

Futures Policy

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To be ratified by David Lee, headteacher

To be ratified by local governing board

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Purpose of the policy

This policy aims to outline the provision of education, information, advice, and guidance for both further study and careers at Imperial College London Mathematics School (ICLMS).

Within this policy, we will articulate our aims with reference to existing guidance and statutory requirements. We will introduce our key planning document, the Futures Timeline, and detail the ways in which our aims are met through our

- Personal Development Curriculum,
- Developing Mathematicians Programme and supercurriculum,
- standalone provision, and
- academic curriculum.

We will also highlight key mechanisms of review and redesign. Key responsibilities are assigned in the last section.

Guidance and statute

When constructing this policy, we have been mindful of the Gatsby Benchmarks (see Appendix A), which outline best practice for schools and colleges in careers education, information, advice, and guidance. We have also taken regard of the guidance for colleges on careers guidance and access for education and training providers.

As with all of our policies, we are mindful of the need to fulfil our obligations under the Equality Act 2010, as well as the SEND Code of Practice.

Aims

Generally, we aim for ICLMS students and alumni to

- have the tools to assess different employment and education pathways, and make informed choices about what is best for them,
- understand how to make compelling applications to employment or education, and
- have well-developed transferable skills that allow them to flourish in the broadest possible range of employment and education settings.

With specific reference to the next steps in our students' education or employment, we aim for ICLMS students to

- evaluate the widest possible range of post-18 futures, including studying at a UK university, studying abroad, completing a degree apprenticeship, or moving on to employment,
- create compelling applications for their chosen option(s), and
- review, broaden, and deepen their range of transferable skills.

As a specialist mathematics school, it is likely that a high proportion of our alumni will continue to study a subject in the mathematical sciences at a UK university. However, we are mindful that this will not be the most appropriate choice for some of our students, and do **not** have this as a specific aim for our students.

Planning, delivery, and review

Planning documents

Our Futures Timeline compiles planning from a range of sources, and lists futures events on a monthly basis across a two year period.

Personal Development (PD)

Within our Personal Development Specification, we list a range of futures-based objectives that we aim for students to meet, namely:

Fo6. Students will evaluate a range of post-18 options, including progression to UK universities, universities abroad, and degree apprenticeships.

Fo7. Students will attend open days and admissions events to inform their choices.

Fo8. Students progressing to UK universities will create compelling applications, by a) engaging with super-curricular activities and keeping a reflective log of this, and b) creating a clear and impactful written application.

Fo9. Students will thoroughly investigate practical implications of their post-18 choices (e.g. finance).

F10. Students will explore a range of possible career options.

F11. Students will evaluate the strength of their transferable skill base, and use this to find areas for personal development.

F12. Students will make strong job applications, by a) creating concise and effective CVs, and b) conducting well-prepared and effective interviews.

Details about how these objectives are addressed can be found in our Personal Development Curriculum.

Details on planning, delivery, and review of PD can be found in our Personal Development policy.

Developing Mathematicians Programme (DMP) and supercurriculum

Our Developing Mathematicians Programme (DMP) is our key supercurricular mathematics programme, and consists of two parts;

- Skills for Mathematicians (SfM); a series of talks, workshops and lessons designed to build transferable mathematical and broadly academic skills, and
- group and individual research projects with partners in academia and industry.

SfM will address many of the transferable skills needed for success in future study and employment, including

- research and use of reference material,
- effective written communication,
- presentation skills,
- references and use of bibliographies, and
- computer programming.

These will be build on within students' research projects, which will be recorded and logged as meaningful encounters with further education or industry, as appropriate.

Further to the DMP, we expect a selection of supercurricular opportunities to be available in physics and chemistry. Some of this provision is likely to address the Gatsby Benchmarks, particularly the linking of curriculum to careers, and encounters with further and higher education.

Standalone provision

Standalone provision completes our delivery of futures content. This includes

- work experience,
- careers guidance,
- visiting speakers, and
- advertisement of external opportunities and wider information.

Every learner will have access to personal careers guidance before the end of Year 12, as they are beginning to finalise choices about their post-18 futures. This will be with a specialist careers advisor with level 6 qualification, and notes from these sessions will be logged, and will be made available to students.

Further, we will work with Barnet Education and Learning Service and our partners in academia and industry to ensure that all learners secure work experience outside of any part time work they already complete.

Academic curriculum

We take note of Gatsby Benchmark 4, which states that careers should be explicitly referenced within academic lessons. This expectation will be included in our Teaching and Learning policy.

Review and redesign

We will use a range of feedback to review our futures provision. This includes

- written student feedback,
- tracking data (e.g. of meaningful encounters with employers),
- destinations data (from 2025), and
- employment data (for future cohorts).

We are keen to include the views of our alumni in review and redesign, and aim to ensure that a viable alumni network exists to facilitate this.

We will also use the Careers and Enterprise Company's Compass tool to assess our progress on a termly basis.

We will review our provision on an annual basis, and report to our Local Governing Board on this.

Key responsibilities

Governing board

- Ensure that a strategic careers plan exists and complies with any legal or contractual requirements, in line with the Gatsby Benchmarks, and that implementation plans and impact assessments are clear within this.
- Nominate a governor with strategic interest in careers education and guidance.
- Ensure that independent careers guidance is provided to all students, in line with the guidance for colleges.
- Ensure that provider access legislation is followed.
- Ensure that details of the Careers Leader and careers programme are published on the ICLMS website.

Headteacher

- Act as DMP lead.
 - o Co-ordinate design and delivery of Skills for Mathematicians.
 - o Co-ordinate design and delivery of research projects.
 - Engage expert partners in academia and industry to act as mentors, with clear briefs of expectations.

Deputy Headteacher

- Act as Careers Leader.
 - o Co-ordinate futures delivery across PD, supercurriculum, and standalone futures provision.
 - Create holistic plans to address futures needs, and maintain relevant planning documents, including the Futures Timeline.
 - Secure high-quality resourcing for delivery.
 - Engage expert external partners, including careers advisor(s).
 - Communicate plans clearly to staff and other stakeholders.
 - o Work with designated futures governor to engage external partners for work experience, visiting speakers.
 - o Track student progression and data.
 - o Review futures provision with designated futures governor on a yearly basis, and report back to Local Governing Board.
- Act as PD lead.
 - o See Personal Development Policy for relevant responsibilities.

Head of Physics

- Lead on supercurricular physics
 - o Be mindful of our aims for futures in planning.

- Co-ordinate with Careers Leader (deputy headteacher) in planning to find opportunities for futures link-up and leverage.

Tutors

- See Personal Development Policy for relevant responsibilities.

Students

- Engage meaningfully with futures provision.
 - Attend any mandatory talks or sessions.
 - Complete any mandatory tasks.

Appendix A: The Gatsby Benchmarks and associated guidance

The Gatsby Benchmarks, along with associated guidance for colleges, are listed below:

1. A stable careers programme

“Every college should have a stable, structured careers programme that has the explicit backing of the senior management team, and has an identified and appropriately trained person responsible for it.

The careers programme should be published on the college’s website in a way that enables learners, parents, college staff and employers to access and understand it. The programme should be regularly evaluated, with feedback from learners, parents, college staff and employers as part of the evaluation process.”

2. Learning from career and labour market information

“Every learner, and their parents (where appropriate), should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.

During their study programme, all learners should access and use information about career paths and the labour market to inform their own decisions on study options.

Parents should be encouraged to access and use information about labour markets and future study options to inform their support to the learners in their care.”

3. Addressing the needs of each pupil

“Learners have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each learner. A college’s careers programme should embed equality and diversity considerations throughout.

A college’s careers programme should actively seek to challenge stereotypical thinking and raise aspirations.

Colleges should keep systematic records of the individual advice given to each learner, and subsequent agreed decisions.

The records of advice given should be integrated with those given at the previous stage of the learner’s education (including their secondary school) where these are made available. Records should begin to be kept from the first point of contact or from the point of transition.

All learners should have access to these records to support their career development. Colleges should collect and maintain accurate data for each learner on their education, training or employment destinations.”

4. Linking curriculum learning to careers

“All subject staff should link curriculum learning with careers, even on courses which are not specifically occupation-led. For example, STEM subject staff should highlight the relevance of STEM subjects for a wide range of future career paths. Study programmes should also reflect the importance of maths and English as a key expectation from employers.

Throughout their programme of study (and by the end of their course) every learner should have had the opportunity to experience how their subjects help people gain entry to (and be more effective workers within) a wide range of occupations.”

5. Encounters with employers and employees

“Every learner should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities, including visiting speakers, mentoring and enterprise schemes, and should include learners’ own part-time employment where it exists.

Every year, alongside their study programme, learners should participate in at least two meaningful encounters* with an employer. At least one encounter should be delivered through their curriculum area.

Colleges should record and take account of learners’ own part-time employment and the influence this has had on their development.

* A ‘meaningful’ encounter is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace.”

6. Experiences of workplaces

“Every learner should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.

By the end of their study programme, every learner should have had at least one experience of a workplace, additional to any part-time jobs they may have.”

7. Encounters with further and higher education

“By the end of their programme of study, every learner should have had a meaningful encounter* with a range of providers of learning and training that may form the next stage of their career. This should include, as appropriate, further education colleges, higher education and apprenticeship and training providers. This should include the opportunity to meet both staff and learners.

* A ‘meaningful’ encounter is one in which the student has an opportunity to explore what it’s like to learn in that environment.”

8. Personal guidance

“Every learner should have opportunities for guidance interviews with a careers adviser, who could be internal (a member of college staff) or external, provided they are trained to an appropriate level.* These should be available for all learners whenever significant study or career choices are being made. They should be expected for all learners, but should be timed to meet individual needs.

Every learner should have at least one such interview by the end of their study programme.

*The college should ensure that access to a level 6 adviser is available when needed.”

Appendix B: Satisfying the Gatsby Benchmarks

The table below details the ways in which we expect to address each Gatsby Benchmark.

Benchmark	How we address this
<i>A stable careers programme</i>	<ul style="list-style-type: none"> - Careers included in our PD Specification and Curriculum. - Supercurricular engagement as a school standard. - A named Careers Leader (deputy headteacher). - Details of our careers provision published on website. - Careers provision reviewed and revised yearly, using both quantitative data and qualitative feedback.
<i>Learning from career and labour market information</i>	<ul style="list-style-type: none"> - Student access to external references (e.g. Unifrog, careers library) - Signposting to external resources (e.g. National Career Service) - Communicating information from West London Careers Hub and other sources via careers newsletter / Teams channel
<i>Addressing the needs of each pupil</i>	<ul style="list-style-type: none"> - Student future plans to be discussed with tutors during one-to-one meetings. - Appropriate arrangements in place for students with access needs. - Active work to challenge and dispel stereotypes (e.g. Women in STEM speakers) - Notes from meetings with careers advisor to be made available to students.
<i>Linking curriculum learning to careers</i>	<ul style="list-style-type: none"> - Subject knowledge and expertise of teachers – connecting curriculum to careers within the classroom (T&L policy) - Visiting speakers to address how A level skills appear at university, and how degree learning appears in the workplace
<i>Encounters with employers and employees</i>	<ul style="list-style-type: none"> - Visiting speakers - Careers fair in co-ordination with Woodhouse College
<i>Experiences of workplaces</i>	<ul style="list-style-type: none"> - Expectation that all students will complete one work experience during year 12. - Working with BELS and external partners to underpin this.
<i>Encounters with further and higher education</i>	<ul style="list-style-type: none"> - Visiting speakers - UCAS week in co-ordination with Woodhouse College - Advertisement of university open days and admissions events
<i>Personal guidance</i>	<ul style="list-style-type: none"> - All students to have an interview with a qualified careers advisor before the end of year 12. - Notes from this interview logged and shared with students. - Careers advisors available on results day.