



# King's College

## TAUNTON

### **Futures Policy**

**Policy Date:** September 2023

#### **Responsibility**

**Individuals:** Head of Futures,  
Deputy Head Academic and Co-curricular  
Careers Governor

**Review Cycle:** (Annual)

**Next scheduled review:** September 2024

**Last interim review:** September 2023

## FOREWORD

The Futures Department works in partnership with PSHE, the tutorial programme, and the Sixth Form Life Skills programme to promote each pupils' personal awareness, the development of transferable skills and the ability to articulate them in different mediums (personal statement, interview, work experience) and the confidence to plan for life after King's whether at 16+ or 18+.

All our teachers are encouraged to embed the Unifrog platform and careers in general into the curriculum, as all subject teaching can provide helpful guidance in one way or another to pupils thinking about their adult lives.

### The Futures Team:

|                  |                                     |
|------------------|-------------------------------------|
| Julian Mack      | Head of Department                  |
| Oliver Ellsworth | Head of Sixth Form i/c UCAS process |
| Josie Barclay    | Research Support                    |
| Dr Rebecca Stone | Medical School Applications         |

The Futures Room is open access with library resources available in the main library.

Staff are available in the Futures Room for drop in appointments from Monday to Wednesday during term time.

Individual appointments can be arranged with parents & pupils outside of those times

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## 1. VISION STATEMENT

### 1.1. Vision

Be, and be known as, a hub for best in class, tailored support leading our young people to make informed, positive choices about their lives after King's.

### 1.2. Introduction

The key principal of King's Futures education and guidance is to encourage and support our young people to prepare for their future lives. Because of technological changes and differences in working practices, young people today must appreciate the increased need to be flexible, to continue the learning process beyond formal education and to give themselves the vital transferable skills which will enable them to adapt and manage their careers.

Futures education at King's Schools seeks to empower our pupils and give them the confidence to make informed choices about their future options. Careers Education, Information, Advice and Guidance (CEAIG) is delivered by a comprehensive programme that utilises internal staff expertise and external partners.

In line with government policy on CEIAG, we offer impartial advice in all situations, leaving the ultimate responsibility of choice to students and their parents. It is our responsibility to provide the accurate and up-to-date information that the students need to come to that informed decision.

The team seeks to develop the range and quality of guidance given to pupils during their time at King's. We aspire to provide information that is accurate, up-to-date and appropriate to individual needs. The Department plays a key role in providing advice and information about what pupils might do after GCSE, BTEC, and A Level. We operate an open-door policy, and have established practices in line with government directives for state education (see Gatsby Benchmarks below).

In 2014, Lord Sainsbury's Gatsby Charitable Foundation published a report by Professor Sir John Holman, Adviser in Education at the Gatsby Foundation, titled "Good Career Guidance." The report identified eight benchmarks that are the **core dimensions of good careers and enterprise provision** in schools:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

Schools are required to meet the Gatsby benchmarks, to improve their careers provision by the end of 2020. Although we are a private school, and not required to comply, we believe it is an excellent model of good practice to follow.

Each Futures interaction with a pupil is tracked based on the Gatsby Standards using the built in Unifrog tracker. This allows the staff to measure each activity against the relevant benchmark.

*For further information please click the hyperlinks below:*

- Gatsby – [an introduction](#)
- What are the [8 Gatsby Benchmarks?](#)

*(Read more at <https://schoolsweek.co.uk/doing-great-on-gatsby-what-schools-need-to-do-to-meet-the-eight-careers-benchmarks/>)*

## 2. AIMS AND OBJECTIVES

1. Assist pupils in assessing themselves realistically while maintaining high aspirations
2. Assist pupils in decision-making by:
  - (a) providing relevant, impartial information that will help them choose at appropriate times the most suitable academic subjects, courses and careers
  - (b) offering guidance on how to interpret this information effectively
3. Encourage each pupil to gain a realistic awareness and experience of the world of work
4. Encourage each pupil to take increasing responsibility for his or her own educational and career planning
5. Encourage each pupil to expand his or her awareness of the wide career opportunities available to them
6. Provide the opportunity for individual and group guidance at appropriate times
7. Work within the school with Houseparents, academic tutors and with the SMT to invest in and to develop the quality of careers guidance
8. Liaise with parents where appropriate to inform them of what their children should be doing; and to hold individual meetings when requested
9. To involve outside experts e.g. FutureSmart to broaden horizons and improve the quality of service.

### 3. STAFFING

The Futures Team currently has two key members of staff who lead CEIAG in the school:

Julian Mack is Head of the Futures Department. Julian Mack has obtained the PCEC in Executive Coaching from Henley Business School. He is an entrepreneur previously founding and running Threshold Sports, a UK outdoor events company.

Oliver Ellsworth is Head of Sixth Form and took up the role in September 2023. He is in charge of the UCAS process and personal statement guidance given to Sixth Formers.

The Department in turn relies on the input of:

- Houseparents, House tutors and academic tutors in Houses, working one-to-one with students
- Teaching staff in the PSHE department
- One support staff member who make up the Futures Team

### 4. METHODOLOGY

#### 4.1. Provision of Data and Information

Data and information is available in:

- **Futures Programs** –Programs such as UNIFROG, JED, COA, ICould, UCAS Search Tool and UKCoursefinder are accessible on their own devices.
- **Higher Education Institutions** – A large majority of research about higher education is now done via the Unifrog platform as well as university and college websites. Pupils are taught by tutors how to access the research tools on the Unifrog homepage covering degree apprenticeships, degrees, online courses, vocational further study and gap years. The department has a good stock of standard guide books such as the 18<sup>th</sup> Edition of The Apprenticeship Guide 2024, the Heap Guide and the Times Good University Guide.
- **Futures updates and emails** Relevant updates are sent to pupils and tutors regarding details of forthcoming university taster day courses, useful webinars, degree apprenticeship opportunities, gap year opportunities, and work experience information. Additional emails will be sent with opportunities as they arise.

#### 4.2. Futures Education

All careers and higher education advice is co-ordinated by the Head of Futures, the Head of Sixth Form, the Head of PSHE and the Lower School Head Tutor, Lisa Cashmore.

### 4.3. One to One Guidance

#### Within School

The Futures Room is located on the ground floor of the sixth form centre with drop-in appointments available between Mondays and Wednesdays.

All pupils in **Third Form** have access to futures advice from their tutors (ongoing throughout the year) and their PSHE teachers (mainly in Lent term) when they are choosing their GCSE choices. They cover the 'Courage for the Future' scheme of work in PSHE and tutorials which involves learning about different careers and what skills or qualities are needed for these as well as knowing what subjects are essential to be taken at GCSE for a certain career.

As well as from the futures team, all pupils in **Fourth Form** have access to advice from their tutors (ongoing throughout the year). Due to Fourth Form having only 16 PSHE lessons in the academic year (shared with RS) and no timetabled futures lessons, the tutors are the main source of contact and advice for Careers. Fourth Form tutors use tutorial time to take their tutees to the futures room to introduce the content and what the room can offer. They initiate discussions on post 16 opportunities and encourage consideration of a wide range of career avenues.

Pupils in **Fifth Form** have access to advice from their tutors (ongoing throughout the year) and their PSHE teachers (mainly Michaelmas term). They continue with the 'Courage for the Future' theme which they briefly studied in Third Form where they now explore possible options for Sixth Form and beyond, identify and research possible career pathways which may be of interest in the future and explain the skills which an employer would find beneficial in different roles.

They also have the opportunity undertake psychometric tests (numeracy, literacy, problem solving) and various preference quizzes (personality, interests, environment) through the Unifrog platform. Following the tests, each pupil meets with one of the team to discuss the report in terms of insights, results and A level/BTEC choices. There is a follow up meeting to discuss the report offered to parents in the Michaelmas Term.

Fifth Form pupils also have access to the Taunton Independent Schools' Careers Convention which takes place in March each year.

All pupils in Lower Sixth have access to advice from their tutors and the Head of Sixth Form. Within the Sixth Form Skills lessons, pupils undertake a 4 week cycle to introduce them to becoming aware of interests, values and strengths, researching alternatives to university as well as CV writing, networking and interview technique. They also commence a 4 week cycle with the Head of Sixth Form looking at Higher Education (Please see Lower Sixth Skills Lesson Plans).

Lower Sixth pupils attend the UCAS convention (Exeter site) in March each year.

As well as from the futures team, all pupils in Upper Sixth have access to advice from their tutors and the Head of Sixth Form. The main time of the year for this is when they are applying through UCAS during Michaelmas term.

All Sixth Form have the opportunity to join Beyond King's, an online network of old pupils willing to support and mentor King's young people. They also can attend the

'Alternatives to University' seminars that are put on to introduce and explain the different pathways to careers other than going to university.

### **External Partnerships:**

King's College maintains and fosters links with HE institutions in the UK and worldwide. Several geographically close institutions offer outreach opportunities (e.g. Cardiff Met with BTEC, Bath & Plymouth University).

An increasing number of pupils apply for school leaver schemes within industry. Apprentice Ambassadors and Career Hub networks are utilised to support our pupils' understanding of Labour Market Information and opportunities.

Work experience, mentoring and guidance is encouraged through the Old Aluredians' (OA) network, our Alumni Platform Beyond King's, and parents.

The Department values the support given by visiting speakers to industry-specific seminar sessions and employability skills workshops.

The Armed Services (Army, Royal Navy, Royal Marines and RAF) regularly send liaison officers to King's College in order to carry out 1:1 interviews with pupils considering careers in the defence sector.

### **Conventions:**

**Higher Education Convention** in March at Exeter – all Lower Sixth have the opportunity to see representatives from all major institutions and attend seminars in specific areas.

The **Taunton Independent Schools Careers Convention** in March - all Fifth Formers have the opportunity to meet over 40 delegates and learn more about career pathways open to them.

**The National Apprenticeship Show** – open to all. This is an opportunity to listen to a range of apprenticeship providers and learn more about the application process and further training opportunities.

Taunton Independent Schools Hub initiatives (open to all 5th, L6 & U6):

- **Apprenticeship Fair** at Blundell's School
- **Healthcare Pathway Fair** at Taunton School

## **4.4. Promotion of cross-curriculum links and the involvement of all staff in careers education**

All academic departments address careers issues in their contributions to the guides to choosing GCSE, A Level, and BTEC courses. In addition, pupils receive careers advice when talking with their tutors about subject choices for Years 10 + 11 and Sixth Form.

Academic staff are encouraged to consider careers related ideas where their teaching makes it appropriate. Many departments have dedicated careers notice boards in their areas e.g. BTEC Sport, Business Studies & Economics.



## 5. PARENTAL INVOLVEMENT

The department sees parents as a vital partnership in future planning for their children and tries to involve them at key stages. Parents are kept informed by a termly Bulletin published on the school portal.

The Third Form (year 9) Parents' Briefing in the summer term has the dual function of allowing parents to talk to their children's teachers and also help the children with decisions about GCSE subject selection. Another open day in the following year allows for further checks on progress and the problems involved where subjects are dropped.

At the Fifth Form (year 11) Parents' Briefing before February half-term break, SMT inform parents about the important stages in the months to come. This important day also focuses on an essential step in Careers Education and Guidance.

## 6. GAP YEARS

A GAP year is an accepted alternative to the immediate transfer of pupils from secondary schooling to higher education at the end of Year 13. The purpose of some students taking a GAP year may be the opportunity to work, volunteer, and/or travel independently.

The Futures Team, alongside tutors, provide advice and assistance with the planning of GAP Years. Guidance may be accumulated from interviews, respected publications, listening to outside speakers and research on the internet. Department staff will help pupils reach an informed decision by scrutinising GAP plans in the following areas:

- *potential problems* – e.g. health, financial, educational, safety;
- *career impact* – on future career aspirations;
- *information sources* – have all the agencies/organisations been asked for their opinions/advice?
- *impact of deferred entry on university applications* – will the tutors of the subject likely to be applied for have a problem with an application from a deferred/GAP year candidate?

## 7. WORK EXPERIENCE

Work experience, particularly for pupils seriously considering a career in, for example, Medicine, Veterinary Science, Dentistry, Physiotherapy, Architecture and Actuarial Science is strongly encouraged as it is often seen as an essential pre-requisite in the university selection process. King's College is unable, for legal reasons, to set up and supervise work experience placements. However, we do provide contact names, phone numbers and e-mail addresses for possible placements in the UK.

## 8. UCAS APPLICATION

The Department plays a central role in advising pupils from early in Lower Sixth until they leave; in fact, quite a significant amount of help is given to students in the term after they leave if they are re-applying by the Head of Sixth Form.

All applications are made electronically, with the Head of Sixth Form overseeing their submission. All applicants are walked through the system, which is on the school computer network, at the end of the Summer term in Lower Sixth by the Futures and Sixth Form team. A good deal of factual information is loaded at that time.

Pupils are nurtured through the application system. The futures team sees individually most applicants, working with academic tutors and houseparents. All members of the department are available for several sessions during the week.

It is anticipated that by the start of Upper Sixth all the research has been completed.

The aim is to get properly researched forms completed and sent off by the second week in November. There are regular notices about progress and what pupils should be doing throughout the process. It is anticipated that all forms will be completed by the end of the term.

Some copies of previous applications are retained to help future applicants.

With the end of year reports a document explaining the results strategy is sent out. Futures staff are available on the day results come out, and there is a hotline manned by staff for the subsequent few days.

## 9. FUTURE DEVELOPMENTS

Areas for development within Careers for this academic year include:

- To offer more Apprenticeship and Degree Apprenticeship support and access to external employers who offer trainee placements e.g. Assessment workshops
- To drive Unifrog usage among pupils in Years 11 to 13 above 80%
- To increase awareness of, and accessibility to futures support
- To implement and track GATSBY standards, and regularly review
- To further encourage the use of Beyond King's to secure work experience and mentoring opportunities for our Sixth Form.
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## 10. PARTNERSHIPS

The department has an existing contract with UNIFROG. This is reviewed by the Head of Sixth and the Head of Futures after each application in the academic cycle. If necessary, findings are reported to the Financial Director.

## **11. REVIEW**

This policy is subject to annual review to ensure it is current and up to date with educational policy and career initiatives. It is discussed by the Futures Team, in conjunction with the Governor responsible for Futures with input from tutors and the line manager.

### **Approved by:**

SLT

Governor responsible (Jolyon Woodard)