

# Careers Education at Dixons Unity Academy

**Careers lead:** Jennifer Smith

**Chair of Governors:** Emma Lowe

**Review date:** August 2026

## Principles

**Our unifying 'sentence' is "all students will have access to independent guidance, a broad range of information about different careers and information on different qualification pathways in order for them to make informed decisions about their future".**

- At Dixons Unity, our mission is that all students succeed at university or a real alternative, thrive in a top job and have a great life. Our values of integrity, resilience and respect support this mission, and our language, routines and structures constantly reinforce the metaphor of 'climbing the mountain' and thus, careers education permeates everything that we do. Our drivers of 'mastery, autonomy and purpose' ensure all students are intrinsically motivated to achieve their full potential and to see the doors education can open. All our artefacts in school support this mission and we understand the importance of the CEAIG programme in helping us to achieve that mission. The planning of our programme has been informed by the Trust-wide careers policy, which is regularly updated and reviewed.
- The aims and principles of our all through careers' education have been devised to ensure that the careers policy supports our careers programme. Careers leaders across the Trust meet regularly in cross cutting teams to discuss current information about the labour market, reflect upon key careers research and share best practice.
- Staff are regularly updated on the range of routes available to students and current labour markets. The careers lead regularly imparts knowledge of updated careers information to staff through CPD sessions, meetings with specific staff and/or the bulletin. [Staff CPD.docx](#)
- Career's week takes place every cycle at Dixons Unity. Each cycle has a specific focus: cycle 1 – routes in education [Careers week C1.docx](#), cycle 2 – skills needed in the workplace [Cycle 2 Careers week](#) and cycle 3 – employer encounters [Careers week C3 \(1\) \(1\).docx](#). Please see the careers week place for 2024/5 and this will be updated after each careers week
- Purpose is a key driver, and therefore, careers education underpins the entire curriculum. Every subject at Dixons Unity Academy is committed to supporting the careers provision and has intertwined careers into their curriculum (please see here) A careers spotlight is shared and discussed during careers weeks. This means that every child learns about over variety of different careers and the skills needed within the workplace within one year.
- Form time is key in articulating to the students how our values and drivers support our unifying sentence. Each week links to a specific value or driver and it is articulated to the student how this will help them to climb their mountain [DUA WTD Form time.docx](#)
- At Dixons Unity Academy, we understand that each subject is unique and therefore the head of each department is given the autonomy to offer careers within the curriculum, which are the best fit for their subject. [Careers Curriculum Audit](#). Each subject's offerings are listed on their curriculum principles. Opportunities are built in to make links to the world of work to enhance the careers, advice and guidance that students are exposed to.
- The academy uses the Future Skills Questionnaire to collect information from students so that we can provide tailored and specific careers-based opportunities. Regular interactions with programmes such as SpringPod and Speakers for Schools allow students to explore further careers linked to their interests and areas of strength. Furthermore, it gives access to updated labour market information (LMI). All interactions and the yearly careers plan are recorded on Compass+, which allows us to track engagement in careers activities.

**Throughout their all-through careers' education, students at Dixons Unity Academy will:**

- undertake various work-related experiences.
- reflect upon and refining aspiration.
- increase knowledge of education, training, and career opportunities.
- develop a career plan to help achieve the academy's mission and fulfil potential.

**The careers curriculum will address social disadvantage by providing all students with:**

- knowledge about university including the logistics of finance and applications.
- a full range of workplace experiences.
- information from all sectors including those in the locality of Leeds and in wider areas.



## Overview

	Cycle 1	Cycle 2	Cycle 3
Y7	<p><b>Next Gen Leader programme (GB3,5, 6)</b></p> <p>A select number of students will be involved in a sustainability project competition. They will attend a variety of careers events throughout the year related to the project.</p> <p><b>Stretch</b></p> <p><b>Careers week:</b></p> <p>Universities – what are they, what do they do, how do we get there?</p>	<p><b>KPMG Numeracy Day (GB5, GB3, GB5, GB7)</b></p> <p>Targeted students visit the University of Leeds. They will explore how numeracy skills are used in different careers through inspiring talks led by representatives from organisations including KPMG, Met Office and Morrisons</p> <p><b>Careers week:</b></p> <p>What do employers look for?</p>	<p><b>Employer Encounters (GB5)</b></p> <p>Students will be visited by a range of local and national (STEM and creative) employers who will discuss different careers pathways related to with them.</p> <p><b>Careers week:</b></p> <p>What STEM careers are available to me?</p>
Y8	<p><b>Leeds to Success programme (GB2,GB3, GB4, GB7)</b></p> <p>Programme for targeted students to aspire them to go to University</p> <p><b>Anne Frank Youth Trust (GB3)</b></p> <p>Students will learn about different forms of discrimination, their impact and how to bring about change. They will perform a piece of spoken word to their peers.</p> <p><b>Careers week: (GB7)</b></p> <p>GCSEs – what are they, where do they lead, what is the difference between a GCSE and a vocational option?</p>	<p><b>Options (GB2, GB3, GB8)</b></p> <p>Students will engage with a range of subject leaders and senior leaders to discuss next steps in their learning and begin to decide which subjects might support them in achieving their career aspirations.</p> <p><b>Girl Tech (GB2, GB3, GB5, GB6)</b></p> <p>Girl Tech will allow students to meet female role models working at a organisation that employ digital talent. They will attend workshops and Q&amp;A careers panels</p> <p><b>Careers week: (GB2, GB3)</b></p> <p>How do we find jobs? Where do we find jobs?</p>	<p><b>Responsive</b></p> <p>Careers curriculum is responsive to the needs of the students and therefore C3 will host targeted activities based upon findings in C1 and C2.</p> <p><b>Employer Encounters (GB5)</b></p> <p>Students will be visited by a range of local and national (digital) employers who will discuss different careers pathways related to with them.</p> <p><b>Take your child to work day?</b></p> <p><b>Careers week:</b></p> <p>What careers in digital are available to me?</p>



	Cycle 1	Cycle 2	Cycle 3
Y9	<p><b>Careers panel (GB4,GB5)</b> Channel 4 will attend the school to deliver a panel so that the students can find out further information regarding the pathways available to them.</p> <p>Arcadis</p> <p><b>Careers week:</b> What are Apprenticeships and T levels?</p>	<p><b>Princes Trust Mentoring (GB2,GB3, GB5, GB8)</b> Sessions around career pathways and soft skills to support students to think about their next steps.</p> <p><b>Princes Trust Business enterprise (GB3, GB5)</b> Targeted students will attend sessions centred around business enterprise. The aim of the sessions is to improve confidence and attainment in school.</p> <p><b>Careers week:</b> What is a CV? How do we write one? What is it used for?</p>	<p><b>Employer Encounters (GB5)</b> Students will be visited by a range of local and national (creative) employers who will discuss different careers pathways related to with them.</p> <p><b>Responsive</b> Careers curriculum is responsive to the needs of the students and therefore C3 will host targeted activities based upon findings in C1 and C2.</p> <p><b>Careers week:</b> Which creative careers are available to me?</p>
Y10	<p><b>Entrepreneur Challenge (GB2, GB3,GB4,GB8)</b> Students will take part in a business challenge, where they will come up with an idea, which they must then prepare and then sell to others.</p> <p><b>Leeds to Success programme (GB2,GB3, GB4, GB7)</b> Programme for targeted students to aspire them to go to University</p> <p><b>Careers week:</b> Sixth Forms – what are they, what can we study there, where do they lead?</p> <p>Enrichment festival</p>	<p><b>Apprenticeships (GB2, GB5, GB6)</b> Students will learn about higher level apprenticeships in form and then they will be given the opportunity to attend talks on apprenticeships and find out what they can offer</p> <p><b>Mock interviews and preparation (GB3, GB5, GB7)</b> We will support our students by delivering a session on what a good interview looks like and then our students will engage in their first mock interview</p> <p><b>Careers week:</b> How do we prepare for an interview? What may I be asked? How should I act and behave?</p>	<p><b>Employer Encounters (GB5)</b> Students will be visited by a range of local and national (LMI) employers who will discuss different careers pathways related to with them.</p> <p><b>Careers Interviews (GB8)</b> Students will receive impartial careers guidance from a trained careers guidance councillor. The guidance interviews will begin from C1 – year 11 C3.</p> <p><b>Responsive</b> Careers curriculum is responsive to the needs of the students and therefore C3 will host targeted activities based upon findings in C1 and C2.</p> <p><b>Careers week:</b></p>



	Cycle 1	Cycle 2	Cycle 3
			How do I prepare for the future careers?
Y11	<p><b>Application support for academic and vocational routes (GB3, GB8)</b> Students will work with the careers lead, advisors and senior leaders to create applications for a number of providers in order for them to be able to make informed choices about their future.</p> <p><b>Parents' Evening (GB2, GB3 )</b> Students and parents will engage with external providers to help make decisions about their next study options. They will have the opportunity to ask post 16 providers about entry requirements and what their next steps could be.</p> <p><b>Careers week:</b> Which post 16 provider is the best for me?</p>	<p><b>Careers week:</b> What do I need to do in order to prepare for year 12?</p>	<p><b>Transition Support (GB2)</b> Tailored sessions for students who may have trepidation about leaving the academy to go to college. External providers will deliver sessions on how they will be supported at college.</p>



## The Gatsby Benchmarks – Key

The careers provision of Dixons Unity Academy has been closely mapped to the eight Gatsby Benchmarks in order to ensure all students, on leaving education, can meet the demands of the fast-changing world of work.

- GB1: A stable careers programme
- GB2: Learning from career and labour market information
- GB3: Addressing the needs of each pupil
- GB4: Linking curriculum learning to careers
- GB5: Encounters with employers and employees
- GB6: Experiences of workplaces
- GB7: Encounters with further and higher education
- GB8: Personal guidance

