

Local Procedure Title	Careers Guidance
Service	Unsted Park School
ACS Policy number and title	ACS 57 Careers Guidance
Local Procedure template reference	ACS LP 57
Local Procedure date	1/9/25
Local Procedure review date	1/9/26
Local Procedure Author(s)	Jamie Dowsett
Local Procedure Ratification	Checked and Approved by: Shane Kenny

1. Aims

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

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

- Help pupils prepare for the workplace, by building self-development and career management skills
- Provide experience and a clear understanding of the working world
- Develop pupils' awareness of the variety of education, training and careers opportunities available to them
- Help pupils 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 **6 encounters** with technical education or training providers to all pupils in years 8 to 13. For more detail on these encounters, see our provider access policy statement.

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:

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- Our school must now secure independent careers guidance from year 7 (instead of from year 8, previously)

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.

3. Roles and responsibilities

3.1 Careers leader

Our careers leader is Hayley Bates, and they can be contacted by phoning 01483 892061 or emailing hayleybates@aspriscs.co.uk. Our careers leader works closely with the senior leadership team (SLT) and supported by Jamie Dowsett, Deputy Headteacher and will:

- Take responsibility for developing, running and reporting on the school's career 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 external careers adviser, to identify the guidance needs of all of our pupils with special educational needs and/or disabilities (SEND) and put in place personalised support and transition plans
- Work with our school's designated teacher for looked-after children (LAC) and previously LAC to:
 - Make sure they know which pupils 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 our school's provider access policy statement 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 school'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 pupils 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:

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- Provide clear advice and guidance on which the school 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 pupils 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 pupils
- Make sure that a range of education and training providers can access pupils in years 8 to 13 to inform them of approved technical education qualifications and apprenticeships
- Make sure that details of our school's careers programme and the name of the careers leader are published on the school's website
- Make sure that arrangements are in place for the school to meet the legal requirements of the 'Baker Clause', including that the school has published a provider access policy statement

4. Our careers programme

Our school has an embedded careers programme that aims to inform and encourage pupils to consider their career options, and take steps to understand their choices and pathways. We provide statutory independent careers guidance to pupils from year 7 onwards.

Unsted Park School is now fully aligned with the updated Gatsby Benchmarks for Good Career Guidance, as set out in the Department for Education's May 2025 guidance. From September 2025, our careers provision will continue to follow these updated standards to ensure high-quality guidance for all learners. This includes the strengthened expectations for **Benchmark 6** (Experiences of Workplaces) – pupils have multiple, meaningful workplace experiences by 16, and at least one further by 18.

Our programme has been developed to meet the expectations outlined in the **Gatsby** Benchmarks which have been updated:

1. A stable careers programme with a careers leader
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. 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 pupils.

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

Our KS2 Careers Programme aims to introduce children to the world of work, helping them understand different jobs, the skills needed, and how school subjects relate to careers. It

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encourages curiosity, self-awareness, and goal setting while fostering positive attitudes towards learning and hard work. The programme also promotes teamwork, community roles, and raises aspirations by exposing students to diverse career options and role models.

Our KS3 Careers Programme aims to build on students' understanding of the world of work by exploring different career paths and the skills required for various roles. It helps students make connections between their personal strengths, interests, and future career possibilities. The programme promotes critical thinking, self-assessment, and decision-making while encouraging students to consider the impact of their educational choices on their future careers. During Year 9, we aim to support pupils in their planning and choices of GCSE subjects.

Our KS4 Careers Programme focuses on preparing students for life beyond school by helping them explore specific career pathways and make informed decisions about further education, training, or employment. It equips students with knowledge of the qualifications required for different careers and the opportunities available in higher education, apprenticeships, and vocational training. The programme emphasises the development of employability skills such as time management, leadership, and adaptability, while encouraging students to set clear career goals. It also provides guidance on CV writing, interview preparation, and work experience, helping students transition smoothly into their chosen path.

Our KS5 Careers Programme helps students make informed decisions about their future, whether they choose university, apprenticeships, vocational training, or work. It focuses on building key skills like critical thinking, communication, and networking, and provides opportunities for work experience and mentoring. Support is also offered for writing personal statements and preparing for interviews. For students with autism, the programme includes tailored guidance, offering individualised support and pathways that consider their strengths and needs, helping them transition smoothly to higher education, training, or employment. This is completed through a PFA transition plan.

Our careers programme is delivered through a number of methods, and our overview is detailed below:

Careers and guidance is a fundamental part of our student's education. Unsted Park School plans to deliver careers education and guidance in accordance with the Gatsby Benchmarks (G) and Career Development Institute (CDI) framework.

KS2	Year 7	Year 8	Year 9	Year 10	Year 11	6 th Form
	at least one meaningful encounter ¹ with an employer (G5)	at least one meaningful encounter with an employer (G5)	at least one meaningful encounter with an employer (G5)	at least one meaningful encounter ¹ with an employer (G5)	at least one meaningful encounter ¹ with an employer (G5)	at least one meaningful encounter ¹ with an employer (G5)
	PSHE modules – What are my aspirations (G1/G2/G3/G4)	PSHE modules - Planning for the future (G1/G2/G3/G4)	PSHE modules - Planning for the future (G1/G2/G3/G4)	PSHE modules – Planning for the future including CV writing	PSHE modules – Planning for the future including CV writing	PSHE modules – Planning for the future including CV writing

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				(G1/G2/G3/ G4)	(G1/G2/G3/ G4)	(G1/G2/G3/ G4)
Access to useful careers resources (G1/G2/G3/ G4/G5/G6/ G7)	Access to useful careers resources (G1/G2/G3/ G4/G5/G6/ G7)	Access to useful careers resources (G1/G2/G3/ G4/G5/G6/ G7)	Access to useful careers resources (G1/G2/G3/ G4/G5/G6/ G7)	Access to useful careers resources (G1/G2/G3/ G4/G5/G6/ G7)	Access to useful careers resources (G1/G2/G3/ G4/G5/G6/ G7)	Access to useful careers resources (G1/G2/G3/ G4/G5/G6/ G7)
				Careers interview with external careers advisor (if requested) (G1 G2/G3/G4/ G5)	Careers interview with external careers advisor (G1 G2/G3/ G4/G5)	Careers interview with external careers advisor when requested by student or member of staff (G1 G2/G3/G4/ G5)
				External student advocate visits (residential students) (G1/G2/G3/ G4/G5)	External student advocate visits (residential students) (G1/G2/G3/ G4/G5)	External student advocate visits (residential students) (G1/G2/G3/ G4/G5)
Tutor lessons used to complete CDI learning aims (G1/G2/G3/ G4/G5/G6/ G7)	Tutor lessons used to complete CDI learning aims (G1/G2/G3/ G4/G5/G6/ G7)	Tutor lessons used to complete CDI learning aims (G1/G2/G3/ G4/G5/G6/ G7)	Tutor lessons used to complete CDI learning aims (G1/G2/G3/ G4/G5/G6/ G7)	Tutor lessons used to complete CDI learning aims (G1/G2/G3/ G4/G5/G6/ G7)	Tutor lessons used to complete CDI learning aims (G1/G2/G3/ G4/G5/G6/ G7)	Tutor lessons used to complete CDI learning aims (G1/G2/G3/ G4/G5/G6/ G7)
Career information included in planning and curriculum/ delivery (G2/G3)	Career information included in planning and curriculum/ delivery (G2/G3)	Career information included in planning and curriculum/ delivery (G2/G3)	Career information included in planning and curriculum/ delivery (G2/G3)	Career information included in planning and curriculum/ delivery (G2/G3)	Career information included in planning and curriculum/ delivery (G2/G3)	Career information included in planning and curriculum/ delivery (G2/G3)
			All students and staff have access to careers advisor when requested (G2/G3/G4/ G5/G8)	All students and staff have access to careers advisor when requested (G2/G3/G4/ G5/G8)	All students and staff have access to careers advisor when requested (G2/G3/G4/ G5/G8)	All students and staff have access to careers advisor when requested (G2/G3/G4/ G5/G8)

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Guest speakers from the labour market and varied professions (G2/G3/G4/G5/G6)	Guest speakers from the labour market and varied professions (G2/G3/G4/G5/G6)	Guest speakers from the labour market and varied professions (G2/G3/G4/G5/G6)	Guest speakers from the labour market and varied professions (G2/G3/G4/G5/G6)	Guest speakers from the labour market and varied professions (G2/G3/G4/G5/G6)	Guest speakers from the labour market and varied professions (G2/G3/G4/G5/G6)	Guest speakers from the labour market and varied professions (G2/G3/G4/G5/G6)
					College Open days and visits (G2)	College Open days and visits / University Open days and visits (G2)
					Careers fair (G2/G3/G4/G5/G6/G7)	Careers fair (G2/G3/G4/G5/G6/G7)
					ASDAN Life skills challenge (G2/G3/G4/G5/G6)	ASDAN Life skills challenge (G2/G3/G4/G5/G6)
Career events/ Careers week (G2/G3/G4/G5/G6/G7)	Career events/ Careers week (G2/G3/G4/G5/G6/G7)	Career events/ Careers week (G2/G3/G4/G5/G6/G7)	Career events/ Careers week (G2/G3/G4/G5/G6/G7)	Career events/ Careers week (G2/G3/G4/G5/G6/G7)	Career events/ Careers week (G2/G3/G4/G5/G6/G7)	Career events/ Careers week (G2/G3/G4/G5/G6/G7)
		Options/ curriculum booklet identifies careers available for each subject (G4)	Options/ curriculum booklet identifies careers available for each subject (G4)			
				Work experience – general introduction to the world of work (G7)	Work experience – specific area of interest (G6/G7)	Work experience – related to UCAS or specific area of study (G6/G7)
					Preparation for adulthood student views PFA transition plan (G3/G4)	Preparation for adulthood student views transition plan (G3/G4)

4.1 Pupils with special educational needs or disabilities (SEND)

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We aim for all students at Unsted Park School to participate in the same careers program that meets Gatsby Benchmarks as mainstream students, with necessary adjustments and additional support. Our careers leader will work with teachers and relevant professionals to identify the specific needs of students at Unsted Park School and create personalised support and transition plans. This may include meetings with students and their families to discuss education, training, and employment options, supported internships, and transitions to higher education. Where appropriate, we may invite adults with disabilities to share their experiences and advice. We ensure that all information and opportunities are equally accessible to students at Unsted Park School as they are to mainstream students.

4.2 Access to our careers programme information

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

Pupils, parents, teachers and employers can request any additional information about the careers programme by contacting Jamie Dowsett, Deputy Headteacher jamiedowsett@aspriscs.co.uk

4.3 Assessing the impact on pupils

Our career programme is designed so pupils 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 by:

- Destination tracking
- Feedback from students, teachers, parents and employers
- Compass Gatsby audits
- Assessment against CDI learning aims

4.4 Curriculum Integration

Career Education Lessons: Regular lessons will be integrated into the curriculum to teach essential employability skills such as communication, teamwork, and problem-solving, following Gatsby Benchmark 4 (Linking curriculum learning to careers).

Careers and life skills lessons- CDI Learning aims have been planned in each year group to ensure students receive a sequenced careers curriculum.

Key Themes –Careers key themes have been included every half term to ensure the careers provision is consistent and holistic.

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5 Links to other policies

This policy links to the following policies:

- Provider access policy statement
- Child protection policy
- Curriculum policy

6 Work Experience

Year 10 Work Experience

In Year 10, students will have the opportunity to explore and engage in work experience placements within the local community. This initiative is organised and facilitated by the school to provide students with practical insights into various career paths and enhance their understanding of the working world.

Key Elements:

1. **Purpose:** The work experience programme aims to offer students hands-on experience in real-world settings, helping them to develop essential skills, gain industry-specific knowledge, and make informed decisions about their future career paths.
2. **Organisation:** The school will coordinate with local businesses and organisations to arrange suitable work experience placements that align with students' interests and career aspirations.
3. **Participation:** All Year 10 students will be invited to participate in the work experience programme. Participation is encouraged but not mandatory. Students will be provided with guidance on how to select and apply for placements.
4. **Timing:** The work experience week for Year 10 will take place after the summer exams to allow students to focus on their studies before engaging in their placements.
5. **Preparation:** Prior to their placement, students will receive preparation sessions covering workplace expectations, health and safety, and professional conduct to ensure a successful and productive experience.

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6. **Support:** Throughout the placement, students will have access to support from school staff to address any concerns or issues that may arise during their work experience.
7. **Evaluation:** After the placement, students will be asked to provide feedback on their experience, which will be used to assess the programme's effectiveness and make improvements for future cohorts.
8. **Risk Assessment:** The school will conduct risk assessments for all work experience placements. This process involves evaluating the health and safety procedures of the host organisation to ensure they meet the necessary standards. Risk assessments will be reviewed annually and updated as needed to ensure student safety.

Year 11 Work Experience

In Year 11, students are encouraged to undertake work experience that aligns with their personal interests and potential career pathways. Unlike Year 10, where placements are organised by the school, Year 11 placements are ideally arranged through parents or carers, with a preference for opportunities within the local community.

Key Elements:

1. **Purpose:** The Year 11 work experience programme is designed to provide students with more targeted and relevant experience in their areas of interest, facilitating a deeper understanding of potential career paths and helping to refine their future aspirations.
2. **Organisation:** While parents and carers are encouraged to take the lead in arranging placements, the school will provide guidance and support to ensure that students find and secure meaningful work experience opportunities.
3. **Relevance:** Students are advised to seek placements that are related to their interests and future career goals. This focus will help them gain valuable insights and skills that are directly applicable to their chosen field.
4. **Timing:** The work experience week for Year 11 will take place after the summer exams to allow students to fully concentrate on their studies before their placements.
5. **Preparation:** Prior to their placement, students will receive guidance on how to approach and secure work experience opportunities, as well as preparation sessions covering workplace expectations and professional behaviour.
6. **Support:** The school will offer support and advice to both students and parents/carers throughout the process of arranging and completing the work experience.
7. **Evaluation:** Following their work experience, students will be asked to provide feedback on their experience to help assess the programme's impact and make improvements for future students.
8. **Risk Assessment:** For placements arranged through parents or carers, the school will offer guidance on conducting risk assessments. Parents/carers are required to ensure that the host organisation has appropriate health and safety measures in place. The school will review risk assessments provided by parents/carers to ensure compliance with safety standards.

6th Form Work Experience

In the 6th form, students are encouraged to undertake work experience that is directly related to their UCAS applications or specific areas of study. This experience is intended to enhance their university applications or career prospects by providing relevant industry exposure.

Key Elements:

1. **Purpose:** The 6th form work experience programme aims to offer students valuable experience in fields related to their academic interests or career ambitions, strengthening their UCAS applications and preparing them for future study or employment.

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2. **Organisation:** Work experience placements should ideally be arranged by students' parents or carers. The school will provide advice and resources to support students and their families in finding appropriate placements.
3. **Relevance:** Students are encouraged to seek placements that align with their chosen field of study or career goals. This targeted experience will help to develop relevant skills and knowledge, making their applications more competitive.
4. **Timing:** The work experience week for 6th form students will also take place after the summer exams, allowing students to focus on their academic work before engaging in their placements.
5. **Preparation:** Students will receive support and preparation to help them effectively secure and make the most of their work experience, including guidance on how to approach potential employers and maximise their experience.
6. **Support:** The school will offer ongoing support throughout the process, providing advice and addressing any issues that arise during the placement.
7. **Evaluation:** Students will be asked to provide feedback on their work experience, which will be used to evaluate the programme and make enhancements for future students.
8. **Risk Assessment:** The school will conduct risk assessments for work experience placements arranged through the school. For placements arranged independently by students and their families, guidance on risk assessment will be provided, and students are advised to ensure the host organisation complies with relevant health and safety standards.

7 Careers guidance

Careers Guidance Interviews:

- **Year 11 and Year 13:** All students in Year 11 and Year 13 will be offered a one-to-one careers guidance interview with a qualified careers adviser. These interviews are designed to support students in making decisions about their post-16 and post-18 options, including further education, apprenticeships, and employment.
- **Other Year Groups:** Careers guidance interviews can be requested by students in other year groups. Students or their parents/carers can initiate requests for guidance interviews at any time to address specific career-related questions or concerns.

Personalised Guidance: Careers guidance will be personalised to help students understand their interests, strengths, and the options available to them. This support will be tailored to individual needs and aspirations.

Impartial Advice: Careers guidance will be impartial and free from bias, providing students with a range of options and helping them make decisions based on their individual needs and aspirations.

7.2 Parental Involvement

We will provide opportunities for parents and carers to engage in the careers guidance process, including informational events and resources to support their child's career decisions.

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Information Sessions: Regular sessions will be held to inform parents about career planning processes and available resources.

Collaborative Meetings: Parents will be involved in career planning meetings to provide input and support for their child's career choices.

Resource Sharing: Parents will have access to a range of resources to help them guide their children in career decisions.

8 Monitoring and review

This policy will be reviewed annually by the Head of School/ Deputy Head Pastoral and the Careers Lead to ensure it remains relevant and effective in meeting the needs of our students. The review will incorporate insights gained from the Compass evaluation tool audits.

The next review date is: September 2026

Contents Checklist (Local Services may add additional items – this is a core list)

Key Responsibilities: Including named Careers Guidance Co-ordinator	X	Any arrangements for the use of local partnerships	X
Arrangements for consultation which children/young people in relation to their careers guidance learning and experiences	X	Any arrangements for the use of local specialist advisers external to the school	X
Arrangements for consultation which parents/carers/advocates in relation to children and young people's careers guidance learning and experiences	X	Arrangements for risk assessing work experience opportunities	X
Monitoring arrangements	X	Record keeping arrangements in relation to careers guidance	X

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Local Procedure Review History:

Date Reviewed	Reviewer	Summary of revisions
1/9/25	Jamie Dowsett	Updated Gatsby benchmarks