

Weldon Village Academy

Careers Strategy 2024–2027

Version 3.0

October 2025

Review: October 2026

Contents

Purpose & Aims	3/4
Background	5
The Gatsby Benchmarks	6
Roles & Responsibilities	7/8
Our Current Position	9
Objectives & Action Plan	10-13

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.

Weldon Village 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.

Our Careers provision links to our core school values of: Caring, Curious, Committed.

Strategic Aims of our Careers Provision

Caring:

- To develop and maintain a culture of high aspiration through a fully embedded CEIAG programme that grows appropriately with the growth of our school.
- 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.
- To listen to student voice and ensure that we are providing them with the opportunities and experiences that they want.

Curious:

- To equip our learners with the transferrable skills required to meet the challenges of a changing labour market.
- To link learning to potential careers where possible and ensure that students can ask questions about how their learning links to future employment.

Committed:

- 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.

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 and college 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 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 career 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. They should be expected for all students but should be timed to meet their individual needs.

Roles & Responsibilities

The Governing Body

Link Governor: Mr Trevor Toulson

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

Mr Gary McDonagh

- Planning, managing and evaluating the CEIAG Programme.
- Ensuring that the CEIAG programme is embedded in the curriculum and liaising with subject areas to ensure that CEIAG is embedded in all areas of the curriculum.
- Liaising with House teams and the SENDCo 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 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.
- Being 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.

Level 6 Careers Advisers (external staff)

- Provision of unbiased 1 to 1 careers interviews with PP learners in Year 10 and all learners in Year 11.
- Providing learners with a written record of their interview to be logged on Unifrog.

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	October 2024	October 2025		
Benchmark 1 A Stable Careers Programme	35%	85%		
Benchmark 2 Learning from career & labour market information	100%	91%		
Benchmark 3 Addressing the needs of each pupil	36%	79%		
Benchmark 4 Linking curriculum learning to careers	100%	67%		
Benchmark 5 Encounters with employers & employees	0%	13%		
Benchmark 6 Experiences of workplaces	0%	7%		
Benchmark 7 Encounters with further and higher education	0%	0%		
Benchmark 8 Personal guidance	0%	67%		

Our CEIAG provision is obviously in its infancy as we have a cohort of only Year 7, Year 8 and Year 9 (with a single class of Y10 joining in September 2025), therefore we have no data on student destinations post-school. That said, careers guidance is a continuous programme of discussion and information, and we are proud that careers education is woven into our curriculum.

All students, by the end of Year 8, will have had at least one face to face encounter with possible post-16 pathways, including apprenticeships and technical qualifications. Students will then continue to have at least one encounter with other post-16 or work related learning providers each year until the end of Year 11, including a work experience placement.

Strategic Objective 1:

CARING:

- 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 (2024-2025)	<ul style="list-style-type: none"> • Student surveys show 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. • Students in Y8 can make informed GCSE choices and understand possible career pathways stemming from their choices. 	<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. • 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. • Invite post-16 providers to attend Guided Pathways Evening. • CEIAG opportunities in curriculum areas are recorded via Microsoft forms and logged on each learner's Unifrog profile.
Year Two (2025-2026)	<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 yearly business breakfast (or similar) to encourage greater local partnerships with employers/businesses.

Year Three (2026-2027)	<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 fair (March '26). Review best practice with other trust schools to further develop the CEIAG programme.
-------------------------------	---	---

Strategic Objective 2:

COMMITTED:

- 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 (2024-2025)	<ul style="list-style-type: none"> All learners in Years 7 and 8 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. 	<ul style="list-style-type: none"> Ensure that all learners have the opportunity through their Core Studies 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 (2025-2026)	<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 Core Studies 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 (2026-2027)	<ul style="list-style-type: none"> Learners demonstrate employability skills and 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 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 Core Studies 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:

CURIOUS:

- 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 (2024-2025)	<ul style="list-style-type: none"> Year 8 learners to have an encounter with at least one further education provider by the end of the academic year. All students to have engaged in careers based research and established a range of entry requirements for post-16 study. 	<ul style="list-style-type: none"> 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 (2025-2026)	<ul style="list-style-type: none"> 1 to 1 careers advice is provided to learners in Y8 who are about to select their option subjects All students to engage in one to one discussion about possible future plans 	<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 Academic Mentoring to include future plans

Year Three (2026-2027)	<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. • All Year 10 learners have engaged with colleagues from local FE/Training Providers/University and explored future pathways linked to their interests. 	<ul style="list-style-type: none"> • Continue to create links with local businesses in order to link these with curriculum areas. • All Year 10 learners embark on an aspirational work placement during the year and ensure that this is evaluated. • 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. • Annual Careers Fair where local business, training providers and further and higher education providers will engage with all learners.
-------------------------------	---	--