



Cambridge Maths School Careers Policy

Document Control

Version Number	2
Applicable to	Everyone
Effective date	September 2024
Document Owner	Susan Hutchinson
Review Cycle	Annually
Ratification	Head of School
Date of Next review	September 2025
Related Policies	Provider Access Policy
Related Documents	CMS Curriculum Intent documents; Equality Act 2010; SEND Code of Practice; CMS Careers and Progressions Timeline

Contents

1 Introduction	3
2 Guidance and statute	3
3 Aims	3
4 Planning and delivery	4
5 Parental involvement	5
6 Review and redesign	6
7 Key responsibilities	6
Appendix A: The Gatsby Benchmarks and associated guidance	7
Appendix B: Satisfying the Gatsby Benchmarks	8

1 Introduction

This policy aims to outline the provision of education, information, advice, and guidance for further study and careers beyond Cambridge Maths School (CMS).

Within this policy, we will articulate our aims with reference to existing guidance and statutory requirements. We will detail the ways in which our aims are met through our:

- Personal Development programme
- Super-curricular opportunities
- Standalone provision
- Academic curriculum

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

2 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 provider access legislation. Details about how we meet provider access legislation can be found in our Provider Access Policy.

As with all 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.

3 Aims

Generally, we aim for CMS 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 support CMS students to:

- Evaluate the widest possible range of post-18 pathways, 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 students will continue to study a STEM subject 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.

4 Planning and delivery

4.1 Personal Development (PD)

Within our Personal Development (PD) programme, students have a weekly slot dedicated to careers and progressions. This is used for a range of assemblies relating to post-18 options led by our Careers Leader and visiting speakers, as well as a series of sessions delivered by tutors covering the six learning areas described by the CDI Career Development Framework:

- Grow throughout life by learning and reflecting on yourself, your background and your strengths.
- Explore the full range of possibilities open to you and learn about recruitment processes and the culture of different workplaces.
- Manage your career actively, make the most of opportunities and learn from setbacks.
- Create opportunities by being proactive and building positive relationships with others.
- Balance your life as a worker and/or entrepreneur with your wellbeing, other interests and your involvement with your family and community.
- See the big picture by paying attention to how the economy, politics and society connect with your own life and career.

Students are introduced to the Unifrog platform and encouraged and supported to use the tools and information available through this.

Students have regular one-to-one meetings with their tutors who offer personalised support through the process of deciding next steps after CMS. Tutors help students to explore the options available to them, whether this means researching subject and university choices or apprenticeship opportunities, and guide them through the UCAS application process.

4.2 Super-curriculum

Cambridge Maths School offer a range of high-quality opportunities that enhance the education of the students, prepare them for higher education and expose them to careers information.

4.2.1 Lecture series

We aim to provide one lecture per half term by an expert in their field. The speakers talk about their professional work and explain an aspect of this and in some cases they explain their career path.

4.2.2 Projects

All students complete a project with a mentor who is either an academic or who works at a company in a STEM field. The mentors set a problem for the students to work in groups of 3 or 4. The students then tackle this problem with guidance from their mentor over a period of 4 or 5 months.

The projects are intended to give students an insight into working on extended problems more akin to those encountered in commercial or research settings. The students develop skills relating to project planning, managing workload within a group, and collaborating with external professionals. They also present their findings in written and oral presentations so develop the communication skills that will help them in future careers and in interview situations.

4.2.3 Problem solving lessons

Every student at the school takes part in a weekly problem-solving lesson that is designed to develop their critical thinking and mathematical thinking skills. The sessions also provide a platform to explore wider mathematical ideas that are often encountered in Maths Challenge competitions, and university entrance examinations, such as the ESAT, MAT, STEP and TMUA. The sessions help develop the student's individual character, not just by supporting their mathematical knowledge development, but through teamwork and group activities. Many of the problems, are hard, but have a low entry point in terms of mathematical knowledge and are designed to build resilience and creative thought and to develop rigorous arguments.

4.3 Encounters and experiences

We work with several partners to further enrich our careers provision, by providing opportunities for CMS students to engage with employers and employees, experience workplaces and visit Higher Education providers.

Our Careers and Progressions Timeline lists some of the events and trips related to post-18 pathways that our students can expect to take part in.

We work with multiple external partners to arrange workplace visits which include tours of the workplace and meaningful encounters with employees. Every student has the opportunity to take part in at least one such trip during their time at CMS, in a STEM industry that they are interested in. We monitor participation in such trips and, where appropriate, we actively encourage specific students to take part to raise aspirations and ensure that every student takes advantage of the opportunity.

We invite speakers from various STEM industries to talk about their field of work and the possible routes into their industry. Most of these talks are delivered through assembly slots and are compulsory for students to attend.

We advertise external opportunities and wider information through our weekly student briefing, our Teams careers channel, assemblies and bulletins delivered to students and their parents/carers by email. We monitor participation in such opportunities.

4.4 Academic curriculum

We take note of Gatsby Benchmark 4, which states that careers should be explicitly referenced within academic lessons. Our Curriculum Intent documents for Maths, Science and Computer Science detail how this will be achieved.

Visiting speakers also address where A-level skills appear at university and in the workplace.

4.5 Careers guidance

Every student is offered a personal careers guidance meeting before the end of Year 12, as they are beginning to finalise choices about their post-18 pathway. This is with a specialist careers advisor. Notes from these sessions are logged and made available to students on request. Students may request a follow-up meeting with the careers advisor at any point during their time at CMS.

5 Parental involvement

Young people do not make career decisions in isolation and parents/carers can have a substantial impact, as well as a clear interest in the right outcomes for their child. We are keen to foster parental involvement in the careers programme, wherever possible.

Parents/carers are invited to take part in student consultation evenings to discuss their child's progress. In readiness for these events, students' post-18 intentions are collected to allow discussions around progress relating to their chosen post-18 pathways.

Parents/carers are given access to the Unifrog platform so that they have the same tools available to them as their child to research opportunities and information regarding post-18 pathways.

Parents/carers are invited into school for an information evening in the spring of Year 12 regarding progressions, with a particular focus on preparation for the UCAS application process.

A bulletin is sent to students and their parents/carers via email at least termly to highlight some of the internal and external events, trips and opportunities available to our students which relate to careers and progressions.

6 Review and redesign

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

- Written student feedback,
- Tracking data (e.g. of meaningful encounters with employers),
- Destinations data (from 2025),
- Employment data (for future cohorts), and
- Feedback from CMS staff involved in the delivery of the careers provision.

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

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

7 Key responsibilities

7.1 Head of School

- 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.
- Ensure that provider access legislation is followed.
- Ensure that details of the Careers Leader and careers programme are published on the CMS website.

7.2 Assistant headteacher

- Act as direct line manager of the Careers Leader.
- Ensure best practice is embedded across the full Personal Development programme.

7.3 Careers Leader

- Co-ordinate careers education delivery through the PD programme.
- Engage partners in STEM industries to speak to students about their field of work.
- Arrange access for students to personal careers guidance with careers advisors.
- Maintain relevant planning documents and ensure that the careers page on the CMS website is updated regularly.
- Track student progression and data.
- Review careers provision and produce a termly report which is presented to senior leaders and subsequently the Governing Body.
- Communicate plans clearly to staff and other stakeholders.

7.4 Heads of Department

- Be mindful of our aims for careers provision in planning.
- Coordinate with Careers Leader in planning to find opportunities to link curriculum to careers.

7.5 Tutors

- Deliver careers sessions through the PD programme using resources provided by the Careers Leader, to cover the six learning areas described by the CDI Career Development Framework.
- Discuss careers goals and aspirations during one-to-one meetings with tutees at least once per term.

7.6 Students

- Engage meaningfully with careers provision by attending all mandatory talks and sessions and completing all mandatory tasks.

Appendix A: The Gatsby Benchmarks and associated guidance

1. A stable careers programme

Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, parents, teachers and employers.

2. Learning from career and labour market information

Every pupil, and their parents, 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.

3. Addressing the needs of each pupil

Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout.

4. Linking curriculum learning to careers

All teachers should link curriculum learning with careers. For example, STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.

5. Encounters with employers and employees

Every pupil 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.

6. Experiences of workplaces

Every pupil 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.

7. Encounters with further and higher education

All pupils should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.

8. Personal guidance

Every pupil should have opportunities for guidance interviews with a careers adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level.

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 programme • Super curricular engagement as a school standard • A named Careers Leader (Senior Teacher) • Details of careers provision published on website and shared with students and parents through regular bulletins via email • 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 Unifrog • Signposting to external resources • Communicating information from Cambridgeshire and Peterborough Careers Hub and other sources via assemblies, student briefing, Teams channel and email bulletins
Addressing the needs of each pupil	<ul style="list-style-type: none"> • Student post-18 plans discussed with tutors during one-to-one meetings • Appropriate arrangements in place for students with access needs • Active work to challenge and dispel stereotypes • Access to careers advisor
Linking curriculum 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 where their A-level skills appear at university and in the workplace
Encounters with employers and employees	<ul style="list-style-type: none"> • Visiting speakers • Form the Future Apprenticeships fair at Impington Village College • Expectation that all students attend at least one workplace experience day with the school • Promotion of external work experience opportunities
Experiences of workplaces	<ul style="list-style-type: none"> • Expectation that all students attend at least one workplace experience day with the school • External work experience opportunities advertised via assemblies, students briefing, Teams channel and email bulletins • All students engage in some form of work experience in the summer of Year 12
Encounters with further and higher education	<ul style="list-style-type: none"> • Visiting speakers • Advertisement of university open days and admissions events • Bespoke trip for CMS students to St John's College, Cambridge • At least one school trip to a university open day outside Cambridge • School trip to a UCAS fair
Personal guidance	<ul style="list-style-type: none"> • All students offered a one-to-one careers guidance meeting with a specialist careers adviser before the end of Year 12 • All students can request a follow-up meeting at any time following their initial meeting with the careers advisor