

Careers Policy

This policy refers to Wellington Prep and Senior School

Head	Alex Battison
Author	Clare Bailey – Head of Careers
Date Reviewed	January 2026
Updated	March 2026
Date of Next Review	January 2027
Website	Yes

1. Policy Overview and Aims

This policy outlines Wellington School's approach to Careers Education, Information, Advice and Guidance (CEIAG) across Wellington Prep and Senior School.

The aim of the Careers Department is to provide a structured, impartial and progressive programme that enables pupils to:

- Understand themselves, their strengths, interests and aspirations
- Explore a wide range of career pathways and destinations
- Make informed, realistic and aspirational academic and career decisions
- Develop employability and career management skills
- Successfully transition to further education, higher education, apprenticeships or employment

Wellington School's CEIAG provision is explicitly aligned with the Careers Development Institute (CDI) Career Development Framework, supporting pupils' development in:

- Self-development
- Career exploration
- Career management

Provision is delivered through a coherent programme from EYFS to Year 13, ensuring age-appropriate, progressive learning and preparation for key transition points.

In the Senior School, Wellington School aims to meet the Eight Gatsby Benchmarks for Good Careers Guidance, ensuring best practice.

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each young person
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

The Careers Leader monitors and evaluates provision annually against these benchmarks.

2. Statutory and Framework Alignment

This policy supports and aligns with:

- The Careers Development Institute (CDI) Framework
- The Gatsby Benchmarks
- Independent Schools Inspectorate (ISI) expectations
- Department for Education statutory guidance for careers provision (where applicable)

The school is committed to providing impartial careers guidance, presenting all post-16 and post-18 routes equally, including:

- Further and Higher Education
- Apprenticeships (including Higher and Degree Apprenticeships)
- Technical and vocational routes
- Employment and gap years

3. Careers Team

Careers Leader / Head of Careers & UCAS Co-ordinator

Clare Bailey – c.bailey@wellington-school.org.uk

Clare Bailey has the following qualifications:

- Level 4 Diploma in Careers Information and Advice
- Level 6 Diploma in Career Guidance and Development
- Level 6 Certificate in Careers Leadership (due to complete August 2026)

Oxbridge Co-ordinator

Rebecca Isdell-Carpenter – r.isdell-carpenter@wellington-school.org.uk

Head of Sixth Form & MDV Co-ordinator

Lucy MacAlister – l.macalister@wellington-school.org.uk

Deputy Head Academic / Head of PSHEE

Dr Holly Barker – h.barker@wellington-school.org.uk

Head of the Prep School

Mrs Vics Richardson – v.richardson@wellington-school.org.uk

4. Careers Platform – Unifrog

Wellington School uses Unifrog as its central careers education and destinations platform. Unifrog supports pupils across KS3, KS4 and KS5 and enables the school to manage and evidence delivery of the Gatsby Benchmarks.

The platform provides:

- Comprehensive information on UK university courses
- Information on English-taught degree programmes worldwide
- Apprenticeship and FE course data
- Labour market information and career profiles
- Personality and interests profiling tools
- Super-curricular and enrichment opportunities
- CV, personal statement and application tools
- Competency and skills tracking
- Destination tracking and CEIAG interaction recording

Tutors and the Head of Careers monitor pupil engagement and provide tailored guidance through the platform.

5. Competency and Skills Building

Students in Years 11–13 are introduced to competency and skills building, including:

- Skills identification
- Evidence collection
- Interview preparation

Unifrog's competency tracker supports portfolio development for applications.

6. PSHEE Integration

Careers education is embedded within the PSHEE programme in Years 7–11, progressing from:

- Early career awareness
- Self-reflection and profiling
- Options guidance
- Post-16 preparation

7. Careers Provision by Key Stage

7.1 – KS5 (Lower Sixth and Upper Sixth)

Lower Sixth (Year 12)

Students participate in a weekly Future Steps Programme, which introduces:

- Post-18 pathways and decision-making
- University, apprenticeship and employment routes
- Employability skills and competencies
- UCAS processes and timelines
- Gap Years

This is supported by structured Unifrog activities and group sessions.

Upper Sixth (Year 13)

Each student's progression is overseen by their tutor, with specialist support from:

- Head of Sixth Form
- Head of Careers & UCAS Co-ordinator
- Oxbridge Co-ordinator (where applicable)

Support includes:

- Course and institution selection
- Student finance guidance
- Super-curricular development
- Personal statements
- Admissions tests and interviews
- Employment/Gap Year guidance

Students applying to apprenticeships, conservatoires or overseas universities receive personalised guidance throughout the process.

Wellington School actively promotes apprenticeships and alternative pathways alongside university routes.

Provision includes:

- Dedicated apprenticeship resources on Firefly
- 1:1 support with applications

- Annual visit to the National Apprenticeship Show (Southwest)
- Guidance on Higher and Degree Apprenticeships

This reflects the growing relevance of apprenticeship routes and employer-led pathways.

Oxbridge and MDV (Medicine, Dentistry, Veterinary) Support

Students considering Oxford, Cambridge or MDV courses receive structured support through dedicated programmes:

- MedVet Society (Years 10–13), led by the Head of Sixth Form
- Weekly Oxbridge programme led by the Oxbridge Co-ordinator
- Subject mentors where appropriate

Support includes:

- Super-curricular planning
- Admissions tests
- Interview preparation
- Personal statement development

7.2 Key Stage 4 (Years 10–11)

In KS4, careers learning is structured and decision focused.

Pupils are supported to:

- Explore post-16 pathways
- Understand entry requirements
- Reflect on employability skills
- Access impartial, personalised guidance

Delivery includes:

- PSHEE careers lessons
- Unifrog pathway exploration
- Careers conferences and employer encounters
- Workplace visits and alumni talks
- 1:1 guidance where appropriate

This supports Gatsby Benchmarks 1, 2, 3, 5 and 6.

7.3 Key Stage 3 (Years 7–9)

In KS3, the focus is on career awareness and aspiration.

Pupils are supported to:

- Understand the world of work
- Identify interests and strengths
- Challenge stereotypes
- See links between subjects and careers

Delivery includes:

- Careers-focused PSHEE
- Tutor activities using Unifrog
- Curriculum links
- Assemblies and themed events

7.4 Prep School (EYFS, KS1 & KS2)

Wellington Prep School aims to follow the Careers Development Institute I Primary Framework, supporting early career awareness through:

- Self-awareness activities
- Exposure to different jobs and roles
- Aspirational thinking
- Links between learning and the wider world

This lays strong foundations for future career development.

8. Career Mentoring

Students may request access to a career mentor through the Head of Careers or Alumni Manager.

Mentors are:

- Old Wellingtonians
- Current or former parents

Mentoring is most used in Sixth Form but is available from Year 11 upwards. All introductions are made via parents for safeguarding reasons. The Head of Careers holds the list of potential mentors.

9. Resources and Events

Resources include:

- Unifrog
- Careers library resources
- Publications in the Careers Office
- Personal Guidance Interviews
- Firefly Careers Pages
- Teams Resources (Years 9-13)

Careers events include:

- 1:1 careers guidance
- Career Talks
- Future Steps Programme
- Careers Conventions
- UCAS Discovery Exhibition
- National Careers Week events
- National Apprenticeship Week events
- Green Careers Week events
- Employer and alumni talks
- Apprenticeship information sessions

Careers events are displayed on the Wellington School calendar for parents, staff and pupils to view.

10. Inclusion, Equality and Personalised Guidance

Wellington School is committed to inclusive, impartial and personalised careers provision.

Support includes:

- Targeted 1:1 guidance
- Collaboration with Learning Support, EAL and pastoral and academic teams
- Accessible Unifrog resources
- Active promotion of diversity and challenge to stereotypes

No pupil is disadvantaged in accessing careers guidance.

11. Governance, Monitoring and Review

Governance:

A nominated Governor takes strategic interest in CEIAG.

Careers provision is included in academic reports to the board of Governors along with an annual report of destinations of leavers

Leadership:

The Head of Careers works closely with the Deputy Head Academic and Head of the Prep School and regularly reports to the Senior Leadership Team.

Review and Evaluation:

We regularly review and evaluate our careers provision through:

- Feedback from students, parents, staff, employers and providers
- Biannual self-assessment using the Compass Tool
- Tracking students' destinations

12. Provider Access Policy (PAL)

See Appendix 1

Provider Access Policy

Introduction

This policy statement sets out Wellington School Somerset's arrangements for managing the access of education and training providers to pupils for the purpose of giving them information about approved technical education qualifications, apprenticeships, and other education or training opportunities.

This policy is written in accordance with the statutory requirements set out in Section 42B of the Education Act 1997, as well as guidance from the Department for Education.

Pupil Entitlement

All pupils in Years 7–13 at Wellington School Somerset are entitled to:

- Find out about technical education qualifications and apprenticeships at levels which are meaningful to them
- Hear from a range of local and national providers
- Receive impartial information on the full range of education and training options, including:
 - Further education colleges
 - Sixth form colleges
 - Universities
 - Apprenticeship and training providers
 - Employers and employer-led organisations

Management of Provider Access Requests

Requests for access from education and training providers should be made in writing to:

Mrs Clare Bailey – Head of Careers and UCAS Co-ordinator

Wellington School South Street

Wellington

Somerset TA21 8NT

01823 668800

c.bailey@wellington-school.org.uk

The request should include:

- The name of the organisation
- The nature of the request
- The intended audience (year group)
- The proposed date and time
- Details of the information to be provided

Requests will be considered on the basis of:

- Timeliness and availability
- Relevance to the school's careers programme
- Alignment with safeguarding and equality policies

Opportunities for Access

Wellington School provides a range of opportunities for providers to engage with pupils, including:

- Careers fairs and employer engagement events
- Assemblies and year group presentations
- Curriculum-linked sessions (e.g. PSHE, subject lessons)
- Small group workshops or talks
- Parents' evenings and information events

The school will ensure that providers have access to pupils at appropriate times during the school day and that encounters are meaningful and age appropriate.

Premises and Facilities.

The school will make available appropriate rooms and facilities for provider presentations, including:

- Classrooms or halls
- Audio-visual equipment
- Opportunities for question-and-answer sessions

Providers are expected to comply with the school's safeguarding, health and safety, and visitor procedures at all times.

Safeguarding and Impartiality

Wellington School is committed to:

- Ensuring all provider interactions are safe and appropriately supervised
- Offering impartial careers guidance that does not promote one pathway over another
- Supporting pupils to make informed choices based on their interests, strengths, and aspirations

All visiting speakers must follow the school's safeguarding procedures and be supervised by a member of staff.