

Educational Strategy Team

Careers Education

Trust Expectations and Principles (TEP)



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Trust Expectations and Principles (TEP)

Why do we have this Trust Expectations and Principles document (TEP)?

A TEP provides a coherent framework of educational policies, toolkits and resources that constitutes a cognitive education model designed to maximise our success in transforming life chances for all.

Every school local policy must be underpinned by reference to these Trust Expectations and Principles, which outline implementation and delivery. These will include

1. The threshold of expectation
2. Enhanced monitoring

Please note that for the Careers Education there is no enhanced policy, as all expectations are core.

Who does this TEP apply to?

This TEP applies to all individuals and entities who engage with or are impacted by the Thinking Schools Academy Trust operations.

What is the Trust's Education Strategy?

The Trust's education strategy is informed by the 'MADE' framework, that outcomes are MADE by our mission to:



- **Motivate all;** ensure our students have the best support, encouragement and guidance to achieve strong outcomes and transform their life chances
- **Analyse & Act;** use quantitative and qualitative data effectively to drive strong outcomes and thus transform life chances
- **Decide & Drive;** support strong leaders to deliver strong outcomes that will transform life chances
- **Educate All;** ensure all schools have a strong cognitive education provision, to support all learners to achieve strong outcomes that will transform their life chances.

This TEP sits under the **Motivate All** strand of the MADE framework.

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Trust Core TEP

1. Careers Strategy and Rationale

A planned programme of careers, employability and enterprise activities is a vital component in preparing young people for the world beyond Plympton Academy. We aim to raise aspirations, challenge stereotypes, maximise students' academic and personal achievements and encourage them to consider a wide range of careers. Through careers education and guidance, students will be encouraged to make the most of their talents and to go on to jobs or courses which suit their needs and intelligence.

Plympton Academy is committed to providing its students with a planned programme of careers education for all students in years 7-13, information, advice and guidance that is impartial and confidential and prepares students for the challenges of adult and working life.

2. Aim

CEIAG is crucial in order to meet the skills, knowledge and understanding needed by each student. The staff and governors at Plympton Academy recognise that career planning is not limited to one stage in life. For this reason, careers education and guidance aims to develop career management skills which students can draw on at each stage in their career planning. We fully endorse the DFE's 'Careers guidance and access for education and training providers' (May 2025) and the 8 Gatsby benchmarks:

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The Gatsby Career Benchmarks: a world-class standard for schools and colleges

1. **A stable careers programme.** Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.
2. **Learning from career and labour market information.** Every student, and their parents, 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.
3. **Addressing the needs of each young person.** Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.
4. **Linking curriculum learning to careers.** All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.
5. **Encounters with employers and employees.** Every student 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.
6. **Experiences of workplaces.** Every student 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.
7. **Encounters with further and higher education.** All students 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.
8. **Personal guidance.** Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made.

3. Delivery and Content

Careers Information and Advice is provided through an embedded programme to provide informative guidance to assist in the development and future career directions of students. Advice and guidance is provided through group workshops, enterprise events, individual interviews, college partnership courses, college and university visits, and presentations by prospective employers. Brochures, leaflets and other forms of printed material are provided and additional advice through subject teachers.

An independent Careers Advisor attends the school at key times throughout the academic year to provide individual advice and guidance to students. All careers advice and guidance given is person centered, impartial, unbiased and confidential (within legal confines) and meets professional standards of practice. During arranged events including 'Parents Evenings', 'Open Evenings' and 'Options Evenings', careers information and advice is made available to students, parents and carers.

The Careers library in the LRC is stocked with key publications suitable for a range of ages and

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abilities, with advice from Terry Doyle (Careers Lead) on a regular basis. The Careers Library is located in the LRC and is easily accessible to students and staff. Materials are audited annually to ensure information is up-to-date and accurate and relevant to meet with the students' requirements.

The following information will be available on the school's website:

- Name and contact of the Careers leader
- Name of the Governor who has strategic oversight of careers.
- A summary of the careers programme including details of how learners, parents, teaching staff and employers can access information about it.
- How the school measures and assesses the programme's impact on learners.

Students in Years 7-13 are entitled to:

- have access to their careers' advice records to support their career development.
- have the opportunity to learn the different STEM subjects to help them gain entry to, and be more effective workers within, a wide range of careers (by the age of 14).
- at least one experience of a workplace, additional to any part time jobs they may have (by the age of 16). From September 2025, schools should be planning for 2 week's worth of work experience (1 week of work experience activities in KS3 and 1 week placement in Year 10 / 11)
- have one further workplace experience additional to any part time job they may have (by the age of 18)
- at least 6 encounters with a provider of technical education or apprenticeships from Year 8 to 13. As a minimum, schools must offer:
 - 2 encounters that are mandatory for all pupils to attend that take place any time during year 8 or between 1 September and 28 February during year 9
 - 2 encounters that are mandatory for all pupils to attend that take place any time during year 10 or between 1 September and 28 February during year 11
 - 2 encounters that are mandatory for the school to put on, but optional for pupils to attend, to take place any time during year 12 or between 1 September and 28 February during year 13
- at least two visits to universities to meet staff and pupils (by the age of 18)
- receive guidance interviews with a careers adviser by the age of 16, and the opportunity for a further interview by the age of 18
- hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships.
- understand how to make applications for the full range of academic and technical courses available.

At points across the school year, a variety of employers and external providers are invited into Plympton Academy to talk about different careers.

All provisions should be accessible to SEND students and should be differentiated where appropriate to ensure it is fully accessible.

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4. Student Entitlement

In years 7-13 students are entitled:

- To find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point.
- To hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships.
- To understand how to make applications for the full range of academic and technical courses.

For students of compulsory school age these encounters are mandatory and there will be a minimum of two encounters for students during the 'first key phase' (year 8 to 9) and two encounters for students during the 'second key phase' (year 10 to 11). For students in the 'third key phase' (year 12 to 13), particularly those that have not yet decided on their next steps, there are two more provider encounters available during this period, which are optional for students to attend.

These provider encounters will be scheduled during the main school hours and the provider will be given a reasonable amount of time to, as a minimum:

- share information about both the provider and the approved technical education qualification and apprenticeships that the provider offers
- explain what career routes those options could lead to
- provide insights into what it might be like to learn or train with that provider (including the opportunity to meet staff and students from the provider)
- answer questions from students.

5. Meaningful Provider Encounters

One encounter is defined as one meeting/session between students and one provider. We are committed to providing meaningful encounters to all students using the 'Making it meaningful checklist' (Appendix B).

Meaningful online engagement is also an option, and we are open to providers that are able to provide live online engagement with our students.

6. Previous Providers

In previous terms/years we have invited the following providers from the local area to speak to our students:

- The Army
- Babcock
- The Navy
- NHS

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- Plymouth College of Art and Design
- Princess Yachts
- The Royal Air Force

7. Destinations of our Students

Last year our year 11 students moved to a range of providers in the local area after school:

- Plympton Academy Sixth Form
- City College
- Apprenticeships

Last year our year 13 students moved to a range of providers in and outside of the local area after school:

- Universities including Exeter, Falmouth, Marjons and Plymouth.
- College including Bicton and City College
- Apprenticeships
- Full Time Employment
- Gap Year

This data should be used to inform the programme development for the following academic year and to identify potential NEET risks.

8. Management of provider access requests

This TEP statement sets out the school's arrangements for managing the access of providers to pupils at the school for the purposes of giving them information about the provider's education or training offer.

This complies with the school's legal obligations under Section 42B of the Education Act 1997.

A provider wishing to request access should contact Terry Doyle. Who can be contacted via the main school contact details.

Terry Doyle will look to provide access through integration into our careers programme.

The school policy on safeguarding sets out the school's approach to allowing providers into school as visitors to talk to our students.

Once visits have been agreed, the school will provide appropriate rooming to facilitate the visit, along with any equipment requested by the provider, where it is available.

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Providers are welcome to leave a copy of their prospectus or other relevant course literature at the Careers Library which is managed by Terry Doyle. The Careers Library is available to all students at lunch and break times.

9. Opportunities for access

The school offers the six provider encounters required by law (marked in bold text) and a number of additional events, integrated into the school careers programme. We will offer providers an opportunity to come into school to speak to students or their parents or carers. The programme below shows the range of activities which students currently undertake.

10. Governors

The governing body should provide clear advice and guidance to the school on which they can base a strategic careers plan which meets the legal or contractual requirements of the school. The plan should:

- Be developed in line with the Gatsby Benchmarks.
- Be informed by the requirements and expectations set out in Careers Guidance and access for education and training providers (May 2025)
- Show how the careers programme will be implemented.
- Show how its impact will be measured.

There will be a lead member of the governing body who will take a leading role in careers education and guidance, supporting the careers lead to ensure that the careers provision has explicit backing of governors and leaders and that it is linked to the whole school development plan. This person will be named on the school's website under the careers section. The careers lead should provide a regular updates on the impact of the careers programme to the Governor careers lead.

11. Monitoring and Evaluating Impact

The careers programme is reviewed annually by the Careers lead using the Compass+ tool; student, staff and parent feedback and destination data. This information will be presented to the SLT and the Governor lead for careers and will be used to inform the careers programme for the following year.

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Responsibilities of Headteachers & Regional Directors

Headteachers are responsible for:

- Managing the effectiveness of the TEP for the posts within their structures
- Establishing effective communication and collaboration within their school and region
- Working with their teams to create local policies which adhere to the TEP and ensure its effective delivery.
- Effective implementation, monitoring and evaluation of the impact of the TEP and associated policy within their school.
- Ensuring all staff are clear on expectations of this TEP, the local policy and the school's principles.

Toolkits available

- The 'Making it meaningful checklist', copyright *The Careers and Enterprise Company* (see Appendix B).
- [Careers guidance and access for education and training providers – GOV.UK](#)

Specialist QA support

- A review of the Personal Development framework can be conducted by a member of the EST, within which careers sits
- Specific support for careers provision only can also be conducted by a member of the EST

Equality Statement and Assessment

We are committed to being an inclusive employer enabling all staff to feel a sense of belonging.

We commit to ensuring our policies are inclusive by nature, are of benefit, accessible and understood by all staff. As a minimum we ensure our policies and practices comply with the Equality Act 2010 but we are committed to go beyond our minimum requirement of equality legislation.

Our policies aim to reduce and remove inequalities and barriers and create opportunities to maximise positive impacts on our staff, fostering greater social cohesion and greater participation in public life.

Through our actions we recognise, appreciate and value difference treating everyone fairly and seeking to embed a culture of equality, diversity and inclusion across our Trust which delivers the best outcomes for the diverse society in which and for whom we work. We are committed to undertake an equality impact assessment on all relevant policies.

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Related Policies

The TSAT Safeguarding Policy

Appendices

Appendix A: Careers Research, Advice and Opportunities Schedule Template

	Terms 1 and 2	Terms 3 and 4	Terms 5 and 6
Year 7	Look to the Future Fayre The Big Bang presentation	Careers Week	
Year 8	Look to the Future Fayre Enterprise Day The Big Bang presentation	National Careers Week Enterprise Day	
Year 9		National Careers Week Careers Day	
Year 10	Look to the Future Day Careers Day	National Careers Week Careers Day Tutorial Sessions	Work Experience
Year 11	Year 11 Interviews Look to the Future Day	National Careers Week Year 11 interviews	
Year 12	Look to the Future Day Taskmaster Day	National Careers Week University Visits UCAS Fayre	Work Experience

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Year 13	Next steps workshop Look to the Future Day	National Careers Week	

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Appendix B: (Double click for all pages)

Making it meaningful checklist

Planning a meaningful encounter

This checklist is designed to help Career Leaders ensure each encounter or experience is meaningful for all participants and will ensure quality and consistency to the activity. The checklist is specifically for use in careers activities involving an employer or FE/HE provider.



Planning
Preparing to succeed

What	To ensure the encounter is...	Completed
Taking a whole school approach	Embedded within the school's career programme and related career strategy and sequenced to build on prior careers learning and not just a one off event.	<input type="checkbox"/>
Identifying the need	Based on the needs of your students.	<input type="checkbox"/>
	Reflects the opportunities within the local labour market.	<input type="checkbox"/>
Enhance curriculum learning	Linked to and embedded within the curriculum.	<input type="checkbox"/>
	Linked to real life examples and local context.	<input type="checkbox"/>
Develop clear learning outcomes and evaluation plan	Mapped against SMART learning objectives (Specific, Measurable, Achievable, Relevant and Time Bound).	<input type="checkbox"/>
	Easy to evaluate against the learning outcome.	<input type="checkbox"/>
Ensure age/ability appropriateness	Accessible and differentiated to engage all participating students.	<input type="checkbox"/>