

# Careers Education and Guidance Policy



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# 1. Aims

This Policy aims to set out Unity College's provision of impartial and informed careers guidance for our students. This includes the ways in which students, parents, teachers and employers can access information about our careers programme.

High-quality careers guidance is important for our students' futures, and our provision aims to:

- Help students prepare for the workplace, by building self-development and career management skills
- Provide experience and a clear understanding of the working world
- Develop students' awareness of the variety of education, training and careers opportunities available to them
- Help students to understand routes to careers that they're interested in, and to make informed choices about their next step in education or training
- Promote a culture of high aspirations and equality of opportunity

# 2. Statutory Requirements

This policy is based on the Department for Education's (DfE's) statutory [Careers guidance and access for education and training providers](#).

This guidance refers to:

- The Education Act 1997
- The Education and Skills Act 2008
- The School Information (\*England) Regulations 2008

This policy is also in line with the more recent [Skills and Post-16 Act 2022](#), which came into force on **1 January 2023**. It explains that our school must provide a minimum of **six encounters** with technical education or training providers to all students in Years 8 to 13. For more detail on these encounters, see our Provider Access Policy.

This policy is also in line with the Education (Careers Guidance in Schools) Act 2022. This came into force on 1 September 2022, and amended the existing duty in The Education Act 1997, so that:

- Unity College must now secure independent careers guidance from Year 7 (instead of from Year 8, previously)

The above guidance requires that schools publish information about their careers programme on their website. This policy includes this information and shows how our school complies with this requirement.

We also act in line with our statutory duty under the 'Baker Clause', to be impartial and not show bias towards any route, be that academic or technical. This policy should be read in conjunction with our Provider Access Policy, which sets out how Unity College meets this duty.

# 3. Roles and Responsibilities

## 3.1 Careers Leader

Our careers leader is Zoe Hammond-Phillips emailing [z.hammond-phillips@unity.lancs.sch.uk](mailto:z.hammond-phillips@unity.lancs.sch.uk)

Our careers leader is a member of the senior leadership team (SLT) and will:

- Take responsibility for developing, running and reporting on the College's careers programme
- Plan and manage careers activities
- Manage the budget for the careers programme

- Support teachers to build careers education and guidance into subjects across the curriculum
- Establish and develop links with employers, education and training providers, and careers organisations
- Work closely with relevant staff, including our special educational needs co-ordinator (SENCO) and careers adviser, to identify the guidance needs of all of our students with special educational needs and/or disabilities (SEND) and put in place personalised support and transition plans
  - Work with our designated teacher for looked-after children (LAC) and previously LAC to:
  - Make sure they know which students are in care or are care leavers
  - Understand their additional support needs
  - Make sure that, for LAC, their personal education plan can help inform careers advice
- Review the College's Provider Access Policy, at least annually, in agreement with our governing board

### 3.2 Senior Leadership Team (SLT)

Our SLT will:

- Support the careers programme
- Support the careers leader in developing their strategic careers plan
- Make sure our College's careers leader is allocated sufficient time, and has the appropriate training, to perform their duties to a high standard
- Allow training providers access to talk to students in Years 8 to 13 about technical education qualifications and apprenticeships, and set out arrangements for this in our school's provider access policy statement
- Network with employers, education and training providers, and other careers organisations

### 3.3 The Governing Board

The governing board will:

Provide clear advice and guidance on which the College can base a strategic careers plan which meets legal and contractual requirements

Appoint a member of the governing board who will take a strategic interest in careers education and encourage employer engagement

Make sure independent careers guidance is provided to all students throughout their secondary education (11 to 18 year-olds) and that the information is presented impartially, includes a range of educational or training options and promotes the best interests of students

Make sure that a range of education and training providers can access students in Years 8 to 13 to inform them of approved technical education qualifications and apprenticeships

Make sure that details of the College's careers programme and the name of the careers leader are published on the College's website

Make sure that arrangements are in place for the College to meet the legal requirements of the 'Baker Clause', including that the College has published a provider access policy statement

## 4. Our Careers Programme

Unity College has an embedded careers programme that aims to inform and encourage students to consider their career options, and take steps to understand their choices and pathways. We provide statutory independent careers guidance to students from Year 7 onwards.

Our programme has been developed to meet the expectations outlined in the Gatsby Benchmarks:

1. A stable careers programme with a careers leader
2. Learning from career and labour market information
3. Addressing the needs of each student
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experience of workplaces
7. Encounters with further and higher education
8. Personal guidance

Our programme doesn't show bias towards any particular career path, and promotes a full range of technical and academic options for students.

It is structured in a way that builds upon previous years, and the overarching aim is divided between the Key Stages so that students are encouraged to think appropriately about their future. We provide aims, objectives and activities for each year group.

Our careers programme is delivered through a number of methods, including:

- iD lessons
- External speakers
- Employer engagement visits
- Work experience for some students
- Careers Guidance interviews
- Careers section within the library
- Post-16 information evening
- Speed networking event to meet employers
- Visits to post-16 providers

### **Key Stage 3**

Our Key Stage 3 careers programme will support students in their planning and choices of Key Stage 4 subjects. They will be given the opportunity, through an event in each year group, to meet at least one employer. This will cover a range of industries by the end of KS3. Post-16 providers will deliver at least one session per year to students during their iD sessions. This includes:

- Restart a Heart (Year 7)
- BAE Systems (Year 8)
- Speed Networking (Year 9)
- College sessions
- Employer visits to curriculum areas
- Bespoke subject specific activities, external visitors and extra-curricular trips.

### **Key Stage 4**

Our Key Stage 4 careers programme aims to help students research and understand their choices and routes into education and training. Students are supported to make informed, aspirational and appropriate choices. We aim to educate parents to allow them to support their children through the application process. This includes:

- Post 16 information evening
- Employer engagement visits
- Work experience placements for specific students

- Mock interviews
- Talks from post-16 providers
- Visits to local post-16 providers
- Bespoke subject specific activities, external visitors and extra-curricular trips

#### **4.1 Students with special educational needs or disabilities (SEND)**

We expect that the majority of students with SEND will follow the same careers programme that meets the Gatsby Benchmarks as their classmates, with adjustments and additional support as needed.

Our careers leader will work with teachers and, where appropriate, professionals from relevant organisations, to identify the needs of our students with SEND and put in place personalised support and transition plans. This may include meetings with students and their families to discuss education, training and employment opportunities, supported internships and transition plans into higher education.

No information will be given to students without SEND that is not also offered to our students with SEND.

#### **4.2 Access to our careers programme information**

A summary of our careers programme is published on our website including details of how students, parents, teachers and employers can access information about the careers programme.

Students, parents, teachers and employers can request any additional information about the careers programme by contacting Zoe Hammond-Phillips via email [z.hammond-phillips@unity.lancs.sch.uk](mailto:z.hammond-phillips@unity.lancs.sch.uk)

#### **4.3 Assessing the impact on students**

Our careers programme is designed so students can give feedback, and their progress measured as they move through the Key Stages. We measure and assess the impact of the programme's initiatives using:

- Data related to student destinations
- Stakeholder voice
- Evaluation of events

### **5. Links to Other Policies**

This policy links to the following policies

- Provider Access Policy
- Child Protection Policy

### **6. Monitoring and Review**

This policy, the information included, and its implementation will be monitored by the Community Partnerships Governors Committee and reviewed annually.