

# Careers Education and Guidance Policy



**ADOPTED**  
**NEXT REVIEW**

November 2023  
October 2025

## Vision and Purpose

Promoting a career development culture is an essential part of the mission and ethos of Unity College. We aim to support the aspirations of our students and to ensure that they gain the understanding, skills and experience they need to make progress and succeed in their learning and their future work. The College believes that effective careers education and guidance not only contributes to the well-being of individuals but also to the well-being of their families, the communities to which they belong, wider society, businesses and the economy.

## National and Local Expectations

Unity College is committed to meeting national and local expectations in relation to careers by:

- Securing independent and impartial careers guidance for Years 8 - 13 as required by the 2011 Education Act. In implementing this duty, the College will pay particular regard to the DfE's principles of good practice (Section 10 of The Statutory Guidance, March 2015) and Ofsted's inspection criteria for evaluating careers provision in schools (September 2015);
- Fulfilling our duties under the Equality Act 2010 to promote equality of opportunity, foster good relations across all people, eliminate harassment and discriminatory practices and support children with protected characteristics;
- Using the Gatsby benchmarks to ensure we are delivering world-class careers guidance and support;
- Ensuring that students have at least one encounter with employers each year between Year 7 and Year 11. A number of these encounters will be with STEM employers.

## Current Priorities

The College's careers strategy is informed by the below current priorities:

- Supporting individual aspirations, improving attainment and ensuring positive destinations;
- Meeting the needs of specific groups including looked after children, young carers, children from economically-deprived backgrounds and children with special educational needs and disabilities;
- Developing learners' career management skills, especially those associated with career adaptability, resilience, enterprise and employability;
- Improving student's working lives by helping them to identify the values that are important to them such as contributing to the well-being of others through their paid and voluntary work and working in green ways;
- Developing the use of digital technologies to meet students' career development needs in conjunction with face-to-face support;
- Working with parents and carers, alumni and education, community and business partners to meet students' career development needs.

## Strategy

To achieve the objectives of this policy, the College will:

- Ensure that the governing body is actively involved in shaping careers policy and strategy through its committee structures;
- Identify a senior member of staff to advise the Senior Leadership Team and Governors on curriculum, staffing and resource requirements; and to lead the development, implementation and evaluations of the College's careers provision with the support of other key post holders, including the SENCo and Heads of Years and specialist careers staff;
- Develop and maintain a costed annual careers plan for achieving current priorities including delivering the planned programme, meeting staffing and CPD costs, and monitoring, reviewing and evaluating the strategy;
- Commission independent careers guidance services from individuals and organisations that meet the standards set by the Quality in Careers Standard;
- Clearly set out the contribution expected of all staff including subject teachers and tutors for students' career learning and planning;
- Communicate the benefits of effective provision to our partners, including link schools, and engage them in co-ordinating provision;
- Work with outside agencies to deliver a programme of employer engagement for all students during Key Stage 4 including visiting a workplace and undertaking a mock interview.