




Work Experience & Careers Policy

Signed	
Position	Michael Jeffrey Head of School
Date Agreed	November 2025
Next Review	November 2026

Equality Statement

Centre Academy London is committed to a policy of equality and aims to ensure that no employee, job applicant, pupil or other member of the school community is treated less favourably on grounds of sex, race, colour, ethnic or national origin, marital status, age, sexual orientation, disability or religious belief. We provide a safe, supportive and welcoming environment.

Centre Academy London is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.



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This policy will be reviewed and updated every 6 months and posted on the school website

1. Rationale

Centre Academy London (CAL) believe that our students should not be defined by their additional needs and that that meaningful Careers Education and guidance is a major contributor to achieving their dreams and ambitions. We aim to prepare our students for the opportunities and experiences of life and help them make a successful and positive transition to their next destination with suitable qualifications to be a useful citizen.

1.1 Statutory Requirements and Commitment

The statutory guidelines require schools to provide a programme of careers education in Years 7 to 13 and to give all students access to independent careers information and guidance. The Careers Strategy sets out that every secondary school should use the following Gatsby Benchmarks to develop, encourage and improve careers provision:

- Robust careers programme
- Learning from career and labour market information
- Addressing the needs of each pupil
- Linking curriculum learning to careers
- Encounters with employers and employees
- Experiences of workplaces
- Encounters with further and higher education
- Personal guidance

Following the Government's expectations, CAL is committed to continuing to meet the Gatsby benchmarks. The school aims to provide all students with good quality, careers education supported by personalised information, advice and guidance delivered throughout their education. In addition to the Gatsby benchmarks, CAL will endeavour to follow the following guidance:

- The National Framework for Careers Education and Guidance in England (DfE, 2003)
- The National Career Development Framework (2023) and other relevant national guidance from relevant bodies as they appear.
- CDI framework for careers, Employability and Enterprise Education 7-9 [2020].
- Section 19 Education Act (2011)
- Statutory guidance (DfE) Careers, guidance and inspiration in schools (July 2021)
- The OFSTED Inspection Framework



2. Aims

We are committed to providing students with the skills, knowledge and understanding to support:

- **Self-Development:** developing pupils' self-awareness of themselves where they can make a realistic judgement of their skill, attitudes and needs to make informed choices in education, training, and employment.
- **Career Exploration:** providing pupils with information about the world of work and a working life, career route possibilities, including into further and higher education, training, apprenticeships, and jobs.
- **Career management and employability skills:** guidance helps pupils apply knowledge and understanding to their own unique circumstances. Helps students with financial capability and handling applications and interviews.

The purpose of Careers Education Advice Guidance (CEAG) at CAL is to contribute to the achievement of the following objectives:

- Students will develop a deeper understanding of their strengths and talents.
- Students will develop decision making skills
- Students will be able to manage change and time
- Students will develop self-reliance and responsibility
- Students will be motivated and empowered to plan and manage their futures, including their learning journey
- Responding to students' individual needs and promoting their personal development, including enabling them to use individual learning planning to assist their progression
- Supporting students to make informed learning and career choices by providing them with information, resources, and access to multiple providers throughout their education.
- Raising students' aspirations through practical activities that enable them to explore opportunities in learning and work, including higher education, that they might not otherwise have considered
- Promoting inclusion, equality of opportunity and challenging stereotypes
- Improving attainment by providing curriculum activities that develop students' career exploration and management skills and supporting this with personalised information, advice and guidance

3. Delivery

There is a planned programme of learning experiences from Year 7 to Year 13 that includes:

- Core learning activities taught by specialist staff within either specific Careers lessons (Years 9 to 13)
- PSHE lessons (Years 7 & 8).
- The focus of Careers Education Advice Guidance (CEIAG) and Work Related Learning (WRL) is upon career and option choice, raising the awareness of students, and increasing their aspirations, equipping them with skills, attitudes,



knowledge and understanding as a foundation for managing their lifelong career and skills.

4. Management and Evaluation of CEIAG and WRL

Careers Lead will manage the CEIAG and WRL programme and provide the pupils with a range of experiences and activities drawing on the expertise of the local borough, local businesses, an independent careers advisor, inspirational guest speakers, professional training, work fairs and visits to colleges

CEIAG and WRL starts the moment a student is interviewed for a place in the school. The Careers Lead is part of the admissions process and reads the EHCP with particular attention to the 'Young person's story' and 'Parent/carers views' sections, to ascertain the strengths and aspirations of the candidate.

The Careers Lead will gain knowledge of any diagnosis such as ADHD, ASD, EBSA, FASD and be able to tailor the student's career and life-skills needs accordingly. In addition, the careers lead will spend time with the student and write up a short report to help the admissions process.

The 17 areas outlined in the CDI framework for careers, Employability and Enterprise Education form the basis of the College Planning and Life skills classes and apply to KS3, KS4 and all 16–19-year-olds.

Each group of students will have one, one-hour contact time, timetabled with the Careers Lead each week. In addition to the provision identified in 3.4 these classes will include -

- CV writing
- Investigating careers opportunities using external websites
- Looking at local and national information
- Preparation for work activities
- Financial activities
- Introduction to jobs
- Linking skills to work

5. Entitlement

ALL pupils at CAL are entitled to a careers programme that helps them to:

- Understand their education, training, employment and other progression opportunities and have the information they need to make decisions about learning and career options
- Develop the skills they need to plan and manage their own personal development and career progression with appropriate support.
- Overcome any overt and hidden barriers to progress that they may encounter, celebrating diversity and equality of opportunity.



- Access relevant information about the world of work.
- Make and maintain individual plans to help them improve their prospects of success.
- Pupils will have access to and support by using Careers Information that is:
 - Easy to find and accessible in a variety of formats (e.g., hard copies of prospectuses, online materials, face-to-face information).
 - Comprehensive; giving details of all progression opportunities and support.
 - Impartial and up to date.

Pupils will obtain careers guidance that is:

- Impartial and independent.
- Focused on individual needs.
- Supportive of equal opportunities.
- Parents and Carers of pupils at CAL can expect to:
 - Be informed of the CEIAG offer at CAL
 - Be able to speak to a member of staff to discuss their child's progress and prospects (via parents' evenings, phone conversations or meetings requested by parents).
 - Have access to the Careers Education, Information, Advice and Guidance Policy online and request a hard copy if required.
 - Be kept up to date with Careers developments via newsletters
 - Have the opportunity to provide feedback on the Careers Programme, through the termly Parent Forum, and offer suggestions for improvement.

The Careers Lead encourages local business to come to our school to talk to small groups, depending on their interests and skills. For example, a mechanic from the bicycle repair shop might be invited to talk to students who enjoy working with their hands.

The Careers Lead is responsible for the planning and designing of CEIAG schemes of work by:

- Planning opportunities for all pupils to acquire the skills needed to make the best use of careers opportunities
- Linking specific careers development to PSHE lessons by regular meetings with the PSHE lead.
- Identifying staff development needs and organising appropriate training opportunities
- Regular updates and training at staff-meetings
- Keeping up to date with the developments in labour market trends and opportunities in education and training.
- Work collaboratively with the Speech and Language Therapist to help students understand and use vocational vocabulary, develop their social skills through practical activities and build their confidence around using communication skills in the workplace. Enthusiasm and attitude, teamwork, networking, problem solving, critical thinking and professionalism are some of the topics that are



covered in lessons, with activities ranging from group tasks and role-play to journaling and reflective practice.

- Regular meetings with the SENDCo to discuss the needs and progress of individual students. The progress files will be attached to provision maps in order that parents and the SENDCO can discuss careers development at Annual Review Meetings.

CEIAG and WRL are important cross-curricular themes within the school's curriculum. Teachers will include career information in the curriculum of all subject areas and learning programmes. For example, current links have been made:

- In History, the students looked at the cholera epidemic in Soho in 1854 and learnt about John Snow, who identified the source as a water pump. They then compared the skills of Chris Whitty during the recent pandemic to those of John Snow, thereby showing through a history class, a particular set of life-skills
- In Maths - the maths teachers teach financial and time capabilities
- The PSHE teacher is developing employment skills, valuing equality, diversity and inclusion. 4 lessons are taught by a representative from Deloitte Banking to support the students into adulthood during our PSHE lessons.
- The art teacher reinforces the importance of creativity in the workplace, especially in design and decoration and how this is important for mental well-being.
- The English curriculum reinforces skills in written and spoken communication, self-preservation, and occupational information.
- Science Fair where each year the students are encouraged to take part in a practical science fair where they show to other students and parents a scientific experiment that has universal application. The fair is judged by a local engineer or scientist who gives a talk on the importance of science in our working lives.
- Art Fair where each year, students are encouraged to exhibit their work at an event open to parents and friends. Recently the school has teamed up with a small gallery in Camden called *The Spring Up Gallery*. This will give the art students experience of a public exhibition and inclusion in a website where their pictures can be sold.
- At Christmas time, students design Christmas cards which are printed and sold in aid of a local charity.
- Making links during clubs to life skills. The student can choose from; Cookery, Model making, debating, music, crafts, gardening, art or film. The students can change their club termly.

Additional activities for all students are encourage, including bespoke work experience, visits to external workplaces, STEM and other career-related activities delivered by employers, alumni and local agencies including higher education, apprenticeships, and other providers. For example:

- **'A Day In The Life Of'** is where regular guest speakers are invited to the school to talk about their own personal experience. The talks will last about 50 minutes and take the form of an interview between the Careers Lead and the guest.



Students hear about how the speaker performed at school, where, or if they went onto further education, an apprenticeship or employment, and learn about their current job. These speakers are from all occupations and to date, have included a female fire fighter, retail managers, Head of Global at Lego, Wandsworth Food Bank, Police officers, HMP wardens and a Professor of Business and Entrepreneurism from Aerial University, Israel.

- **Professional Development Assemblies:** Centre Academy. London has built partnerships with The Apprenticeship Support and Knowledge programme and includes a series of scheduled talks on professional development including interview skills and techniques, identifying strengths and weaknesses and how to showcase them to employers, how to write successful job applications, mock assessments and workshops, and awareness of opportunities.
- **Independent Careers Advice:** through **The Spear Foundation** which offer one to one life skills coaching, job application support, job skills matching, twelve months of personalised post-school coaching to enable career progression and have access to many employers.
- **Careers Fairs:** “Employ Wandsworth” and students at all stages of their education are regularly invited to attend local careers fairs where they have:
 - Exclusive access to hundreds of job opportunities
 - Meet with local companies who want to hire local people
 - Information and advice on training and development
 - Free employability workshops delivered by Google Digital Garage and South Thames Colleges Group’.
- **Road Safety Awareness and Travel Independence:** A number of students have been identified who would benefit from attending one or more weekly community & life skills groups. The idea of these groups is to enhance wellbeing, communication, and confidence by carrying out functional skills, which are essential in everyday life. Our Therapy team prepare the students each week to lead up to an outing into the local community. Offsite activities planned include visits to the local church as part of a fine motor group, walks within the local area, supporting residents at a nearby care home, and volunteering in areas meaningful to our students.
- **East Soar Residential Trip:** All students will have the opportunity to spend a week working on a farm at East Soar in Devon. Here they can learn such life skills as:
 - *Field Games and Challenges,*
 - *Beach Games and Challenges*
 - *Team Building Activities*
 - *Basic Bush Craft*
 - *Camp Craft*
 - *Outdoor Cooking*
 - *Navigational Games and Challenges*
 - *Crabbing & Fishing*
 - *Nature & Farm Walks*
 - *Animal Feeding*
 - *Story Telling*
 - *Natural Art and Crafts*



- *Problem Solving Games and Challenges*
- *Forest School*

6. Work Related Learning

Students are encouraged to engage in a choice of Work Related Learning activities in three principal areas:

- Learn through work
- Learn about work
- Learn for work.

The work experience programme is based on a partnership with local businesses and the Borough of Wandsworth Children's Services department.

6.1 Work Experience: Central to Centre Academy, London's stable careers programme is work experience. The Careers Lead builds links with local businesses and employers to increase the range of experience on offer. The school has links to Tina Dennis at Wandsworth's Lifelong Learning programme who has links with local employers. All year 10, 11, 12, and 13 take part.

- The Careers Lead is responsible for the organisation of each placement. Each placement is subject to either a 'pre-placement inspection' or a risk assessment. The pre-placement inspection is carried out regularly by personnel from Wandsworth Lifelong Learning programme while risk assessments are carried out in accordance with school policy by the Careers Lead.
- All assessments are available for inspection.
- All students attend a pre-placement interview and are accompanied to and from the venue for the duration of the placement by the Careers Lead. The Careers Lead stays in constant communication with the manager of each business.
- At the end of a placement, the students are encouraged to write Thank You cards and take a small gift to the manager and staff.

6.1 Evaluation

Centre Academy, London aims to evaluate and continuously improve CEIAG and WRL by adhering closely to the Careers and Enterprise Company's 'Careers leader Impact and Evaluation Toolkit' by:

- consulting pupils and parents in yearly questionnaires
- consulting pupils and parents at regular parent conferences
- Personalised 1:1 interview with pupils preparing for, and de-briefing from work-experience
- Work experience visits, including interviews with businesses who have offered placements

6.2 Further Education

- Centre Academy, London continues to develop new links with local colleges.
- By conducting face-to-face interviews, the careers lead will recommend courses based on the skills and aspirations of the student.



- The Careers Lead will accompany the student to visit the college or for an interview.
- The Careers Lead advises parents about the financial implications of a college course and suggest ways in which grants and bursaries can be obtained.

In July 2023, out of a total of nine school leavers, eight students had a place in further education or work.

7. Monitoring, Approvals and Review

Staffing CEIAG is planned, monitored, and evaluated by the Careers Lead and Head of School, with the aid of teachers in other curriculum areas and external IAG providers.

This policy is overseen by the Head of School, Proprietor, Careers Lead, SLT and school governors. This policy is reviewed annually and key priorities for action are identified and included in the School Improvement Plan.

8. Useful Links

Section 19 of the Education Act

SEN Post-19 is an educational service for autistic adults aged 19-25. The service focuses on developing functional communication and language acquisition as well as preparing students for adulthood.

<https://www.gov.uk/government/publications/send-19-to-25-year-olds-entitlement-to-ehc-plans/send-19-to-25-year-olds-entitlement-to-ehc-plans>

Extra help post 19

https://contact.org.uk/wp-content/uploads/2021/03/extra_help_in_education_for_19-25-year-olds.pdf

Careers Guidance and Access for education and training providers

<https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools>

Career Development Institute - Framework

<https://www.thecdi.net/Careers-Framework>

Skills Definitions

<https://www.investopedia.com/terms/s/soft-skills.asp#:~:text=Soft%20skills%20can%20also%20be,carried%20over%20to%20any%20position.>

Gatsby Benchmarks

<https://www.careersandenterprise.co.uk/careers-leaders/gatsby-benchmarks/>