

Careers Policy 2026-2028

Responsible: Careers Leader

Date: May 2026

Review Date: July 2028

Summary

This Careers Policy explains how The Wellington Academy supports pupils with careers education, guidance and experiences to help them make informed decisions about future education, training and employment. The links below navigate through the document. Briefly, this policy demonstrates three things: Firstly, the coherence between the vision of the Trust, School and Careers Department. Secondly, the ways and means to achieve the desired outcomes, from external partnerships to internal curriculum details. Thirdly, work to deliver the continuous improvement of staff and ongoing review of budgets, compliance and performance.

[Careers Education: Vision and Commitment](#)

[Statutory Guidance and Policy Alignment](#)

[Careers Strategic Priorities and Objectives](#)

[Roles and Responsibilities](#)

[Provider Access](#)

[Curriculum](#)

[Careers Activities Overview](#)

[Careers Activity Detail](#)

[Experiences of Work](#)

[Partnerships](#)

[Equality, Diversity & Inclusion](#)

[Resources and Budget](#)

[Staff Development](#)

[Quality Assurance](#)

[Monitoring, Evaluation and Review](#)

[Data Management and Safeguarding](#)

[Communication](#)

[Approval](#)

Careers Education: Vision and Commitment

At The Wellington Academy, we are committed to providing all pupils in Years 7–13 with a comprehensive and inclusive programme of Careers Education, Information, Advice and Guidance (CEIAG). This programme is designed

to support pupils in making informed choices, developing employability skills and preparing successfully for their future education, training and employment. This is the golden thread connecting the mission and vision, running from the Trust, to the School and the Careers Department:

Ascend Learning Trust Mission

Across Ascend Learning Trust, all schools share a common careers vision built around the principles of *Challenge, Aspire and Network*. This wider careers vision reflects the Trust's core motto, '*Together we Belong, Believe, Become*', and establishes a consistent framework for careers education across all academies.

School Vision

The Wellington Academy's vision is for all pupils to become inquisitive, ambitious and independent learners, equipped with the knowledge, skills and confidence to succeed beyond school.

Careers Vision

The school's careers programme is fully aligned with the Trust's wider careers vision. Through a carefully planned programme of careers education and meaningful encounters, pupils are encouraged to *challenge* themselves, *aspire* to ambitious futures and build valuable *networks* that support positive and sustained destinations.

Statutory Guidance and Policy Alignment

The Wellington Academy's Careers Programme is aligned with national statutory guidance and recognised frameworks, including the Department for Education's [Careers guidance and access for education and training providers](#) (updated May 2025), the [Gatsby Benchmarks](#), the [CDI Career Development Framework](#), and relevant guidance from the DfE, Ofsted and associated professional bodies relating to careers, employability and enterprise education.

The school's Careers Strategy has been developed and is reviewed in response to these frameworks, alongside external benchmarking and strategic evaluation. This includes bi-termly [Compass Evaluation](#), an annual [Careers Impact internal leadership review](#), and [Peer-to-Peer Review](#) with other education leaders to ensure alignment with best practice and sector expectations.

The planning and delivery of the Careers Programme adheres to all relevant legislation and statutory guidance, with due regard to health, safety and wellbeing. Where in-person activity is not possible or appropriate, virtual engagement and online delivery are used to maintain continuity and access to high-quality careers education and guidance.

The Careers Policy is supported by, and aligned with, other [key school policies](#) and action plans, ensuring coherence across provision, including:

- Behaviour and welfare
- Safeguarding and Child Protection
- SEN and Disability
- Exams and Assessments
- Student Attendance
- Educational Visits and Academy Trips
- Data Protection

Careers Strategic Priorities and Objectives

This section demonstrates the clear alignment between Vision, Priorities and Objectives. Firstly, The Wellington Academy Careers Department's strategic priorities, identified from the Careers Vision are:

- To equip all pupils to **challenge** themselves and be challenged to develop employability skills, independence, courage and confidence through our integrated careers programme.
- 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.
- 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.

Next, the following Strategic Objectives serve to meet our Strategic Priorities:

Challenge:

- *EDI & RON Review*: Evaluate and enhance the careers programme and communication channels for equality, diversity and inclusion with proactive early interventions to mitigate the risk of NEET (Not in Education, Employment or Training).
- *Skills Builder*: Re-launch the Skills Builder framework across the school, working towards [Skills Builder's 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.

Aspire:

- *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 Future Skills Questionnaire (FSQ), Parent and Carer Questionnaire (PQ) and pupil-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 to which they are entitled.

Network:

- *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.

Roles and Responsibilities

Clear roles and responsibilities ensure that the Careers Programme is strategic, coherent and effectively delivered across the school. There are eleven different roles which serve to deliver this, as below:

Governing Body / Trust Board

The Governing Body and Trust Board have strategic oversight of the Careers Programme. They ensure that statutory duties relating to careers education and provider access are met, monitor the quality and impact of provision, and hold school leaders to account for the effective implementation of the Careers Strategy.

Senior Leadership Team (SLT)

The Senior Leadership Team is responsible for embedding careers education within the wider school improvement agenda. The SLT ensures that CEIAG is appropriately resourced, aligned with the school and Trust vision, and contributes positively to pupil destinations and outcomes.

Central Strategic Careers Lead (CSCL)

The Central Strategic Careers Lead provides strategic leadership and oversight of careers education, information, advice and guidance, ensuring a coherent, high-quality approach across the school and in line with the Trust. The CSCL is responsible for supporting the school in its development and implementation of the careers strategy aligned with national guidance and local labour market needs, assuring consistency and impact, strengthening partnerships with employers and providers, and using data to improve learner outcomes and progression for all students.

Careers Leader

The Careers Leader, a member of the Senior Leadership Team, holds overall strategic responsibility for the Careers Programme. This includes developing, implementing and reviewing the Careers Strategy, ensuring it is fully aligned with statutory guidance, the Gatsby Benchmarks and Trust priorities. The Careers Leader also leads on monitoring, evaluation and quality assurance of CEIAG provision to ensure high standards and continuous improvement. As part of their professional development, the Careers Leader has undertaken the CDI Level 6 Certificate in Careers Leadership.

The role involves close collaboration with Trust colleagues, including the Central Strategic Careers Lead, to ensure consistency and coherence across the Trust. Day-to-day operational support for the delivery of the Careers Programme is provided by the Careers Coordinator.

Careers Coordinator

The Careers Coordinator contributes to the implementation and day-to-day delivery of the Careers Programme, in support of the Careers Leader. They provide personal guidance to pupils and coordinate careers activities, encounters and resources. The Careers Coordinator is currently completing the Level 6 Careers Development Professional Apprenticeship. Additional careers advice and guidance is delivered, where required, by an externally commissioned Level 6 qualified Careers Adviser.

Subject Teachers and Curriculum Leaders

All teaching staff contribute to the Careers Programme through their subject teaching by embedding careers learning, labour market information and transferable skills into lessons, and by highlighting relevant career pathways linked to their subjects. Where appropriate, staff engage with employers and external partners and support curriculum-based trips, visits and enrichment activities to help pupils understand the real-world application of their learning.

Curriculum Leaders ensure that careers and skills links are consistently integrated across all year groups, with planned opportunities for work-related learning, employer engagement and subject-specific careers experiences where relevant.

Pastoral and SEND Teams

Pastoral and SEND teams work in partnership with the Careers Team to ensure that CEIAG is inclusive and responsive to individual pupil needs. Careers learning is embedded within SEND planning processes, including Annual Reviews, and supports pupils' wider careers learning journeys.

The teams support the use of accessible and differentiated careers resources and work with families to provide clear and tailored careers information. They also help coordinate targeted careers support for vulnerable learners, working with the Careers Team, Year Leaders and other professionals to ensure equality of access and positive post-16 and post-18 outcomes.

Year Leaders

Year Leaders work in partnership with the Careers Team to ensure that careers-related activities, information and guidance are embedded within assembly programmes, tutor time and year-group communications. This includes supporting the completion and effective use of the *Future Skills Questionnaire* to help pupils reflect on their skills, interests and aspirations, and to inform careers guidance and next-step planning.

In addition, Year Leaders work with the Careers Team to coordinate and promote careers-related trips, visits, enrichment and work experience opportunities, ensuring these are accessible, well planned and aligned with the wider careers programme. They support pupils to prepare for, and reflect on, these experiences and, through this work, contribute to monitoring and promoting positive pupil destinations and outcomes. This is particularly the case at key transition points, ensuring that careers provision supports informed choices and sustained post-16 and post-18 pathways.

Employers and External Partners

Employers, Higher and Further Education settings, training providers and other external partners contribute to the Careers Programme by providing meaningful encounters, guidance, information and experiences that enhance pupils' understanding of the world of work and future pathways.

This includes support from an Enterprise Coordinator, who works in partnership with the careers team, through the Swindon and Wiltshire Careers Hub, to strengthen links between education and employers, supporting the planning and delivery of high-quality careers activities.

PSHE Lead

The Careers Programme is planned, monitored and evaluated by the Careers Leader in consultation with the PSHE Lead. The PSHE Lead supports the effective delivery of careers education through the PSHE curriculum and ensures pupils have regular, protected time to engage with their careers learning. They support the planning and delivery of careers learning activities within PSHE lessons, contribute to the quality assurance of these careers lessons, and work with the Careers Team to provide guidance and support to teaching staff in order to ensure a high-quality and consistent careers learning experience for all pupils.

Safeguarding Lead

The Safeguarding Lead ensures that effective safeguarding and child protection measures are in place and works closely with the careers team to support the safe delivery of all careers activities. This includes overseeing risk assessments, appropriate checks and information sharing, and ensuring learners access careers opportunities in a

safe, inclusive and well-managed manner.

Provider Access

The school is committed to ensuring that pupils have access to impartial information and opportunities to learn about a full range of education and training pathways, including technical education and apprenticeships. The school meets its obligations under the Provider Access legislation (PAL) by facilitating encounters with approved providers of Further Education, Higher Education, apprenticeships and training.

Access is planned and coordinated to support pupils at key transition points and to ensure that all pupils are able to make informed choices about their future pathways. Additional information for education and training providers, including how to request access to pupils, is set out in the school's Provider Access Statement, which is published on the [school website](#).

Curriculum

The Careers Programme is delivered through a structured and progressive curriculum that includes careers learning embedded within subject lessons, dedicated careers education sessions using the career planning platform Unifrog, careers guidance and research activities, work-related learning, experiences of work, and individual planning and portfolio development. Pupils benefit from one week of work experience in both Year 10 and Year 12, supporting them to develop employability skills and explore future pathways.

All pupils complete the Future Skills Questionnaire (FSQ) at the start of each academic year. This enables pupils' careers knowledge, interests and skills to be evaluated and supports the adaptation of the careers programme, where appropriate, to meet the needs of individuals and cohorts.

In addition to being integrated across curriculum subjects, the Careers Programme is delivered through the school's PSHE curriculum and tutor programme, with a planned sequence of age-appropriate careers lessons for each year group. Larger careers events and activities are provided on an annual basis, during which pupils may be taken off timetable to participate. Pupils are given time to plan, prepare for, and reflect on, these experiences, enabling them to evaluate their learning and how their careers knowledge, interests and skills have developed.

Careers Activities Overview

An overview of Careers Education, Information, Advice and Guidance (CEIAG) activities is maintained to ensure a clear, coherent and progressive careers offer across the school. This overview is published on the [school website](#) to support transparency and communication with pupils, parents/carers and other stakeholders.

In addition to receiving personal guidance, pupils take part in a wide range of careers-related activities throughout their time at The Wellington Academy. The table below outlines the key annual careers activities currently in place for each year group. These are complemented by subject-specific and work-related learning opportunities, employer encounters and targeted widening participation activities, which are planned in response to pupil needs and emerging opportunities.



| | |
|---------|--|
| Year 7 | <ul style="list-style-type: none">✓ Unifrog & Careers Lessons✓ Future Skills Questionnaire✓ Careers Assemblies✓ Careers Fair✓ Personal Careers Guidance by request✓ Careers Drop-in sessions✓ Invites to <i>Career Insight: Meet a...</i> talks✓ Invite to be a Careers Ambassador ✓ Work Experience Day |
| Year 8 | <ul style="list-style-type: none">✓ Unifrog & Careers Lessons✓ Future Skills Questionnaire✓ Careers Assemblies✓ Careers Fair✓ Personal Careers Guidance by request✓ Careers Drop-in sessions✓ Invites to <i>Career Insight: Meet a...</i> talks✓ Invite to be a Careers Ambassador ✓ Mini Mock Interviews✓ Experience of Work opportunities |
| Year 9 | <ul style="list-style-type: none">✓ Unifrog & Careers Lessons✓ Future Skills Questionnaire✓ Careers Assemblies✓ Careers Fair✓ Personal Careers Guidance by request✓ Careers Drop-in sessions✓ Invites to <i>Career Insight: Meet a...</i> talks✓ Invite to be a Careers Ambassador ✓ Key Stage 4 Options Evening✓ WIN university trip opportunity (subject to availability)✓ WIN Futures Information workshop (subject to availability) |
| Year 10 | <ul style="list-style-type: none">✓ Unifrog & Careers Lessons✓ Future Skills Questionnaire✓ Careers Assemblies✓ Careers Fair✓ Personal Careers Guidance by request✓ Careers Drop-in sessions✓ Invites to <i>Career Insight: Meet a...</i> talks✓ Invite to be a Careers Ambassador ✓ University Trip✓ Apprenticeship Awareness Trip opportunity✓ CV workshop✓ WIN Study Skills Workshop (subject to availability)✓ WIN Futures workshops (subject to availability)✓ Mock Interviews✓ Work Experience Launch Assembly |

| | |
|---------|--|
| | <ul style="list-style-type: none"> ✓ Work Experience 5 day placement ✓ Parent/Carer Work Experience Online Information Webinar |
| Year 11 | <ul style="list-style-type: none"> ✓ Unifrog & Careers Lessons ✓ Future Skills Questionnaire ✓ Careers Assemblies ✓ Careers Fair ✓ Scheduled Personal Careers Guidance meeting ✓ Careers Drop-in sessions ✓ Invites to <i>Career Insight: Meet a...</i> talks ✓ Invite to be a Careers Ambassador ✓ Sixth Form Open Evening ✓ Post-16 pathway application support |
| Year 12 | <ul style="list-style-type: none"> ✓ Unifrog & Careers Lessons ✓ Future Skills Questionnaire ✓ Careers Assemblies ✓ Careers Fair ✓ Personal Careers Guidance meetings ✓ Careers Drop-in sessions ✓ Invites to <i>Career Insight: Meet a...</i> talks ✓ Invite to be a Careers Ambassador ✓ Assessment Centre Day ✓ Work Experience 5 day placement ✓ CV and Careers workshops ✓ University Trip ✓ WIN Futures workshops (subject to availability) |
| Year 13 | <ul style="list-style-type: none"> ✓ Unifrog & Careers Lessons ✓ Future Skills Questionnaire ✓ Careers Assemblies ✓ Careers Fair ✓ Personal Careers Guidance meetings ✓ Careers Drop-in sessions ✓ Invites to <i>Career Insight: Meet a...</i> talks ✓ Invite to be a Careers Ambassador ✓ UCAS application support ✓ Apprenticeship Application support ✓ Careers workshops |

Careers Activity Detail

Unifrog & Careers Lessons

Careers education and development forms an important part of the school's PSHE Curriculum. To support pupils with careers research, planning and decision-making, the school uses Unifrog, an online careers planning platform.

Progressive Unifrog lessons are delivered within school, ensuring that pupils build their careers knowledge, skills and understanding in a structured and age-appropriate way as they move through the school.

Every pupil has access to their own Unifrog account, which can be used both in school and at home. Through Unifrog, pupils are able to explore careers, pathways, labour market information, skills development and post-16 and post-18 options, and to record and reflect on their careers learning journey over time.

Parents and carers are also able to access their own Unifrog accounts, enabling them to support and engage with their child's careers planning, explore pathways alongside them and access up-to-date information about courses, apprenticeships and destinations.

Unifrog can be accessed via the following link: <https://www.unifrog.org/sign-in>.

Future Skills Questionnaire

The Future Skills Questionnaire (FSQ) is a set of questions that have been specifically designed for young people in schools and colleges to help them to think about their skills, strengths and what they might like to do in the future. FSQ is a key feature of our school's careers programme and our pupils are allocated time within a careers lesson in Term 1 or 2 to complete it. We analyse our pupil's responses to help evaluate our careers provision, plan future careers activities and also identify learners who may need additional support.

Careers Assemblies

The school delivers a planned careers assembly programme for each year group, designed to provide age-appropriate and progressive careers learning. These assemblies are delivered by a range of employers, alumni and education providers and introduce pupils to different industries, roles and pathways, supporting their understanding of the world of work and the skills and behaviours valued by employers.

The speakers involved vary each year depending on availability, ensuring that pupils experience a broad and diverse range of careers and sectors as they progress through the school. Assemblies are delivered both in person and virtually, enabling pupils to engage with a wider range of speakers and perspectives.

Careers Fair

A Careers Fair is held annually at the school. A wide range of local and national employers, universities, colleges and training providers attend, and all year groups are given allocated time to visit the fair and engage directly with employers and educators.

Pupils are prepared in advance for the Careers Fair through careers lessons and tutor time, where they research participating organisations and plan the questions they wish to ask. During the event, pupils are encouraged to challenge themselves to network with a range of exhibitors and to record their interactions via completion of a networking card. Opportunities are provided after the event for pupils to reflect on their learning, consider how the experience has influenced their aspirations, and identify next steps in their careers planning.

Personal Guidance

Every pupil is entitled to receive personal careers guidance by the age of 16 and a further personal careers guidance meeting by the age of 18. The Careers Team maintains up-to-date knowledge of careers guidance practice and theory. Personal careers guidance is delivered by appropriately trained staff, including colleagues who hold, or are working towards, Level 6 professional qualifications in Careers Development, with access to qualified careers professionals as required.

Personal guidance meetings are scheduled during the Summer Term of Year 10 or during Terms 1–4 of Year 11 to support key decision-making at post-16 transition points. Additional guidance is provided during Sixth Form to

support post-18 planning, with provision responsive to individual needs and priorities. In addition, personal careers guidance is available to any pupil, in any year group, upon request, with appointments requested through the Careers Team or via the pupil's tutor.

In summary, personal careers guidance:

- is tailored to individual needs, interests and aspirations
- supports pupils to navigate education, training and career choices successfully
- has a positive and observable impact on progression and destinations
- recognises that pupils value having the opportunity to talk things through face to face with a trusted adult

Finally, all personal careers guidance is impartial and places the needs of the individual pupil at the centre of discussions. Guidance is delivered in line with the [Career Development Institute \(CDI\) Code of Ethics](#) and the [Equality Act](#), ensuring fairness, inclusion and equality of access for all pupils. Following each guidance meeting, pupils receive a written summary and action plan. With the pupil's permission, this may be shared with relevant staff and parents/carers to support next steps.

Break and Lunchtime Drop-ins in the Careers Room

The Careers Room is a welcoming space located on the immediate right of the stairs on the Science corridor (Room 0-28). It is open to pupils and staff throughout the school day, providing a dedicated area for careers exploration and support. A range of resources is available to enable pupils to continue their careers planning and research outside of lessons.

Break and lunchtime drop-ins offer pupils the opportunity to ask questions, explore their post-16 and post-18 options, receive support with CV writing and personal statements, and practise interview skills in an informal and supportive setting.

Career Insight: Meet a...

The *Career Insight: Meet a...* programme provides pupils with highly interactive encounters with individual employers, alumni or education providers. These sessions offer deeper insight into specific career paths, industries and roles, with speakers sharing their personal experiences and progression journeys.

Sessions are designed to be interactive and pupil-led, giving pupils the opportunity to ask questions directly and engage in live discussion with professionals. This interaction supports the school's Careers Vision to enhance pupils' curiosity, ambition and informed decision-making. Delivered either in person or via video call, these sessions complement the careers assembly programme by enabling pupils to explore particular careers and sectors in greater depth.

Careers Ambassador Programme

The school operates an inclusive Careers Ambassadors Programme to support the delivery of key careers activities while simultaneously developing pupils' leadership, communication and networking skills. The opportunity is promoted widely to ensure inclusive recruitment and representation across different pupil groups, with pupils selected through a simple and transparent process that ensures they understand their role and responsibilities.

Careers Ambassadors support a range of planned activities across the academic year, including events such as the Careers Fair, Career Insight sessions and work-experience-related activities. Ambassadors receive role-specific training to prepare them for their responsibilities, such as welcoming Careers Partners, supporting event organisation and acting as positive role models. A clear timetable of events is shared so ambassadors know when and how they will contribute.

As part of the programme, Careers Ambassadors are supported to work towards Leadership Awards, recognising their development in leadership, communication and networking skills. The impact of the programme is evaluated through feedback from pupils, staff and Careers Partners, which is used to refine provision and demonstrate the value of ambassadors' contribution to the wider careers programme.

Year 8 Mini Mock Interviews

Pupils in Year 8 take part in a short introductory interview activity, which supports confidence-building and helps pupils practise communicating with new people in a supportive environment. Following the mini interviews, pupils are given time to reflect on their experience and consider how they can apply this learning to meeting new people in the future and speaking confidently and positively about themselves.

Year 10 Mock Interviews

Pupils in Year 10 take part in a Mock Interview, during which they participate in a skills or a competency-based interview with an employer on site. This experience is designed to develop pupils' confidence, communication skills and understanding of employer expectations. Pupils receive feedback from employers and are supported to reflect on their performance and identify areas for development.

In preparation for the Mock Interviews, pupils explore the essential skills valued by employers and are guided to think carefully about examples from their learning and experiences that demonstrate these skills effectively. Preparation activities also focus on professional behaviours, presentation and communication. Following the interviews, pupils are given time to reflect on their experience and the feedback they received and consider how they can apply this learning to future applications and interviews.

Year 12 Assessment Centre Day

Year 12 students take part in an Assessment Centre Day as a practice experience to prepare them for future interviews and selection processes after sixth form, such as university, apprenticeships, or employment. The day provides opportunities to develop and demonstrate skills beyond academic performance through activities such as group tasks, presentations, interviews, and written exercises, focusing on communication, teamwork, problem-solving, confidence, and engagement. Students are expected to participate positively and respectfully throughout, with the emphasis on effort, collaboration, and potential.

Following the day, students are given time to reflect on their experience and the feedback they received and consider how they can apply this learning to future applications and interviews.

Careers Trips

Pupils are given opportunities to take part in trips to Further Education (FE) and Higher Education (HE) colleges, universities and apprenticeship fairs, as well as subject-focused careers events, where available. Through these activities, pupils have opportunities to explore facilities, meet students and professionals, and gain first-hand experience of learning and working in post-16 and post-18 environments.

Exposure to higher and Further Education providers and to apprenticeship employers helps raise aspirations and allows our pupils to make the right choices for them.

Careers Workshops

The school delivers careers workshops when opportunities are available, with a particular focus on supporting Sixth Form students at key post-18 decision-making points. These workshops are designed to provide targeted, timely support and deeper exploration of specific progression routes and application processes.

Workshop topics may include:

- University life
- Taking a gap year
- Student finance
- Higher and degree apprenticeships
- Applying through UCAS
- Applying to Oxbridge or Russell Group universities
- Writing a personal statement

Finally, careers workshops complement personal careers guidance and assemblies, giving students the opportunity to engage in focused sessions that support informed choices and successful transitions beyond school.

Experiences of Work

The Wellington Academy's work experience programme supports the school's vision of developing inquisitive, independent and ambitious learners, enabling all pupils to learn and achieve. This also supports their wider personal development and anticipation for adult life, and preparing them for the opportunities, responsibilities and experiences of the world of work.

The programme adopts a progressive, inclusive and age-appropriate approach to work-related learning, designed to broaden pupils' awareness of the world of work and the range of opportunities available to them. Through engagement with different industries and roles, pupils are supported to develop essential skills, build independence and confidence, and take increasing responsibility for their own learning and decision-making. In summary, the programme encourages pupils to be inquisitive and ambitious, to challenge themselves, and to begin building and extending networks that support future education, training and employment pathways.

Developing Modern Work Experience (Years 7 and 8)

The school recognises the emerging national direction for modern work experience which emphasises earlier, more flexible and inclusive engagement with the world of work. In response, the school is committed to designing, piloting and evaluating a progressive and modern work experience programme, beginning with pupils in Years 7 and 8.

This approach reflects the view that meaningful experiences of the world of work should begin earlier and can take a range of flexible and age-appropriate forms, with traditional work experience placements representing just one option. This sits within a wider offer that supports pupils to explore opportunities, understand different industries and develop essential skills over time.

In accordance with 2025 government guidance¹, all modern work experience opportunities provided by the school will be planned and delivered with clear purpose and impact. To ensure consistency and quality, these experiences will:

- Have a clear purpose, which is shared with both the employer and the young person
- Be underpinned by appropriate learning outcomes, matched to the age, needs and stage of development of the pupil
- Involve meaningful two-way interaction between pupils and employees, rather than passive observation
- Provide opportunities for pupils to meet and engage with a range of people from the workplace, representing different roles and pathways
- Include opportunities for pupils to complete a task set by the employer or produce a piece of work relevant to the workplace or sector
- Enable employers to provide constructive feedback to pupils on their contribution, performance or learning

¹ [Careers guidance and access for education and training providers - GOV.UK](#)

- Be followed by structured opportunities for pupils to reflect on the insights, knowledge and skills gained through the experience

These principles apply across a range of modern work experience models, including short workplace experiences, workplace visits, employer-led projects, virtual experiences, shadowing and multi-stage employer-set challenges.

Together, these experiences ensure that modern work experience opportunities are purposeful, inclusive and developmentally appropriate, contributing meaningfully to pupils' skills development, confidence and understanding of the world of work. They also raise aspirations, encourage curiosity and ambition, support the development of networks, and complement and strengthen the more traditional work experience model in later years.

Traditional Work Experience Placement (Years 10 and 12)

All pupils in Years 10 and 12 are provided with the opportunity to complete one week of work experience, which usually takes place during the Summer Term. Pupils and their parents/carers are responsible for securing a suitable placement, with guidance and support provided by the school throughout the process.

To support this:

- Parents/carers and pupils are briefed on the purpose and importance of work experience and the placement process at least six months in advance
- Pupils are provided with resources and guidance to support them in identifying and securing placements
- The school maintains a database of employers and supports pupils where possible
- Additional support is available through Year Leaders, Tutors and the Careers Team
- Work experience is overseen and managed by the Careers Team

Health and Safety

HSE outline the requirements² of an employer when hosting a work experience placement and confirms that the employer holds responsibility for workplace health and safety and for ensuring that appropriate risk management arrangements are in place for pupils while on placement.

The school takes reasonable and proportionate steps, in line with [Health and Safety Executive \(HSE\) advice and guidance](#), to satisfy itself that work-related risks to pupils are appropriately managed by the employer. HSE clearly state that as the work experience organiser, The Wellington Academy does not assume responsibility under health and safety law for the pupil while they are in the workplace.

These checks are kept in proportion to the level of risk involved and do not seek to duplicate or second-guess the employer's own risk assessments or procedures. The school works collaboratively with employers, recognising that clear communication is the most effective way to identify whether particular workplaces or activities may be unsuitable for individual pupils.

In discussion with employers, the Careers Team seeks assurance regarding:

- The nature of the work the pupil will undertake
- The relevant health and safety precautions in place
- Arrangements for the induction, training and supervision of the pupil during the placement

The school uses Unifrog as its work experience placement management tool, supporting clear communication with

² [Young people at work: Work experience - HSE](#)

employers and facilitating proportionate health and safety checks, employer assurances and placement information through a single, streamlined system.

Insurance

Employers are asked to confirm that they hold employers' liability insurance and that it covers work experience pupils in the same way as employees. Employers are requested to provide a copy of their insurance certificate covering the period of the placement. There is no requirement for the school to visit the employer to verify insurance arrangements.

All pupils receive appropriate health and safety guidance prior to undertaking work experience and are expected to follow workplace health and safety procedures throughout their placement.

Consent

Parental consent is required for all work experience placements and is provided via the Unifrog platform. Parents/carers confirm their agreement for their child to undertake the placement and provide details of any relevant medical information or allergies for which the employer should be aware. Placements are also approved online by the employer and the pupil.

Pupil Preparation

Prior to placement, the Careers Team plans and delivers a structured programme of preparation for pupils. This includes:

- Health and safety guidance
- CV and application letter writing
- Expectations regarding behaviour, dress and professional conduct
- Procedures for illness or absence during the placement

These sessions are delivered within school as part of the Careers Programme, ensuring pupils are well prepared for their placement and understand employer expectations.

Placement Check-ins and Welfare

During the work experience period, where placements extend beyond a few days, designated members of staff make planned telephone check-ins and, where possible or appropriate, undertake visits to pupils at the site of their placements. These contacts are used to confirm that pupils are safe and supported, that health and safety procedures are being followed, and to discuss pupils' skills development, learning, challenges and successes, as well as any impact the experience may have had on their aspirations or interest in a particular area of work. Any concerns relating to the pupil or the placement are reported promptly to the Careers Team for further action.

Monitoring, Review and Evaluation

As part of the work experience planning and preparation stage, pupils in Year 10 and 12 set a personal learning objective and receive key information from the school via Unifrog. During and at the end of the placement, pupils reflect on their learning objective through a structured reflection on Unifrog, considering their expectations, learning, strengths and areas for development. Following the placement, pupils receive feedback from their employer. Feedback from both pupils and employers, including that captured through Unifrog, is reviewed by the Careers Team to evaluate the effectiveness of the programme and inform ongoing development. Pupils are also encouraged to write a letter of thanks to their employer as part of developing professional conduct and reflective practice.

Partnerships

Ascend Learning Trust

The Wellington Academy is part of the Ascend Learning Trust and benefits from strategic support from the Central Strategic Careers Lead. The school works collaboratively with Careers Leaders across the Trust to share best practice, ensure consistency of provision and drive continuous improvement in careers education.

Careers Hub and Employer Engagement

The school is supported by the Swindon & Wiltshire Careers Hub and works closely with its assigned Enterprise Coordinator to strengthen employer engagement, develop meaningful encounters with the world of work and support improvement against the Gatsby Benchmarks. The Gatsby Benchmarks are a framework of eight evidence-based guidelines that define world-class career guidance for schools and colleges in England developed by the Gatsby Charitable Foundation, following extensive research and government recommendation.³

The school also works with a range of local and national employers and alumni, who contribute to careers activities, provide insight into different sectors and act as role models to support pupils' understanding of the world of work.

Work-related Learning and Placements

Work experience administration is managed internally in line with Health and Safety Executive (HSE) guidance, with systems and processes supported through the Unifrog platform. These arrangements support safe, high-quality placement opportunities for pupils.

Further and Higher Education Providers

The school holds an ongoing partnership with Uni Connect's Wessex Inspiration Network (WIN). This is a government-funded programme that provides targeted support to raise aspirations and support progression into higher education.

The school also engages with Further Education colleges, universities, apprenticeship and training providers to ensure pupils have access to impartial information about a full range of post-16 and post-18 pathways, in line with provider access requirements.

Skills and Careers Platforms

In 2024, The Wellington Academy achieved the Skills Builder Bronze Award through its partnership with Skills Builder, reflecting the school's implementation of a structured approach to embedding essential skills across the curriculum.

The school works closely with Unifrog, whose careers planning platform provides pupils, parents/carers and staff with access to up-to-date labour market information, skills development resources and tools to support informed career planning.

Equality of Access

Partnerships are used strategically to support equality of access, raise aspirations and contribute to positive and sustained destinations for all pupils, including those with special educational needs and disabilities or from disadvantaged backgrounds.

³ [Gatsby Benchmarks Explained](#)

Equality, Diversity & Inclusion

The school is committed to ensuring that its careers provision is inclusive, accessible and equitable, supporting all pupils to explore and progress towards future pathways without limitation or bias. The careers programme is designed to raise aspirations, challenge stereotyping and enable pupils from all backgrounds to engage confidently with careers information, experiences and guidance.

A key focus of this work is the early identification and support of pupils at risk of becoming Not in Education, Employment or Training (NEET). Participation in careers activities will be increasingly monitored to identify engagement gaps, with [OnTrack+](#) careers reporting used to inform early intervention. Where risk is identified, targeted careers support plans will be developed in partnership with pastoral teams, Year Leaders and the SENCo.

Careers provision is increasingly embedded within SEND planning, including contributions to Annual Reviews and individual careers learning journeys. Provision is planned with consideration of individual needs and potential barriers, ensuring reasonable adjustments and targeted support are in place where required. Careers resources and communications are developed to be inclusive and accessible, supporting equality of access and positive outcomes for all pupils, including those with additional needs.

Resources and Budget

Funding for the Careers Programme is allocated on an annual basis, aligned with whole-school priorities and the identified needs of the Careers Education, Information, Advice and Guidance (CEIAG) provision. Resources are used strategically and efficiently to support high-quality delivery, ensure sustainability and secure positive outcomes for pupils across all year groups.

Budget decisions are informed by programme evaluation, identified priorities and statutory requirements, ensuring that resources support both core entitlements and targeted development areas. Where appropriate, the school actively seeks external funding, grants and partnership support to enhance and extend the careers offer, enabling innovation and continuous improvement while ensuring value for money.

Staff Development

The school regularly reviews the continuous professional development (CPD) needs of staff involved in the delivery of careers education, including confidence in careers knowledge, labour market information and effective CEIAG delivery. Identified training needs are addressed through planned CPD opportunities within a reasonable and appropriate timeframe.

The Careers Leader and Careers Coordinator engage in local networks, collaborative meetings, careers-focused conferences and training events to ensure their knowledge of careers education, progression routes and local and national opportunities remains current and informed by best practice.

The Careers Link Governor supports staff development by sharing up-to-date careers guidance and labour market information, signposting relevant training, and providing strategic challenge and support to enhance the knowledge and effectiveness of the careers team. They also help ensure continuous improvement by linking careers staff with external expertise and best practice.

Careers-related CPD for tutors, subject teachers and other relevant staff is coordinated, monitored and supported by the Careers Team, ensuring that staff are equipped to embed careers learning effectively and consistently across the curriculum and wider school provision

Quality Assurance

The school is committed to the continuous improvement of its Careers Education, Information, Advice and Guidance (CEIAG) provision. Careers activities and learning are monitored on an ongoing basis to ensure they remain effective, developmentally appropriate and responsive to pupil needs, with quality assurance processes evolving as the programme develops.

Quality assurance processes include measures of performance such as monitoring the delivery of careers learning and activities, evaluation against recognised frameworks such as the Gatsby Benchmarks using Compass+, and the developing use of professional reflection and feedback from staff involved in careers delivery. Insight from pupils is gathered across all year groups through the Future Skills Questionnaire (FSQ) and emerging student-voice activities, supporting an increasingly robust understanding of pupils' experiences, skills development and progression.

Feedback from pupils, staff and Careers Partners is used to inform ongoing improvement and contributes to strategic discussions with the Senior Leadership Team, including the refinement of trips, employer encounters, events and work-experience activities. Additional mechanisms to strengthen stakeholder voice are being developed, including the planned introduction of a Parent and Carer Questionnaire. All of these metrics will ensure quality assurance is informed by a broad and representative range of perspectives.

Monitoring, Evaluation and Review

Any Service Level Agreements or short-term contracts supporting the delivery of the Careers Education, Information, Advice and Guidance (CEIAG) programme are reviewed annually, or at the point of expiration, to ensure they continue to meet identified needs and represent a good return on investment.

The Careers Leader and Careers Coordinator meet fortnightly to review delivery, monitor progress and respond to emerging priorities. All elements of the Careers Programme are monitored on an ongoing basis, with a comprehensive annual review carried out by the Careers Team, supported by the Central Strategic Careers Lead, to inform future planning and continuous improvement.

The overall effectiveness and impact of the Careers Programme is evaluated against the Gatsby Benchmarks, informed by an annual Careers Impact internal leadership review and analysis of the Future Skills Questionnaire. Bi-terminly reports are shared with the Senior Leadership Team and governors to support impact evaluation, inform whole-school development planning, and ensure that careers education remains a key strategic priority and driver for improvement. Specifically, for all pupils to become inquisitive, ambitious and independent learners, equipped with the knowledge, skills and confidence to succeed beyond school.

Data Management and Safeguarding

The school recognises the importance of effective data management and safeguarding within careers provision. Careers-related information is managed securely and in line with data protection requirements, ensuring that personal data is handled appropriately, confidentially and only by authorised staff.

Where appropriate, the school uses Compass+ to support the secure management of careers provision. This includes the maintenance of a centralised and secure database of Careers Partners and holding relevant information about pupils' careers learning journeys and participation in activities. Unifrog is also used to securely record pupils' careers experiences, reflections and progression, supporting continuity and oversight across the careers programme.

Safeguarding considerations are embedded throughout the careers programme, including employer encounters, work experience and external activities. All staff, partners and providers involved in careers delivery are required to read, understand and agree to the school's safeguarding and child protection policies, before undertaking any activity with pupils, and to always adhere to these procedures to ensure pupil safety and wellbeing.


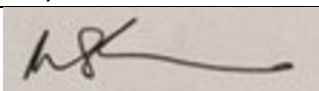
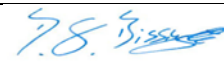
Communication

Clear and effective communication underpins the successful delivery of the careers programme. The school shares careers information, opportunities and expectations with pupils, parents/carers, staff and external partners through a range of accessible channels, including the school website, Arbor, email communications, assemblies, tutor time, events, webinars, newsletters and digital platforms, supporting engagement, transparency and understanding of pathways and progression.

Visibility of opportunities, pathways and labour market information (LMI) is actively promoted, including signposting to resources such as altcareers.org.uk, helping pupils feel informed, supported and inspired in their future planning. Parents and carers are also invited to take part in Trust-wide careers webinars, delivered across a range of careers themes and progression routes, providing timely information and guidance to support pupils' decision-making.

Careers communication is continuously developing, with updates and emerging spotlight features used to highlight opportunities, LMI insights and positive pupil, employer or alumni experiences. This is informed by feedback from pupils and parents/carers and supported by regular staff briefings, ensuring staff are confident in signposting careers information and supporting effective careers conversations.

Approval

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| SLT name and role: |  Hannah Whitaker - Headteacher |
| Date approved by SLT: | May 2026 |
| Governor's name: |  Rev Dr Matthew Coles |
| Date approved by Governors: | 19 May 2026 |
| Careers Leader Name: |  David Bissington |
| Date approved by Careers Leader: | May 2026 |
| Careers Policy written by: | Cath Young, Central Strategic Careers Lead |
| Proposed Review Date: | July 2028 |