

Futures Policy

Written: Tim Grundy, deputy headteacher

Last edited: Tim Grundy, deputy headteacher

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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.

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 our 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 our 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.

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 specify a range of futures-based objectives that we aim for students to meet, namely:

F06. Students will evaluate a range of post-18 options, including progression to UK universities, universities abroad, and degree apprenticeships.

F07. Students will attend open days and admissions events to inform their choices.

F08. 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.

F09. 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)

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

- Skills for Mathematicians (SfM) sessions in Year 12; a series of talks, workshops and lessons designed to build transferable mathematical and broadly academic skills,
- Year 13 masterclasses; university style lectures and problem classes, designed to extend students' supercurricular knowledge and prepare them for further study at university, 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 built on within students' research projects, which will be recorded and logged as meaningful encounters with further education or industry, as appropriate.

Standalone provision

Standalone provision completes our delivery of futures content. This includes

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

In common with Woodhouse College, our partner in the Frontier Learning Trust, we run Futures Week in the summer of Year 12 for all students. Students are encouraged and supported to find in-person work experience during this week. For any student not completing in-person work experience, there is an expectation that they will complete virtual work experience via Springboard. Students complete reflection forms for their work experience, and record this via Unifrog. Students are also encouraged to further their research for future study options during this week, and to work on university applications.

Every student will have access to personal careers guidance. 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.

In co-ordination with the Careers team at Woodhouse College, we arrange for a variety of talks for students to attend, from a range of industries. This includes a trustwide Careers Fair, Careers Insight Evenings, and talks from future study options, such as the London Interdisciplinary School and the Dyson Institute.

Key external partners for our standalone provision also include outreach teams at Imperial College London, our link Oxbridge colleges of Gonville & Caius and Christ Church, and the West London Careers Hub. We frequently share opportunities from Gonville & Caius and Christ Church with our students via Teams, and links that we have made through the West London Careers Hub have already seen 10 of our students attend a Careers Insight Day at the London Stock Exchange.

Academic curriculum

We take note of Gatsby Benchmark 4, which states that careers should be explicitly referenced within academic lessons. We encourage all of our teaching staff to find opportunities to discuss how different topic areas might arise in different academic or professional environments.

Review and redesign

We 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 school website.

Headteacher

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

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.

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
A stable careers programme	<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.
Learning from career and labour market information	<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 Teams
Addressing the needs of each pupil	<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.
Linking curriculum learning to careers	<ul style="list-style-type: none"> - Subject knowledge and expertise of teachers – connecting curriculum to careers within the classroom - Visiting speakers to address how A level skills appear at university, and how degree learning appears in the workplace
Encounters with employers and employees	<ul style="list-style-type: none"> - Visiting speakers - Careers Fair in co-ordination with Woodhouse College - Careers Insight Evening in co-ordination with Woodhouse College
Experiences of workplaces	<ul style="list-style-type: none"> - Expectation that all students will complete in person or virtual work experience during year 12. - Working and collaborating with leading professionals during student research projects
Encounters with further and higher education	<ul style="list-style-type: none"> - Visiting speakers - School trips to universities, including open days - Advertisement of university open days and admissions events
Personal guidance	<ul style="list-style-type: none"> - All students to have an interview with a qualified careers advisor. - Notes from this interview logged and shared with students. - Careers advisors available on results day.

Appendix C: Provider access statement

Rationale

High quality careers education and guidance in school or college is critical to young people's futures. It helps to prepare them for the workplace by providing a clear understanding of the world of work including the routes to jobs and careers that they might find engaging and rewarding. It supports them to acquire the self-development and career management skills they need to achieve positive employment destinations. This helps students to choose their pathways, improve their life opportunities and contribute to a productive and successful economy.

As the number of apprenticeships rises every year, it becomes increasingly important that all young people have a full understanding of all the options available to them post-18.

Commitment

We are committed to ensuring there is an opportunity for a range of education and training providers to access students, for the purpose of informing them about approved technical education qualifications and apprenticeships. We are fully aware of the responsibility to set students on the path that will secure the best outcome which will enable them to progress in education and work and give employers the highly skilled people they need. That means acting impartially, in line with the statutory duty, and not showing bias towards any route, be that academic or technical.

We endeavour to ensure that all students are aware of all routes to higher skills and are able to access information on technical options and apprenticeships (The Department of Education, July 2021: "Baker Clause": supporting students to understand the full range of education and training options, and the Provider Access Legislation, January 2023).

Equality and Diversity

Access to other providers is available and promoted to allow all students to access information about other providers of further education and apprenticeships. We are committed to encouraging all students to make decisions about their future based on impartial information.

Requests for access

Requests for access should be directed to Tim Grundy, Careers Leader. Tim Grundy may be contacted by telephone or email (tgrundy@imperialmathsschool.ac.uk, 0208 492 8297).

Grounds for granting requests for access

Access will be given for providers to attend during school assemblies, timetabled Careers or Life lessons, and Careers or Raising Aspirations events that we are arranging. Students may also travel to visit another provider as part of the trip to be organised in partnership with us.

Details of premises or facilities to be provided to a person who is given access

We will provide an appropriate room or assembly hall to be agreed. All rooms have computers, projectors and screens provided. The Careers Leader will organise this, working closely with the provider to ensure the facilities are appropriate to the audience. Appropriate safeguarding checks will be carried out. Providers will be met and supervised by a member of staff who will facilitate.

Live/virtual encounters

We will consider live online encounters with providers where requested, and these may be broadcast into classrooms or the school assembly hall. Technology checks in advance will be required to ensure compatibility of systems.

Parents and Carers

Parental involvement is encouraged, and parents may be invited to attend the events to meet the providers.

Management

The Careers Leader, Tim Grundy, coordinates all provider requests and is responsible to the headteacher, David Lee.