



TWA Careers Vision, Strategy and 3.5 Year Action Plan 2026 - 2029

Ascend Learning Trust Mission

At Ascend Learning Trust, we pride ourselves on our core motto: **‘Together we Belong, Believe, Become’** and this feeds into our school and careers vision.

School Vision


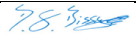
The Wellington Academy’s vision is for **all students to become inquisitive, ambitious, and independent learners**. Careers education will be woven throughout our curriculum and wider school life. Through a whole-school approach, our careers programme will be fully embedded across all subject areas and enriched by additional opportunities and events. In doing so, we ensure that every student is supported to achieve our school vision.

Careers Vision

Our careers programme reflects the wider careers vision of Ascend Learning Trust, encouraging pupils to **Challenge, Aspire** and **Network** and to develop the skills and experiences they need for a successful future.

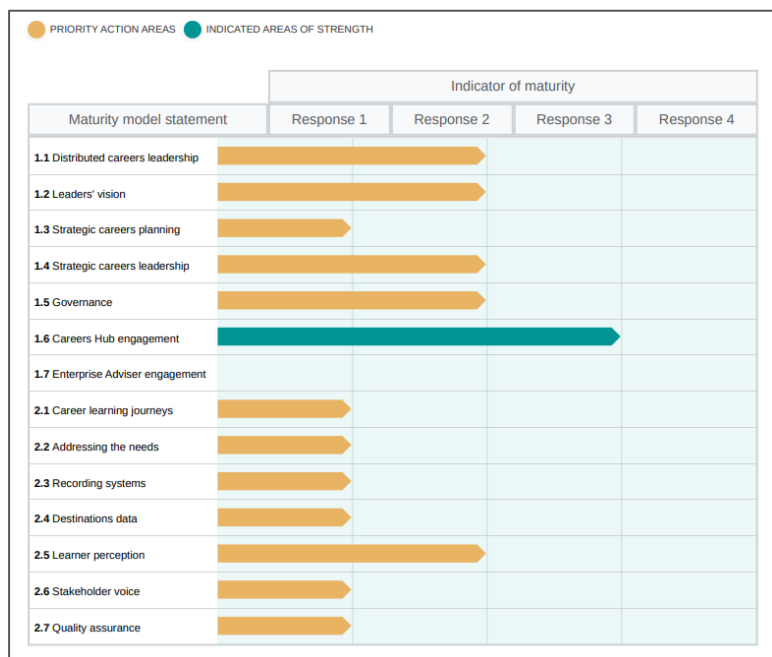
Strategic Priorities

1. To equip all pupils to **challenge** themselves and be challenged to develop employability skills, independence, courage and confidence through our integrated careers programme.
2. To support all pupils to **aspire** to a bright future that is well-informed and transcends barriers by being inquisitive about options and opportunities, accessing up-to-date LMI, career-planning tools, advice and well-developed career plans.
3. To broaden and strengthen all pupils’ **networks** by providing opportunities to meet a diverse range of industry professionals, helping them raise their ambitions and discover the full range of pathways available.

School Name:	The Wellington Academy
Date Strategic Careers Plan Created:	6/3/26
SLT name and role:	Jennifer Moore – Interim Headteacher
Date approved by SLT:	24/03/26
Governor’s name:	Rev Dr Matthew Coles 
Date approved by Governors:	17/3/26
Proposed Review Date:	March 2027
Careers Leader Name:	David Bissington 
Strategic Careers Plan – Academic Year	2026



Compass+ Internal Leadership Review – January 2026



Internal Leadership Review update:

- 1.2/1.3 Strategic plan development at collaboration and discussion stage
- 1.5 Strategic meeting held with Rev Dr Matt Coles, newly appointed Careers Governor
- 1.7 New approach to EAs has been communicated from Careers Hub – more fluid approach to working with EAs – awaiting further update
- 2.3 Using Compass+ to capture internal reviews, Gatsby evaluations, FSQ data, destinations and careers activities (imported from Unifrog), creating a clear careers learning journey for each pupil.
- 2.5 FSQ launched with Year 7 and Sixth Form to gain learner voice

Compass Evaluation – Dec 2025 & Mar 2026 comparison

Gatsby Benchmark	% achieved in latest evaluation ⁱ	% achieved in previous evaluation	Indicator ⁱ
GB1 - A stable careers programme	54%	33%	↑
GB2 - Learning from careers and labour market information	69%	62%	↑
GB3 - Addressing the needs of each young person	68%	31%	↑
GB4 - Linking curriculum learning to careers	6%	6%	→
GB5 - Encounters with employers and employees	100%	63%	↑
GB6 - Experiences of workplaces	74%	63%	↑
GB7 - Encounters with further education and higher education	77%	77%	→
GB8 - Personal guidance	31%	8%	↑

Gatsby Benchmark progression update:

1. Website and strategic plans being reviewed and updated
2. Liaising with SLT for timetabled careers lessons/ tutor time for each year group
3. Onboarding fully with Compass+ to sustain records; collaboration began with SEND department
4. Relationship building and advocating for careers with school staff
5. Careers Partner Connect meeting taking place – 17th March 2026
6. Launched Y10/12 WEX and engaged parents in the process through a webinar
7. PAL requirements being met but careers assembly slots to be confirmed
8. Careers Coordinator onboarded with L6 Careers Development Apprenticeship

March 2026 – July 2027 Strategic Objectives	September 2027 – July 2028 Strategic Objectives	2028 – 2029 Strategic Objectives
<p>Challenge</p> <ul style="list-style-type: none"> • EDI & RON Review: Evaluate and enhance the careers programme and communication channels for equality, diversity and inclusion with proactive early interventions for risk of NEET • Skills Builder: Re-launch the Skills Builder framework across the school, working towards the Silver Award and with a particular focus on KS3 • WEX: Design, pilot and evaluate a progressive, modern work experience programme for Year 7/8. • Careers Communication & Engagement: Engage families, staff and pupils by improving communication around opportunities, pathways and LMI so pupils are better supported and inspired. 	<ul style="list-style-type: none"> • EDI & RON Review: Implement identified improvements and develop bespoke SEND support to ensure careers provision is consistently inclusive and accessible and risk of NEET interventions are embedded from Y7 up. • Skills Builder: Embed Skills Builder across all year groups with consistent staff training and regular reference in lessons and tutor time, working towards the Gold Award. • WEX: Roll out the Y7/8 work experience model at scale and begin preparing a structured Y9 offer. • Careers Communication & Engagement: Strengthen and target communication with families, staff and pupils by routinely sharing opportunities, pathways and LMI so support for pupils becomes more consistent and effective. 	<ul style="list-style-type: none"> • Embed an inclusive, high-impact careers programme with Skills Builder, work experience, strong EDI & RON practice and effective communication and engagement, enabling every pupil to develop employability skills and progress confidently through their careers learning journey.
<p>Aspire</p> <ul style="list-style-type: none"> • Careers in the Curriculum: Strengthen careers provision within curriculum areas by ensuring subject leaders identify, plan and evidence meaningful career links within their schemes of learning. • Stakeholder Voice & Insight: Collect and review pupil and parent/carer insight across all year groups through the FSQ, PQ and student-voice activities to inform programme development. • Careers Lessons: Embed careers lessons, including active usage of Unifrog, into the school timetable, ensuring learners engage meaningfully with their career learning journey. • Personal Guidance: Develop and support careers staff to Level 6 Careers Development status to guarantee pupils receive the level and timing of guidance they are entitled to. 	<ul style="list-style-type: none"> • Careers in the Curriculum: Further embed careers provision across all curriculum areas by standardising career-link planning and ensuring subjects routinely evidence meaningful employer and pathway connections. • Stakeholder Voice & Insight: Strengthen stakeholder-voice evaluation by expanding FSQ, PQ and student-voice activities to provide year-on-year comparison data and guide targeted interventions and improvements. • Careers Lessons: Strengthen careers lesson delivery through clear staff roles and accountability, underpinned by routine internal audits with input from staff and pupils. • Personal Guidance: Implement Level 6-standard Personal Guidance across priority year groups, ensuring timely access for all learners and targeted support for vulnerable cohorts. 	<ul style="list-style-type: none"> • Fully embed careers learning across the curriculum, with FSQ/PQ insights driving targeted interventions, Unifrog fully established as the central planning tool and Level 6 Personal Guidance enabling all pupils to confidently articulate their career journey and destination choices.
<p>Network</p> <ul style="list-style-type: none"> • Careers Partners: Develop and begin to sustain a diverse network of careers partners who can engage meaningfully with the school and contribute to a range of school-based and external careers activities. • Employer Encounters: Ensure all pupils receive at least one meaningful employer encounter through the developing careers partner network. • Careers Ambassadors: Pilot an inclusive Careers Ambassador Programme to support selected careers activities and develop early leadership and networking skills. 	<ul style="list-style-type: none"> • Careers Partners: Strengthen and embed the careers partner network to deliver high-quality, inclusive careers activities across all year groups, ensuring partners can effectively engage SEND and vulnerable learners. • Employer Encounters: Ensure all pupils receive multiple meaningful employer encounters, with targeted support providing high-quality, personalised experiences for SEND and vulnerable learners. • Careers Ambassadors: Establish and embed the Careers Ambassador Programme, expanding pupil involvement and providing structured leadership and networking development to strengthen support for careers activities. 	<ul style="list-style-type: none"> • Embed a fully inclusive, high-impact careers provision where strong partnerships, meaningful employer encounters, and a mature Careers Ambassador Programme work together to offer something for every learner, remove barriers, and support informed, aspirational pathway choices.

March 2026 – July 2027 Action Plan

Priority 1: To equip all pupils to challenge themselves and be challenged to develop employability skills, independence, courage and confidence through our integrated careers programme.						
Strategic Objectives	Outcomes - what would success look like?	Actions, including CPD/resourcing	Responsible	Time	RAG rating	Update
EDI & RON Review: Evaluate and enhance the careers programme and communication channels for equality, diversity and inclusion with proactive early interventions for risk of NEET	An EDI audit completed with clear actions. Careers resources and communications are visibly inclusive and accessible. Increased engagement from underrepresented groups & early RON support. Pupils and parents/carers report that careers information feels inclusive and easy to access.	1. Embed careers into SEND planning by integrating CEIAG into Annual Reviews and learner's career learning journeys.	Katie Thomas SENCo	By Dec 2026		
		2. Co-create accessible careers resources with the SENCo and Resource Base to support differentiated guidance and clarity on the careers learning journey.	Katie Thomas SENCo	By July 2027		
		3. Improve communication with SEND parents/carers through tailored guidance summaries and planned accessible information sessions.	Katie Thomas SENCo	By Dec 2026		
		4. Embed the process to track participation in careers activities within Compass+ to monitor engagement gaps.	Katie Thomas	By July 2027		
		5. Produce termly OnTrack+ careers reports to flag early RON/NEET risk and inform pastoral intervention, SLT discussions, and action planning.	Katie Thomas	By Dec 2026		
		6. Co-create targeted support plans for OnTrack+ identified students with Year Leaders and SENCo.	Katie Thomas SENCo Year Leaders	By July 2027		
Skills Builder: Re-launch the Skills Builder framework across the school, working towards the Silver Award and with	Skills Builder re-launched and embedded across KS3. Pupils know and can talk positively about the essential skills.	1. Refresh and re-launch Skills Builder visuals across corridors and classrooms so the essential skills are consistently visible.	Katie Thomas	By Dec 2026		
		2. Agree with SLT both the expectation and the implementation process for staff embedding Skills Builder icons into lesson resources (e.g. PowerPoints, worksheets), ensuring	Katie Thomas Dave Bissington	By June 2026		

a particular focus on KS3	Staff consistently using the Skills Builder framework in lessons and tutor time. KS3 progress strengthened and the school actively working towards the Silver Award.	consistent and practical use across KS3 teaching.				
		3. Explore with SLT where short Skills strategy development lessons could be timetabled within KS3 (e.g. tutor time, PSHE)	Katie Thomas Dave Bissington	By June 2026		
		4. Create a simple 'skills reference guide' for staff and students to use during lessons and tutor time.	Katie Thomas	By Dec 2026		
		5. Deliver targeted CPD so all KS3 staff understand the Skills Builder framework and how to integrate skills naturally into lessons.	Katie Thomas Dave Bissington	By July 2027		
WEX: Design, pilot and evaluate a progressive, modern work experience programme for Year 7/8.	A progressive Year 7/8 work experience programme successfully designed, piloted and refined. Pupils engaged in meaningful, age-appropriate WEX activities that build confidence and aspiration. Positive feedback from pupils and parents/carers. Clear evidence that the model is ready for wider rollout.	1. Analyse FSQ results to identify key skill gaps that the Y7/8 WEX programme should address.	Katie Thomas	By Dec 2026		
		2. Use FSQ insight to shape WEX activities and materials, ensuring they build confidence, engagement and essential skills.	Katie Thomas	By July 2027		
		3. Audit current school-based activities (e.g. receptionist role, trips, enrichment) and map where they can count as WEX/Employer Encounter.	Katie Thomas Curriculum Leaders	By Dec 2026		
		4. Expand or formalise the most valuable activities to form part of a structured KS3 WEX offer.	Katie Thomas Curriculum Leaders	By June 2027		
		5. Design and deliver a Y7 in-school Work Experience Day with a local employer, focusing on problem-solving and essential skills.	Katie Thomas Y7 Year Leader	By May 2027		
		6. Use employer and pupil feedback to refine the Work Experience Day model and establish the partnership for repeat delivery.	Katie Thomas	By June 2027		
		7. Partner with an employer to host a structured pilot WEX visit for Y8 or a mixed-year group.	Katie Thomas Year Leaders	By May 2027		

		8. Evaluate the WEX visit using student voice, parent/carer feedback and employer reflections to inform wider rollout.	Katie Thomas	By June 2027		
Careers Communication & Engagement: Engage families, staff and pupils by improving communication around opportunities, pathways and LMI so pupils are better supported and inspired.	Clear, consistent careers communication that pupils, staff and parents/carers find easy to access and understand. Increased engagement with opportunities, pathways and LMI across all groups. Pupils feel better supported and more inspired about their future options. Staff confident in signposting and discussing careers information.	1. Increase careers visibility at key events, promoting altcareers.org.uk and signposting opportunities clearly.	Katie Thomas	By Dec 2026		
		2. Gather quick parent/carer and pupil feedback at events to refine communication and understand information needs.	Katie Thomas	By March 2027		
		3. Add regular careers updates to newsletters and comms, highlighting new opportunities on altcareers.org.uk .	Katie Thomas	By Dec 2026		
		4. Create a monthly careers social media and/or newsletter celebration, update or 'Careers Spotlight' showcasing opportunities, LMI insights and positive pupil, employer or alumni experiences.	Katie Thomas	By Dec 2026		
		5. Ensure staff are confident in signposting and discussing careers information by providing brief, regular updates and clear guidance on using key LMI resources, altcareers.org.uk and the school website careers page.	Katie Thomas	By July 2027		

Priority 2: To support all pupils to **aspire** to a bright future that is well-informed and transcends barriers by being inquisitive about options and opportunities, accessing up-to-date LMI, career-planning tools, advice and well-developed career plans.

Strategic Objectives	Outcomes - what would success look like?	Actions, including CPD/resourcing	Responsible	Time	RAG rating	Update
Careers in the Curriculum: Strengthen careers provision within	Curriculum leaders audited, identified and evidenced career links in their schemes.	1. Agree with SLT responsibility and expectations for Careers in the Curriculum, ensuring clarity around who leads and oversees GB4.	Katie Thomas Dave Bissington	By June 2026		

<p>curriculum areas by ensuring subject leaders identify, plan and evidence meaningful career links within their schemes of learning.</p>	<p>Staff embedded clear career connections in lessons across subjects. Pupils can give examples of how subjects link to future pathways. Strong evidence recorded in Compass+ against GB4.</p>	2. Curriculum Leaders to audit their current offer, enhance current practice and identify priority improvements.	Dave Bissington Curriculum Leaders	By Dec 2026		
		3. Provide follow-up support to help Curriculum Leaders implement the agreed improvements.	Katie Thomas	By March 2027		
		4. Share and promote key Careers in the Curriculum resources (SkilledIn, My Path, My Learning My Future, trust wide case studies) with curriculum leaders to support planning.	Katie Thomas	By Dec 2026		
		5. Record curriculum career links systematically in Compass+ to strengthen GB4 evidence and monitor subject-level impact.	Katie Thomas Curriculum Leaders	By Dec 2026		
<p>Stakeholder Voice & Insight: Collect and review pupil and parent/carer insight across all year groups through the Future Skills Questionnaire (FSQ), Parent & Carer Questionnaire (PQ) and student-voice activities to inform programme development.</p>	<p>Pupil and parent/carer insight gathered across all year groups through FSQ, PQ and pupil-voice activities. Feedback analysed and used to shape clear programme improvements. Stakeholders reported feeling heard and valued in shaping careers provision.</p>	1. Deliver the FSQ across all year groups to gather consistent insight into learner perception of their careers knowledge, experiences and essential skills.	Katie Thomas Year Leaders	By Dec 2026		
		2. Introduce student voice groups and simple evaluations for trips and events to capture immediate pupil reflections and impact.	Katie Thomas	By March 2027		
		3. Roll out the PQ to parents/carers to gather broader insight into perceptions of careers support and communication.	Katie Thomas	By Dec 2026		
		4. Review PQ results alongside FSQ data to build a full picture of family and pupil needs across the school and inform SLT to support school development planning.	Katie Thomas	By March 2027		
		5. Collect structured feedback from Career Partners after encounters, visits or work experience.	Katie Thomas	By Dec 2026		
		6. Use partner insights to strengthen future planning and ensure activities are high-quality and meaningful for pupils.	Katie Thomas	By Dec 2026		
<p>Careers Lessons: Embed careers lessons, including active usage of Unifrog, into the</p>	<p>Careers lessons fully embedded into the timetable with clear evidence of improved</p>	1. Work with SLT to agree where careers lessons sit in the timetable across all year groups, ensuring consistent delivery time.	Katie Thomas Dave Bissington	By May 2026		
		2. Confirm Careers and Unifrog lesson slots and content so pupils have regular, protected	Katie Thomas Dave Bissington	By May 2026		

school timetable, ensuring learners engage meaningfully with their career learning journey.	understanding of pathways, skills and next steps. Pupils engaged meaningfully with their career learning journey, including active use of Unifrog. Staff delivering consistent, high-quality careers lessons across all year groups.	time to engage with their career learning journey.	PSHE Lead			
		3. Clarify roles and responsibilities for careers lesson delivery, including expectations for Unifrog use and lesson preparation, including CV development.	Katie Thomas Dave Bissington	By June 2026		
		4. Share a simple delivery guide outlining what staff must cover and how to evidence learning.	Katie Thomas	By Sept 2026		
		5. Carry out regular checks (learning walks, pupil voice, Unifrog engagement reports) to monitor lesson quality and consistency.	Katie Thomas Dave Bissington PSHE Lead	By March 2027		
		6. Provide careers focused QA checks, feedback and support to staff to ensure high-quality careers lessons and consistent pupil experience.	Katie Thomas Dave Bissington PSHE Lead	By June 2027		
Personal Guidance: Develop and support careers staff to Level 6 Careers Development status to guarantee pupils receive the level and timing of guidance they are entitled to.	Careers staff achieved Level 6 Careers Development qualifications. Pupils received timely, high-quality personal guidance aligned to statutory entitlement. Clear evidence shows improved pupil understanding of pathways and next steps following guidance.	1. Agree and formalise the 20% study allowance for apprentices working towards Level 6 Careers Development to ensure protected time for training.	Katie Thomas Dave Bissington	By May 2026		
		2. Schedule regular check-ins to monitor progress and provide support throughout the Level 6 qualification.	Katie Thomas Dave Bissington	By May 2026		
		3. Create a clear, transparent prioritisation plan for allocating guidance interviews based on statutory entitlement and identified need (e.g., RON, SEND, key transition points).	Katie Thomas	By May 2026		
		4. Secure staff and SLT buy-in by sharing the process and clarifying expectations for timely, high-quality guidance delivery.	Katie Thomas Dave Bissington	By Sept 2026		
		5. Record guidance outcomes and destinations consistently in Compass+ to build a clear picture of pupil next steps and emerging trends.	Katie Thomas Year Leaders	By July 2026		
		6. Review destinations data termly to evaluate impact, refine guidance priorities, and	Katie Thomas Year Leaders	By Dec 2026		

		evidence improved pupil understanding of pathways.				
--	--	--	--	--	--	--

Priority 3: To broaden and strengthen all pupils' **networks** by providing opportunities to meet a diverse range of industry professionals, helping them raise their ambitions and discover the full range of pathways available.

Strategic Objectives	Outcomes - What would success look like?	Actions, including CPD/resourcing	Responsible	Time	RAG rating	Update
Careers Partners: Develop and begin to sustain a diverse network of careers partners who can engage meaningfully with the school and contribute to a range of school-based and external careers activities.	A diverse and committed network of careers partners established across key sectors. Partners engaged meaningfully with the school through a range of internal and external careers activities.	1. Identify and engage parents, carers, alumni, employers and education providers who can contribute as Careers Partners across a range of activities.	Katie Thomas	By July 2026		
		2. Create a clear, consistent onboarding process capturing partner contact details, organisation information, and the activity types and curriculum areas they can support.	Katie Thomas	By July 2026		
		3. Review the current Careers Partner network against LMI and pupil needs to identify strengths and gaps in sector coverage.	Katie Thomas	By Dec 2026		
		4. Source new partners in targeted sectors where local labour market demand or pupil aspirations indicate a need.	Katie Thomas	By March 2027		
		5. Share and maintain a central contact list in Compass+ so partners can be used effectively across departments and year groups.	Katie Thomas	By Dec 2026		
		6. Celebrate and promote Careers Partners involvement through school communications and events to strengthen engagement and sustain partnerships.	Katie Thomas	By March 2027		

Employer Encounters: Ensure all pupils receive at least two meaningful employer encounters per academic year through the developing careers partner network and receive their PAL entitlement.	All pupils received at least two meaningful employer encounters. Encounters delivered through a strong and growing careers partner network. Pupils reported increased awareness of pathways, skills and labour market opportunities.	1. Deliver the annual Careers Fair and implement a networking activity within the event so pupils engage directly with multiple employers.	Katie Thomas	By April 2027		
		2. Gather pupil, staff and employer feedback on the networking activity to refine and strengthen it for future fairs and improve the quality of employer encounters.	Katie Thomas	By April 2027		
		3. Engage proactively with the trust-wide Career Insight programme, ensuring pupils access a broad range of employer and provider encounters.	Katie Thomas	By Dec 2026		
		4. Contribute school-led Career Insight sessions to the trust package by identifying suitable speakers from curriculum areas and the school's own Careers Partners.	Katie Thomas	By April 2027		
		5. Map employer encounters for each year group to ensure every pupil meets their PAL requirement within the required timeframe.	Katie Thomas	By July 2026		
		6. Track and record PAL encounters systematically so any gaps can be identified and addressed quickly.	Katie Thomas	By July 2026		
		7. Plan and coordinate the agreed careers activities including Careers Assemblies and interview and application preparation, ensuring they are supported by a diverse range of Career Partners.	Katie Thomas Year Leaders PSHE Lead	By Sept 2026		
Careers Ambassadors: Pilot an inclusive Careers Ambassador Programme to support selected careers activities and	An inclusive Careers Ambassador Programme successfully piloted, with ambassadors supporting key careers activities. Pupils developed their leadership, communication and networking skills and	1. Promote the Careers Ambassador opportunity widely to ensure inclusive recruitment and representation across different student groups.	Katie Thomas	By Dec 2026		
		2. Select ambassadors through a simple, accessible process, ensuring pupils understand their role in supporting key careers activities.	Katie Thomas	By Dec 2026		

develop leadership and networking skills.	achieved their Bronze Leadership Award. Clear value demonstrated through positive feedback and strong contribution to the wider careers programme.	3. Create a clear timetable of events and activities where ambassadors will support careers delivery (e.g. Careers Fair, Insights, WEX events).	Katie Thomas	By Dec 2026		
		4. Provide role-specific training (e.g. event support, welcoming Careers Partners, providing refreshments) so ambassadors are prepared for their immediate responsibilities.	Katie Thomas	By Feb 2027		
		5. Support ambassadors to work towards their Bronze Leadership Award over time, recognising progression in leadership, communication and networking skills.	Katie Thomas	By July 2027		
		6. Gather pupil, staff and Careers Partner feedback after each event to refine the ambassador programme and demonstrate its value.	Katie Thomas	By July 2027		