



**Seahaven Academy**

The best in everyone™

Part of United Learning

# Careers Strategy Plan

Years 7-11

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Date: October 2025

Date Approved by Governors: (to be ratified at governors meeting on 16<sup>th</sup> October 2025)

Review Date: October 2026

Person Responsible for Review: Careers Manager

## Our Vision

Our vision is to support, engage and enable learners to build confidence, resilience and motivation in order to achieve their full potential and to develop their talents so that they can fulfil their ambitions.

## Our Commitment

There has never been a time when careers guidance has been as important for young people as it is today. At Seahaven Academy, we have a critical role to play in preparing our students for the next stage of their education or training and beyond. Our students will be embarking upon a career pathway, which is more challenging and complex than that faced by previous generations. Global opportunities and increasing technological advances could result in young people potentially working in a career that does not currently exist.

With the grater choices of education, training and employment, our aim is to prepare learners for these ever-changing opportunities, responsibilities and experiences and to equip them with the skills and understanding to manage their choices, changes and transitions ahead of them

## Our Values

Our key school values at Seahaven Academy are for every student to reach their potential. We do that through:

- **Kindness** – With kindness we care
- **Confidence** – With confidence we dare
- **Ambition** – With ambition we exceed

## Context

At the time of writing October 2025, Seahaven Academy had:

- 706 of students
- 52% male, 48% female.
- 36 % Pupil Premium Eligibility
- 17.7 % of students have a Special Educational Need or Disability (SEND)
- 13% of students speak English as an Additional Language (EAL)
- 35.7% of students have Free School Meals (FSM)

## Role and Responsibilities

All staff contribute to the provision of careers advice and guidance through their roles as form tutors and subject specialist/ Subject specialists embed careers into their subject areas and support links with employers to support the curriculum.

### Careers Team:

Careers Manager: Erin Lever

SLT Careers Link: Violetta Koutsoukou

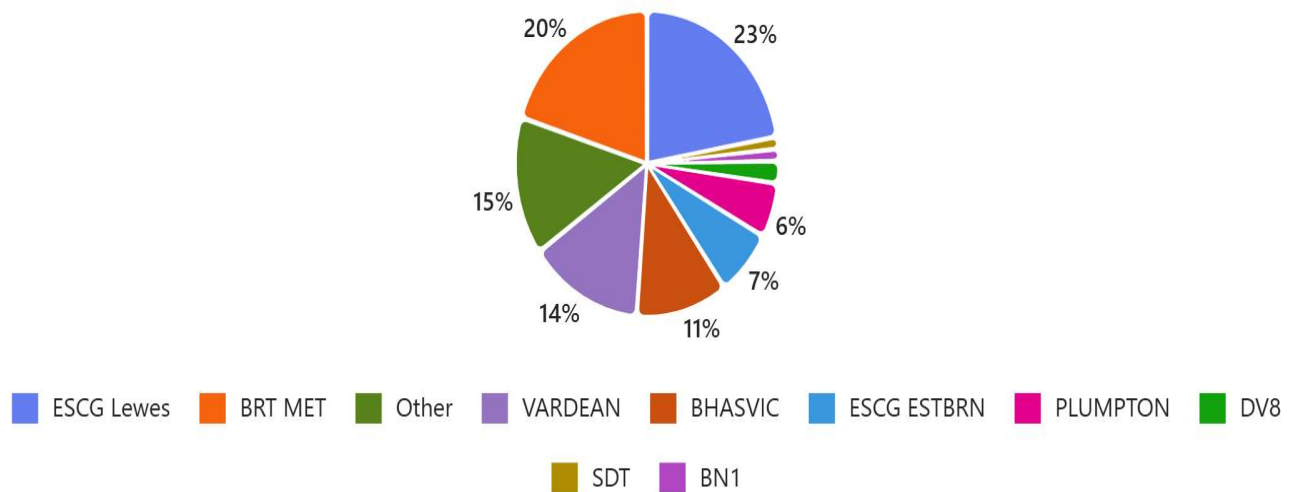
Careers Link Governor: Mark Beaumont

## Gatsby Benchmarks

Our careers programme is written around the Gatsby benchmarks for Good Career Guidance.

- 1: A stable careers programme
- 2: Learning from career and labour market information
- 3: Addressing the needs of each young person
- 4: Linking curriculum learning to careers
- 5: Encounters with employers and employees
- 6: Experiences of workplaces
- 7: Encounters with further and high education
- 8: Personal Guidance

## Destination Data



## SWOT Analysis

<p><b>Strengths</b></p> <ul style="list-style-type: none"> <li>• Formation of a partnership with IntoTech a three-year programme looking to bring female and disadvantaged students into the Technology Industry.</li> <li>• WEX was completed over a 3-day period</li> <li>• College applications were well-supported.</li> <li>• As part of our Careers Values Day, students participated in an exciting enterprise initiative known as “The Sharks Lair.” This event provided a unique opportunity for students to develop innovative product ideas and present them to a panel of judges from external companies.</li> </ul>	<p><b>Weaknesses</b></p> <ul style="list-style-type: none"> <li>• Not all university visits took place last academic year.</li> <li>• Lack of established business network</li> </ul>
<p><b>Opportunity</b></p> <ul style="list-style-type: none"> <li>• Further utilisation of partnerships:             <ul style="list-style-type: none"> <li>- Steps to Success</li> <li>- Dare to dream</li> <li>- YES ( Youth Employment Service)</li> </ul> </li> <li>• Implementation of Unifrog as a resource centre for careers information and to store records of interactions.</li> <li>• Reviving the Alumni to inspire our students</li> <li>• Careers has been implemented into tutor time, for further development and exposure.</li> <li>• Further Education providers are being invited to present an assembly.</li> <li>• SEN students will be taking part in a careers fair and workshop which will be specifically adapted to their needs.</li> <li>• A group of budding politicians will have the opportunity to visit parliament in the new year.</li> </ul>	<p><b>Threats</b></p> <ul style="list-style-type: none"> <li>• Departure of previous careers leader may have left a gap in careers provision.</li> <li>• Time to access the UniFrog platform and allowing students adequate time to use it to it’s full potential.</li> </ul>

## Strategic Objectives

<p style="text-align: center;"><b>Vision</b> To be ambitious, successful and confident in future study and work</p>		
Strategic Objective 1	Strategic Objective 2	Strategic Objective 3
<p>Students become ambitious for their future career by:</p> <ul style="list-style-type: none"> <li>Identifying a future field of work from their interests</li> <li>Identifying an aspirational career in their choose field</li> <li>Exploring local opportunities using labour market information, employer encounters, and workplace visits.</li> </ul>	<p>Students are given direction to access the stepping stones towards their chosen future career.</p> <ul style="list-style-type: none"> <li>Provision of guidance in choosing appropriate Post-16 options.</li> <li>Understanding local progression routes (apprenticeships, A-Levels, vocational courses...)</li> <li>Support in applying for post-16 options.</li> <li>Understanding career opportunities within each subject area.</li> </ul>	<p>Students develop transferable, versatile skills to improve future job prospects and success:</p> <ul style="list-style-type: none"> <li>Log existing experiences and skills developed.</li> <li>Use skill development in college applications and future job applications.</li> </ul>

This academic year 2025-2026		
Strategic Objective 1 – Students become ambitious for their future career	Strategic Objective 2 – Students are given direction to access the stepping stones towards their chosen future career	Strategic Objective 3 – Students develop transferable, versatile skills to improve future job prospects and success
<ul style="list-style-type: none"> <li>• The introduction of Unifrog to students to access careers information</li> <li>• Each student in years 7-11 completes a careers-related lesson as part of the PSHE programme.</li> <li>• Students complete the FSQ (future skills questionnaire).</li> <li>• Mock Interviews with Year 10 and local employees</li> <li>• All year 10 students to have access to a relevant work experience placement of 5 days.</li> <li>• The introduction of careers into tutor time.</li> </ul>	<ul style="list-style-type: none"> <li>• Delivery of a Post-16 careers evening</li> <li>• Delivery of a GCSE options evening</li> <li>• All year 11 students have a careers guidance meeting</li> <li>• KS3 opportunity to visit Brighton University</li> <li>• FE assemblies given by various providers</li> </ul>	<ul style="list-style-type: none"> <li>• Staff to be introduced to Unifrog during CPD</li> <li>• Students to use skills builders and develop CV writing techniques.</li> <li>• Advertise Careers to the pupils – in a range of mediums.</li> </ul>