

Careers and Employability Policy

Date to be reviewed:
July 2027

Responsibility of:
The Principal

Date ratified by Governing Board:
Thursday 15th October 2026

Academy Vision Statement

We will be a diverse, inclusive community welcoming all. Our Christian values will anchor us so that we work hard together. All at the Academy will hold themselves to account and practise kindness at all times.

Students will flourish, benefitting from a rich academic curriculum and personalised pastoral care. Learning will excite, inspire and challenge. Opportunities for students to develop outside the classroom will ensure they leave the Academy with: resilience, wisdom, hope and the 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 (CEIAG) 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 2). 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 and Statutory Framework

Careers Guidance and Access for Education Providers.

This policy fulfills the Academy's statutory duties under Sections 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, and Section 2 of the Technical and Further Education Act 2017 (Baker Clause).

It aligns with updated national frameworks and statutory guidance, including:

- [DfE Statutory Guidance: Careers guidance and access for education and training providers](#)
- [The Gatsby Benchmarks of Good Career Guidance](#)
- [The Ofsted Education Inspection Framework \(EIF\)](#)
- [The Career Development Institute \(CDI\) Framework for Careers, Employability and Enterprise Education](#)

Provider Access Legislation (PAL) Statutory Requirements

In accordance with updated statutory guidance, the Academy ensures that approved technical education providers and apprenticeship organisations have access to all students in Years 8 to 13. The Academy provides:

- **Years 8–9:** Two encounters that are mandatory for all pupils to attend, taking place any time during Year 8 or between 1 September and 28 February during Year 9.
- **Years 10–11:** Two encounters that are mandatory for all pupils to attend, taking place any time during Year 10 or between 1 September and 28 February during Year 11.
- **Years 12–13:** Two encounters that are mandatory for the school to put on, but optional for pupils to attend, taking place any time during Year 12 or between 1 September and 28 February during Year 13.

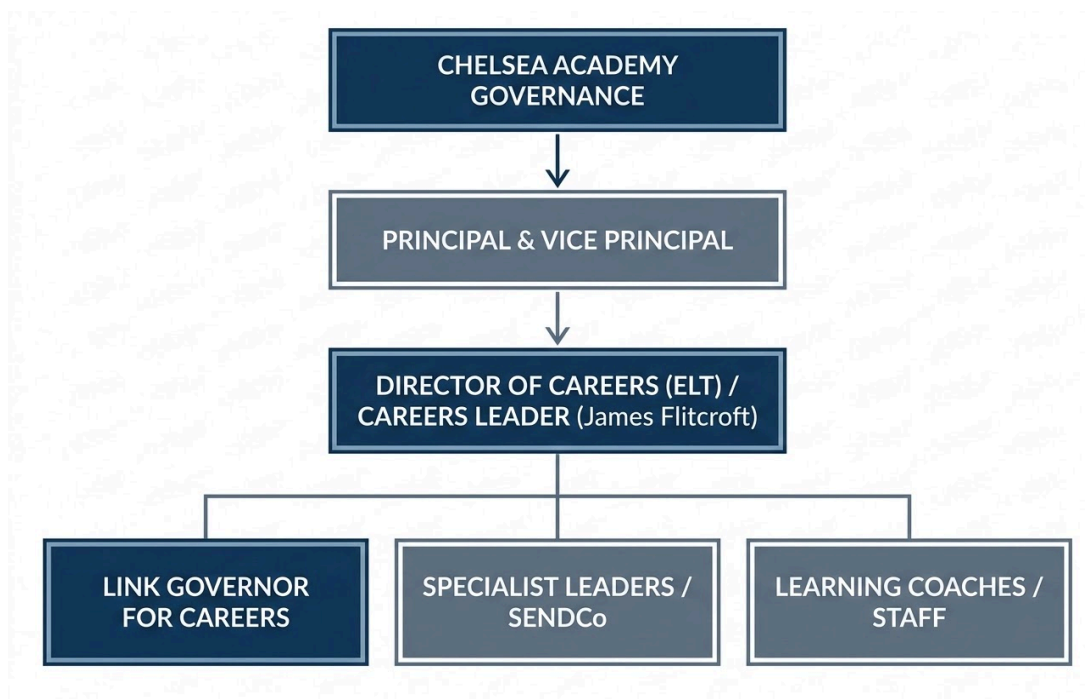
Gatsby Benchmarks Alignment Matrix

Chelsea Academy evaluates and develops its careers provision against all 8 Gatsby Benchmarks:

Gatsby Benchmark	Provision & Delivery Strategy at Chelsea Academy
1. A Stable Careers Programme	Written policy published on the website; evaluated termly via <u>Compass+</u> and reviewed annually.
2. Learning from LMI	Unifrog integration across Years 7–13, parent LMI engagement, and updates via Coaching Time.
3. Addressing Needs of Students	Differentiated support, tracking via Unifrog, targeted intervention for SEND/disadvantaged students with SENDCo input. Targeted interventions for medium to high risk of NEET students identified through a variety of indicators both formal and informal.
4. Linking Curriculum to Careers	Career relevance embedded in subject schemes, Y9 Options, British Science Week, National Careers Week, Skills Builder Universal Framework 2.0 and Flourish & Futures Week.
5. Encounters with Employers	Employer lectures, guest speakers, enterprise competitions (e.g. 6F Grocer's Guild Award, Y9 Enterprise Day), trips and visits, local business partnerships.
6. Experiences of Workplaces	KS3 Work Experience activities; Year 10 Work Experience week, Year 12 Work Experience week, ongoing Year 10–13 placements, and Access Aspiration (et.al) online and in person engagement.
7. Encounters with FE/HE	University visits (e.g. Annual Y12 visit to University of Sussex), Sixth Form Lecture Series, Y12 HE & Progression Launch, Y12 visit to UK University & Apprenticeship Search Fair, Y11 Futures Day, National Careers Week
8. Personal Guidance	1-to-1 interviews for Key Stage 4 with a Level 6 qualified independent Careers Adviser. Sessions for SEND commence in KS3, often in Y9 (Education Development Trust). 1-to-1 interviews for Key Stage 5 with a Level 6 qualified Careers Adviser (Director of Careers)

Management and staffing

Careers and Employability is managed by the Director of Careers (James Flitcroft), a member of the Extended Leadership Team (ELT) who reports directly to the Vice Principal and the Principal. The Director of Careers acts as the designated Academy Careers Leader, overseeing strategic curriculum development and coordination.



Specialist Collaboration: The Director of Careers collaborates with ELT members, the SENDCO, Pastoral Leaders, Curriculum Leaders, and external agencies (see Appendix 3).

Governance: A designated Link Governor for Careers and Employability provides oversight and scrutiny.

Staffing Role: All teaching staff contribute through their roles as Learning Coaches and by highlighting career pathways within their academic disciplines.

Local Context and Inclusive Ethos

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 an institutional member of the Career Development Institute (CDI), the Academy strictly adheres to the CDI Code of Ethics.

In keeping with our Christian ethos, our policy incorporates an inclusive approach ensuring every student is treated as an individual. Students are supported to access the full programme through Learning Coaches, Teachers, Teaching Assistants, Heads of Year, the Pastoral Team and the Chaplain. Raising aspirations, challenging stereotypes, and promoting non-traditional pathways are emphasised across all key stages.

Guidance

Chelsea Academy commissions an external, independent guidance provider (Education Development Trust) to deliver impartial careers advice. Delivery quality and student outcomes are regularly monitored and reviewed. The Director of Careers also delivers 1:1 and group career guidance sessions, primarily with Sixth Form to increase overall capacity, but also as follow up for individual students identified with additional career development needs

Individualised & Confidential: Guidance focuses on personal development, self-awareness, information on the education and labour market, and realistic decision-making. Advice is confidential, impartial, and tailored.

SEND & Vulnerable Cohorts: Additional targeted access is provided for students with significant needs in direct collaboration with the SENDCO.

Qualifications: Guidance is delivered by a Level 6 qualified Careers Adviser (Gordon Young & Director of Careers).

Curriculum & CDI Framework Integration

The Careers curriculum is structured around the six core learning areas of the CDI Framework:

Grow throughout life: Developing self-awareness, assessing strengths, building confidence, and recognising personal capabilities.

Explore possibilities: Researching labor market information (LMI), investigating career routes, and evaluating post-14, post-16, and post-18 pathways.

Manage career: Making informed option choices, preparing applications, building CVs, developing interview techniques, and managing transitions.

Create opportunities: Developing enterprise skills, participating in employer encounters, networking, and completing work experience.

Balance life and work: Understanding rights and responsibilities, planning for personal happiness, work-life balance, and challenging workplace stereotypes.

See the big picture: Understanding how the economy and world of work function, recognising fair trade/fair work concepts, and adapting to industry shifts.

Delivery takes place through Coaching Time, Personal Development lessons, Drop Down Days, assemblies, Flourish and Futures Week, guest lectures, and subject-embedded learning.

This year, we are also beginning a three year strategic process of embedding the [Skills Builder Framework 2.0](#) into the Academy through the Pastoral Curriculum; Enrichment and Personal Development activities and Curriculum Schemes of Work

Resources and Access to Information

Budget & Funding: The Careers budget is reviewed annually with the Director of Finance and Operations, supplemented by funding bids to the Chelsea Academy Foundation (CAF).

Library Resources: The Library Manager maintains a broad selection of physical and digital career resources in collaboration with the Careers Leader and external adviser.

Digital Platforms & Communication: Students access up-to-date LMI and career tools via Unifrog. Information is cascaded through coaching time, year-group bulletins, digital screens, assemblies, and direct email updates.

Involving Parents and carers

The Academy recognises the vital influence of parents and carers in career decision-making:

Communication: Parents are kept informed via Academy bulletins, newsletters, emails and the website.

Unifrog Access: Parents/carers are encouraged to create Unifrog accounts to explore labor market trends alongside their children.

Parental Engagement: Parents are invited to participate in events, option evenings, and share their professional expertise within the careers programme.

Monitoring, Review and Evaluation

Continuous Audit: Provision is audited against the Gatsby Benchmarks using Compass+ and evaluated cross-curricularly.

External Guidance Quality: External providers maintain robust impact recording, tracking guidance outcomes and action planning.

Student & Stakeholder Voice: Feedback is systematically collected from students, parents, and employers. Student Careers Ambassadors help drive student-led evaluation.

Quality Assurance: Chelsea Academy conducts frequent reviews in collaboration with external partners. Most recently, in 2026, the Academy completed an Internal Leadership Review with the Careers & Enterprise Company (via Reed partnerships) alongside a peer review with two London Schools across RBKC, Westminster and Hammersmith & Fulham.

Partnerships

Strategic Partnerships

The Academy maintains active partnerships with external organisations to enhance student opportunities, including:

- The Careers & Enterprise Company (CEC) / London Enterprise Adviser Network (LEAN)
- Education Development Trust (EDT)
- Access Aspiration & My Big Career
- Construction Youth Trust, Walpole, and The Access Project

(See appendix 3 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, ELT agenda items, 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 CEIAG programme that is appropriate to their individual needs, motivates them to raise ambition, and encourages them to explore non-traditional careers. Throughout the programme, emphasis is placed on student happiness, work-life balance, celebrating talents, and contributing positively 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. Flourish and Futures week (introduced in July 2025) will be the vehicle for many of the opportunities
- 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 Years 7, 8 and 9 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
- 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.

During Years 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 Years 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 - 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 Academy's 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	Flourish and Futures Week
Year 9-11	Weekly Assemblies Year 9 Options Process	National Careers Week	Flourish and Futures Week including: Work Experience Preparation sessions / Post- 16 Options Fair
Year 12-13	Weekly Lecture	Weekly Lecture	Flourish and Futures Week (Work Experience and / or Summer Schools) 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.

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 Librarian. The Library is available to all students throughout the week. In addition there is the opportunity to display posters / other in the Careers office and to share literature from providers electronically, with all year groups and their parents / carers.

Appendix 3 - Collaborative Working Analysis

Name of Partner agency	Contribution	Impact / Outcome	Future Plans
Education Development Trust (used to be called CFBT)	Independent Level 6 Guidance; LMI; NEET prevention; SEND support.	Statutory duty met; feedback on quality of service and effectiveness; CPD opportunities and LMI for circulation to staff and students. NEET prevention.	Contract maintained; Gordon Young remaining as designated Adviser following ongoing positive feedback.
Access Aspiration	Employer encounters & Y12 work experience placements	All of Year 12 have access to high quality work experience. Outstanding opportunities for students.	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. 30 students each from 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. System to underpin pre and post 16 work experience	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. Coherent system to oversee work experience placements	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 & Y10. They also provide career insight opportunities. Provide volunteers to support students on A level Results Day	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.
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 Y10 into Y11 cohort. Year long mentoring for transition support for specific Y12 into Y13 students with an interest in applications to opportunities other than just a UK University	Low NEET figures. Degree and Higher Level Apprenticeship starts post 18.	Continue to develop partnerships 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
Future First	National alumni network organisation	Builds an alumni network for schools. Funded by the CAF	Build on the launch in early 2024/25