement with Employers and Professionals:** Provide opportunities for students to interact with professionals from various fields to discuss their career journeys and gain real-world insight.

Delivery Methods could include:

- Careers within the curriculum
- Careers fairs
- Interactive workshops
- Employer and professional guest speakers
- Work experience and virtual placements
- Career-focused research tasks
- Personality and career aptitude tests
- Educational visits (e.g., university trips or business tours)

The KS3 careers strategy aims to lay the foundation for informed career choices and help students feel motivated and prepared for their future pathways.

Key Stage 4

The careers strategy for Key Stage 4 (KS4) students (ages 14-16) builds on the foundations established in Key Stage 3 and helps students make informed decisions about their future pathways, including further education, apprenticeships, and employment. At this stage, students are starting to make key decisions about their GCSE options and future career paths. The objectives for a KS4 careers strategy focus on refining decision-making, enhancing employability skills, and providing a clearer understanding of career routes.

Objectives for KS4 Careers strategy:

1. **Support Informed Decision-Making:**
 - Help students make informed decisions about their post-16 options (e.g., college, apprenticeships, vocational training, or employment).
 - Provide clear information about different career pathways, including academic routes (A-Levels, vocational qualifications) and non-academic routes (apprenticeships, work-based learning).
2. **Develop Personal Career Action Plans:**
 - Encourage students to create personalized career action plans based on their skills, interests, and aspirations.
 - Support them in setting short- and long-term goals related to education, training, and career ambitions.
3. **Enhance Employability Skills:**
 - Provide opportunities to develop essential employability skills, such as communication, teamwork, leadership, resilience, time management, and problem-solving.
 - Encourage students to build skills that are relevant to their chosen career paths (e.g., IT skills, technical abilities, or customer service skills).
4. **Raise Awareness of the Labour Market:**
 - Introduce students to current trends in the labour market, including sectors with growing job opportunities (e.g., STEM, digital industries, healthcare, etc.).
 - Discuss the impact of technological advancements, automation, and other factors on future job prospects.
5. **Provide Career Exploration and Exposure:**
 - Offer opportunities for students to interact with professionals from a range of industries through work experience, workplace visits, guest speakers, or virtual job shadowing.
 - Encourage students to explore career options in more depth through interactive workshops, career fairs, and sector-specific activities.

6. **Develop Financial Literacy and Understanding of Careers in Context:**
 - Provide insights into salary expectations, the cost of living, and financial planning in relation to different career choices.
 - Encourage students to explore the pros and cons of various career paths, including job satisfaction, work-life balance, and advancement opportunities.
7. **Support for Post-16 Transitions:**
 - Offer advice and guidance on applying for post-16 education, apprenticeships, and jobs, including personal statement writing, CV creation, and interview preparation.
 - Provide guidance on understanding application processes, deadlines, and entry requirements for colleges, apprenticeships, and training programmes.
8. **Explore Work-Based Learning and Apprenticeships:**
 - Increase awareness of apprenticeships and other vocational pathways, and how they offer a blend of learning and hands-on experience.
 - Provide information on how to find, apply for, and succeed in apprenticeships or work-based training schemes.
9. **Encourage Independence and Responsibility:**
 - Help students take greater responsibility for their future careers by researching career options, seeking opportunities for work experience, and developing their own networks.
 - Support the development of independent learning and self-management skills to prepare for future study or work.
10. **Provide Guidance on Overcoming Barriers:**
 - Address potential challenges that students may face when pursuing their desired careers, such as financial barriers, lack of local opportunities, or personal circumstances.
 - Provide targeted support for students who may be unsure of their next steps or face additional barriers to accessing opportunities.

Delivery Methods could include:

- Careers interviews with external advisors or mentors
- Employer visits, career fairs, and guest speaker sessions
- Work experience placements or virtual job shadowing
- CV writing workshops and personal statement guidance
- Mock interviews and application process support
- Industry-specific projects or challenge days
- Online resources and career exploration tools
- Group discussions or mentoring sessions about post-16 options

The KS4 careers strategy is critical in helping students make well-informed decisions about their future and preparing them for the next stage of their education or career journey.

Key Stage 5

Key Stage 5 (ages 16-18) is a crucial period where students are preparing for their next steps in life, whether it's higher education, apprenticeships, or entering the workforce. A robust careers strategy for KS5 supports students in making informed decisions, developing essential skills, and successfully transitioning into adulthood.

Aims for KS5 Careers strategy:

1. **Facilitate Post-18 Decision Making:**
 - Help students make well-informed decisions about their future, whether they plan to pursue higher education (university), apprenticeships, further training, or direct employment.
2. **Prepare for Transitions:**
 - Ensure students are fully prepared for the transition from education to their chosen career path, whether that involves university, a job, or a vocational training programme.
3. **Develop Employability and Life Skills:**
 - Equip students with the skills and knowledge needed to succeed in the workplace, including communication, teamwork, leadership, and adaptability.
4. **Promote Higher Education and Alternative Pathways:**

- Provide clear, accurate information about university options, apprenticeships, and vocational pathways, empowering students to choose the right route for their future.
5. **Foster Career Awareness and Aspiration:**
- Raise students' awareness of the wide range of career options available, including emerging sectors and roles that align with their skills, interests, and aspirations.

Objectives for KS5 Careers strategy:

1. **Support for University Applications and Careers Research:**
 - Provide in-depth guidance on applying to universities, including personal statement writing, UCAS applications, and interview preparation.
 - Offer tools and resources for researching career options, understanding entry requirements, and comparing degree courses and universities.
2. **Explore and Understand Alternative Pathways:**
 - Provide information on apprenticeships, traineeships, internships, and other vocational training options as alternatives to university education.
 - Organize talks and workshops with employers, apprenticeship providers, and vocational training organizations.
3. **Enhance Employability Skills:**
 - Focus on developing essential employability skills such as time management, project management, problem-solving, digital literacy, and professionalism.
 - Run workshops and activities on creating professional CVs, writing cover letters, and excelling in job applications and interviews.
4. **Work Experience and Industry Placements:**
 - Encourage students to gain work experience or internships in fields related to their career interests to enhance their practical skills and build professional networks.
 - Provide opportunities for students to connect with professionals through job shadowing or work placements.
5. **Promote Career Exploration and Sector Awareness:**
 - Introduce students to a variety of industries and career paths through guest speakers, employer-led workshops, and industry days.
 - Help students understand how to navigate the evolving job market and explore careers in emerging sectors (e.g., green industries, digital technology, healthcare).
6. **Financial Awareness and Budgeting:**
 - Equip students with knowledge about financial planning for their future, including budgeting for university, understanding student loans, and managing personal finances.
 - Discuss salary expectations, tax, and benefits related to different career paths and professions.
7. **Develop Personal and Professional Networks:**
 - Encourage students to build and maintain networks with employers, professionals, and peers in their areas of interest.
 - Support the use of professional networking platforms, such as LinkedIn, and provide strategies for creating an effective online presence.
8. **Prepare for Life After Education:**
 - Guide students on the practicalities of life after education, including renting, managing finances, and the responsibilities of full-time employment or university life.
 - Provide advice on balancing work, study, and personal life effectively.
9. **Support for Non-University Routes:**
 - Provide tailored guidance for students not pursuing higher education, helping them explore opportunities in apprenticeships, vocational qualifications, and direct employment.
 - Organize employer partnerships and apprenticeship fairs, showcasing local or national opportunities.
10. **Mentoring and One-to-One Support:**
 - Offer personalized career advice and mentoring to help students refine their career plans and make informed decisions.
 - Support students in reflecting on their strengths, interests, and long-term goals, helping them stay motivated and focused.

Delivery Methods could include:

- **Individual Careers Guidance:** One-to-one support with career advisors or mentors.

- **UCAS and Apprenticeship Workshops:** Application support and information sessions for university and apprenticeship routes.
- **Employer and University Visits:** Opportunities for students to visit universities, businesses, and attend career-focused events.
- **Mock Interviews and CV Clinics:** Preparation for real-world job applications and interviews.
- **Work Experience and Internships:** Placements in industries relevant to students' interests.
- **Guest Speakers and Careers Fairs:** Industry professionals, alumni, and employers share insights about careers.
- **Online Career Resources:** Use of digital tools for researching careers, apprenticeships, and universities.

The KS5 careers strategy ensures students have the knowledge, skills, and confidence to make informed decisions and successfully transition into their chosen post-18 paths.

4.1 Pupils with special educational needs or disabilities (SEND)

We expect that the majority of pupils with SEND will follow the same careers strategy that meets the Gatsby Benchmarks as their classmates, with adjustments and additional support as needed.

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.

Our careers leader may, as appropriate, invite adults with disabilities to visit and share their experience and advice.

All students who have an EHCP will receive enhanced support from the council appointed service as per the statutory provision set out in the EHCP document.

4.2 Assessing the impact on pupils

We evaluate the impact of the careers strategy initiatives by:

- A planned annual programme of Future Skills Surveys (Appendix 2)
- Compass+ evaluations
- Internal Leadership Review
- Peer-to-Peer Review
- Stakeholder voice
- Destinations Data
- Compass+ recorded activities (see Appendix 3 for guidance)

Appendices:

1. Exemplar Provider Access Statement

Name of School: Provider Access Protocol Statement

(To include The Department of Education, July 2021: “Baker Clause” and the Provider Access Legislation, January 2023)

Ownership: **Name of School** part of Truro and Penwith Academy Trust

Date updated: TBC

Rationale

High quality careers education and guidance in school or college is critical to young people’s futures. It helps to prepare them for the workplace by providing a clear understanding of the world of work including the routes to jobs and careers that they might find engaging and rewarding. It supports them to acquire the self-development and career management skills they need to achieve positive employment destinations. This helps students to choose their pathways, improve their life opportunities and contribute to a productive and successful economy.

As the number of apprenticeships rises every year, it becomes increasingly important that all young people have a full understanding of all the options available to them post-16 and post-18 including wider technical education options such as T-Levels and Higher Technical Qualifications.

Commitment

School Name is committed to ensuring there is an opportunity for a range of education and training providers to access students, for the purpose of informing them about approved technical education qualifications and apprenticeships. **School Name** is fully aware of the responsibility to set students on the path that will secure the best outcome which will enable them to progress in education and work and give employers the highly skilled people they need. That means acting impartially, in line with the statutory duty, and not showing bias towards any route, be that academic or technical.

The **School Name** endeavours to ensure that all students are aware of all routes to higher skills and are able to access information on technical options and apprenticeships (The Department of Education, July 2021: “Baker Clause”: supporting students to understand the full range of education and training options, and the Provider Access Legislation, January 2023).

Aims

The **School Name** Protocol for Access to other education, training and apprenticeship providers has the following aims:

- To develop the knowledge and awareness of our students of all career pathways available to them, including technical qualifications and apprenticeships.
- To support young people to be able to learn more about opportunities for education and training outside of school before making crucial choices about their future options.
- To reduce drop out from courses and avoid the risk of students becoming NEET (Young people not in education, employment or training).

Student Entitlement

School Name fully supports the statutory requirement for students to have direct access to other providers of further education training, technical training and apprenticeships. The school will comply with the new legal requirement to put on at least six encounters with providers of approved technical education qualifications or apprenticeships:

- KS3 X2
- KS4 X2
- KS5 X2

This will be done in assemblies in National Apprenticeship Week and National Careers Week, in addition to providers attending careers events at school or at each Trust school:

Development

This Protocol has been developed and is reviewed annually by the Careers Leader and LMC based on current good practice guidelines by the Department for Education.

Links with other policies

It supports and is underpinned by key school policies including those for Careers, Child Protection, Equality and Diversity, and SEND.

Equality and Diversity

Access to other providers is available and promoted to allow all students to access information about other providers of further education and apprenticeships. **School Name** is committed to encouraging all students to make decisions about their future based on impartial information.

Requests for access

Requests for access should be directed to **INSERT Name of CL**, Careers Leader. **INSERT NAME of CL** may be contacted by telephone or email, **INSERT CL Email** , Tel **INSERT TEL NO.**

Grounds for granting requests for access

Access will be given for providers to attend during school assemblies, timetabled Careers or PSHE lessons and Careers or Raising Aspirations events that **School Name** is arranging. Students may also travel to visit another provider as part of the trip to be organised in partnership with **Name of School or Trust**.

Details of premises or facilities to be provided to a person who is given access

School Name will provide an appropriate room or assembly hall to be agreed. All rooms devices for sharing presentations. The Careers Leader will organise this, working closely with the provider to ensure the facilities are appropriate to the audience. Appropriate safeguarding checks will be carried out. Providers will be met and supervised by a member of the school staff who will facilitate unless a valid Letter of Assurance has been provided in advance.

Live/Virtual encounters

School Name will consider live online encounters with providers where requested, and these may be broadcast into classrooms or the school assembly hall. Technology checks in advance will be required to ensure compatibility of systems.

Parents and Carers

Parental involvement is encouraged, and parents may be invited to attend the events to meet the providers.

Management

The Careers Leader coordinates all provider requests and is responsible to his/her senior management line manager.

Complaints Procedure

Any complaints about this Protocol should be raised to **INSERT Name responsible**, email: **INSERT Email of person responsible**,

INSERT Name responsible will raise the complaint to **INSERT Headteacher Name, Position of Head of INSERT School name**.

Monitoring review and evaluation

The Protocol is monitored and evaluated annually via the Local Monitoring Committee.

Protocol Coordinator: INSERT Person Responsible

Protocol Reviewed: TBC

Appendix

Providers who have been invited into INSERT Name of School to date include:

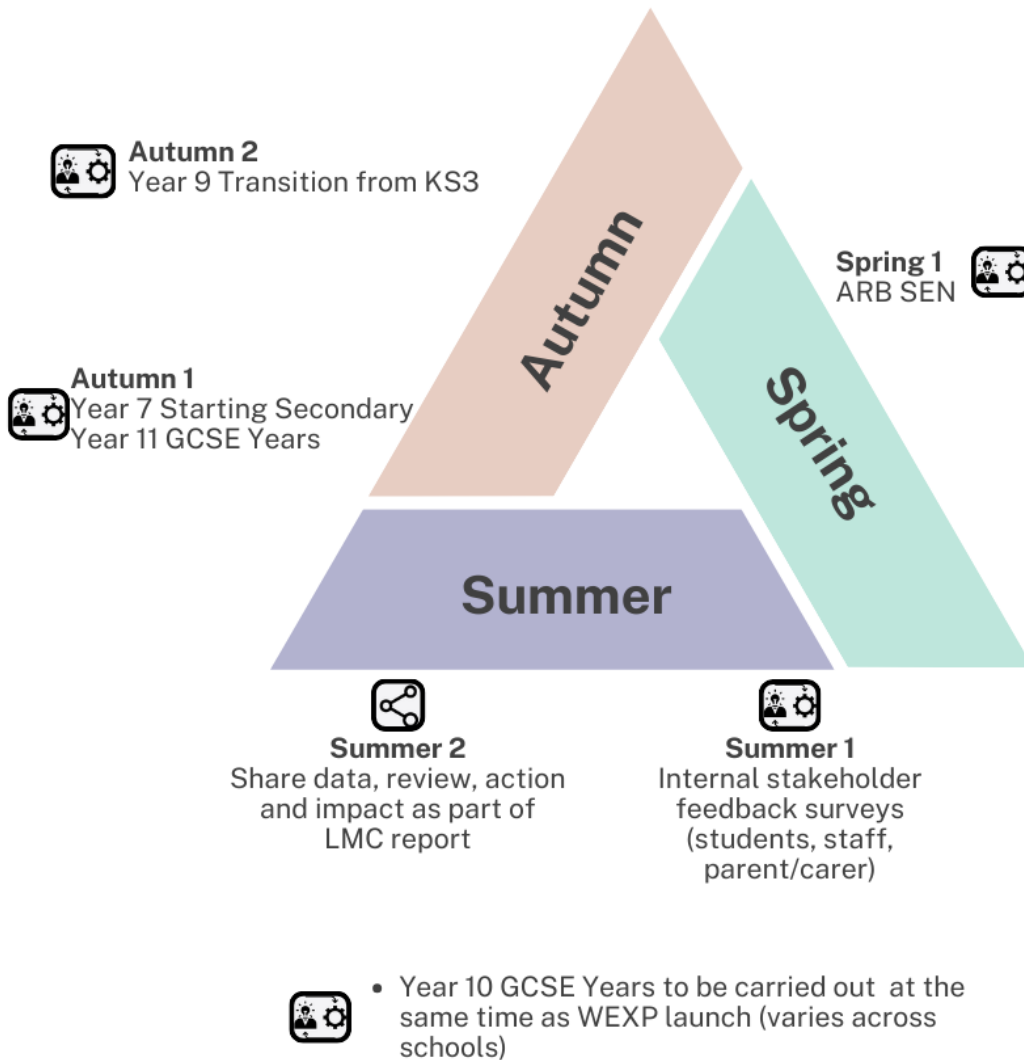
Helston VI Form
 The Cornwall College Group
 Ask Apprenticeships
 Truro and Penwith College
 Nexus
 Camborne VI Form

Destinations of previous pupils from INSERT Name of School include:

Helston VI Form
 The Cornwall College Group
 Truro and Penwith College
 Nexus
 Camborne VI Form

2. Future Skills Surveys
(suggested model, schools may vary according to need)

FUTURE SKILLS QUESTIONNAIRES MODEL



3. Logging activities onto Compass+

LOGGING ACTIVITIES ON COMPASS+ TPAT PROTOCOL



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