



# C A M B R I D G E MATHS SCHOOL

## Careers Policy

### *Document Control*

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Related Documents	CMS Curriculum Intent documents; Equality Act 2010; SEND Code of Practice

## **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 will 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 will 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 RSHE policy, tutors will deliver a series of sessions 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.

During these sessions, students will be introduced to the Unifrog platform and encouraged to use the tools and information available through this.

## **4.2 Supercurriculum**

Cambridge Maths school offer a range of high-quality opportunities that enhance the education of the students 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**

We plan for all students to complete a project with a mentor who is either an academic or who works at a company in a STEM field. The mentors will set a problem for the students to work in groups of 3 or 4. The students will 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. We expect them to develop skills relating to project planning, managing workload within a group, and collaborating with external professionals. They will also be presenting their findings in written and oral presentations so will be developing the communication skills that will help them in future careers and also help them in interview situations.

### **4.2.3 Problem solving sessions**

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 Oxbridge entrance examinations, such as the 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 deigned to build resilience, creative thought and to develop rigorous arguments.

## **4.3 Encounters and experiences**

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

We will work with Form the Future to ensure that every student has the opportunity to visit a workplace in a STEM industry that they are interested in through the Cambridge LaunchPad project.

We will invite speakers from various STEM industries to talk about their field of work and the possible routes into their industry.

We will advertise external opportunities and wider information through our weekly student briefing, our Teams careers channel, and assemblies.

#### **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 will detail how this will be achieved.

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

#### **4.5 Careers guidance**

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

### **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 will be invited into the school for parents' evenings to discuss their child's progress. In readiness for these events, students' career aspirations will be collected to allow discussions around progress relating to their chosen post-18 pathways.

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

### **6 Review and redesign**

We will 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), 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 strong alumni network exists to facilitate this.

We will 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 Director of strategy and development**

The Director of Strategy and Development has direct line management for the careers leader and will ensure that best practice is embedded across the full Personal Development programme alongside super curricular opportunities including Cambridge Maths School lecture series and projects that students undertake in groups with external mentors. See section 4.2 for further details

### **7.3 Senior Teacher**

- Act as 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 level 6 qualified 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 report termly.
- Communicate plans clearly to staff and other stakeholders.

The careers team will provide a report on a regular basis which will be presented to the senior leaders and subsequently to the Governing Body.

### **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 half 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"> <li>- Careers included in our PD programme</li> <li>- Super curricular engagement as a school standard</li> <li>- A named Careers Leader (Senior Teacher)</li> <li>- Details of careers provision published on website</li> <li>- Careers provision reviewed and revised yearly, using both quantitative data and qualitative feedback</li> </ul>
Learning from career and labour market information	<ul style="list-style-type: none"> <li>- Student access to Unifrog</li> <li>- Signposting to external resources</li> <li>- Communicating information from Cambridgeshire and Peterborough Careers Hub and other sources via assemblies, student briefing and Teams channel.</li> </ul>
Addressing the needs of each pupil	<ul style="list-style-type: none"> <li>- Student post-18 plans to be discussed with tutors during one-to-one meetings</li> <li>- Appropriate arrangements in place for students with access needs</li> <li>- Active work to challenge and dispel stereotypes</li> <li>- Access to level 6 qualified careers advisor</li> </ul>
Linking curriculum to careers	<ul style="list-style-type: none"> <li>- Subject knowledge and expertise of teachers – connecting curriculum to careers within the classroom</li> <li>- Visiting speakers to address where their A-level skills appear at university and in the workplace</li> </ul>
Encounters with employers and employees	<ul style="list-style-type: none"> <li>- Visiting speakers</li> <li>- Form the Future Apprenticeships fair at Impington Village College</li> <li>- Expectation that all students attend at least one LaunchPad project day</li> </ul>
Experiences of workplaces	<ul style="list-style-type: none"> <li>- Expectation that all students attend at least one LaunchPad project day</li> <li>- External work experience opportunities advertised via assemblies, students briefing, Teams channel and emails</li> </ul>
Encounters with further and higher education	<ul style="list-style-type: none"> <li>- Visiting speakers</li> <li>- Advertisement of university open days and admissions events</li> <li>- At least one school trip to a university open day</li> <li>- School trip to a UCAS fair</li> </ul>
Personal guidance	<ul style="list-style-type: none"> <li>- All students to have access to personal careers guidance before the end of Year 12 with a specialist careers advisor with level 6 or higher qualification</li> </ul>