



Stamford Welland
Academy



Meridian
Trust

Stamford Welland Academy

Careers Strategy 2025-2028

Version 2.0

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Purpose & Aims

There has never been a time when careers guidance has been as important for young people as it is today. Our learners will be embarking upon a career pathway which is more challenging and complex than that faced by previous generations. Global opportunities and increasing technological advances may well result in young people having several careers during their working life and potentially working in a career that does not currently exist.

Stamford Welland Academy is committed to delivering high quality Careers Education, Information, Advice and Guidance (CEIAG), which is personalised and impartial, to all of its learners. Our CEIAG programme is a crucial part of our learners' development, enabling young people make informed choices that will allow them to meet these challenges and to shape their future careers. This strategy outlines our whole school approach to the delivery of our CEIAG Programme to all our learners, throughout their educational journey

The delivery of our careers programme is based around our three school values of **Aspiration, Resilience & Understanding**.

Strategic Aims of our Careers Provision:

- **Subject staff should link curriculum learning with careers, even on courses which are not specifically occupation led. Subject staff should highlight the progression routes for their subject and the relevance of knowledge and skills developed in their subjects for a wide range of future career paths.**
- **All relevant stakeholder voice is systematically evaluated by the senior leadership team to inform impact evaluation, strategic development planning of careers and whole school or special school development planning, impact evaluation and reporting.**
- **Every learner should have first-hand experiences of workplaces to help their exploration of career opportunities and expand their networks.**

Delivery of our CEIAG programme involves every member of staff, allowing learners to access the necessary information to help them make informed decisions about their futures and to understand how what they are being taught will link to their future pathways. Careers Education at SWA is not just a stand-alone strand; it is integrated into every area of the school and woven into the school curriculum.

Background

Requirements for the provision of a CEIAG programme in schools is set out in '**Careers guidance and access for education and training providers**, Statutory guidance for schools. Updated 8th May 2025'. This document can be accessed [here](#). The Careers and Enterprise Company provide external support to help to ensure that schools meet these requirements.

Provision centres around ensuring that schools meet the 8 Gatsby Benchmarks, which were updated by the Gatsby Charitable Foundation for use from September 2025. These benchmarks are based on international research and help to identify best practice and guidance for education establishments in order for them to deliver high quality careers guidance to young people across England. These benchmarks have also formally been adopted by OFSTED and now form part of their school inspection process.

The Gatsby Benchmarks

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

Roles & Responsibilities

The Governing Body

Link Governor: Mr Nigel Stephens

The governing body must make sure that independent careers guidance is provided to all pupils throughout their secondary education and that it is:

- 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;
- guidance that the person giving it considers will promote the best interests of the students to whom it is given.

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 to 13 to inform them about approved technical education qualifications and apprenticeships, and that a policy statement setting out these arrangements is published (Provider Access Policy).

Strategic Careers Leader

Mrs Sam Swain

- Planning, managing and evaluating the CEIAG Programme.
- Ensuring that the CEIAG programme is embedded in the Learning for Life Curriculum and liaising with other subject leaders to ensure that CEIAG is embedded in all areas of the curriculum.
- Liaising with House teams and the SENCO to identify learners needing additional guidance.
- Referring pupils to careers advisers.
- Establishing, maintaining and developing links with FE colleges, universities, apprenticeship providers and employers.
- Monitoring teaching and learning in careers education, and the access to and take up of career guidance.
- Advising the rest of the senior leadership team on policy, strategy and resources for CEIAG.
- Preparing and implementing a development plan for CEIAG.
- Coordinating the training of school staff to promote careers guidance to their pupils.
- Using the Gatsby Benchmarks to improve the school's careers provision and ensure compliance with legal duties.
- Administration of Unifrog.
- Maintaining records of learner destinations
- Authorising work experience placements.
- Managing the careers budget.
- Liaising with external agencies such as Enterprise adviser & Lincs Careers Hub.

- Be part of Meridian Trust Careers group
- Ensuring learners have access to providers of technical education, such as colleges and apprenticeships.
- Using the Compass+ tool for self-evaluating the CEIAG programme.
 - Maintaining the Quality in Careers Standard (Careers Mark)
- Publishing details of the school's careers programme and a policy statement on provider access on its website.

Level 6 Careers Adviser

Mrs Kate Blundell

- Logging of careers activities on Unifrog & Compass+
- Administration of careers interviews
- Planning of careers events & trips
- Liaising with local colleges, apprenticeship providers & universities to arrange experiences/visitors for our learners.
- Provision of unbiased 1 to 1 careers interviews with PP learners in Y8 & Y10 and all learners in Y11.
- Supporting learners with work experience and college applications

Enterprise Coordinator

Melanie Papworth (The Careers & Enterprise Company)

- Meet with strategic careers lead once per term to review Compass + evaluation.
- Provide updates on LMI, careers events & opportunities for staff training.
- Coordinate Enterprise Advisers

Enterprise Adviser

Charlotte Watson (Lincolnshire Chamber of Commerce)

- Provide links with local businesses that can contribute to the careers programme.

Teaching and support staff

- Ensuring careers education is embedded in the curriculum for each subject.
- Attending any relevant CPD or training to ensure they are up-to-date with the CEIAG programme.
- Promoting careers guidance in the classroom through visual aids.
- Creating a learning environment that allows and encourages pupils to tackle real life challenges, manage risks and develop skills that can be applied to the workplace.

Our Current Position

Compass+ Evaluations

Benchmark	March 2024	December 2024	March 2025	June 2025
Benchmark 1 A Stable Careers Programme	100%	100%	100%	100%
Benchmark 2 Learning from career & labour market information	100%	100%	100%	100%
Benchmark 3 Addressing the needs of each pupil	100%	100%	100%	100%
Benchmark 4 Linking curriculum learning to careers	100%	100%	100%	100%
Benchmark 5 Encounters with employers & employees	100%	100%	100%	100%
Benchmark 6 Experiences of workplaces	100%	100%	100%	100%
Benchmark 7 Encounters with further and higher education	100%	100%	100%	100%
Benchmark 8 Personal guidance	100%	100%	100%	100%

Our CEIAG provision has been consistently meeting the Gatsby benchmarks since 2022 and we achieved the Quality in Careers Standard in July 2023. There are however new challenges with the updated benchmarks and further development is needed to ensure that we meet the requirement for planned interactions with parents and for the new expectation to provide two weeks work experience starting in Y7.

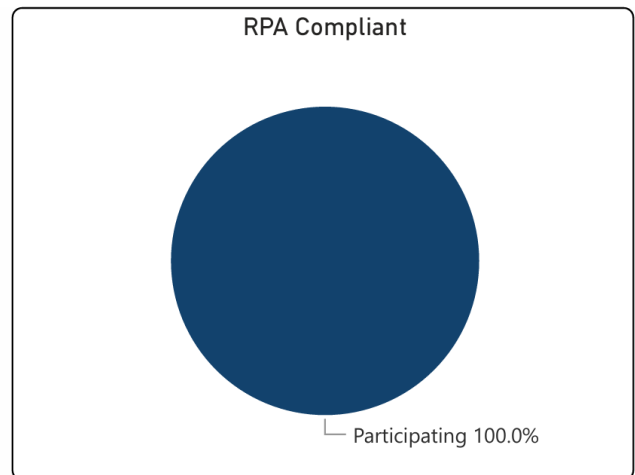
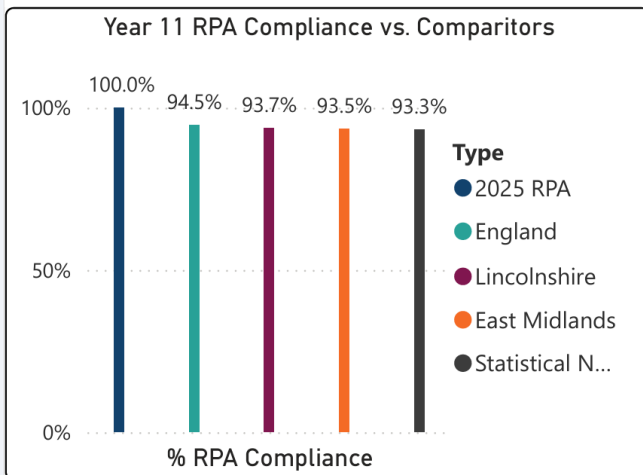
The Strategic Careers Lead has completed the Careers Leader Training with Nottingham Trent University and we employ a Level 6 careers adviser. All staff have a careers in the curriculum aspect to their appraisal targets and online training will be completed by all staff during the 2025-2026 academic year through the Careers and Enterprise Academy.

Destinations Data

Raising The Participation Age - Year 11

The 2025 leavers fall under the Raising the Participation Age legislation, requiring all leavers to stay in learning until their 18th birthday. The data below shows those students who left statutory education in 2025 and their level of participation as at 1st November 2025. This is shown against the county figures for comparison.

NB: From December 2025 Department for Education LA Table Data.

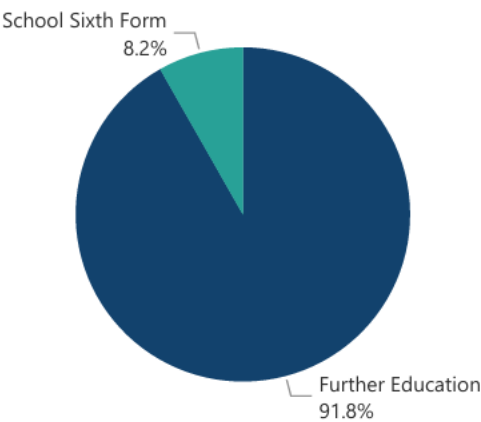


LA	Cohort Year 11	RPA Year 11	RPA Year 11 %
England	670,742	634,162	94.5%
Statistical Neighbours	66,015	61,587	93.3%
East Midlands	58,716	54,918	93.5%
Lincolnshire	9,004	8,439	93.7%

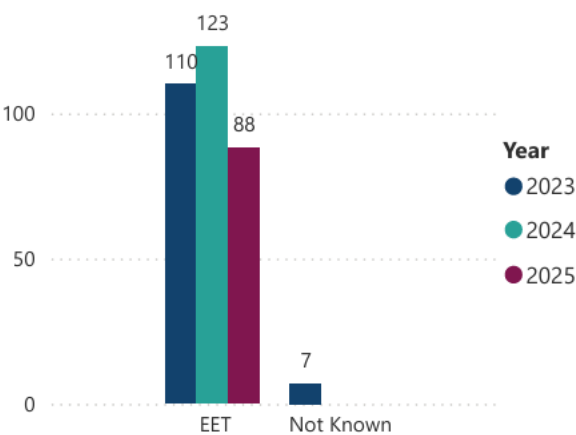
Year	Cohort Year 11	RPA Year 11	RPA Year 11 %
2025	88	88	100.0%
2024	123	123	100.0%
2023	117	109	93.2%
2022	102	95	93.1%

Year 11 Leaver Destinations

School Sixth Form vs Further Education



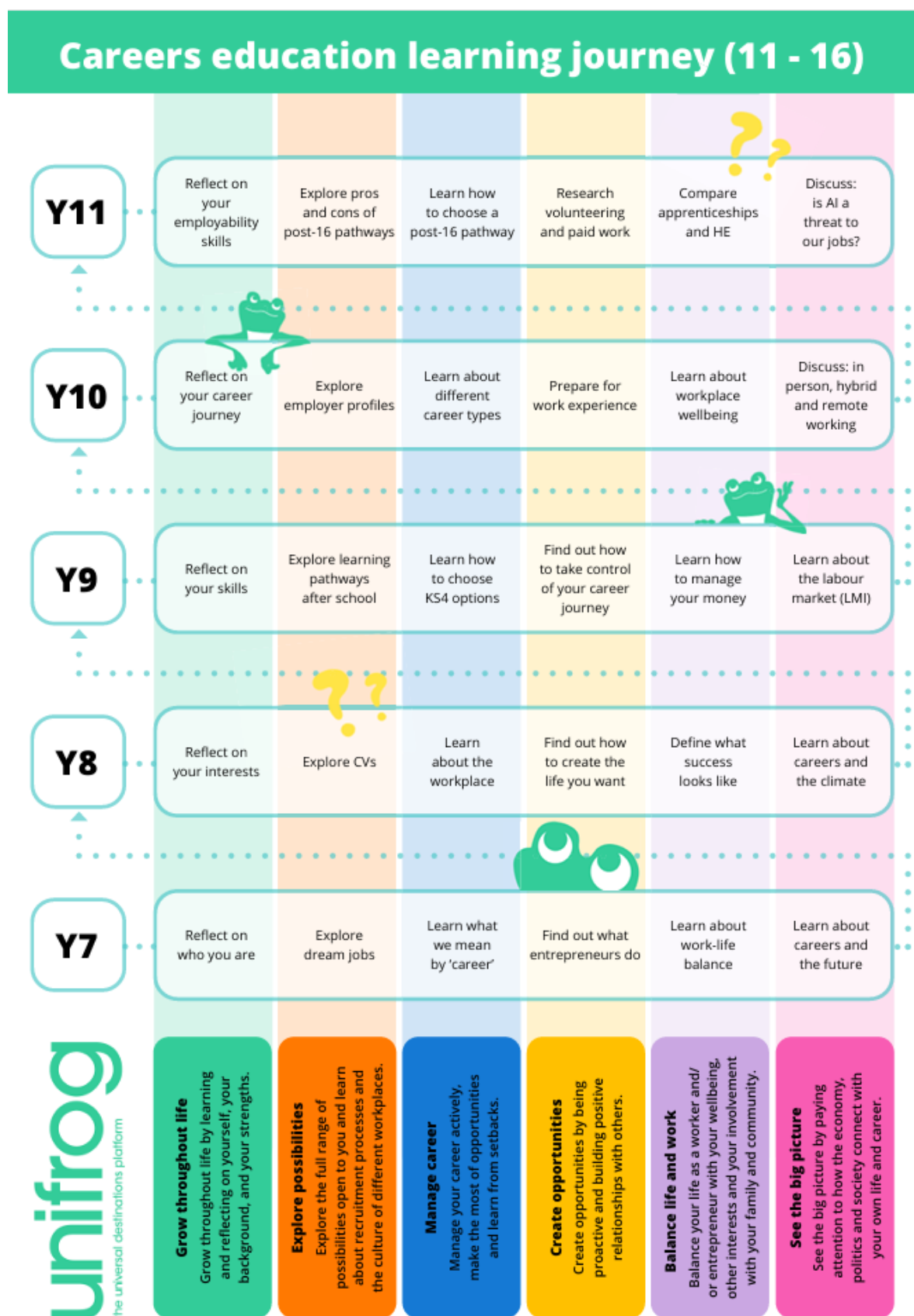
Young Persons Status



The table below shows a summary of the situation of the Year 11 leavers as at 1st November 2025 and historically over the previous 2 years.

Situation Name	2023	2024	2025
Apprenticeship	12	6	3
Employment with Training	5		
Employment without Training	1		
Further Education	81	104	78
Not Known	7		
School Sixth Form	10	13	7
Work Experience Not Paid	1		
Total	117	123	88

Current Careers Programme



Year Group	Term	Activity	Title & Link	Gatsby Benchmarks									
				1	2	3	4	5	6	7	8	Parental Engagement	
7	Autumn 2	Careers	Who am I?	x	x	x					x		
7	Autumn 2	Careers	Dream Jobs	x	x					x			
7	Autumn 2	Careers	What is a Career?	x	x					x	x		
7	Autumn 2	Careers	What is an entrepreneur?	x	x				x	x			
7	Autumn 2	Careers	What is a Work Life Balance?	x	x	x			x				
7	Autumn 2	Careers	Careers and the Future	x	x	x			x				
7	Spring 2	Careers week newsletter										x	
8	Autumn 2	Careers	What are my interests? : resources library	x	x	x					x		
8	Autumn 2	Careers	Job applications: superhero CVs : resources library	x	x					x			
8	Autumn 2	Careers	Challenges and rewards of work : resources library	x	x					x	x		
8	Autumn 2	Careers	Creating the life you want: making a vision board : resources library	x	x				x	x			
8	Autumn 2	Careers	What does success mean to me? : resources library	x	x	x			x	x			
8	Autumn 2	Careers	Careers and the climate : resources library	x	x	x			x				
8	Spring 1	Guided Pathways Evening										x	
8	Spring 2	Careers		x	x		x						
8	Spring 2	Careers		x	x		x						
8	Spring 2	Careers	Subject Information Slide for L4L.pptx	x	x		x						
8	Spring 2	Careers	Decision making: choosing what to study at KS4 : resources library	x	x					x	x		
8	Spring 2	One to one careers interview		x							x		

10	Summer 2	Work Experience		x									
11	Autumn 1	One to one careers interview		x								x	
11	Autumn 1	Stamford College Visit	Mythbusters	x							x		
11	Autumn 1	Parent Information Post 16 Options											x
11	Autumn 2	Careers	What are my employability skills? : resources library	x	x	x						x	
11	Autumn 2	Careers	Post 16 - Choices, Choices : resources library	x	x						x		
11	Autumn 2	Careers	Decision making: choosing your post-16 pathway : resources library	x	x						x	x	
11	Autumn 2	Careers	Researching volunteering and paid work : resources library	x	x					x	x		
11	Autumn 2	Careers	Money talks: apprenticeships vs. higher education : resources library	x	x	x				x	x		
11	Autumn 2	Stamford Careers Fair		x	x				x		x		
11	Spring 2	Careers week newsletter											x

Strategic Objective 1:

Subject staff should link curriculum learning with careers, even on courses which are not specifically occupation led. Subject staff should highlight the progression routes for their subject and the relevance of knowledge and skills developed in their subjects for a wide range of future career paths.

Benchmarks 1 & 4

Year	What will success look like?	What actions we will take as a school to achieve these targets?
Year One (2025-2026)	Learners can understand the link between their learning in each subject area and their future career pathways, and every learner can identify career pathways in all aspects of their curriculum learning.	- Monitor and Evaluate the programme using the Future Skills Questionnaire each year. - Career Pathways are referenced in curriculum schemes of learning and each subject/key stage has career displays. - CEIAG opportunities in curriculum areas are recorded on Compass+ - Ensure that all staff have appropriate training on careers in the curriculum
Year Two (2026-2027)	- Curriculum areas are to nominate a careers ambassador that can form links with local businesses relevant to their subjects - In every topic across the curriculum, key future pathways are linked with the work in that particular topic so learners can see link between learning and their future plan.	- Curriculum areas to focus on forming links with local businesses/employers to enhance their careers provision. - Staff are able to update their schemes of learning with the most relevant and most up-to-date information. - Run a termly business breakfast (or similar) to encourage greater local partnerships with employers/businesses.
Year Three (2027-2028)	- All learners can make KS4 and post-16 choices within time frame and can justify their choice. - Each curriculum area has established links with a range of businesses/employers that they are using on a regular basis to support curriculum delivery.	- Careers and LMI presented to parents through the website and careers fairs. - Review best practice with other trust schools to further develop the CEIAG programme.

Strategic Objective 2:

All relevant stakeholder voice is systematically evaluated by the senior leadership team to inform impact evaluation, strategic development planning of careers and whole school development planning, impact evaluation and reporting.

Benchmarks 1 & 2

Year	What will success look like?	What actions we will take as a school to achieve these targets?
Year One (2025-2026)	- All learners to complete the Future Skills Questionnaire in the Autumn Term which is used to adapt the careers programme - Opportunities for communication with parents/carers are planned into the careers programme - Opportunities are taken to seek the views of other stakeholders involved in the delivery of the careers programme	- Ensure that the FSQ is completed - Evaluate results - Adapt the careers programme to cover any gaps in knowledge & understanding - Include opportunities for communication with parents/carers in the careers programme - Seek feedback from other stakeholders and use this feedback to inform planning - Promote the use of Meridian Pathways website with parents
Year Two (2026-2027)	- Opportunities are planned into the careers programme to seek feedback from all stakeholders. This is used to evaluate the programme - Parents/carers feel fully informed about the careers programme and know how to support their child with their decision making.	- Collect feedback from all relevant stakeholders and use this information to inform planning. - Systematically engage parents with the delivery and evaluation of the careers programme
Year Three (2027-2028)	Opportunities to evaluate the careers programme are scheduled throughout the year and outcomes are systematically shared with relevant stakeholders	Schedule opportunities to seek feedback and to report findings to all relevant stakeholders

Strategic Objective 3:

Every learner should have first-hand experiences of workplaces to help their exploration of career opportunities and expand their networks.

Benchmarks 1 & 6

Year	What will success look like?	What actions we will take as a school to achieve these targets?
Year One (2025-2026)	- Learners in Year 10 to have completed an aspirational work experience placement. - Planning will be in place to offer meaningful work experience to learners in KS3	- All Year 10 learners embark on an aspirational work placement during the year and ensure that this is evaluated - Engage with Enterprise Coordinator to plan opportunities for work experience at KS3
Year Two (2026-2027)	- Learners in KS3 will have opportunities to take part in relevant work experience placements - KS4 students will continue to access one week of in person work experience	- Build a database of local employers and national employers that are able to provide both in person and online work experience opportunities - Implement plans for work experience at KS3
Year Three (2027-2028)	- Learners will have at least two weeks meaningful work experience, one week in KS3 and one week in KS4. - School will have links with a variety of providers that provide work experience so that it can be tailored to the needs of individual students.	Maintain database of providers and use this to tailor work experience placements to the needs of individual students.