



**SIR WILLIAM ROBERTSON  
ACADEMY**

**Careers Policy and Operational Plan**

**Key Priorities, Outcomes and Actions**

**February 2026**

## Contents

Commitment .....	3
Related Policies .....	3
Organisation .....	4
The aims of our CEIAG Policy.....	5
Objectives to all students at Sir William Robertson Academy:.....	5
Meeting statutory requirements.....	6
Advice and guidance.....	6
The CEIAG Curriculum .....	6
Methodology .....	7
Assessment, recording and reporting.....	7
Student Entitlement.....	7
Staffing .....	1
Resources.....	1
Role of the Careers Leader .....	1
Monitoring, Review and Evaluation .....	1
Handling sensitive and controversial issues.....	2
Partnership Working.....	2
Quality Assurance.....	2
Consultation, Dissemination and Review .....	2

## **Commitment**

Sir William Robertson Academy is committed to providing all students in Years 7-13 with a programme of Careers Education, Information, Advice and Guidance (CEIAG). Having gained Career Mark successfully in January 2021 and been reaccredited in May 2025, the school continues to develop its careers programme ahead of working towards reaccreditation. The programme has been developed in line with the eight Gatsby benchmarks and the CEIAG to ensure best practice and to meet the requirements of the Department for Education's statutory guidance 2018. It is delivered in tutorial time by staff and embedded into curriculum lessons by subject teachers as well by a wide range of visitors and external speakers, supported by the Careers Leader.

SWRA have a duty to ensure access to independent and impartial (no bias towards a particular education or work option) careers guidance for students. By ensuring this is met, all students are inspired and motivated to fulfil their potential, develop high aspirations and consider a broad and ambitious range of careers. An independent Careers Advisor who is an impartial and appropriately qualified delivers this.

Careers Education helps prepares the students for the opportunities and responsibilities of adult working life, and as such has a vital contribution to the schools aims of working closely with employers, Further and Higher Education institutions and our local community and supporting students in the life-time experience of learning.

Within the school, there is a strong and effective pastoral and tutorial system, which provides the means to ensure students receive support and guidance at transition points. Referral systems ensure that students requiring more specialist guidance can receive it from appropriate agencies. All students should participate in a range of activities to develop a variety of employability skills, preparing them for a working life, which is in the best interests of the students.

## **Related Policies**

CEIAG is closely linked to some of the other current policies held within school, including the Curriculum, Work Experience, Inclusion, Pupil Premium, Special Educational Needs policies and the Equality and Diversity Strategy. SWRA endeavours to follow the Career Development Institute Framework and other relevant guidance from the DfE, QCA and Ofsted as it appears. The school follows the statutory guidance for careers guidance published in January 2018.

Since 2015, Section 29 of the Education Act 2011 places schools under a duty to secure independent careers guidance for pupils in Years 8-13 on the full range of education and training options, including apprenticeships. Career guidance must be:

- Be presented in an impartial manner

- Include information on the full range of post-16 education or training options, including apprenticeships
- Promote the best interests of the students to whom it is given

Since January 2018, educators and training providers of approved technical education qualifications and apprenticeships must be given access to all students in year 8 to year 13 to inform them of courses and qualifications as alternatives to academic and school-based routes. In practice, this may take the form of trips or talks from, for example: training providers; HE and FE institutions; companies; and colleges who provide apprenticeships and technical options.

## Organisation

SWRA is a successful 11-18 academy; we are a non-selective school within an academically selective local authority. We are a rural school with a significant number of children joining SWRA from small village schools (typically in excess of 40 different primary schools are represented in each Year 7 intake). A large number of our families (often over many generations) have been employed within the local or regional economy with parents who may not have direct and/or recent experience of Higher Education or apprenticeship opportunities. Many students also have parents working in the military and these students can lack awareness of the wide variety of job roles available to them and of the local labour market, due in part to relocating regularly throughout their lives.

Teaching staff have pastoral and academic mentoring responsibilities, as Base Tutors to a horizontal tutor group, this changed in 2018, with very positive outcomes. The Base Tutors and Head of Year are the first points of contact for all parents. Student voice is utilised in the school, through PHSE lessons and Student Council.

Students with Educational Health Care Plans, Pupil Premium students and Looked After Children are at the forefront of many of the activities and work experience. For example, all of these identified students have career interviews before their peers and additional appointments with the careers adviser if required. Additionally, these students are prioritised when allocating work experience placements, in order to combat the potential disadvantage caused by lack of parent/carer contacts when seeking placements.

We actively promote modern British values and the school is driven by the aim to **ASPIRE** which directs the work of all staff and pupils. The aim to ASPIRE can be linked to the aim of careers education, information, advice and guidance. SWRA has a commitment to CEIAG provision, recognising the importance of supporting students to plan appropriately for life beyond school. It continues to provide a week of work experience for all Year 10 and Year 12 students (between 2020-2022 Enterprise Week delivered and online work experience) and purchases external career guidance with a qualified Career Adviser.

The school is part of Lincolnshire career support networks, including the Lincolnshire Enterprise Partnership and LincsHigher. LincsHigher is the Lincolnshire partnership for Uni Connect (formally known as NCOP). This collaborative project is part of a wider national initiative funded by the Office for Students (OfS) to increase aspirations amongst young people, with the overall aim being to meet government targets of improving access to Higher Education.

### **The aims of our CEIAG Policy**

The CEIAG Policy has the following aims:

- To help students learn to understand themselves and develop their capabilities.
- To develop an understanding of the range of opportunities available at 14+, 16+ and 18+ including technical training/education routes and higher and degree apprenticeships.
- To raise students' self-esteem and encourage them to have high aspirations which allow them to achieve economic well-being.
- To support students in making informed and realistic career decisions.
- To help students manage transitions through education and into work.
- To challenge stereotypical thinking around careers being linked to certain genders, ages, etc.

### **Objectives to all students at Sir William Robertson Academy:**

- Be given the opportunity to experience work related learning including periods of work experience (Y8, Y10 and Y11).
- Experience a range of career related activities including careers workshops, employer talks, careers fairs, motivational speakers, college and university visits.
- All students at SWRA from years 7 to 13 have access to careers resources containing literature on interview skills, CV Writing, career options and FE and HE course options.
- During designated times, all students across the school and Sixth Form are invited to careers and aspirational talks, delivered by local employers and members of the local community. A wide varieties of aspirational careers are covered.
- All subjects embed careers learning in the curriculum.
- All students have access to a career fair during their time at the school.
- Across the curriculum in all year groups, subjects explore careers options, delivered through a range of activities.
- Students are given information, advice and guidance as an entitlement and know where to access up to date information about work, training and educational opportunities.

## **Meeting statutory requirements**

### **Advice and guidance**

The 1-to-1 Career Advice is delivered through an external agency, Complete Careers. Currently, Career Interviews are provided for Year 11 and Year 12 students. Identified students are seen first and provided with an additional appointment if needed. Other opportunities for advice and guidance are also provided, for example: external agencies giving talks; careers events such as the school's careers fair and careers week; visits to workplaces, colleges universities and other FE and HE providers; and virtual workshops. Links with parents and carers are maintained using a variety of methods, such as the school website, letters, newsletters and options evenings.

### **The CEIAG Curriculum**

The Schools CEIAG curriculum encourages all students to follow their own career path that suits their own strengths, skills and interests without stereotype. All students are given the same opportunities and diversity is encouraged and celebrated. The model has been modified and improved by using The Careers Curriculum ([lightbulbonline.co.uk](http://lightbulbonline.co.uk)), which is fully mapped against the CDI Framework, for years 7-11. This is delivered during term 1 of PSHE lessons and is therefore comprehensively delivered weekly by base tutors. In half terms 2-6, CEIAG continues to be taught through visits, events, Careers Week, Apprenticeships Week, careers fairs and weekly careers videos.

Years 12-13 follow a school-specific programme which is taught across the year to align with key points in their education, such as transition and UCAS applications. This is taught by base tutors, heads of year, visitors and other key members of staff as appropriate. Curriculum subject areas also embed careers-linked learning regularly in their lessons.

The learning outcomes are from the Career Development Institute (CDI) framework:

- Grow throughout life
- Explore possibilities
- Manage careers
- Create opportunities
- Balance life and work
- See the big picture

The key themes of the CEIAG lessons are:

Year 7 – What a career is, linking careers to the curriculum

Year 8 – Employability skills

Year 9 – Labour market information

Year 10 – Future options including university and apprenticeships

Year 11 – Applications and interviews

Sixth Form – Planning for the future, personal finance, entrepreneurship, types of employment, writing personal statements and CVs, interview preparation. Using all that they have previously learnt and developing their ability to assess, reflect and recognise their steps beyond FE.

## **Methodology**

At SWRA the delivery of all activities incorporates a full range of learning styles, building in flexible active learning, such as:

- Teamwork
- Decision making
- Problem solving
- High ordering questions
- Target setting
- Information gathering and sharing
- Understanding others' points of view and influences
- Considering feelings
- Using imagination
- Reflection, review and evaluation
- Using various ICT opportunities

## **Assessment, recording and reporting**

Students' learning is regularly assessed using the Future Skills Questionnaire on Compass Plus and the responses to these questionnaires are used to identify key areas for further learning and groups of students who may require additional support. Updates on students' involvement in CEIAG are provided to parents annually and are available to students throughout their time at SWRA by requesting this from the Career Leader.

## **Student Entitlement**

Entitlement reflects the provision in place to support students in making realistic and informed decisions.

## **Staffing**

All staff receive training on how to embed careers into their lessons. The Careers Leader carries out regular subject audits to review and improve this. Guidance and support is provided to staff teaching the CEIAG lessons by the Careers Leader (Y7-11) and the Head of Sixth Form (Y12-13).

## **Resources**

The Careers Leader is responsible for the effective deployment and preparation of resources. Resources are maintained centrally on the School Staff Shared Area for all staff to access and the CEIAG curriculum for Years 7-11 is accessed online. Careers resources are also available for students, staff and parents to access on the school website.

## **Role of the Careers Leader**

In line with the statutory guidance, SWRA has appointed a Careers Leader who has completed a Level 6 Careers Leader course. Their role is to assist young people's career learning, planning and development by leading and managing the development of careers education, information and guidance (CEIAG). The Careers Leader advises the Senior Leadership Team and governors facilitates the contribution of colleagues and partners, develops the careers programme, organises resources and secures high standards of teaching, learning and guidance.

SWRA has followed guidance produced by the Career Development Institute (CDI) in their briefing document 'Careers Leaders in Schools' which can be accessed here:

[http://www.thecdi.net/write/Careers Leaders in Schools - CDI January 2017.pdf](http://www.thecdi.net/write/Careers_Leaders_in_Schools_-_CDI_January_2017.pdf)

## **Monitoring, Review and Evaluation**

Teaching of CIEAG topics and the learning outcomes are monitored and evaluated by the Careers Leader and Senior Leadership Team. Schemes of work are reviewed annually by SLT and the Careers Leader. The students' voice, through School Council, ensures the outcomes are suitable and being met.

The review and evaluation process will be used to recognise and share good practice, identify areas for further development and thus facilitate the continuous improvement of CEIAG and will include information gained from all students.

Student destination data is used to assist the evaluation process. This helps ensure that student outcomes are met by tracking students' progress in making well informed and realistic decisions.

## **Handling sensitive and controversial issues**

The nature of CEIAG means that sensitive and controversial issues may arise. Any issues arising should immediately be reported to the named Safeguarding Leads within school and dealt with in line with SWRA relevant policy and approaches. Referrals will be made only by the named members of staff and must be dealt with sensitively by all parties involved.

## **Partnership Working**

A partnership agreement is on-going with Complete Careers Services. SWRA purchases a set amount of days in order to provide a qualified impartial and independent level of guidance to our students.

## **Quality Assurance**

SWRA completes the Careers and Enterprise Company's Compass+ Tool termly, basis to monitor the progress towards meeting the 8 Gatsby Benchmarks as part of the statutory duty.

SWRA is currently working towards reaccreditation of CEIAG by revalidating its Quality in Careers Standard award, provided by Complete Mark, to quality assure the provision of CEIAG delivered at the establishment. Career Mark is important as the school wants the students to achieve high standards, see the value and relevance of their learning, both themselves and the working world and to make good choices that are successful for them. Having Career Mark enables SWRA to deliver the best possible careers education and employability skills development programme, which is sophisticated, cohesive and effective.

## **Consultation, Dissemination and Review**

- Careers education is monitored and evaluated annually. Career Guidance is monitored and evaluated with the independent Careers Adviser. This is to ensure that the provision is meeting the needs of the students.
- The programme is reviewed annually by the Careers Leader and SLT Line Manager. Changes and improvements to the programme feed into the Department Improvement Plan along with timescales for completion.
- When reviewing the programme, the School Improvement Plan is used to ensure that the Careers Department is fully supporting the whole school aims.

Policy Co-ordinator: Mrs S Dowding

Policy Reviewed: Mr J Bennett

Next review date: February 2027.