

# Careers and Employability Policy

**Date to be reviewed:**  
**June 2025**

**Responsibility of:**  
**The Principal**

**Date ratified by Governing Board:**  
**Thursday 4th July 2024**

### **Academy Vision Statement**

*Throughout their time at Chelsea Academy each student will flourish, benefitting from a **rich academic curriculum and strong pastoral care**. Learning will **excite, inspire and challenge**. Beyond the taught curriculum there will be many opportunities for students to develop their interests and passions. We aspire to **acknowledge and embrace vulnerability**. All students will develop: resilience, wisdom, hope and skills with which to lead **happy, healthy and fulfilling lives**.*

### **Careers and Employability Vision Statement**

Our vision, inspired by the Academy vision above, is that all students are empowered and equipped to leave Chelsea Academy ready to flourish in the next stage of their lives

Chelsea Academy is committed to providing all students with an inspiring Career Education, Information, Advice and Guidance programme that inculcates the skillsets, mindsets and behaviours needed to prosper in the 21st century. We will ensure this curriculum: is appropriate to individual needs; motivates students to be ambitious and encourages students to consider non-traditional careers where their ethnicity or gender are underrepresented and which reflect developments in the labour market.

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 an Academy with a historic science specialism, we also place emphasis on STEM career exploration and on challenging stereotypes and underrepresentation.

### **Context**

#### **Careers Guidance and Access for Education Providers.**

The revised Statutory guidance for schools and guidance for further education colleges and sixth form colleges (January 2023) requires Governing Bodies to 'ensure that independent careers guidance is provided to all 12- to- 18-year-olds... and that it is: presented in an impartial manner, showing no bias or favouritism towards a particular institution, education or work option; includes information on the range of education or training options, including apprenticeships and technical education routes; [and is] guidance that the person giving it considers will promote the best interests of the students to whom it is given. In schools, the governing body must also make sure that arrangements are in place to allow a range of education and training providers to access all students in years 8 to 13 to inform them about approved technical education qualifications and apprenticeships, and that a policy statement setting out these arrangements is published' (See Appendix 3 - Management of Provider Access Requests and Appendix 4 - Collaborative Working Analysis)

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.
- The Ofsted Education inspection framework July 2023
- Section 42A, 42B, 45 and 45A of the Education Act 1997
- Section 72 of the Education and Skills Act 2008
- Schedule 4 (15) of the School Information (England) Regulations 2008
- Section 2 of the Technical and Further Education Act 2017, (commonly known as the Baker Clause)The Career Development Institute Framework for Employability and Enterprise Education 2021.
- The requirement for an Access Policy (see appendix 3).

### **Management and staffing**

Careers and Employability is managed by the Director of Careers, a member of the Extended Leadership Team who reports to the Vice Principal and the Principal. The Director of Careers is the Academy Careers Leader who

oversees the strategic development of the Careers curriculum and leads on its delivery. They facilitate partnership with other specialist leaders including: members of ELT, the SENDCO, and Pastoral and Curriculum Leaders to coordinate input from our Guidance provider, Employers and Agencies (see appendices 3 and 4). There is a link Governor for Careers and Employability. 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, Teachers, Teaching Assistants, Heads of Year and the Chaplain. There is an emphasis on raising aspirations and challenging stereotypes across the curriculum, reinforced through special programmes and activities throughout the year.

### **Guidance**

Chelsea Academy commissions an external provider for Careers Guidance and monitors and carries out regular reviews of the delivery and impact of this service.

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. Additional access is provided to individuals identified as having significant need in collaboration with the SENDCo.

### **Curriculum**

The programme is designed and structured to provide the three core learning aims of the Career Development Institute (CDI) Framework for Careers, Employability and Enterprise Education (2018) (and is under review to align with the CDI's latest framework launched January 2023) 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 which is displayed around the Academy, cited in all student planners in KS3 and KS4 and available 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. Each Year group is offered targeted and timely careers interventions including drop down days, trips and visits, guest lectures and workshops. There are displays, presentations 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 parent/ carers' 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. Parent/ carers are also encouraged to create their own Unifrog account so they have access to the same breadth of up to date labour market information as their children. In addition, we encourage the involvement of parents and extend invitations to them to be a part of our careers programme and share their skills and knowledge. We reach out to all parents through use of our website, Twitter (X), texts 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 uses line management and systems 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.

## **Appendix 1- Careers Entitlement**

### **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) programme 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 future careers 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 SEND.

**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.
- Use the Flourish 8 to identify and record opportunities

**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.
- Use Flourish 8 to identify and record opportunities
- Undertake work experience and reflect on the skills they have used and contacts 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.
- Use Flourish 8 to identify and record opportunities
- Complete a high quality UCAS application.
- Undertake high quality work experience/ Work Related Learning (WRL)
- 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 workplace (real or virtual) 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.
- 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 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](mailto: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:

	Autumn Term	Spring Term	Summer Term
Year 7-8	Weekly Assemblies	National Careers Week	
Year 9-11	Weekly Assemblies Year 9 Options Process	National Careers Week	Work Experience Preparation sessions / Post-16 Options Fair
Year 12-13	Weekly Lecture	Weekly Lecture	Future Pathways Day

Please speak to our named Director of Careers 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**

Name of Partner agency	Contribution	Impact / Outcome	Future Plans
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%.
The Access Project	Individualised mentoring and tutoring for students from underprivileged backgrounds to help them access 'top third' Universities.	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.	Continue to support funding bids to ensure sustainability of this impactful programme.
Unifrog	Guidance IT package for year 7-13 supporting subject choice and informing them about apprenticeship options	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	Expand use across the Academy to track career activity for all learners
My Big Career	Expertise. Employer encounters. Face to face career guidance from trained volunteers to all PP students in Y9. They also provide career insight opportunities	Empowered students who are better equipped to make choices for the future	Continue to work together as 'My Big Career' continues to grow. Use expertise to engage students at risk of NEET.
Imperial College London	Formal link- they support us as a science specialist Academy	Provide mentors to increase attainment of students in STEM subjects through weekly tutoring sessions. Visits.	Review and revitalise partnership.
Mark Evison Foundation	Funding for students to challenge themselves.	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.	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.

The Grocer's Guild	Annual enterprise competition where a team of students develops a business idea and presents it to a room of dignitaries.	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.	Continue to engage
Duke of Edinburgh's Award	Year 10 and 11 complete bronze award; Year 12 complete silver.	Develops students' skills, work experience and also is a recognised qualification.	Two new staff members have taken this on and have successfully relaunched this initiative
Construction Youth Trust	Year long mentoring for risk of NEET Y11 cohort, bespoke world of work experiences for Y10, Curriculum linked workshops for all years	Students have been able to engage in workplace activity despite the recent challenges regarding COVID-19 restrictions	Continue to develop partnership to create further curriculum links.
Walpole (The official sector body for over 250 of the UK's finest luxury brands)	Provide range of opportunities for students to engage in with luxury brands via lectures and workplace activities	Students have access to businesses they would not otherwise which raises aspirations	Develop partnership further to create more opportunities for students
The Careers and Enterprise Company	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	Targeted careers programme for all learners.	Consider joining the Careers Hub next year