



THINKING SCHOOLS
ACADEMY TRUST

Brixham College

Careers Education

September 2026

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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.

Educational Strategy Team

Careers Education

Trust Expectations and Principles (TEP)

Trust Core TEP

1. Careers Strategy and Rationale

A planned programme of careers, employability and enterprise activities is an essential part of preparing young people for life beyond Brixham College. Our aim is to raise aspirations, challenge stereotypes, maximise students' academic and personal achievements, and encourage them to explore a broad range of career pathways. Through high-quality careers education and guidance, students are supported to recognise their strengths, develop their talents and progress into courses or employment routes that align with their interests, abilities and ambitions.

Brixham College is committed to delivering a structured careers education programme for all students in Years 7–13. This includes impartial, confidential information, advice and guidance that equips students with the knowledge, skills and confidence needed to navigate the challenges of adult life and the world of work

2. Aim

CEIAG is essential in ensuring that every student develops the skills, knowledge and understanding needed to make informed and confident decisions about their future. Staff and governors at Brixham College recognise that career planning is a lifelong process, not a single event. For this reason, our careers education and guidance programme is designed to develop strong career-management skills that students can draw upon at every stage of their journey.

We fully endorse the Department for Education's *Careers Guidance and Access for Education and Training Providers* (May 2025) and are committed to delivering a careers programme that aligns with the eight Gatsby Benchmarks.

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, advice and guidance is provided through our Values Led curriculum. Our careers provision is delivered through a wide range of activities, including the daily tutor programme, weekly assemblies and student briefings, Values sessions, and Focused Learning Days. In addition, we work closely with local and national employers, as well as our Careers and Enterprise Co-ordinator, to provide Experiencing Work Days, extended work-experience placements, Careers Fairs, group workshops, Enterprise and STEM events, individual career conversations, college and university visits, and presentations from prospective employers. Printed materials such as brochures and leaflets are also made available when received. This list is not exhaustive but illustrates the breadth of experiences designed to help students build confidence, develop transferable employability skills, and make informed decisions about their future pathways.

All careers information, advice and guidance is person-centred, impartial, unbiased and confidential (within legal boundaries), and delivered in line with professional standards of practice. During key

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events—including Parents' Evenings, Open Evenings and Guided Subject Evenings—careers information, advice and guidance is available to all students, parents and carers.

Brixham College also uses and actively promotes Careerpilot, a free online platform developed by the University of Bath. This resource supports students from Year 7 through to Year 13 by providing tools for career planning, skills development, quizzes, job profiles and pathway guidance at each transition point.

Through employer feedback, the college has developed and promotes its own set of ten Employability Skills, highlighting the transferable attributes sought by employers. Each year group engages with these skills throughout the year, particularly when working with local and national employers.

The college website serves as an additional resource for students, parents, carers and employers, providing access to key careers information. The following details are available online:

- The name and contact details of the Careers Lead
- The name of the governor with strategic oversight of careers
- A summary of the careers programme, including how students, parents, staff and employers can access information
- Examples of Values sessions on careers, taken from the half-termly work booklets used across all year groups

Students in Years 7–13 are entitled to a comprehensive and inclusive careers programme. All careers provision is fully accessible to SEND students and adapted to meet individual needs. Careers information, advice and guidance is personalised where appropriate. Students with an EHCP, those identified as having additional needs, or those considered vulnerable receive two one-to-one career planning appointments: one in Term 6 of Year 10 and another by Term 2 of Year 11. These appointments are delivered by CSW Ltd (formerly Careers South West).

4. Student Entitlement

In years 7-13 students are entitled:

Students in every year group have access to careers information, advice and guidance through Arbor, supporting their ongoing career development.

Students are entitled:

- To learn about the full range of STEM subjects and understand how these support their studies, as well as provide insight into future career opportunities. This entitlement is met by the age of 14 (end of Key Stage 3).
- To complete two weeks of work-related experience across Key Stages 3 and 4, in addition to any part-time employment they may hold by age 16. This typically includes Experiencing Work Days during Key Stage 3 and a full week of work experience in Key Stage 4.
- To undertake one further workplace experience by the age of 18, in addition to any part-time employment.

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- To gain meaningful encounters with a range of providers by the age of 16, including sixth forms, colleges, universities and independent training providers.
- To receive at least two visits to higher-education providers or universities by the age of 18, enabling them to speak directly with staff and students.
- To receive a guidance conversation or interview with an impartial careers adviser by the age of 16, with the opportunity for a further tailored interview by the age of 18.
- To access information from a range of local providers about the opportunities they offer, including Level 2/3 technical and vocational qualifications, T Levels, Apprenticeships and Higher Technical Qualifications (HTQs).
- To understand how to apply for the full range of academic and technical pathways available.

Throughout the academic year, a variety of employers and external providers are invited into Brixham College to deliver Career Seminars, offering students insight into different industries and professions.

The college is committed to ensuring that all students are supported to explore and develop their potential career pathways during their time with us. Students are taught to prepare for each transition point with both a well-researched Plan A and a viable Plan B, ensuring they are ready to make informed and confident decisions about their future.

5. Meaningful Provider Encounters

A meaningful encounter is a session between students and a provider. While these encounters are usually delivered in person, our geographical location means that online sessions may also be appropriate, particularly when engaging with national employers or providers.

Provider encounters are scheduled during the college day. Following discussion and planning with each provider, sessions are allocated sufficient time to ensure that students can gain:

- Information about the provider
- Details of approved technical education qualifications and apprenticeships offered
- An understanding of the career routes linked to those options
- Insight into what it is like to learn or train with the provider, including opportunities to meet staff and students
- Answers to their questions

+

6. Previous Providers

In previous terms/years we have invited the following providers from the local & national areas to speak to our students linked to:

FLD's: Met Office, Brixham Fish Quay & Market, The Careers and Enterprise company, Tides Marine, EPIC.

Experiencing Work Days and Full Work Experience placements: To date a total of over 90+ employers and businesses have supported our experiencing work placements. These include, Water Dance, EPIC, Stride Engineering, NHS Torbay Hospital, Furzeham Primary School, Rare Breeds Farm, Exeter Airport, Rowcroft Hospice, BerryHead Hotel.

Educational Providers: South Devon College, Bath University, UTC, Plymouth Majors University, Exeter University, Bicton College.

STEM: Legoland Windsor, Brixham Fish Quay & Market, Greenpower Education Trust, Spaceport Cornwall, Science & Technology Museum-London.

7. Destination of our Students

Brixham College is committed to ensure that all our students are able to gain access to the most appropriate education, employment and training, once they leave us, on their own personal career journeys. Our NEET figures (*Not in Education, Employment or Training*) has continued to remain low at **1.1%** (February 2024)

For the same **Y11 cohort:**

33% of our students **remain with us**, at our high achieving **Sixth Form**.

59% of our students move on to **seek vocational training** through our local FE College's (*eg South Devon College, Bicton, and Exeter College's*)

3% of our students move on to other Sixth Form Colleges/Schools.

1% secure Apprenticeships.

1% secure Employment (*without associated training*)

2% secure roles across the **Armed Forces**.

For our Y13 Cohort

71% of our students when on to study at University

8% secured Apprenticeships.

21% secured Employment. (*with/without associated Training*)

This data is used to inform adaptations required for the following years Values, and careers sessions. This allows us to identify potential NEET students earlier than usual.

8. Management of provider access requests

This TEP statement sets out the College's arrangements for managing the access of providers to students at the college 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 either **Lizzie Aston, Assistant Principal (Oversight of Personal Development)** or **Charlie Constable, (Values Lead.)** Who can be contacted via the main school contact details. Provider access will also be sought at every opportunity where students would benefit from this type of access.

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.

Providers are welcome to leave a copy of their prospectus or other relevant course literature with the Careers Lead, who will disseminate the to either the Sixth Form Prospectus resource or will be held within the Study Hub/LRC, which can be accessed during Break times.

9. Opportunities for access

The college offers provider encounters as laid out in the statutory requirements. Access is built into a number of opportunities and events. These are integrated into the colleges careers programme. We will offer providers an opportunity to come into college to speak to students as well as their parents/carers when appropriate. Appendix A highlights where opportunities for access are included within the taught areas.

10. Governors

The governing body is responsible for providing clear advice and guidance to support the development of a strategic careers plan that meets all legal and contractual requirements. This 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).
- Set out how the careers programme will be implemented.
- Explain how the impact of the programme will be measured.

A designated member of the governing body will take a lead role in careers education and guidance. Working closely with the Careers Lead, this governor ensures that the careers provision has the explicit support of governors and senior leaders, and that it is fully aligned with the whole-school development plan. The name of the link governor will be published on the school's website within the careers section. The Careers Lead will provide regular updates to the link governor on the progress and impact of the careers programme.

11. Monitoring and Evaluating Impact

The careers programme is reviewed annually by the Personal Development Lead, in collaboration with the Values Lead, to ensure alignment across all areas of the Values curriculum. Careers-related sessions delivered through Values, FLD and other curriculum areas are evaluated through booklet reviews, analysis of catch-up sticker data, and half-termly student Insight questionnaires. These processes allow us to assess the quality of provision and refine materials and resources where needed.

All students undertaking work-experience opportunities complete electronic journal entries. Using Bono's Thinking Hats within the journal enables students to assess their developing skills, evaluate their experiences, and reflect on their progress. Students can also monitor their careers engagement and access their recorded IAG through the Careerpilot platform. In addition, Arbor provides students and parents with a full overview of the opportunities and events the student has participated in throughout their time at college.

Destinations data is monitored and evaluated against the Gatsby Benchmarks at three key points during the academic year. Benchmark performance is assessed using the standardised Compass+ online system, supported by the Careers & Enterprise Company link adviser. NEET data for Years 11 and 13

is also reviewed to identify students requiring targeted support with applications and progression into appropriate Post-16 or Post-18 pathways.

Finally, the college's link governor conducts up to three monitoring visits each year to review progress against the School Improvement Plan and any Ofsted feedback. These visits contribute to the overall evaluation of the subject area and inform future planning, highlighting priority areas for continued development.

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).

Educational Strategy Team

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Trust Expectations and Principles (TEP)

- [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.

Related Policies

The TSAT Safeguarding Policy
RSE TEP

Appendices

Appendix A: Careers Research, Advice and Opportunities Schedule Template

Careers Programme– Year to View 2026-2027

Key:

Black – Values Sessions during the large term

Teal - Assembly

Blue – Specific Career Event

Pink – Future Skills Questionnaire

Orange – Work Experience

Purple - Gatsby Benchmarks Covered

Green - FLD

Bright Blue - Event day

	Autumn Term Terms 1 & 2	Spring Term Terms 3 & 4	Summer Term Terms 5 & 6
Year 7	Assembly: Careers & Employability Skills Introduction to Careerpilot GB2+3 Assembly: Experiencing Work Day GB4+5+6 Developing your Character & Building a Team Grenville House GB4+5+6	- Careers Personality Quiz GB2+3 - Careers Day in the life of..... GB2+5 - What are Employability Skills GB2+3 - Hard & Soft Skills GB2+3 (Transferrable) - Qualities & Attributes of an Employee GB2+3 Assembly: What is LMI GB2+3 Assembly: “Your Future”2026 (National Careers Week) GB2+3 Experiencing Work Day GB4+5+6 Student Briefing for EWD Jan 2027	Future Skills Questionnaire <i>(Secondary Phase)</i> GB2, 3+6 Breaktime Bookable’s Career Seminars. GB4+5+6 (Meet Employers/Employee’s) STEM Enterprise Day GB 4+5+7
Year 8	- Careerpilot revisit - Challenging Gender Stereotypes in career roles. GB4+5 Assembly: What are Employability Skills GB2+3	Future Skills Questionnaire <i>(Transition phase)</i> GB2, 3+6 Qualification Types, Levels & What roles require. GB2, 3+8	Careers/ Economic Wellbeing: Personal Finance (2) Managing Money, Overdrafts, Loans, Credit & Debit Cards Getting Paid & Payslips Info.

	STEM Enterprise Day GB 4+5+7	Assembly: What is LMI GB2+3 Assembly: “Your Future” 2026 (National Careers Week) GB2+3 PGL Leadership, Residential GB4+5+6 April 2027	GB4+5 FLD 3: Careers & Enterprise Day (CREST Discovery Award) Experiencing Work Day GB4+5+6 Student Briefing for EWD June 2027
Year 9	- Understanding the Work Place - Identification of Job roles and Job sectors GB2+3 - Qualifications required by Job roles after Post 16. GB2, 3 +4) - Employability Skills GB2+3 Assembly: What is LMI GB2+3 Assembly: Experiencing Work Day GB4+5+6 FLD 1 Personal Finance GB 2,3,5 +8 Experiencing Work Day GB4+5+6 Student Briefing for EWD Nov 2026	Guided Subject IAG & Process (Post 14 transition) GB2, Assembly: “Your Future” 2026 (National Careers Week) Assembly: Post 14 transition. Preparing for Guided Subjects GB2, 3, 4 +8 GB2+3 STEM Event/ Trip GB 4+5+7	Assembly: Part Time Work (Role’s students can’t do / Work Permits) GB2,5 +6 Preparation for Post 14 & Future Skills Questionnaire (Transition phase) GB2, 3, 4 +8 Breaktime Bookable’s- Career Seminars. GB4+5+6+8 Event Insight into the workplace: Marine Industry GB4+5+6+8
Year 10	- Careers: Personal Branding GB3+4 - What are Employers looking for? GB2+3+5 Assembly: Work Experience Briefing Assembly: Intended Destinations GB 2,6,8 FLD 1: World of Work Preparing for Work Experience Tasks & Roles Under 16 legally aren’t allowed to do & Why	- Apprenticeships & Vocation Routes GB2+3+6 - Producing a Skills CV GB2+3+6+8 - Employer Expectations Assembly: What is LMI GB2+3+6 Assembly: “Your Future” 2026 (National Careers Week) GB2+3	- Understanding Job Descriptions - Preparing for Work Experience <i>Employer IAG for your placement</i> Assembly: Work Experience Briefing GB4+5+6+8 Y10 Work Experience May 2026 GB4+5+6+8 Event Insight into the workplace:

	Applying for Jobs & Employer Expectations Careers FQS Questionnaire GB 2,3,5 +8		Marine Industry GB4+5+6+8
Year 11	FLD 1: World of Work (2) (Post 16 Transition) - Personal Branding - Meeting Employers & Careers Appts - Interview Prep - Making Post 16 Applications (Plan A & Plan B) GB4+5+8	FSQ: Post 16 Destination Questionnaire GB4+8 - LMI Your tool to apply for the right Post 16 courses linked to future careers. GB2 3,5 7+8 - Post 16 Destinations Applications. GB7+8 Y11 1:1 Career Conversations Jan 2027 GB4+8	Proposed Residential July 2027 (Post 16 Transitions) - Induction to 6th Form. 1:1 & Tutor support with Welcome meetings (Post 16 providers). - Updating your CV (<i>From Skills to professional</i>) GB7+8 Destinations Final Insight Questionnaire (2)
Year 12	Post 18 – Your Options University, Other Higher Education, Apprenticeships, Employment Gap Years. FLD 1: Preparing for Post 18 Life UCAS what is it & how does it support my journey. Personal Statement Writing, University Research <i>Led by Uni of Bath</i> Work Experience Briefing (1) Oxford Brooks Ambassador 1:1 / Group support sessions University Visit (1) Uni of Bath Pathways to Bath program applications Exeter Scholars program applications	Taking a Gap Year Is it right for you? When can you access this? Financial Implications UCAS Exhibition Apprenticeship Event with appropriate students NHS Apprenticeship Convention with appropriate students Primary Education Student Visit and IAG (Chosen Students). Sutton Trust program applications Oxbridge Support Sessions 1:1 Careers IAG - NSSW drop ins	University Visit (2) University Visit to Exeter Uni to have talk about Uni Life, and tour of campus Work Experience Briefing (2) <i>Parental Contact & Consent</i> Work Experience Week 5 Day Placement (– End of June/Start of July) Guidance and time to complete Personal Statements in tutorial Careers – Banking Sector Employee of the FA Employee of HSBC Entrance Exam support e.g. UCAT 1:1 Careers IAG -NSSW drop ins Residential Woodlands July 2027

	1:1 Careers IAG -NSSW drop ins		
Year 13	Tutorial Programme - - - • Personal Statements writing • UCAS applications • Apprenticeship Research FLD 1: Preparing for Post 18 Life Complete & Send UCAS Applications Preparing for Transition Post 18 Apprenticeship Mock Interviews Uni Rep assembly – Oxford Brooks Ambassador 1:1 Careers IAG -NSSW drop ins	Mock Interviews Apprenticeship support and applications Primary Education Student Visit and talk to appropriate students Student Finance Assembly and Parents Info Meeting Accommodation and Post-18 Living Assembly 1:1 Careers IAG -NSSW drop ins	A-Level Examinations 1:1 Careers IAG -NSSW drop ins Results Day • Clearing Support • Apprenticeship Support • IAG Next Steps

Appendix B: (Double click for all pages)

Educational Strategy Team

Careers Education

Trust Expectations and Principles (TEP)

Making it meaningful checklist

THE CAREERS &
ENTERPRISE
COMPANY

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.	☐
Identifying the need	Based on the needs of your students.	☐
	Reflects the opportunities within the local labour market.	☐
Enhance curriculum learning	Linked to and embedded within the curriculum.	☐
	Linked to real life examples and local context.	☐
Develop clear learning outcomes and evaluation plan	Mapped against SMART learning objectives (Specific, Measurable, Achievable, Relevant and Time Bound).	☐
	Easy to evaluate against the learning outcome.s	☐
Ensure age/ability appropriateness	Accessible and differentiated to engage all participating students.	☐