



Stamford Welland
Academy



Meridian
Trust

Stamford Welland Academy

Careers Strategy 2022-2025

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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:

Aspiration

- To develop and maintain a culture of high aspiration through a fully embedded CEIAG programme.
- To ensure that the CEIAG programme exceeds the expectations of the Gatsby Benchmarks and is regularly reviewed to keep pace with changing career and labour market information.

Resilience

- To equip our learners with the transferrable skills required to meet the challenges of a changing labour market.

Understanding

- To provide personalised support that meets the needs of each individual learner.
- To provide access to high quality input from a wide range of post 16 providers and employers to ensure that learners are fully informed about the options available to them.

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 and guidance for further education colleges and sixth form colleges. September 2022'. 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 originally developed by the Gatsby Charitable Foundation in 2014. These benchmarks were based on international research and helped 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

The Gatsby Benchmarks set out a framework for schools to deliver 'good career guidance'.

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 and employers.
2. Learning from career and labour market information	Every student, and their parents, 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 best use of available information.
3. Addressing the needs of each student	Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.
4. Linking curriculum learning to careers	All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.
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.
6. Experiences of workplaces	Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities and to expand their networks.
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 academic and vocational routes and learning in schools, colleges, universities and in the workplace.
8. Personal guidance	Every student should have opportunities for guidance interviews with a Careers Adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made.

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.
- Publishing details of the school's careers programme and a policy statement on provider access on its website.

Careers Assistant (Trainee Level 6 Careers Adviser)

Mrs Kate Blundell

- Logging of careers activities on Unifrog
- Administration of careers interviews
- Planning of careers events & trips
- Liaising with local colleges, apprenticeship providers & universities to arrange experiences/visitors for our learners.
- Administration of Form the Future provision
- Provision of 1 to 1 careers advice (when qualified)
- Supporting learners with college applications

Level 6 Careers Advisers (Currently external staff)

- Provision of unbiased 1 to 1 careers interviews with PP learners in Y10 and all learners in Y11.
- Providing learners with a written record of their interview to be logged on Unifrog

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

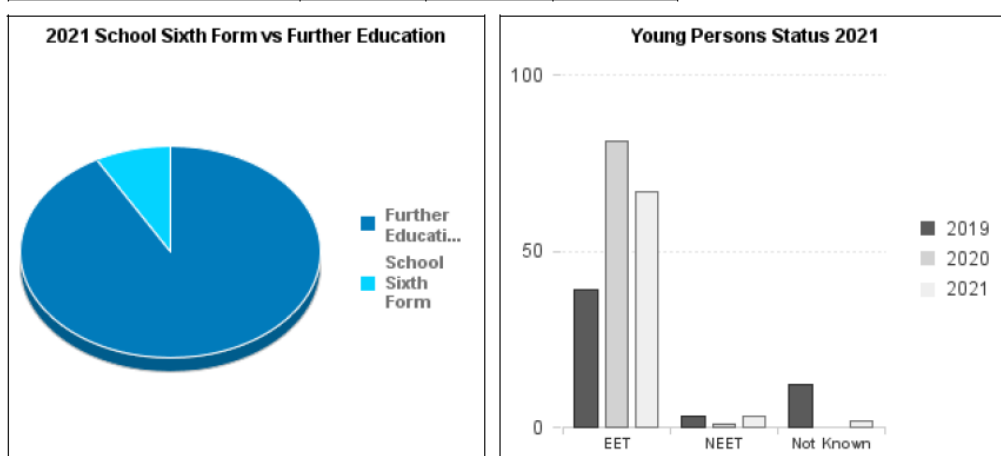
Compass+ Evaluations

Benchmark	November 2020	April 2021	November 2021	April 2022
Benchmark 1 A Stable Careers Programme	52%	58%	88%	100%
Benchmark 2 Learning from career & labour market information	80%	100%	100%	100%
Benchmark 3 Addressing the needs of each pupil	90%	72%	100%	100%
Benchmark 4 Linking curriculum learning to careers	25%	50%	100%	100%
Benchmark 5 Encounters with employers & employees	0%	50%	100%	100%
Benchmark 6 Experiences of workplaces	0%	100%	100%	100%
Benchmark 7 Encounters with further and higher education	80%	90%	90%	100%
Benchmark 8 Personal guidance	100%	100%	100%	100%

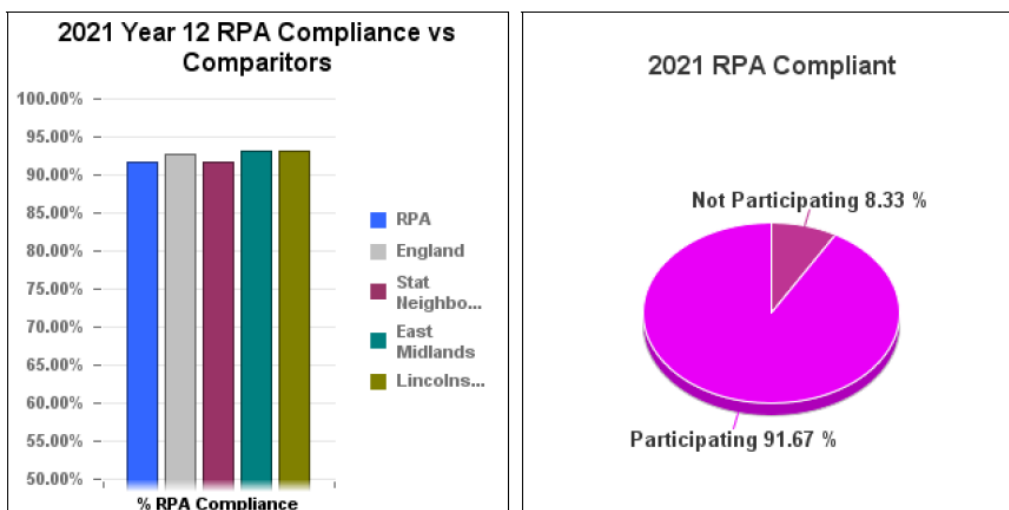
Our CEIAG provision has seen significant improvements since 2020. The current Strategic Careers Lead has completed the Careers Leader Training with Nottingham Trent University. A careers assistant has been appointed and is currently studying to become a Level 6 Careers Adviser. Work experience has been introduced using the Unifrog placement tool for the first time in 2022. All students took part in an in-person work experience placement in July 2022. Work experience in 2021 was provided to all students via a virtual programme that was supported by our Enterprise Adviser and involved a number of local businesses. The work experience programme for 2023 has been launched with students. The focus for the 2021-2022 academic year was to embed the careers programme across the curriculum. Training was provided to staff and this has formed part of the performance management process for UPS staff. All curriculum areas now have careers provision embedded into their curricula and notice boards showing possible careers using their subjects.

Destinations Data

Situation Name	2019	2020	2021
Apprenticeship		2	4
Employment without Training			1
Employment with Training		1	1
Further Education	38	71	56
NEET Available	1	1	3
NEET Not Available	2		
Not Known	12		2
School Sixth Form	1	5	5
Work Experience Not Paid		2	
	54	82	72



	2019	2020	2021	England	Stat Neighbours	East Midlands	Lincolnshire
Cohort Year 11	54	82	72	593676	66836	51281	7968
RPA Year 11	39	81	66	550389	61284	47754	7,418
RPA Year 11 %	72.2%	98.8%	91.7%	92.7%	91.7%	93.1%	93.1%



There have been significant improvements in RPA compliance since 2019, however there are a number of students who did not attend school regularly or who were attending alternative provision, who did not then move on to a successful Post 16 provision. Additional support needs to be provided in the future for learners in these categories.

Current Careers Programme

Year	Term	Strand	Activity	Where does Activity Take Place?	Gatsby Benchmarks							
					1	2	3	4	5	6	7	8
Year 7		Careers	Introduction to Unifrog	Learning for Life	x		x					
		Careers	What are Skills?	Learning for Life	x		x		x			
		Careers	Creative Forces Day	Event	x	x			x			
		Living in the Wider World	Life Skills: Adaptability	Learning for Life	x							
		Living in the Wider World	Life Skills: Problem Solving	Learning for Life	x							
		Living in the Wider World	Life Skills: Communication	Learning for Life	x							
		Living in the Wider World	Life Skills: Creativity	Learning for Life	x							
		Living in the Wider World	Life Skills: Leadership	Learning for Life	x							
		Careers	Unifrog Interests Quiz	Learning for Life	x		x					
		Living in the Wider World	Econome: What influences my decisions?	Learning for Life	x							
		Living in the Wider World	Econome: Making Informed Decisions	Learning for Life	x							
		Careers	Careers Fair	Careers Fair	x	x	x		x		x	
		Living in the Wider World	Econome: Why do my decisions matter?	Learning for Life	x							
		Living in the Wider World	Econome: Saving, Borrowing & Protecting my Money	Learning for Life	x							
		Careers	Recording Activities	Learning for Life	x		x					
		Careers	What is Your Dream Job	Learning for Life	x		x					
Year 8		Careers	What does Success Mean to You?	Learning for Life	x		x					
		Careers	Career Terminology	Learning for Life	x	x						
		Living in the Wider World	Recognising Skills for Success in the Workplace	Learning for Life	x							
		Living in the Wider World	Recognising and Developing Personal Skills	Learning for Life	x							
		Living in the Wider World	GCSE Options	Learning for Life	x						x	
		Careers	Careers Library Treasure Hunt	Learning for Life	x	x		x				
		Careers	GCSEs Choices, Choices	Learning for Life	x		x				x	

		Careers	Activities & Competancies	Learning for Life	x		x						
		Living in the Wider World	Digital Literacy: Anti Fraud	Learning for Life	x								
		Living in the Wider World	Digital Literacy: Crossing the Line	Learning for Life	x								
		Living in the Wider World	Digital Literacy: Trust Me	Learning for Life	x								
		Careers	Careers Fair	Careers Fair	x	x	x		x		x		
		Living in the Wider World	Digital Literacy: Send me a Pic	Learning for Life	x								
		Living in the Wider World	Digital Literacy: Online Stress & FOMO	Learning for Life	x								
		Living in the Wider World	Digital Literacy: Exploring Cybercrime	Learning for Life	x								
Year 9		Careers	What Makes a Great Leader?	Learning for Life	x		x						
		Careers	Talking About Your Activities	Learning for Life	x		x	x					
		Careers	Careers Masterclass	Masterclasses	x		x				x		
		Living in the Wider World	Exploring your Personal Strengths for Employment	Learning for Life	x								
		Living in the Wider World	Identifying Workplace Behaviours & Values	Learning for Life	x								
		Living in the Wider World	Understanding Behaviours for Work	Learning for Life	x								
		Careers	Subject Library Treasure Hunt	Learning for Life	x			x			x		
		Careers	Identifying Interests	Learning for Life	x	x	x						
		Careers	Your Skills, Your Team, Your Interests	Learning for Life	x	x							
		Living in the Wider World	Employment Rights & Responsibilities	Learning for Life	x								
		Careers	Careers Fair	Careers Fair	x	x	x		x		x		
		Living in the Wider World	Putting Enterprise Skills into Action	Learning for Life	x								
		Living in the Wider World	Personal Brand	Learning for Life	x								
		Living in the Wider World	Online Reputation	Learning for Life	x								
Year 10		Careers	Personality Quiz	Learning for Life	x		x						
		Careers	How to Contact Employers	Learning for Life	x		x		x				
		Living in the Wider World	Budgeting	Learning for Life	x								
		Living in the Wider World	Managing Debt	Learning for Life	x								
		Living in the Wider World	Data & Targetted Advertising	Learning for Life	x								

		Living in the Wider World	Gambling	Learning for Life	x								
		Living in the Wider World	Fraud & Cybercrime	Learning for Life	x								
		Careers	Careers Library Treasure Hunt	Learning for Life	x	x		x					
		Careers	Work Experience: CVs & Covering Letters	Learning for Life	x				x	x			
		Careers	Careers Library Treasure Hunt	Learning for Life	x	x		x					
		Careers	CVs and Cover Letters	Learning for Life	x				x	x			
		Careers	Preparing for Work Experience	Learning for Life	x					x			
		Careers	Work Experience	Work Experience	x					x			
		Careers	Evaluating Work Experience	Learning for Life	x					x			
		Careers	Careers Fair	Careers Fair	x	x	x		x		x		
		Careers	One to One Careers Interviews (PP Only)	Careers Interviews	x	x	x						x
		Careers	What Makes a Great Team Player	Learning for Life	x								
		Careers	Careers Library Escape Room	Learning for Life	x	x		x			x		
Year 11		Careers	Health Careers Event	Careers Fair	x	x	x		x		x		
		Careers	Myth Busters (Stamford College)	Learning for Life	x		x				x		
		Careers	Armed forces webinar	Tutor	x		x		x				
		Careers	Post 16 Choices	Learning for Life	x		x				x		
		Careers	BTEC Options	Learning for Life	x		x				x		
		Careers	A Level Choices	Learning for Life	x		x				x		
		Careers	Introduction to Apprenticeships	Learning for Life	x	x	x						
		Careers	Careers Fair	Careers Fair	x	x	x		x		x		
		Careers	One to One Careers Interviews	Careers Interviews		x	x						x
		Careers	Small group sessions with Stamford College Tutors	Learning for Life	x		x				x		
		Careers	Skills & Enterprise Week	Learning for Life	x	x	x				x		
		Careers	Coping with Change	Learning for Life	x								
		Living in the Wider World	Record Post 16 Intended Destinations	Learning for Life	x								

Strategic Objective 1:

Aspiration

- To develop and maintain a culture of high aspiration through a fully embedded CEIAG programme.
- To ensure that the CEIAG programme exceeds the expectations of the Gatsby Benchmarks and is regularly reviewed to keep pace with changing career and labour market information.

Benchmarks 1, 2, 4, 5 & 7

Year	What will success look like?	What actions we will take as a school to achieve these targets?
Year One (2022-2023)	<ul style="list-style-type: none"> • Student surveys shows that learners can all name a range of careers and career pathways. • 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. 	<ul style="list-style-type: none"> • Monitor and Evaluate the programme using the Future Skills Questionnaire each term. • Monitor and Evaluate the programme through parent voice using Microsoft forms • Monitor and Evaluate the programme using feedback from employers and other providers. • Career Pathways are referenced in curriculum schemes of learning and each subject/key stage has career displays. • Update the CEIAG area of school website with latest Careers, Enterprise and Employability links. • CEIAG opportunities in curriculum areas are recorded via Microsoft forms and logged on each learner's Unifrog profile.
Year Two (2023-2024)	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 (2024-2025)	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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:

Resilience

- To equip our learners with the transferrable skills required to meet the challenges of a changing labour market.

Benchmarks 1, 2, 3 & 4

Year	What will success look like?	What actions we will take as a school to achieve these targets?
Year One (2022-2023)	<ul style="list-style-type: none"> All learners in Years 7 to 11 have recorded at least one example for each of the skill areas on Unifrog. All learners have logged at least one activity to their Unifrog profile and linked this to the skills that they have developed. All learners in Year 11 have a clear plan for post-16 and that all learners are in some form of education or employment at the end of their time at SWA. There are NO learner's post-16 who are NEET. 	<ul style="list-style-type: none"> Ensure that all learners have the opportunity through their Learning for Life lessons to access the skills tool on Unifrog and complete examples of skills that they have developed. All learners to develop an action plan based on the skills that they still need to develop and to record progress in these areas on Unifrog
Year Two (2023-2024)	<ul style="list-style-type: none"> Learners are able to explain what the key employability skills are, and they can demonstrate how they can use these skills in their future pathways. All learners have access to career and labour market information through Learning for Life lessons, school displays and via the website. 	<ul style="list-style-type: none"> Staff training/CPD on Labour Market Information for all staff to support staff to bring LMI into their subject areas and key stages. Each department area to show in their schemes of learning where they have included Employability Skills and direct links to future plans.
Year Three (2024-2025)	<ul style="list-style-type: none"> Learners demonstrate employability skills and then can demonstrate a knowledge of different routes and careers available for different subjects. To continue working with a range of local employers to ensure that all learners in Years 7 to 11 have at least one workplace visit per year and have at least one encounter with an employer each year. 	<ul style="list-style-type: none"> Ensure that time is built into the Careers programme in Learning for Life lessons so that learners can update their profiles and that appropriate staff have relevant CPD training in order to access these profiles to check progress. Each curriculum area is responsible for at least one workplace visit per year and that these visits are recorded on Unifrog

Strategic Objective 3:

Understanding

- To provide personalised support that meets the needs of each individual learner.
- To provide access to high quality input from a wide range of post 16 providers and employers to ensure that learners are fully informed about the options available to them.

Benchmarks 1, 2, 3, 4, 5, & 7

Year	What will success look like?	What actions we will take as a school to achieve these targets?
Year One (2022-2023)	<ul style="list-style-type: none"> • Each subject area to have established a link with a local business/employer and to have developed their own collaborative work to engage learners. • Year 7-11 learners to have an encounter with at least one further education provider by the end of the academic year. • Learners in Year 10 to have completed an aspirational work experience placement. 	<ul style="list-style-type: none"> • All Year 10 learners embark on an aspirational work placement during the year and ensure that this is evaluated • Annual Careers Fair where local business, training providers and further and higher education providers will engage with all learners. The types of employers who attend will reflect LMI. • Arrange with local FE/Universities to visit school and/or learners to visit their sites to experience what they have to offer. • Run a termly business breakfast (or similar) to encourage greater local partnerships with employers/businesses. • In collaboration with our Enterprise Advisor, every subject area to be linked with a local business and to begin collaborative work.
Year Two (2023-2024)	<ul style="list-style-type: none"> • All Year 10 & 11 learners have engaged with colleagues from local FE/Training Providers/University and explored future pathways linked to their interests. • All Year 10 & 11 learners to have had the opportunity to meet with local further education providers, apprenticeship providers and training providers to explore future pathways. • 1 to 1 careers advice is provided to learners in Y8 who are about to select their option subjects 	<ul style="list-style-type: none"> • Develop links with local Universities to ensure that learners have access to aspirational opportunities. • Visits and virtual events with further education, apprenticeship and training providers. • Target opportunities to learners that have expressed an interest in a particular area. • Offer 1 to 1 careers advice to Y8
Year Three (2024-2025)	<ul style="list-style-type: none"> • Each curriculum area has established links with a range of businesses that they are using on a regular basis to support curriculum delivery. 	<ul style="list-style-type: none"> • Continue to create links with local businesses in order to link these with curriculum areas. • Use Unifrog to identify learners that are interested in a particular university courses and provide opportunities for extended visits/experience of that area and University life.