



The Chalfonts Community College

Employability and Careers Policy

2022-2024

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Contents

Careers and Employability Education and Guidance Intent.....	3
1. Vision and Values	3
2. Statutory Requirements and Expectations.....	4
3. Learner Entitlement.....	4
4. Roles and Responsibilities	5
6. Partnerships.....	6
7. Students with Special Educational Needs	6
8. Staff Development.....	7
9. Funding and Resourcing.....	7
10. Evaluation of the careers programme.....	7

Careers and Employability Education and Guidance Intent

1. Vision and Values

At The Chalfonts Community College we strive to ensure each student has the best individual Careers Education and Guidance Programme.

We achieve this through an integrated and coordinated approach within the school and with outside agencies such as Adviza. The commitment to Careers and Employability Education and Guidance is a whole College philosophy with strong support from Senior Management. Careers and Employability Education and Guidance aligns with our whole school vision as it has a vital role in preparing our young people for the opportunities, responsibilities and experiences of life and work in the 21st century. Careers Education at The Chalfonts Community College develops an individual's ability to make informed decisions and has a key role in developing resilience. Our strategic careers objectives for the school are as follows:

- All pupils, from year 8 to year 13, are offered high quality, professional careers education, information, advice and guidance, to develop personal, social and employability skills.
- The 8 Gatsby Benchmarks will be at the core of our careers education and regularly monitored, to ensure the information, advice and guidance is applied across all year groups.
- To ensure the careers programme is fully embedded into the academic curriculum, by raising awareness and providing the correct tools with which to facilitate careers interventions into classes.
- Measuring impact through the tracking and monitoring of student development, and their understanding of the ever changing 'world of work.'
- Raising aspirations and ensuring students are motivated to achieve their best results possible, enabling them to realise their goals.

These are met by:

- Identifying skills, strengths, interests, aspirations and motivational factors
- Providing appropriate and practical information and advice about careers opportunities to develop an awareness of the range of jobs available to them locally, nationally and internationally.
- Developing understanding of the way that the employment market works today including interviews/selection processes that learners may encounter
- Raising aspirations, unlocking potential, increasing motivation, promoting equality of opportunity and challenging of stereotypes
- Empowering young people to plan and manage their future pathways
- Introducing clear action plans to reach goals

2. Statutory Requirements and Expectations

The careers provision at The Chalfonts Community College is in line with the statutory guidance developed by the Department for Education, which was published on 25th March, 2015 and updated on 16th October, 2018.

This states that all schools should provide independent careers guidance and that this guidance should:

- be impartial
- include information on a range of pathways, including university options or apprenticeships
- be adapted to the needs of the student

In addition, the school is compliant with the careers guidance that the government set out for delivery from 5 January 2018: 'Careers Guidance and Inspiration for young people in schools.' This states that all academies must give education and training providers the opportunity to talk to students about approved technical qualifications and apprenticeships.

Provider Access Policy available on website.

Our careers strategy is shaped by the **8 Gatsby benchmarks** outlined in Professor Sir John Holman's report, as the key elements of high quality practice:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
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

3. Learner Entitlement

Our students are entitled to high quality careers and employability education and guidance. This entitlement is part of the overall strategy of education, business and government to raise the skills of people in education and at work to world class levels. Rapid economic and technological change is having a dramatic impact on people's experiences and work. Education and guidance has a vital role to play in helping young people to understand these changes and to make considered career choices.

Students at The College are entitled to Careers and Employability Education and Guidance which is:

- 3.1 Confidential, impartial and independent, provided by staff and external agencies with the relevant expertise, incorporating one-to-one guidance.
- 3.2 Offering access to materials/resources in a specialised careers library that will meet the standards recommended by Adviza (Connexions).
- 3.3 Open and available to parents and guardians of students with the students' permission, through parents' evenings and attendance at careers interviews.
- 3.4 Delivered at a time most appropriate to the needs of the students, i.e., at key decision points and also integrated within the curriculum.
- 3.5 Relevant to our students with an Educational Health Care Plan and summarised at the end of year 9 and 11
- 3.6 Based on the principles of equality of opportunity.
- 3.7 Reviewed and updated in the light of new initiatives.

See website for:

Visual display of the career delivery plan for years 7 - 13

Detailed career delivery plan listing the career/employability activities for each Year Group against the Gatsby Benchmarks.

4. Roles and Responsibilities

Careers and Employability education and guidance is a whole College responsibility with all teachers and tutors contributing to the overall programme. It is taught as a discrete subject during Assemblies (years 7-11) and in tutor group time. Significant contributions are made by tutors and Careers/Employability Consultants throughout the year.

5. Key Staff involved in Careers education and guidance

Imran Vahora – SLT

Jules Carmichael - Careers Governor

Maria Byrne/Barry Keane – Staff Careers Governors

Christine Sanders – Leader of Careers and Employability

Kirsty Vinten – LRC Manager and Leader for Work Experience

Careers Counsellor from Adviza

Paul Snoddy - PSHCE

The Leaders for Careers and Employability and Work Experience are both responsible to Imran Vahora who is a member of the SLT. Regular meetings take place between the Leaders for Employability and Work Experience, Adviza, Leader for the Sixth Form, Learning

Support, Year Leaders and a member of the SLT. Individual responsibilities are discussed and agreed upon at the beginning of each year.

Governors and all staff are committed to:

- providing students with a planned programme of careers education and information, advice and guidance, throughout their school career, with opportunities at key transition points to access impartial, up-to-date information and expert advice
- maximising the benefits for students by involving employers, HE institutions, alumni and professional agencies in the delivery of the programme
- encouraging parental/carer involvement at all stages through Options Evenings, accompanying students to impartial careers advice and accessing appropriate online resources
- paying regard to relevant guidance from the Department of Education, Ofsted and other agencies on improving outcomes for young people
- ensure that learners are ready for the next stage of education, employment or training and, where relevant, they gain qualifications that allow them to go on to destinations that meet their interests, aspirations and the intention of their course of study.

6. Partnerships

The school works with a range of partners to deliver the CEIAG programme, including:

- external careers advisors from Adviza, who deliver individual careers guidance interviews to students in Y10-Y13
- apprenticeship and training providers
- employers
- Higher and Further Education institutions
- informal network of Heads/Leaders/Coordinators of careers in other Buckinghamshire schools
- Bucks Skills Hub
- Parents and Alumni

7. Students with Special Educational Needs

The department liaises very closely with the The Learning Support Department, which produces a comprehensive list of students with Special Needs. Students' needs are assessed on an individual basis and the careers team supports such students in making important decisions at key stages of their school life.

8. Staff Development

All staff are expected to contribute to the career learning and development of students. To meet the training needs of this, staff are kept updated about developments related to CEIAG activities at briefing meetings, subject meetings and CPD sessions.

9. Funding and Resourcing

The department is responsible for its own budget. All orders are placed by the Careers team who keep a check on spending throughout the year. The Careers team ensure that necessary material is available to students and staff.

The careers library is well equipped, with information being available in print and as computer programmes. Students have open access to the library within the Learning Resource Centre, where there is a variety of resources including books, worksheets and computer packages. Adviza has an office located in the LRC.

10. Evaluation of the careers programme

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

- To review the progress of the careers delivery against the Gatsby Benchmarks
- To assess the impact of the activity on the student and ensure that the intent of the intervention has been met
- 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
- An annual partnership with Adviza is negotiated and it includes an agreed number of delivery days. Reviews take place every term with a formal review annually to identify any improvements to the service
- Focus groups, online surveys and questionnaires will be used to evaluate interventions and will include feedback from employers, training providers, governors, pupils and parents
- Subject audits will be carried out to assess the work to embed careers in the curriculum

In line with whole college 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 a detailed feedback on the areas of strengths and weaknesses 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.

History

Date	Issue	Status	Comments
Sept	3	No Change	Staff Names Updated