



UNIVERSITY OF LINCOLN

ACADEMY TRUST

Careers Policy

Approved: September 2026 by Governors

Renewal: September 2027

Owner: Simon Gilman

Version: 1

Vision and Purpose of the Policy

- All pupils will be supported to become independent managers of their own careers, both whilst at the Academy and in the years after they have left.
- A fundamental commitment includes impartiality, ensuring that pupils are aware of all the opportunities that are open to them.

National and Local Expectations

The strategy aims to address and build on the key components of:

- Statutory Guidance
- Ofsted criteria
- The Eight Gatsby outcomes and benchmarks which are as follows:
 - 1- A stable careers programme,
 - 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- Experiences of workplaces
 - 7- Encounters with further and higher education
 - 8- Personal guidance
- Support, information and guidance from The Greater Lincolnshire Enterprise Partnership.
- Advice and support from LincHigher who are funded by the Office for Pupils, to increase aspirations amongst young people and target particular wards around the country, with the overall aim being to meet government targets of improving access to Higher Education.

Our Strategy for Delivery

- There will be a link Governor responsible for overseeing careers and all staff and pupils will be aware of this person and their accompanying role.
- A Senior Leader, the Vice Principal is in place to advise the Senior Leadership Team and Governors on how best to facilitate and drive forward careers education at University Academy Long Sutton.
- Our Careers Advisor manages the day to day operations of the Careers programme.
- All staff contribute to the Careers programme through making the curriculum relevant to an ever-changing/evolving world and through contributing to the planning and strategies of Careers Super Learning Days, on-site careers fairs and Year 10 Work Experience; equally, through pastoral tutor time programmes, staff help pupils explore Post-16 options amid the essential context of further and higher education providers having presented in Year group assemblies.
- All staff are able, and encouraged, to pursue CPD opportunities for the development of careers guidance at the Academy; a budget is available for this purpose.

Engagement with other providers of learning is commonplace, constituting regular assembly presentations from colleges of further education and institutions offering apprenticeships/work-based learning; these via tutor-time sessions, University Academy Long Sutton hosted careers fairs and Super Learning Days.

The careers programme incorporates RSHE careers lessons which are delivered to all Year groups. A strategy of periodically collapsing the Academy timetable to facilitate careers education, something which is an entitlement for all Year groups.
- There is a clear expectation throughout the Academy that all Year 10 pupils will undertake Work Experience while documenting their journeys both during and subsequent to the process, comprising self-assessment at each juncture.

- The University Academy Long Sutton considers impartial information access, advice and guidance to be every pupil's right. All pupils by the time they leave University Academy Long Sutton will have received a Careers Guidance interview with our Careers Advisor who has the relevant Level 6 qualification required to do so.
- Effective data gathering will ensure that this Policy can evolve to match pupil and young people's needs in an ever-changing economy and society. This will be achieved through the use of systematic feedback from pupils which will entail the gathering of information from the use of paper surveys.

The measurement of impact will also be measured from surveys completed by parents/ carers, teachers and employers. The use of destination data will also be used to measure the impact of Careers Information, Advice and Guidance. The destination data that will be used will include information gathered from Intended Destination Data and Information and September Guarantee.

Current Priorities

Our careers strategy is informed by the following priorities:

- Supporting individual aspirations, improving attainment/progress and ensuring positive destinations
- Meeting the needs of specific groups including Looked After Children, Young Carers, Disadvantaged and children with Special Educational Needs and Disabilities
- Developing learners' career management skills, particularly those associated with career adaptability, resilience, enterprise and employability
- Improving young people's working lives by helping them to identify the values that are important to them, e.g. contributing to the wellbeing of others through paid and voluntary work, and through working in greener ways
- Developing the use of digital technologies to meet young people's career development needs in conjunction with the application of personal support
- Working with parents/carers, former pupils, community and business partners to meet pupils' career development needs
- Evolving all curriculum areas so that 'Careers Education' is a fundamental trait and principal of inclusion
- Embedding systematic and wide-reaching careers programme monitoring and feedback, encompassing all stakeholders against a back-drop of informative, effective data collection and handling (including up to date career and labour market information).
- Ensuring that, by the time they leave University Academy Long Sutton, most pupils have had at least one visit to universities to meet staff and pupils.