

Careers and Employability Policy

Date to be reviewed:

June 2022

Responsibility of:

The Principal

Date ratified by Governing Board:

1st July 2021

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Reviewed: June 2021

Academy Vision Statement

Chelsea Academy is an inspirational community of learning and achievement with high expectations and

high aspirations, underpinned by a culture of “no excuses”. Guided by Christian values, the Academy seeks to bring out the best in everyone, as we strive for excellence in all that we do. No student will be left behind as they are provided with the skills required for life and work in the 21st century. When students complete their Academy lives, they will have the qualifications, leadership qualities and sense of destiny to make a positive contribution to society.

Careers and Employability Vision Statement

Chelsea Academy aims to equip every student with the knowledge, skills and ability to learn about work, through work and for work so they can be truly socially mobile and take advantage of ever changing opportunities. The Academy is committed to informing students about all post-14, post-16 and post-18 progression routes available so that they can choose the path that is best for them with our full support (see Management of Provider Access Requests in appendix 3). The Academy recognises the value of impartial and independent guidance to students and strives to ensure that this is of the highest quality and available to all. As a Science Specialist Academy, we place emphasis on STEM career exploration and particularly on challenging stereotypes and underrepresentation in this career area.

Context

Careers Guidance and Access for Education Providers.

The revised Statutory Guidance for schools (January 2018) requires Governing Bodies to ‘ensure that all registered pupils at the school are provided with independent careers guidance from Year 8 to Year 13. Careers Guidance must be ‘presented in an impartial manner and promote the best interests of the pupils to whom it is given and include information on the range of Education or Training options, including Apprenticeships and Technical Education routes.’ (See Collaborative Working Analysis in Appendix 4)

This policy is written taking into account a number of key policies and the above statutory guidance.

Including:

- The Gatsby Benchmarks of Good Careers guidance 2014; relaunched 2017.
 - Ofsted School Inspection Framework 2019.
 - The Career Development Institute Framework for Employability and Enterprise Education 2018. ●
- The requirement for an Access Policy (see appendix 3).

Management and staffing

Careers and Employability is managed by the Assistant Principal- Post 16. Delivery is led by the Careers Leader, a member of the Extended Leadership Team to facilitate partnership with other specialist leaders including: STEM specialist leader, and Curriculum Leaders and to coordinate input from our Guidance provider, Employers and Agencies (see appendices 3 and 4). There is a link Governor for Careers and Employability as well as a link Student Leadership Team Representative. All staff contribute through their role as learning coaches and through careers related teaching in their subject areas.

Local context

Chelsea Academy is committed to providing inspirational and impartial careers and employability learning to all students through the curriculum and organised career related activities. As a member of the CDI, the Academy is committed to following their code of ethics and incorporating this in our careers provision.

In keeping with our Christian ethos, our policy incorporates the importance of an inclusive approach to ensure every student is treated as an individual and supported to access the full programme through the support of their learning coaches, teaching assistants, Heads of Year and chaplain. There is an emphasis on raising aspirations and challenging stereotypes across the curriculum, and this is reinforced through special programmes and activities throughout the year.

Guidance

Careers Guidance focuses on the specific needs of individual students to promote self-awareness and personal development. It aims to provide current and relevant information to enable each student to make informed decisions about their future. Advice is offered impartially, confidentially, and is differentiated to suit the requirements of each individual student.

Curriculum

The programme is designed and structured to provide the three core learning aims of the Career Development Institute Framework for Careers, Employability and Enterprise Education (2018) through:

- Developing students through careers, employability and enterprise education: assessing strengths and areas for development to inform future learning and work choices and develop positive self esteem.
- Learning about careers and the world of work: finding out about careers and the world of work through the provision of a wide range of resources: computer software, books and leaflets, and access to impartial careers guidance.
- Developing students' career management, employability and enterprise skills through the curriculum and opportunities for extended curriculum activities, enrichment and enterprise.
- Work experience through Year 10 work experience week, as well as the opportunity to take part in on-going work experience placements in Year 10-13. All Year 12 students are encouraged to take part in our work experience programme through the context of our lecture series.
- Progression planning through the provision of information, advice and guidance from external careers advisers, support across the curriculum and association with local businesses.
- Developing an understanding of the challenging nature of work, learning and career choices, including the full range of post-16 and post-18 education and training options.

Our commitment to all students at every key stage is a 'careers entitlement' as set out in appendix 1 and displayed around the Academy and on our website. All Chelsea Academy students are entitled to a range of activities and opportunities that promote self-development, career planning and entrepreneurial skills including inspiring trips, visits and guest speakers.

Careers Map Years 7-13

All students have careers information and advice provided by their learning coaches in coaching time. Drop down days have careers related activities relating to their theme and there are displays and assemblies raising awareness of careers throughout the year including during 'National Careers Week', 'Science Week', 'Black History Month' and 'International Women's Day'. (See Appendix 2 - Careers Map for details of each year groups' programme.)

Resources and Access to Information

The Careers budget is reviewed annually in conjunction with the Director of Finance and Operations. Additional financial support is also received by application to the Chelsea Academy Foundation who have supported a range of initiatives. A broad selection of resources are available in the Library, which the Library manager maintains in conjunction with the Careers Leader and with input from the external adviser. The Careers Leader provides regular information updates to staff and students which are cascaded through coaching times. We emphasise that students should consider all available post-14, post-16 and post-18 options including, but not exclusively, apprenticeship opportunities and non-University post-18 pathways. Careers updates are included in year group specific bulletins and emails, and opportunities are promoted throughout the Academy by email, on the screens and in assemblies.

Involving Parents and Carers

We recognise the significance of parents' influence and aim to keep them updated and informed about new

developments and opportunities in the world of work through inviting them to attend events and by circulating information in bulletins and via email. We also encourage involvement of parents and extend invitations to them to be a part of our careers programme and share their skills and knowledge.

We reach all parents through use of our website, Twitter, text service and newsletters.

Monitoring, Review and Evaluation

Our Careers and Employability programme is consistently monitored, reviewed and evaluated to ensure that we deliver the entitlement. We carry out a cross curricular audit and have also mapped our provision against the Gatsby benchmarks. Our external provider offers robust monitoring of the careers adviser's guidance and uses a measuring tool on action plans to monitor the impact of guidance on students, and has clear systems for review and evaluation of the service. We gather clear and regular feedback from students about their careers programme and guidance to inform future planning. Careers ambassadors help to maintain a two-way communication process that informs practice. We are committed to continuously raising standards and the Academy holds the 'Quality In Careers Standard' and is committed to having external review through the three-yearly re accreditation process.

Partnerships

Partnerships are developed with a range of organisations in recognition of the need for students to have visits, trips, lectures, and interactive encounters with the full range of post-14, post-16 and post-18 providers. We have a partnership in place with an external guidance provider and careers agencies such as 'The Careers and Enterprise Company for Enterprise Advisers', 'The Mayor's Fund For London', 'Access Aspiration' and 'My Big Career'. We also work in partnership with Imperial College London, Walpole and the Construction Youth Trust. (See appendix 4 for details of partnerships.)

CPD

The Academy use line management and a system to monitor, evaluate and implement CPD. The current Careers Leader is a qualified careers adviser and the Academy is a member of the CDI. The Careers Leader and Careers Adviser are required to attend regular training to enhance their knowledge of careers and labour market information. The Careers Leader is responsible for cascading this to staff through Academy systems such as the CALC, weekly staff briefings and INSET training and bespoke activities including Governor training sessions.

The Careers Adviser is required to be qualified to Level 6 and undertake regular CPD through their employer, as well as take part in training arranged by the Academy.

Chelsea Academy Careers and Employability

Chelsea Academy is committed to providing all students with an inspiring Career Education, Information, Advice and Guidance program that:

- Is appropriate to their individual needs.
- Motivates them to raise ambition and attainment.
- Encourages them to consider non-traditional careers where their ethnicity or gender are underrepresented and which reflect recent developments in the labour market.

Throughout the program there is an emphasis on students planning for happiness with consideration to work life balance, celebrating their talents and contributing to society.

All students will be entitled to a Careers Education, Information, Advice and Guidance (CEIAG) program that:

- Aims to inspire as well as inform and guide students.
- Is centred around the student and their needs.
- Is integrated into the students' experience of the whole curriculum.
- Encourages all students to consider their career throughout Key Stage 3, 4 and 5.
- Encourages all students to develop decision making skills and resilience.
- Equips all students for independent learning and lifelong learning.
- Meets professional standards of practice.
- Provides each student with high quality impartial careers advice.
- Raises aspirations and promotes equality and diversity.

All Chelsea Academy students are entitled to:

- A range of activities and opportunities that promote self-development, career planning and entrepreneurial skills including inspiring trips, visits and guest speakers.
- Access to up to date, relevant and comprehensive impartial advice. This includes careers resources and a one-to-one guidance interview with action plan for all students in KS4 and 'drop-in' access for all students in KS 3, 4 and 5.
- Individual ongoing careers advice and practical support from their learning coaches. ● Careers support which is personalised to their own specific needs and abilities including extra support for students with low levels of literacy, EAL and / or SEN.

During Year 7 and 8 students will:

- Describe themselves, know what matters to them and what influences this.
- Demonstrate confidence in themselves and their abilities.
- Identify ways to develop as a person.
- Research how the world of work is changing and the skills that people need to do well in their careers and their lives.
- Plan ahead and know how to deal with changes as they happen.
- Name the people and organisations available to help them in school and exactly what they can do for them.
- Use their entrepreneurial skills.
- Try out new subjects that they haven't studied before.

During Year 9, 10 and 11 students will:

- Describe how the world of work and different types of business contribute to the economy. ● Challenge stereotyping, discrimination and other cultural and social barriers to choice.

- Aim high.
- Find information on career opportunities and how they are changing.
- Identify a range of post-14 and post-16 options and careers advice and support networks so that they can plan career pathways.
- Choose GCSE options that are appropriate to their interests and talents.
- Make informed choices about their options for the future.
- Relate their abilities, attributes and achievements to their career plans.
- Complete application forms, a CV and a personal statement.
- Prepare for interviews.
- Demonstrate a range of enterprise skills.
- Undertake work experience for at least one week and reflect on the skills they have used and contacts they have made.

During Year 12 and 13 students will:

- Aim high.
- Visit at least two universities.
- Identify where to find current labour market information and apply this information to their career plans.
- Attend a careers fair where they will meet students and representatives from a range of universities and Higher or Degree Apprenticeships.
- Consider a range of reputable opportunities that are an alternative to university.
- Be inspired by representatives from a range of careers.
- Demonstrate their interview skills and receive professional feedback.
- Complete a high quality UCAS application.
- Undertake at least one week of high quality work experience.
- Have the opportunity to continue work experience throughout the year.
- Update their CVs with professional support.
- Network with a range of successful professionals from diverse backgrounds.

Appendix 2 - Careers Map Years 7-13

All students have careers information and advice provided by their learning coaches in coaching time. Drop down days and themed weeks have careers related activities relating to the theme and there are displays raising awareness of Careers throughout the year including 'National Careers Week', 'British Science Week', 'Black History Month' and 'International Women's Day'. Trips are encouraged and are undertaken in every year group. In addition, students undertake age specific activities as follows:

Year 7

- 'The Real Game': students role-play as adults in occupational roles. They see how schoolwork relates to occupational choices and therefore to lifestyle and income.
- Most Year 7 students experience a trip to a workplace to inspire them about future opportunities..

Year 8

- Exploring skills, talents and interests in relation to choosing learning paths and routes at Key Stage 4, Key Stage 5 and Higher Education during Personal Development lessons.
- Personal Development lessons.
- The world of work: Independent Career research project; fair work / fair trade case study during Brunel Urban Scholars (Saturday University).
- Careers Day: Students encounter a range of industries and develop their use of Unifrog to better understand themselves and the world of work.

Year 9

- Finance, enterprise, university budget, working persons' budget, graduates budget, employee rights, and rights and responsibilities during Personal Development lessons.
- Options Process including taster lessons in all new subjects and an Options Information Evening for parents.
- Options interviews.
- Students studying Business and Economics undertake enterprise activities including 'Dragon's Den'. ● Targeted opportunity for students to work with Chelsea Football Club through 'Chelsea Champions'.

Year 10

- World of work revisited: post 16 pathways; post 18 pathways, applying for jobs, CVs and application forms, personal statement writing during Personal Development lessons.
- Work experience week.
- Work experience evaluation.
- Opportunity for ongoing work experience placements.

Year 11

- All students receive an introductory assembly on post-16 options, coaching group follow up sessions and individual one-to-one guidance interview with a follow-up action plan from a qualified independent adviser.
- Mock interviews, student finance, personal budgeting, and managing stress during Personal Development lessons.
- Year 11 Student Expectations Evening for parents and students
- Targeted small group sessions to discuss vocational routes including Apprenticeships and college application.
- Post-16 Options Day including assemblies relating to Sixth Form applications with guest speakers from local colleges; group sessions on using 'Unifrog' and 'Apprenticeships'. Also a careers fair featuring Chelsea Academy Alumni and representatives from local colleges. There is also a subject fair for peer guidance from our current Sixth Form students to Year 11.
- Sixth Form open evenings
- Opportunity for ongoing work experience placements
- Work-related enrichment opportunities

Year 12

- Study skills and careers day, including one-to-one advice from a qualified adviser with an action plan.
- Visits to universities which all students are encouraged to attend.
- 'Future Pathways Day' where students find out all about university life and Higher or Degree Apprenticeships.
- A weekly programme of lectures including visiting speakers from a wide range of relevant employment sectors and universities.
- Opportunity for ongoing work experience placements as part of Enrichment.
- All students are encouraged to register with 'Access Inspiration' and 'Uptree' and take advantage of the opportunities they are offered.
- Industry specific events.

Year 13

- Visiting speakers from universities.
- Specialised Oxbridge support programme, including advice on extended reading, discussion tutorials and interview preparation.
- Opportunity for ongoing work experience placements.
- Work-related enrichment opportunities.
- Industry specific events.

Appendix 3 - Management of Provider Access Requests

Procedure

A provider wishing to request access should contact James Flitcroft, Director of Careers. Tel: 020 7376 3019 (ext. 122), Email: james.flitcroft@chelsea-academy.org

Opportunities for Access

A number of events integrated into the school careers programme will offer providers an opportunity to come into school to speak to students and/or their parents:

	Weekly Assemblies National Careers Week
	Weekly Assemblies Year 9 Options Process National Careers Week Work Experience Preparation sessions / Post-16 Options Fair
	Weekly Lecture Weekly Lecture Future Pathways Day

Please speak to our named Careers Leader to identify the most suitable opportunity for you. Our policy on safeguarding sets out the Academy's approach to allowing providers into the Academy as visitors to talk to our students. All visits will be conducted in line with the applicable health and safety/COVID precautions in place at the time.

Premises and Facilities

The Academy will make the Lecture Theatre, Sports Hall, Library, Classrooms or private meeting rooms available for discussions between the provider and students, as appropriate to the activity. The Academy will also make available any AV and other specialist equipment to support provider presentations. This will be discussed and agreed in advance of the visit with the Careers Leader.

Providers are welcome to leave a copy of their prospectus or other relevant course literature at the Careers Resource area of the Library, which is managed by the Library Manager. The Library is available to all students throughout the week.

Appendix 4 - Collaborative Working Analysis

Education Development Trust (used to be called CFBT)	Independent Careers Guidance; LMI; Newsletter; Impact reporting; specialist support for SEN.	Statutory duty met; feedback on quality of service and effectiveness; CPD opportunities and LMI for circulation to staff and students. NEET prevention.	Contract signed for 2021-2023. Gordon Young to remain our Careers Adviser following positive feedback.
Access Aspiration	Work experience and employer engagement.	All of Year 12 offered high quality work experience. Outstanding opportunities for students. Panel interviews with employers for all Year 12 students gave opportunity to consolidate skills and gain industry feedback from recruitment consultants.	Continue to strengthen partnership and use their employer engagement side more. Continue to encourage students to sign up until we have 100%.

<p>The Access Project</p> <p>Unifrog</p>	<p>Individualised mentoring and tutoring for students from underprivileged backgrounds to help them access 'top third' Universities.</p> <p>Guidance IT package for year 7-13 supporting subject choice and informing them about apprenticeship options</p> <p>Data available from termly SCM . Generally- raised attainment and better preparation for entry into top third universities for approx. 20 students each from Year 9, 10,11,12 and 13.</p> <p>Improved access to up to date LMI, opportunities to be reflective and develop skills. All of which result in more realistic and successful University applications and transitions</p>	<p>Continue to support funding bids to ensure sustainability of this impactful programme.</p> <p>Expand use across the Academy to track career activity for all learners</p>
<p>My Big Career</p>	<p>Expertise. Employer encounters. Face to face career guidance from trained volunteers to all PP students in Y9. They also provide career insight opportunities</p> <p>Empowered students who are better equipped to make choices for the future</p>	<p>Continue to work together as 'My Big Career' continues to grow. Use expertise to engage students at risk of NEET.</p>
<p>Imperial College London</p>	<p>Formal link- they support us as a science specialist Academy</p> <p>Provide mentors to increase attainment of students in STEM subjects through weekly tutoring sessions. Visits.</p>	<p>Review and revitalise partnership.</p>
<p>Mark Evison Foundation</p>	<p>Funding for students to challenge themselves.</p> <p>Students apply and organise for this themselves, developing their ability to take on responsibility, follow something through despite challenges, and really push themselves outside of their comfort zone. Successful students then work with Margaret Evison to recruit new students to take advantage of the opportunity.</p>	<p>Invited to give a lecture on the life and foundation of Mark Evison annually. Then undertakes a follow up session with interested students and supports students in the planning stage of their project.</p>

<p>Outward Bound Canada</p>	<p>Five students from Sixth Form receive fully funded places on Outward Bound Canada where they spend three weeks challenging themselves in every way possible on expedition.</p> <p>Survival skills; resilience. Each student reports back and gives a speech at Open Evening about their experiences.</p>	<p>Continue to offer this incredible opportunity.</p>
<p>The Grocer's Guild</p>	<p>Annual enterprise competition where a team of students develops a business idea and presents it to a room of dignitaries.</p> <p>Students are pushed outside of their comfort zones, take responsibility for an aspect of the business (e.g. marketing; accounts) and develop their presentation skills. They also receive feedback and develop resilience and they strive for success.</p>	<p>Continue to engage</p>
<p>Duke of Edinburgh's Award</p> <p>Construction Youth Trust</p> <p>Walpole (The official sector body for over 250 of the UK's finest luxury brands)</p>	<p>Year 10 and 11 complete bronze award; Year 12 complete silver.</p> <p>Year long mentoring for risk of NEET Y11 cohort, bespoke world of work experiences for Y10, Curriculum linked workshops for all years Provide range of opportunities for students to engage in with luxury brands via lectures and workplace activities</p> <p>Develops students' skills, work experience and also is a recognised qualification.</p> <p>Students have been able to engage in workplace activity despite the recent challenges regarding COVID-19 restrictions</p> <p>Students have access to businesses they would not otherwise which raises aspirations</p>	<p>Two new staff members have taken this on and have successfully relaunched this initiative Continue to develop partnership to create further curriculum links.</p> <p>Develop partnership further to create more opportunities for students</p>

<p>The Careers and Enterprise Company</p>	<p>Access to the London Enterprise Adviser Network (LEAN) and an Enterprise Advisor. This provides strategic support of our provision as well as bespoke opportunities for students</p> <p>Targeted careers programme for all learners.</p>	<p>Consider joining the Careers Hub next year</p>
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