



SIR ROBERT PATTINSON ACADEMY

CAREERS EDUCATION, GUIDANCE AND WORK-RELATED LEARNING POLICY

Date Approved in Academy: April 2026

Date Approved by Trustees: 27 April 2026

Date to be Reviewed: April 2029

CAREERS EDUCATION, GUIDANCE AND WORK-RELATED LEARNING POLICY

This policy incorporates Careers Education, Information, Advice and Guidance, Work Related Learning (including Enterprise) and The Gatsby Benchmarks. It acknowledges the statutory requirement that Schools must provide a planned programme of careers education within the curriculum in Years 7 to 13 and includes work related learning within the curriculum for all students at KS5. It has been written in conjunction with the following documents:

- Careers guidance and access for education and training providers January 2023
- CDI framework for career employability and enterprise education 7-19
- Careers Guidance and access for education and training providers (Statutory Guidance for Governing Bodies, School Leaders and School Staff) DfE January 2018.
- Careers Strategy: Making the most of everyone's talents. DfE December 2017
- The Education Act 2011 Duty to secure independent and impartial careers guidance for young people in schools- statutory guidance for head teachers, school staff, governing bodies and local authorities – DfE March 2012
- Career Mark 7
- QCA Programme of Study for Citizenship at KS3 and 4
- QCA Programmes of Study for PSHE education at KS3,KS4 and KS5
- QCA Economic wellbeing framework 11-19; career, work-related learning and enterprise
- The updated Gatsby Benchmarks, The Gatsby Foundation (2024)

For the purposes of this policy we are using the following definitions:

Careers Education

Helps young people develop the knowledge and skills they need to make successful choices, manage transitions in learning and move into work. (Gatsby Benchmark 1)

Careers Guidance

Enables young people to use the knowledge and skills they develop to make the decisions about learning and work that are right for them.(Gatsby Benchmark 7)

Guidance

The provision of independent and impartial guidance and specialist support to help young people understand themselves and their needs, confront barriers, resolve conflicts, develop new perspectives and make progress. (Gatsby Benchmark 7)

Advice

The provision of advice through activities that help young people to gather, understand and interpret information and apply it to their own situation.

Information

The provision of accurate, up-to-date and objective information on opportunities, progression routes, choices, where to find help and advice and how to access it.

Work Related Learning

Is defined as planned activity that uses the context of work to develop knowledge, skills and understanding useful in work, including learning about working practices and learning the skills for work. (Gatsby Benchmarks 5&6)

Enterprise

Enterprise capability is innovation, creativity, risk management, risk taking and 'can do' attitude – and the drive to make ideas happen.

It is supported by(a) financial capability which is the ability to manage one's own finances and to become questioning and informed consumers of financial services; and (b)Business and Economic understanding is the ability to understand the business context and make informed choices between alternative uses of scarce resources.

CONTEXT WITHIN THE SCHOOL AND COMMUNITY

Sir Robert Pattinson Academy is a large 1300 Year 7 to 13 academy with sixth form on site. The catchment area is a mix of rural and urban and, at present, predominantly white British. It caters for a wide range of needs and abilities.

INTENT

- To help students to prepare for working life from 11-19
- To help students, particularly from vulnerable groups, in managing changes and responding to challenges in their lives
- To help students achieve economic well-being
- To help students make a positive contribution
- To provide students with access to an independent and impartial CEIAG programme which will enable them to develop the skills and knowledge required for effective career planning.
- To develop a whole school culture of enterprise
- To raise student achievement by encouraging ownership of learning and an enterprising attitude leading to increased motivation.

IMPLEMENTATION

ROLE OF PERSONAL TUTOR

The Ready to Learn (R2L) tutor's role is to ensure students' well-being, personal development and achievement by collaborating with other staff, parents and assisting where appropriate in work with external agencies.

The R2L tutor is responsible for target setting and action planning with their students. (Gatsby Benchmark 3)

Information, Advice and Guidance (IAG) is available for individual students through our individual referral system, along with the aspiration clinics. Aspiration clinics are planned based on student aspiration information collection twice per academic year.

CURRICULUM PROVISION

YEARS 7/8

- Every student receives a 60-minute Personal Development lesson once fortnight delivered by their R2L tutor and a Personal Development Day once per half term. This lesson/day consists of careers education, PSHE and British Values sessions. (Gatsby Benchmark 1)
- All students will receive additional IAG from bought in independent and impartial Careers Guidance Practitioner (Gatsby Benchmark 3,8). These could be one to one or in the form of an Aspiration Clinic.
- Visits are organised which incorporate financial capability learning.
- All departments support CEIAG by use of individual target setting. (Gatsby Benchmark 3)
- Assemblies provide additional relevant input including opportunities to develop student enterprising capabilities.
- All students are involved in a variety of fundraising activities involving enterprising skills.
- Every student has the opportunity to visit a university and work with a wide range of employers (Gatsby Benchmark 3,5,7)
- All departments include and identify relevant work-related learning in their schemes of work. (Gatsby Benchmark 4)
- All students participate in the SRPA annual Careers Fair where they are supported with learning about the different possible pathways and career choices. All students have interactions with local employers and representatives from local educational providers.

YEAR 9

- Every student receives a 60-minute Personal Development lesson once a fortnight delivered by their personal tutor and a Personal Development Day one per term. These lessons/days consist of careers, PSHE and British Values sessions. (Gatsby Benchmark 1)
- All students will receive additional IAG from bought in independent and impartial Careers Guidance Practitioner (Gatsby Benchmark 3,8). These could be one to one or in the form of an Aspiration Clinic.
- All departments support CEIAG by use of individual target setting. (Gatsby Benchmark 3)
- Identified and self-referring students may receive additional IAG from a bought in independent and impartial Careers Guidance Practitioner (Gatsby Benchmark 3, 8)
- Assemblies provide additional relevant input including opportunities to develop student enterprising capabilities.
- A range of resources and inputs are provided to support the option process.
- All departments include and identify relevant work-related learning in their schemes of work. (Gatsby Benchmark 4)
- All students are involved in a variety of fundraising activities involving enterprising skills.
- Students with an interest in health and care career pathways visit the Health and Social Care Fair at Lincoln University.

- All students participate in the SRPA annual Careers Fair where they are supported with learning about the different possible pathways and career choices. All students have interactions with local employers and representatives from local educational providers.

YEAR 10

- Every student receives a 60-minute Personal Development lesson once a fortnight delivered by their personal tutor and a Personal Development Day one per term. These lessons consist of careers, PSHE and British Values sessions (Gatsby Benchmark 1).
- All students will receive additional IAG from bought in independent and impartial Careers Guidance Practitioner (Gatsby Benchmark 3,8). These could be one to one or in the form of an Aspiration Clinic.
- All departments support CEIAG by use of individual target setting. (Gatsby Benchmark 3)
- All departments should include and identify relevant work-related learning in their schemes of work. (Gatsby Benchmark 4)
- Assemblies provide additional relevant input including opportunities to develop student enterprising capabilities.
- Students with an interest in health and social care career pathways visit the Health and Care Fair at Lincoln University.
- All students are involved in a variety of fundraising activities involving enterprising skills.
- Identified students will visit local Further Education providers to take part in a taster day (Gatsby Benchmark 3,7)
- All students participate in the SRPA annual Careers Fair where they are supported with learning about the different possible pathways and career choices. All students have interactions with local employers and representatives from local educational providers.

YEAR 11

- Every student receives a 60-minute Personal Development lesson once a fortnight delivered by their personal tutor and a Personal Development Day one per term. These lessons consist of careers, PSHE and British Values sessions (Gatsby Benchmark 1).
- Every student participates in work related learning activities to include Interview Skills, CV writing and Labour Market Information. (Gatsby Benchmark 2,3,5)
- All students will receive additional IAG from bought in independent and impartial Careers Guidance Practitioner (Gatsby Benchmark 3,8). These could be one to one or in the form of an Aspiration Clinic.
- All departments support CEIAG by use of individual target setting. (Gatsby Benchmark 3)
- All departments include and identify relevant work-related learning in their schemes of work. (Gatsby Benchmark 4)
- Assemblies provide additional relevant input including opportunities to develop student enterprising capabilities.
- Students with an interest in health and social care career pathways visit the Health and Care Fair at Lincoln University.
- In year 11, students attend Induction/taster days for our sixth form (Gatsby Benchmark 3,7)

YEAR 12/13

- Every student receives a 60-minute Personal Development once a fortnight delivered by their personal tutor and a Personal Development Day once per term. These lessons/days consist of careers, PSHEE and Citizenship sessions. (Gatsby Benchmark 1)
- All students will receive additional IAG from bought in independent and impartial Careers Guidance Practitioner (Gatsby Benchmark 3,8). These could be one to one or in the form of an Aspiration Clinic.
- All year 12 students attend the UCAS Careers and Apprenticeship Fair. (Gatsby Benchmark 2,3, 7)
- Students with an interest in health and care career pathways visit the Health and Care Fair at Lincoln University.
- Every student in Year 12 will participate in a week of Work Experience, which supports work related learning. (Gatsby Benchmark 2,3,6)
- KS5 students volunteer in lessons and with small groups of students in their roles as Subject Champions.
- All students will be supported in accessing extended work experience/ volunteering placements in the community (Gatsby Benchmark 2,3,6)
- All departments support CEIAG by use of individual target setting. (Gatsby Benchmark 3)
- All departments include and identify relevant work-related learning in their schemes of work. (Gatsby Benchmark 4)
- Assemblies provide additional relevant input.
- There is a range of freestanding activities, which take place throughout the year to support students' progression e.g. Planning for the Future Clinic. (Gatsby Benchmark 3,5,7)
- All Year 12 students will visit two universities (Gatsby Benchmark 3,7)
- All students participate in the SRPA Careers Fair where they are supported with learning about the different possible pathways and career choices. All students have interactions with local employers and representatives from local educational providers.

METHODOLOGY

Personal R2L tutors deliver a planned, progressive and coherent programme of CEIAG and WRL. (Gatsby Benchmark 1) A wide variety of delivery methods are used that acknowledge the full range of learning styles. Effective delivery relies on clear learning challenges as well as the deliverer having a range of flexible and active learning methods. Each activity is identified through schemes of learning (SOL).

Activities may be delivered working in partnership with other departments, an independent and impartial Careers Guidance Practitioner, plus local employers and organisations. (Gatsby Benchmark 3,5,6,8)

IMPACT

ASSESSMENT, RECORDING AND REPORTING

In KS3, KS4 and KS5 regular termly review and reflection sessions are built into the Personal Development programme. (Gatsby Benchmark 3).

All students have the opportunity and are encouraged to complete their Work Experience Record Book during their work experience week. On successful completion, students receive a certificate This is tracked and awarded by the academy. (Gatsby Benchmark 3)

The Academy operates a detailed system of tracking student destinations from Year 11-13. (Gatsby Benchmark 3). The desired destinations of all students is tracked from Year 6 through to Year 13.

MONITORING, REVIEWING AND EVALUATING

The Assistant Head responsible for careers within the academy line manages the Careers Director, who is responsible for the statutory programme of CEIAG for Yrs 7-13. Mr G. Killingsworth is the identified Trustee link for CEIAG/WRL.

MONITORING

CEIAG The Careers Director monitors the delivery of Careers Education in a variety of ways: At KS3/4/5 there are lesson observations, and stakeholder feedback. (Gatsby Benchmark 1)

The Assistant Head responsible for CEIAG/WRL will monitor the provision of guidance to students to support the transition process at the end of KS3 4 and 5. (Gatsby Benchmark 3)

In KS4 and KS5, the Careers Director completes a data collection record of students planned destinations. This information is shared with the FGB, Senior Leadership Team, Heads of House and Lincolnshire County Council Post-16 participation team. (Gatsby Benchmark 3)

In KS5, destinations are collated and recorded by the Sixth Form Team. This information is passed to Head of Sixth Form and the Careers Director, then shared with Lincolnshire County Council Post 16/18 participation team. (Gatsby Benchmark 3)

Reviewing and Evaluation

The programme is reviewed annually by the Careers Director in partnership with all key players according to internal need and in relation to external changes. The Careers Director uses the monitoring systems to formally and informally evaluate schemes of work and various activities. Programmes are then modified as appropriate. Evaluation can be in a variety of forms e.g. evaluation forms, meetings, informal feedback, focus groups and various forms of stakeholder voice. (Gatsby Benchmark 1)

RESOURCES

Budgets

The Academy's Business Manager ensures that CEIAG is adequately resourced.

As part of the annual budget the Careers Director leads and manages our Unifrog subscription (careers information platform). The teaching resources for CEIAG/WRL/Enterprise are reviewed and maintained by the Careers Director.

STAFF DEVELOPMENT

The Academy operates a performance management system. This allows any member of staff to identify CEIAG/WRL/Enterprise as a training need.

Staff with careers leadership responsibilities can identify areas where training is required with the appropriate senior leader and identify the appropriate training provided. The Careers Lead delivers regular INSET for staff on key updates in practice and legislation.

ADVICE AND GUIDANCE

'Advice is a brief consultation to provide someone with appropriate and accurate information, and give "suggestions" about how to act upon that information' (Russell, J et al 1992)

'Guidance is a process not a product, a means not an end: at its' heart is not meeting people's immediate wants, but helping them to clarify their longer term needs.' (Watt, A G 1999)

Advice

The Academy has in place a series of systems to give advice to students. These include the R2L tutor, the House system, Careers Director, teachers, other staff and referral to independent & impartial IAG from a bought in Careers Guidance Practitioner (Gatsby Benchmark 3,8)

Guidance

The CEIAG programme and tutorial input should contribute to this process. There is a system of referral to for in-depth one-to-one impartial guidance from a bought in independent and impartial Careers Guidance Practitioner and staff are aware of other appropriate specialists. (Gatsby Benchmark 3,8)

The Careers Director's role is to be involved in the planning of statutory CEIAG throughout the School; to keep up-to date with developments in CEIAG; to devise, review and update SOL for the age and ability range of all students studying CEIAG; to monitor and co-ordinate the work of staff involved with CEIAG throughout the Academy; to provide general assistance and support to the Personal Development Lead; to be responsible for the upkeep of records and the careers hub.

The Careers Director acts as a point of contact for students and is also responsible for contacting outside agencies and liaising with bought in independent and impartial Careers Guidance Practitioner.

The Careers Director works with the Assistant Head (for Careers and Personal Development) in the coordination of the SRPA Careers Fair, which is delivered bi-annually to Year 7 to Year 13 students.

HANDLING SENSITIVE AND CONTROVERSIAL ISSUES

The Academy has Equal Opportunity and Child Protection Policies. Staff have been trained to deal with these issues. The Academy uses Safeguarding Officers to support staff and students with these issues.

PARTNERSHIP WORKING

Variety of guidance practitioners – Impartial information, advice and guidance on individual basis and within the curriculum.

Complete Careers – Careers Director works with the CEIAG Curriculum adviser as appropriate. Training is offered to staff both locally and centrally.

University – Provide a range of curriculum inputs and support for internal and external events. (e.g. Lincoln Bishop University and Lincoln University (Be Inspired sessions).

The Forces – Provide support for various events.

Local Employers - Support students in a number of ways such as work experience placements and the SRPA Careers Fair.

Vocational Education - Assistant Heads for Curriculum is responsible for the overall curriculum development, including that of T Levels. The Quality Nominee is responsible for BTEC programmes within the school.

BAKER CLAUSE POLICY STATEMENT

As part of our commitment to informing our students of the full range of learning and training pathways on offer to them, we are happy to consider requests from training, apprenticeship and vocational education providers to speak to students.

Sir Robert Pattinson Academy also proactively seeks to build relationships with these partners as we plan our Careers Education, Information, Advice and Guidance (CEIAG) programme activity throughout the school year to ensure that providers have multiple opportunities to speak to students and their parents across years 7-13.

The purpose of these relationships are to offer information on vocational, technical and apprenticeship qualifications and pathways. Sir Robert Pattinson Academy ensures that Academy staff involved in personnel guidance and pastoral support are up to date on their knowledge of this post 16 and post 18 pathways, through a programme of Continuing Professional Development.

Opportunities for providers to speak with students may include school assemblies, employer and provider engagement events or opportunities to speak with students and parents on a one-to-one basis supporting GCSE, post 16 or post 18 option choices. Sir Robert Pattinson Academy's CEIAG programme is monitored for quality and impact by the Academy's Senior Leadership Team and the Academy Governing Body and monitoring of access to and opportunities to engage with, technical, vocational and training providers will form part of this process.

In the first instance, requests by providers should be sent to the Academy's Careers Lead Mr John Griffiths at JGriffiths@SRPA.co.uk with a minimum of 6 weeks' lead time. All requests will be considered on the basis of; staffing availability to support the activity, clashes with other planned activity, trips or visits to the Academy, interruption to preparation for examinations or rooming and space availability to host the activity.

For questions on this or Sir Robert Pattinson Academy's wider CEIAG programme, please contact the Academy's Careers Lead, Mr John Griffiths at JGriffiths@SRPA.co.uk.

QUALITY STANDARDS

The Assistant Head (Careers) and Careers Director meet on a fortnightly basis to ensure students have a coherent quality programme. The Academy holds the Quality in Careers Standards - Career Mark 7 quality award and has achieved platinum status having recently been revalidated for the 7th time in September 2024.

RELATED POLICIES

SEND & Inclusion Policy
Child Protection & Safeguarding Policy

SRE
Complaints Policy
Behaviour Policy
Equality & Diversity Policy