The Chalfonts Community College

Success is an Attitude!

Careers and Employability Policy

2026 - 2028

Last Reviewed on:	September 2026
New Review due:	September 2028

Contents

Careers and Employability Education and Guidance Intent..... 2
1. Vision and Values..... 2
2. Statutory Requirements and Expectations..... 3
3 Learner Entitlement..... 3
4. Roles and Responsibilities..... 4
5. Equality, Inclusion & SEND..... 5
6. Evaluation & Impact of the careers programme..... 6

Careers and Employability Education and Guidance Intent

At The Chalfonts Community College, we believe that high-quality careers education, information, advice and guidance (CEIAG) is an essential part of every student's education.

Our careers programme aims to help every student understand themselves, develop their skills and interests, explore a wide range of future opportunities and make informed decisions about education, training, employment and their future career.

Careers education is a whole school responsibility. It is delivered through the curriculum, tutor time, assemblies, PSHE, enrichment activities, personal guidance and opportunities to meet further and higher education providers.

Our programme is designed to raise aspirations, broaden horizons, and ensure that every student, regardless of background or individual circumstances, is supported to achieve their potential.

The programme is based on the **eight Gatsby Benchmarks for Good Career Guidance** and the current Department for Education statutory guidance for careers guidance and access to education and training providers.

1. Vision and Values

We want every student at The Chalfonts Community College to leave us:

- understanding their own strengths, interests, skills and aspirations;
- able to identify a range of realistic and ambitious career possibilities;
- aware of the full range of academic, technical and vocational pathways;
- able to make informed decisions about their next steps;
- equipped with the employability skills required for further study and employment;
- able to access appropriate careers information, advice and guidance;
- aware of local, national and changing labour-market opportunities;
- confident in presenting themselves to employers and education providers;
- prepared for successful transitions at 16+ and 18+;
- supported to understand that career development is a lifelong process.

2. Statutory Requirements

The School will ensure we comply with the current Department for Education statutory guidance relating to careers guidance and access to education and training providers. The school will review its career provision regularly to ensure it remains aligned with current statutory requirements.

Our careers programme is structured around the eight Gatsby Benchmarks:

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 higher education
8. Personal guidance

The updated Gatsby framework places particular emphasis on:

- careers being at the heart of education and leadership;
- inclusion and impact for every young person;
- meaningful and varied employer and workplace experiences;
- effective use of careers information and data;
- meaningful engagement with parents and carers.

The school will also meet its responsibilities relating to access for education and training providers, including opportunities for pupils to hear about technical education and apprenticeship pathways.

The school will provide at least six provider encounters for pupils in Years 8–13 in accordance with the statutory requirements and will ensure that these opportunities provide balanced and meaningful, impartial information. The school organises encounters across technical education, apprenticeships, encounters with employers, through assemblies and workshops with evaluation and Google Forms feedback from students.

Each year we complete Future Skills Questionnaire years 11-13 as an evaluation and assessment tool. All of our activities are logged in compass+ termly.

The school's website contains the current Careers Programme and detailed Careers Delivery Plan by Years 7-13, showing how careers and employability activities are mapped against the Gatsby Benchmarks.

Careers Delivery Plan by Years

file:///C:/Users/KirstyVinten/Downloads/CareersPoster_2026.2027.pdf

3. Learner Entitlement

Every student is entitled to:

- impartial careers information, advice and guidance;

- information about technical, vocational and apprenticeship routes;
- encounters with further and higher education providers;
- access to current careers and labour-market information;
- opportunities to meet employers and employees and understand the skills and qualities valued;
- meaningful experiences of workplaces;
- opportunities to develop employability skills;
- support at key transition points;
- opportunities to reflect on their careers, learning and experiences.

Careers guidance will be impartial and will be based on the individual student's needs, interests, abilities and aspirations. Students will be supported to consider a range of academic, technical, vocational, apprenticeship and employment pathways.

4. Roles and Responsibilities

Role	Key responsibility
SLT - Imran Vahora	Strategic leadership, resources and monitoring
Careers Leader - Kirsty Vinten	Overall coordination and Gatsby implementation
Careers Adviser - Kirsty Vinten	Personal guidance and individual support
Careers Governor - Jules Carmichael	Challenge, scrutiny and strategic oversight
Subject Leaders/Teachers	Careers in the Curriculum
LRC Administrator - Keelin Macgregor	Careers and Work Experience administration

We engage and encourage parent/carer involvement within careers and attend curriculum and parent evenings and sixth form open events. Our key communication with parents is through The Path Ahead our Careers Newsletter which includes LMI, Apprenticeship applications, Further Education open days and Unifrog events and workshops.

5. Equality, Inclusion and SEND

The school will provide additional support where required for:

- students with SEND;
- students with an EHCP;
- disadvantaged students;
- students who are vulnerable or at risk of becoming NEET;
- students with attendance difficulties;
- students who may require additional support during transitions;
- students who face barriers to further education.

The Careers Leader will work closely to support our students with the SENCO, Learning Support, Pastoral, teams and parents/carers to support students.

For students with an EHCP, careers and employment will form part of preparation for adulthood and transition planning, from at least Year 9.

The school monitors destination data and uses destination information to evaluate the effectiveness of the careers provision, identify gaps in progression and provide targeted support for students at risk of becoming NEET.

6. Evaluation and impact

Assessment of career activities is ongoing throughout the school year. The purpose of the assessment is:

- To review the progress of the careers delivery against the Gatsby Benchmarks through Compass+
- To assess the impact of careers activities through feedback from parents, employers and further education providers
- To identify any improvements that could be made to the implementation
- To share successes with staff, governors and parents
- To report feedback and recommendations to the governors through the link Governor

The implementation of the careers programme will be reviewed in the following ways:

- The careers plan will be fully evaluated every 3 years in consultation with appropriate staff, students and parents to ensure it is meeting the needs of all.
- Online surveys and questionnaires will be used to evaluate interventions and will include feedback from employers, training providers, governors, pupils and parents.
- In line with whole school policy, a member of the Senior Leadership Team (SLT) annually reviews each department. The aim of this evaluation is to provide each subject leader with detailed feedback on the areas of strengths and areas for development within that subject area. The Careers and Employability Education and Guidance department welcomes the review, as it is always seeking to find ways of improving its performance and thereby benefiting its students' experience of Careers and Employability Education and Guidance.

Appendix – Gatsby Benchmark Alignment

Gatsby Benchmark	Chalfonts Community College
1. A stable careers programme	Published Careers Programme; Careers Leader; whole-school approach; annual review by SLT and School Governor
2. Career and labour market information	Careers website; LMI; Unifrog; careers research; employer encounters; Careers Newsletter
3. Addressing the needs of each young person	Individual careers guidance; Unifrog; targeted support; SEND provision; disadvantaged student support; aspiration and destination data
4. Linking curriculum learning to careers	Curriculum careers links; subject-specific career information; employability skills;
5. Encounters with employers and employees	Careers fairs; employer talks; mock interviews; CV workshops; alumni; Enterprise Advisers; employer-led activities
6. Experiences of workplaces	Work experience; work shadowing; progressive workplace experiences; preparation and reflection
7. Encounters with further and higher education	University visits; college visits; provider encounters; UCAS; apprenticeship and technical education information

8. Personal guidance	Individual and group careers guidance delivered by appropriately qualified careers advisor

Policy History

Date	Issue	Status	Comments
Sept	3	No Change	Staff Names Updated
Dec 2023			KVnten started as newlead _ Staff Names & roles updated, Adviza removed as guidance is provided in-house, Baker Clause made explicit, 3.1 paragraph changed to inc. kirsty vinten as the in house qualified Level 6 advisor
December 2025		Amendment	Removed Staff Governors as said they are not any Changed LRC for work experience to - Careers and Library Administrator as they will do work experience Updated format and date
September 2026		Multiple changes	The DfE issued new statutory careers guidance on 23 June 2026, applying to Years 7–13, including strengthened expectations around work experience, provider access, evaluation and the relationship between careers and school improvement. Kirsty has kept the strengths of the previous policy but created a more comprehensive policy for 2026-2028