

The Ferrers School Careers Strategy 2025–2027

1. Introduction and Vision

As part of the Meridian Trust, The Ferrers School is committed to ensuring that every student is supported to achieve their full potential and to make informed, ambitious choices for their future.

This Careers Strategy aligns with the DfE (2017) 'Careers guidance and access for education and training providers' statutory guidance and the Meridian Trust Careers Education, Information, Advice and Guidance (CEIAG) procedures.

Vision

"The Ferrers School will be recognised as a leading school in the field of enterprise and work related learning. This will result in outstanding opportunities for students, a curriculum that better reflects the needs of the local economy, and an enhanced range of pathways to employment and training."

Our Careers Strategy sets out a clear plan on how we intend to work towards this vision, providing a high-quality, inclusive careers programme that raises aspirations, promotes equality of opportunity, and prepares every young person for further education, training, and employment.

2. Aims and Objectives

Our careers provision aims to:

- Deliver high quality careers education that exceeds the Gatsby Benchmarks.
- Work towards the nationally recognised 'Quality in Careers Standard' accreditation.
- Equip students with the knowledge, skills, and confidence to make informed career and life decisions.
- Raise aspirations and broaden horizons by exposing students to a diverse range of career paths and role models.
- Support every learner, including those with additional needs, to access opportunities that match their skills and interests.
- Strengthen links between education and the world of work through meaningful encounters with employers, employees, and training providers.
- Reduce NEET (Not in Education, Employment or Training) outcomes through strong post-16 progression support.
- Promote awareness of all post-16 pathways, including Apprenticeships and T Levels.

3. Careers Programme Overview

We provide a coherent, progressive programme of careers education from Year 7 to Year 13, which includes:

Age	Focus	Example Activities
Key Stage 3 (Years 7–8)	Self-awareness and exploring possibilities	<ul style="list-style-type: none"> • Careers Lessons in PSHCE • Subject links to work • Employer talks • National Careers Week Activities
Key Stage 4 (Years 9–11)	Making informed choices for post-16 pathways	<ul style="list-style-type: none"> • Work Experience • Personal guidance interviews • College and apprenticeship fairs • CV and interview workshops
Key Stage 5 (Years 12–13)	Preparation for higher education, apprenticeships, and employment	<ul style="list-style-type: none"> • UCAS and apprenticeship support • Employer mentoring • University visits • Alumni networking

All students receive at least one 1:1 careers guidance interview by age 16, and a further meeting by age 18.

4. Implementation

Our Programme is Delivered Through

- **PSHE curriculum and dedicated careers lessons**, providing structured career learning and guidance from Year 7 to Year 13.
- **Subject teaching**, where departments explicitly link classroom learning to real-world careers, highlighting transferable skills and pathways.
- **Assemblies, tutor sessions, and mentoring**, offering targeted support at key transition points and promoting whole-school engagement in CEIAG.
- **Strong external partnerships** with employers, universities, apprenticeship providers, and community organisations to ensure real-world context and opportunity.
- **Work experience placements** for all Year 10 and Year 12 students, complemented by virtual and in-person opportunities that develop employability and independence.
- **An annual Careers and Futures Fair**, bringing together local employers, training providers, and further/higher education representatives to broaden student horizons.

- **Enrichment events** such as National Careers Week, STEM days, and sector-specific workshops that raise awareness of emerging industries and local labour market needs.

5. Monitoring and Gatsby Benchmarks

We monitor, evaluate, and review our CEIAG provision annually. The Careers Leader and Academy Council Governor Link report outcomes and approve changes each year.

Gatsby Benchmark Performance comparison (Autumn 2024)

Gatsby Benchmark	National Average	SEMLEP Hub Average	The Ferrers School
1. A Stable Careers Programme	68.9%	66.9%	100%
2. Learning from Career & Labour Market Info	83.4%	82.8%	100%
3. Addressing the Needs of Each Pupil	59.4%	66.9%	100%
4. Linking Curriculum Learning to Careers	79.4%	80.0%	100%
5. Encounters with Employers and Employees	85.2%	79.3%	100%
6. Experiences of Workplaces	72.0%	57.9%	100%
7. Encounters with Further & Higher Education	57.5%	55.9%	100%
8. Personal Guidance	77.6%	68.3%	100%

6. Strengths

Outstanding Gatsby Benchmark performance:

The Ferrers School has achieved *100% in all eight Gatsby Benchmarks* (Autumn 2024), demonstrating the strength and consistency of our CEIAG provision.

The PLEDGES programme:

Our PLEDGES framework underpins the development of essential employability and personal attributes such as participation, leadership, excellence, determination, growth, empathy, and service — preparing students for life beyond school.

Academic mentoring and tutor support:

Every student benefits from regular mentoring and personalised guidance, ensuring that their progress, aspirations, and career goals are regularly reviewed and supported.

Robust employer and community partnerships:

We have strong relationships with SEMLEP, Aspire Higher, Bloodhound Education, Speakers for Schools, Unifrog, The Mintridge Foundation, and local employers. These partnerships provide authentic encounters with the world of work and further education.

Comprehensive work experience provision:

All Year 10 and Year 12 students complete meaningful work experience placements, with flexibility for both in-person and virtual opportunities to reflect modern working practices.

High student engagement and outcomes:

Our students experience an average of 7 career encounters at KS3, 10 at KS4, and 7 at KS5. 99% of students successfully progress into further education, training, or employment.

Strong alignment with local and national priorities:

Our careers programme reflects the needs of the local economy and labour market while supporting national priorities around apprenticeships, T Levels, and progression into high-quality destinations

7. Areas for Further Development

Enhance staff understanding of the Gatsby Benchmarks through ongoing CPD, ensuring all departments can contribute actively to CEIAG delivery.

Embed careers education across all subject areas, introducing a clear termly focus to link curriculum learning with real-world applications.

Strengthen parental engagement through information evenings, newsletters, and online resources to help parents/carers support informed student choices.

Expand partnerships with higher education institutions, apprenticeship providers, and employers to offer greater breadth and depth of encounters.

Introduce regular “Aspire Talks” and employer drop-in sessions, creating informal networking and inspiration opportunities for students.

Increase visibility and promotion of T Levels, apprenticeships, and technical routes from Year 9 onwards.

Build staffing capacity and expertise within the CEIAG team to sustain excellence and meet evolving national guidance.

8. Equality, Communication and Leadership

Our CEIAG provision is inclusive and accessible to all students, including those with SEND. Information is shared via newsletters, assemblies, social media, and parent evenings.

This Careers Strategy will be reviewed annually, with a full review every two years (next due: 2028), in consultation with the Senior Leadership Team, Governing Body, and Meridian Trust Careers Network.