

Careers and Employability Policy

**Approved by Governor committee:
Students and Curriculum**

**Date to be reviewed:
June 2020**

**Responsibility of:
Vice Principal - Inclusion**

**Date ratified by Governing Board:
2nd July 2018**

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 2017.
- 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 Leader for Business and Economics 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

Chelsea Academy commissions an external provider of 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 students 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. Each immersion day has careers related activities relating to the 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. The budget has been expanded by 10% to increase the contract with our external careers provider in direct relation to numbers of students in Year 11.

A range of resources are available in the LRC, which the LRC 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 the fortnightly CA Update and opportunities are promoted throughout the Academy by email and on the screens.

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. 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' 'Thames Tideway Tunnels', 'The Mayor's Fund For London', 'Access Aspiration' and 'My Big Career'. We also work in partnership with Imperial College London and Francis Holland School, Sloane Square. (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 the Academy newsletter and INSET training.

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.

Date of policy: 2nd July 2018

Date of review: June 2020

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) 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.
- Choose GCSE options that are appropriate to their interests and talents.

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.
- 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 Future Pathways 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 'Kidzania' where they experience careers role play.

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.
- The world of work: Independent Career research project; fair work / fair trade case study during Personal Development lessons.
- Options Process including taster lessons in all new subjects and an Options Information Evening for parents.
- Options interviews.
- Brunel Urban Scholars (Saturday University).
- Thames Tideway Tunnels assembly on STEM careers in London. Some students will visit local sites.

Year 9

- Finance, enterprise, university budget, working persons' budget, graduates budget, employee rights, and rights and responsibilities during Personal Development lessons.
- 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 'ULAS', and 'Apprenticeships'. Also a careers fair featuring Chelsea Academy Alumni who attend local Colleges, Studio School Sixth Form and Apprenticeship Providers. 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 'ULAS' and take advantage of the opportunities they are offered.
- Industry specific events such as those offered by 'My Big Career'.

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 such as those offered by 'My Big Career'.

Appendix 3 - Management of Provider Access Requests

Procedure

A provider wishing to request access should contact Lucy McNally, Careers Leader. Tel: 020 7376 3019 (ext. 3004), Email: lucy.mcnally@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 8 Options Process |
| Year 9-11 | Weekly Assemblies | 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 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.

Premises and Facilities

The Academy will make the Lecture Theatre, Sports Hall, LRC, 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 LRC, which is managed by the LRC Manager. The LRC 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 2017-8 and will continue for 2018-19. Richard Williams to remain our Careers Adviser following positive feedback. |
| Access Work Placements | 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%. |
| Access Project | Individualised mentoring and tutoring for students from underprivileged backgrounds to help them access 'top third' Universities. | See impact report. Generally-raised attainment and better preparation for entry into top third universities for approx. 10 students from Year 9, 10,11,12 and 13. | Bid for further funding to make this successful and popular project available to a wider range of students. |
| Unifrog | Guidance IT package for year 11-13 supporting subject choice and informing them about apprenticeship options | Improved course choice which results in more realistic University applications. | Create time for Year 11 to use this regularly during coaching time. |
| ULAS | Careers online platform connecting students with employers and enabling recording of 'soft skills' and work experience. | Students have been offered internships and work experience through using this platform. It needs to be better embedded and regularly used to fulfil it's potential with students. | If we could raise funding for more IT facilities for students, we could better use ULAS. Launch in Year 10. |
| Thames Tideway Tunnels | Employer (local) | Ensuring all year groups have at least 1 employer encounter each year with a local labour market employer. Raising awareness of variety and challenging stereotypes within STEM. Assemblies, trips along the river to see the engineering sites. | Will need to be reviewed annually as the project progresses through phases. Also Clair Bradley is working with them on 'legacy'. |
| My Big Career | Expertise. Employer encounters. | Founder of 'My Big Career' visits to deliver talks on university to parents and students, and to offer opportunities including visits to Edward Enninful at Vogue. Also brings trained advisers to results day to support students through transition. | 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. | Arrange joint working with the 'White City' campus once it has been completed. |

| | | | |
|---------------------------|---|--|---|
| 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. |
| Kidzania | Careers Theme Park for children. | Fun with careers for Key Stage 3 students. | Aim to raise funding to allow all students in KS3 to go to Kidzania each year. |
| Outward Bound Canada | 5 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. | Survival skills; resilience. Each student reports back and gives a speech at Open Evening about their experiences. | Continue to offer this incredible opportunity. |
| 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. | Our team this year consisted of a mix of Year 12 and 13 boys and girls. They won over schools from across the UK, gaining £5000 for the Academy and going to work with the first winner of <i>The Apprentice</i> to develop their idea. |
| Into University | Delivered Creative Careers programme over 6 weeks where students attended a minimum of 3 sessions. | Students explored creative industries and met Artistic Director of BBC Digital; Writer for Netflix; Artist from Coulthard Institute, among others. Students developed their interpersonal and teamwork skills through a series of challenging activities. | Continue to work with Into University, promoting their revision sessions and hosting them in school. |
| 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. | A new member of staff has taken this on with renewed enthusiasm and is trying to expand numbers of students taking it up. |