Careers and Provider Access Policy

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1. Intent: Mission, Vision and Commitments

Pimlico Academy is part of the Future Academies Multi-Academy Trust (the Trust), a family of schools across London and Hertfordshire dedicated to improving the life chances and broadening the horizons of young people.

The Trust's approach to careers education embodies its values - Knowledge, Aspiration, and Respect – and the Trust's motto, *libertas per cultum* "freedom through education". The Trust aspires for all students to lead lives full of choice and opportunity where, whatever path they take in life, it is a path they have chosen.

In line with the Trust's ethos and values, our **vision** is to deliver a high-quality, progressive careers education from year 7-13, that ensures its students:

- Gain knowledge about the labour market and the full range of education and training options available, including academic, vocational, and technical routes.
- Participate in activities that challenge stereotypes, broaden perspectives, and provide direct workplace experience to develop the essential skills needed for success in the workplace.
- Engage with employers and professionals from a diverse range of sectors to explore potential career pathways.
- Build an awareness of the wider world to make informed, aspirational life decisions.
- Develop the skills and confidence to achieve successful transitions into their chosen destination.

Careers education at the Trust's schools is part of each school's wider education enrichment programme which is designed to develop well-rounded citizens; build the core skills for success - character, integrity, resilience, and judgment; raise students' aspirations; and provide them with the skills and knowledge to excel in today's society.

2. Responsibilities

Each school in the Trust develops its own programme of careers education, information, advice, and guidance, tailored to the needs and best interests of its students in years 7-13,

that reflects the Trust's vision and commitments and fulfils the *Department for Education's Careers guidance and access for education and training providers, statutory guidance for schools (January 2023)*. The academy is committed to ensuring that all students have access to high-quality careers education regardless of gender, ethnicity, disability, socio-economic background, religion, sexual orientation or other protected characteristic.

Pimlico Academy fulfils its statutory duties by:

- Having a Careers Leader who is responsible for careers education and a member of the Governing body who takes a strategic interest in careers education and encourages employer engagement.
- Ensuring students receive independent and impartial careers guidance from appropriately qualified careers professionals holding Level 6 qualifications in Careers Guidance and Development.
- Allowing a range of education and training providers to access all students from year 8 onwards and publishing a Provider Access Policy.
- Developing a strategic careers plan in line with the Gatsby Benchmarks (see Appendix 1).
- Publishing the Careers Leader's contact details, careers plan and student entitlements on the school's website.
- The academy provides career education, information, advice and guidance to all students from Year 7 onwards through curriculum learning, enrichment, employer engagement, personal guidance and destination support.

3. Careers Guidance for Students with SEND

Students with special education needs are entitled to access the careers programme. To support their career-related learning, additional support is provided in the following ways:

- Individual transition planning
- Links with annual reviews
- Employer engagement tailored to need
- Collaboration with families and external agencies

4. Role of the Governing Body

In line with the *Careers guidance and access for education and training providers (January 2023)*, the Governing body provides clear advice and guidance on which the Principal can base a strategic careers plan that meets the legal or contractual requirements of the school.

The Governing body must make sure that independent careers guidance is provided to all students throughout their secondary education (11–18-year-olds) and students aged up to 25 with an education, health and care plan, and that it is in the best interests of the students to whom the guidance is given and:

- Presented in an impartial manner, showing no bias or favouritism towards a particular institution, education, or work option.
- Includes information on the range of education or training options, including apprenticeships and technical education routes.

The Governing body must also make sure that arrangements are in place to allow a range of education and training providers to access all students in years 8-13 to inform them about approved technical education qualifications and apprenticeships that comply with the minimum requirements, as part of a broader approach to ensuring that students are aware of

the full range of academic, vocational and technical routes available to them at each transition point.

The governing body has a crucial role in connecting Pimlico Academy with employers and professionals to enhance the careers programme.

5. Provider Access Policy for the Academy

As part of our careers programme a range of colleges, university technical colleges, universities, and other training providers speak to our students about their education and / or training offers.

Our Provider Access Policy sets out our arrangements for managing the access of providers to Pimlico Academy. This complies with the school's legal obligation under Section 42B of the Education Act 1997 and the provider access legislation requiring all schools and academies to provide opportunities for a range of education and training providers to access all year 8-13 students to inform them about approved technical education qualifications and apprenticeships.

Student entitlements
All students in years 8-13 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.
- Hear from a range of local providers about the opportunities they offer at, for example, options events, assemblies and group discussions.
- Understand how to make applications for the full range of academic, vocational and technical courses.

For students of compulsory school age these encounters are mandatory and there will be a minimum of two encounters for years 8-9 students and two encounters for years 10-11 students. For students in years 12-13, particularly those who 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 encounters are timed to inform consideration of post-14, post-16 and post-18 options and progression to the next stage of education or training.

These provider encounters will be scheduled during 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 it offers.
- Explain what career routes those options could lead to.
- Provide insights into what it might be like to learn or train with it (including the opportunity to meet staff and students from the provider).
- Answer questions from students.

We approach providers directly as well as considering requests from education and training providers to ensure our students understand the full range of technical, vocational and academic routes.

Pimlico Academy offers the six provider encounters required by law and additional events integrated into the careers programme some of which are outlined in the table below. Providers can speak to students and / or their parents and carers in school, or students could

travel to a provider as part of a school trip. Meaningful encounters are informed by the Making it meaningful checklist.

Year	Autumn Term	Spring Term	Summer Term
7	• Assembly & Tutor Times • Careers Fair	• Assembly & Tutor Times inc. in National Careers & Apprenticeship Weeks	• Assembly & Tutor Times • Enrichment Day
8	• Assembly & Tutor Times • Careers Fair	• Assembly & Tutor Times inc. in National Careers & Apprenticeship Weeks	• Assembly & Tutor Times
9	• Assembly & Tutor Times • Careers Fair	• Assembly & Tutor Times inc. in National Careers & Apprenticeship Weeks • Enrichment Day	• Enrichment Day • Work Insight week
10	• Assembly & Tutor Times	• Assembly & Tutor Times inc. in National Careers & Apprenticeship Weeks	• Assembly & Tutor Times • Careers Day • Post-16 Transition Programme
11	• Assembly & Tutor Times • Careers Fair	• Assembly & Tutor Times inc. in National Careers & Apprenticeship Weeks • Post-16 Transition Programme	• None – legislation requires encounters to take place by 28 Feb in year 11
12	• Assembly & Tutor Times • Post-18 Transition Programme	• Assembly & Tutor Times inc. in National Careers & Apprenticeship Weeks • Post-18 Transition Programme	• Assembly & Tutor Times • Post-18 Transition Programme
13	• Assembly & Tutor Times • Post-18 Transition Programme	• Assembly & Tutor Times inc. in National Careers & Apprenticeship Weeks • Post-18 Transition Programme	• None – legislation requires encounters to take place by 28 Feb in year 13

Previous providers

In previous years the following providers have spoken to our students: UK Hospitality, Construction Youth Trust, London Interdisciplinary School, London Screen Academy, ADA College, Morgan Stanley, Shell, National Grid and many more.

Premises and facilities
The aims, safeguarding and other requirements and logistics of the proposed activity must be discussed, agreed and approved in advance with our Careers Leader.

Depending on the activity, we will make available the main hall, classrooms and / or a private meeting room, AV and, where possible, specialist equipment to support any presentations. Providers will be met and supervised by a member of school staff.

Providers can give any relevant literature to our Careers Leader for our Careers Hub which is available to students at lunch and break times.

6. Management of Provider Access Requests

A provider wishing to request access should contact our Careers Leader. Requests should be sent to:

- Careers Leader: Sarah Essaye
- Email: S.Essaye@pimlico.futureacademies.org
- Tel No: 020 7828 0881 ext. 3420

Granting Requests and Refusal of Requests

Our Careers Leader will respond to your request as soon as possible. All requests will be given due consideration by our Careers Leader and Senior Leader with responsibility for careers education.

Requests will be considered against our Safeguarding Policy and:

- Clashes with other planned activities or visits.
- Interruption to preparation for public or internal examinations.
- Availability of school staff, space and resources to host the session.

7. Destinations of year 11 and Year 13 students

In 2025/26 our year 11 pupils moved to a range of providers in the local area after school:

Destination	% of students
Pimlico Academy Sixth Form	34%
City of Westminster College	16%
Capital City College Group	13%
William Morris Sixth Form	6%
Harris Clapham Sixth Form	6%

In 2025/26, 88% of our year 13 leavers went on to university, 8% are reapplying to university or taking a gap year and 2% have gone into employment or an apprenticeship.

8. Impact: Monitoring, reviewing and evaluating the careers programme.

Our careers programme aims to be outstanding in every key stage and to achieve 100% in each of the Gatsby Benchmarks. Our Careers Leader regularly monitors, reviews, and evaluates our careers programme against each of the eight Benchmarks using Compass+ and our year 11 and 13 destinations data with the support of the Careers and Enterprise Company, the member of SLT with responsibility for careers education and the Trust's Head of Education Enrichment. This data is then analysed and used to improve the programme and inform planning.

In 2026/27, we will assess the effectiveness of our careers programme by gathering feedback from students, parents, carers, and staff. This will help ensure the programme is meeting its objectives and guide future improvements to our strategy.

9. Complaints

Any complaints with regards to provider access can be raised following the school complaints procedure or directly with The Careers & Enterprise Company via provideraccess@careersandenterprise.co.uk

APPENDIX 1: The Gatsby Benchmarks

Secondary schools are expected to use the Gatsby Benchmarks to develop a careers programme that increases opportunities for students to access everything from experiences of the workplace and personal guidance with a careers adviser, to engagement with employers, colleges, training providers and universities.

Benchmark 1: **A stable careers programme** Every school should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors, employers and other agencies.	• Every school should have a stable, structured careers programme that has the explicit backing of the senior management team and has an identified and appropriately trained person responsible for it. • The careers programme should be published on the school's website in a way that enables students, parents, school staff and employers to access and understand it. • The programme should be regularly evaluated with feedback from students, parents, school staff and employers as part of the evaluation process.
Benchmark 2: **Learning from career and labour market information** Every student, and their parents (where appropriate), 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 the best use of available information.	• By the age of 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options. • During their study programme all students should access and use information about career paths and the labour market to inform their own decisions about study options. • Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.
Benchmark 3: **Addressing the needs of each pupil** Young people have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout.	• A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations. • Schools should keep systematic records of the individual advice given to each student, and subsequent agreed decisions. All students should have access to these records to support their career development. • The records of advice given should be integrated with those given at the previous stage of the student's education (including their secondary school) where these are made available. Records should begin to be kept from the first point of contact or from the point of transition. • Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations for at least three years after they leave school.
Benchmark 4: **Linking curriculum learning to careers** All subject staff should link curriculum with careers, even on courses that are not specifically occupation-led. For example, STEM subject staff should highlight the relevance of STEM subjects for a wide range of career paths. Study programmes should also reflect the importance of maths and English as a key expectation from employers.	• By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers. • Throughout their programme of study (and by the end of their course) every student should have had the opportunity to experience how their subjects help people gain entry to (and be more effective workers within) a wide range of occupations.

Benchmark 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, and should include students' own part time employment where it exists.	• Every year, from the age of 11, pupils should participate in at least one meaningful encounter[1] with an employer.
Benchmark 6: **Experiences of workplaces** Every student should have first-hand experiences of the workplace through work visits, work shadowing or work experience to help their exploration of career opportunities and expand their networks.	• By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have. • By the age of 18, or before the end of their study programme, every student should have had at least one further experience of a workplace, additional to any part-time jobs they may have.
Benchmark 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 technical and academic routes and learning in schools, colleges, universities and in the workplace.	• By the age of 16, every student should have had a meaningful encounter[2] with providers of the full range of educational opportunities, including sixth forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and students. • By the age of 18, all students who are considering applying for university should have had at least two visits to universities to meet staff and students. • By the age of 18, or before the end of their programme of study, every student should have had a meaningful encounter with a range of providers of learning and training that may form the next stage of their career. This should include, as appropriate, further education colleges, higher education and apprenticeship and training providers. This should include the opportunity to meet both staff and students.
Benchmark 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[3]. These should be available for all students whenever significant study or career choices are being made. They should be expected for all students but should be timed to meet their individual needs.	• Every student should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18, by the end of their study programme.

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[1] A 'meaningful encounter' is one in which the student has the opportunity to learn about what work is like or what it takes to be successful in the workplace.
[2] A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.
[3] The school should ensure that access to an adviser trained to level 6 in a career development subject is available when needed.