City of London School Careers Guidance and Futures Policy

0. Review of policy

0.1 This policy is reviewed annually (or more regularly as required) prior to approval by governors.

Policy last reviewed by:	Glenn Bezalel (Deputy Head Academic)
Date last reviewed:	November 2024
Approved on behalf of Governors by:	Board of Governors
Date last approved:	12 March 2025

1. Background

1.1 The School is a 10-18 independent school with a strongly academic background. Expectations are high, particularly in terms of academic and career success. The majority of leavers attend top ranked universities, with typically more than 30% of leavers securing places at the top ten ranked universities globally.

1.2 The School places great value on education that will prepare pupils for the challenges of their future lives. As part of the School's commitment to the broadest and fullest education for every one of its pupils, each pupil is entitled to an effective programme of Careers Education, Information, Advice and Guidance (CEIaG) which will ensure that they are ready for life beyond CLS. This programme, known as the 'Futures programme', will introduce pupils to the importance of career learning from their first years at CLS and offers a rich provision of age-appropriate classroom and extra-curricular activities to all year groups, developing the knowledge, personal qualities and transferable skills underpinning success in higher education and their professional lives.

1.3 The School seeks to implement the eight Gatsby benchmarks of Good Careers Guidance. These are:

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

1.4 In addition, this policy has been formulated in line with and informed by:

- ISI Framework 2023, which requires the School to give pupils of secondary age (11+) access to accurate, up-to-date, impartial careers guidance so that they are able to make informed choices about a broad range of careers options and which helps them to fulfil their potential
- DfE Careers guidance and access for education and training providers (January 2023)
- CDI Career Development Framework, the main purpose of which is to clarify the skills, knowledge and attitudes that individuals need to have a positive career. The six learning areas shape the learning outcomes of activities within the Futures programme.
- the City of London Corporation's Corporate Plan 2024-29
- the City of London Corporation's Education Strategy 2024-29
- Careers reviews of March 2020 and October 2023, as conducted by Elizabeth Soare

1.5 This policy should be read in conjunction with:

- The Curriculum and Teaching and Learning Policy
- The School's Values

1.6 The School recognises the importance of basing our approach to teaching, learning and assessment on evidence of what works in careers education and guidance. The School will continue to review and update the School's futures provision, taking into account

- Developments in statutory and ISI guidance
- Developments in the teaching and learning ethos of the School
- Developments and trends in careers education
- Assessment of the impact of programme activities

All staff developing and leading futures activities will engage regularly in professional development activities relating to careers and universities guidance.

2. Pupil entitlement

2.1 During their time at school, all pupils can expect:

- the support they need to make appropriate GCSE choices in Third Form and A level choices in Fifth Form
- support, where appropriate, to access alternative level 2 and Level 3 choices, including technical education
- access to up-to-date and unbiased information on future learning and training, careers and labour market information through
    - personal account with Unifrog
    - Futures Hub
    - regular Futures announcements via Teams
    - group and personal guidance
- support to develop the self-awareness and career management skills needed for their future

- three PSHE lessons in each year from First Form to Fourth Form, with age-appropriate themes and activities (refer to the programme structure below for further details)
- a course of six PSHE lessons in Fifth Form, focusing on career management skills
- access to at least one meaningful encounter per year with representatives from the world of work; this could be through work experience, assemblies, careers talks (in or outside lessons), projects or visits
- the opportunity to talk through their career and educational choices with staff including form tutors and Futures Department staff (Gatsby Benchmark 8)
- access to one-to-one guidance with a trained, impartial careers adviser, by appointment; this is available to pupils of any year group (Gatsby Benchmark 8).
- the school to keep parents/carers informed of their progress and provide parents/carers with information to support pupils' career planning and decision-making.
- to be asked their views about the service they have received to ensure that the service continues to meet pupil needs.

2.2 The Futures programme is presented in an impartial manner: this is defined as showing no bias or favouritism towards a particular education or work option. The programme works to consciously prevent all forms of stereotyping in the advice and guidance provided to ensure that pupils from all backgrounds and diversity groups consider the widest possible range of careers.

3. Aims

3.1 The Futures programme aims to:

- foster self-evaluation in order that pupils will learn about themselves, their interests, personal qualities, and what influences their decisions
- encourage career exploration by providing quality and up-to-date information about the world of learning and the world of work
- promote career management by asking pupils to take responsibility for their own career decisions and encourage realistic and flexible individual higher education and career paths
- prepare pupils to manage change and transition in a fast-moving world through their own sense of initiative and enterprise, seizing opportunities and managing unexpected change with success

3.2 The Futures programme aims to help enable pupils, once they have left the School, to:

- contribute to a flourishing society
- support a thriving economy
- shape outstanding environments

4. Programme Management and Delivery

4.1 The School recognises the importance of putting in place effective arrangements for the management and delivery of the programme.

4.2 Glenn Bezalel, Deputy Head Academic, is the SMT member who has oversight of futures education at the School.

4.3 The DfE Careers guidance and access for education and training providers (January 2023) stipulates that schools should name a Careers Leader. The named Careers Leader is Bodil Chambers, Director of Futures. Bodil Chambers holds a Masters degree in Career Management (2018), the Level 7 Qualification in Careers Guidance (2017) and is a Registered Career Development Professional on the Career Development Institute's UK Register. She is based in the Futures Office and can be contacted on 020 3680 6330 or via email on chambersb@cityoflondonschool.org.uk.
The Director of Futures is responsible for the practical application of the Futures programme as detailed in the Director of Futures job description.

4.4 The Head of Universities is responsible for all matters relating to university applications as detailed in the Head of Universities Job Description.

4.5 The Head and Senior Management Team will

- ensure the school has a structured programme of careers education, information and guidance
- monitor and assess the quality and effectiveness of careers education, information and guidance
- ensure careers education, information and guidance is delivered in an impartial way
- review the careers education, information and guidance policy and provision and considering changes as appropriate
- provide explicit backing for the programme
- appoint an identified and appropriately trained person of authority to be responsible for the programme of careers education, information and guidance
- support the Director of Futures in developing the strategic Futures vision and plan
- ensure the Director of Futures is allocated sufficient time, and has the appropriate training, to perform their duties to a high standard
- allow training providers access to talk to pupils about technical education qualifications and apprenticeships, as appropriate

4.6 The governing body will

- provide clear advice and guidance on which the Director of Futures can base a strategic plan for careers education, information and guidance, in line with the Gatsby benchmarks and other statutory requirements, which meets the legal or contractual requirements of the school
- ensure that the programme is implemented and its impact measured
- allocate a governor who takes a strategic interest in careers education and guidance and encourages employer engagement
- ensure that independent careers guidance is provided to all pupils throughout their CLS education

4.7 To deliver its Futures programme, the School will:

- manage the effective co-ordination and leadership of careers education
- promote continuing change and improvement

- monitor, review and evaluate the activities comprising the programme, including seeking feedback from pupils and parents
- work in partnership with a number of external partners such as Unifrog, UCAS, Pathway CTM and The City of London Corporation and community partners where relevant.
- seek to benefit from the Old Citizen and Parent communities to enhance careers activities, particularly to deliver against Gatsby Benchmarks 5 and 6
- participate in HMC and Trinity Schools Careers forums
- participate in the City of London Corporation Skills Forum
- meet the training needs of all staff involved in delivering careers education
- provide sufficient resource to staff involved in delivering careers education and manage them effectively
- integrate careers education into the curriculum (Gatsby 4)
- record and assess learning from the programme, using Unifrog as its principal management information system
- provide community linked and work-related activities
- work in partnership with the City of London Corporation Family of Schools for the benefit of CLS pupils and pupils in the Family of Schools

5. Staff Development

5.1 All staff, in their academic and pastoral roles, are responsible for ensuring that:

- through the assessment, feedback and reporting of pupils' achievements, pupils are given a clear understanding of their strengths, talents and aptitudes as to be able to make realistic decisions about future careers, training and higher education
- all pupils are given guidance and mentoring to promote high aspirations and good work habits
- parents are involved in their child's choices on careers, training and future education.

To meet the training needs that arise from this, the School will

- deliver training to all teaching staff annually through Staff INSET
- work with Heads of Department to design and implement ways to imbed career learning into their Schemes of Work

6. Parental Involvement

6.1 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 young person. The School is keen to foster parental involvement in the Futures programme, wherever possible. Parents/carers are invited to discuss their child's subject choices with Futures staff on Parents Evenings. In addition, parents/carers are kept up to date with higher education and career-related events and activities affecting their child via Schoolpost, the school website/portal and social media. Several higher education and career-related events aimed at parents are offered during the year.

7. Futures Programme

7.1 The activities offered by the Futures programme are outlined in **Appendix 1**

8. Monitoring and Review of Provision

8.1 The effectiveness of the Futures programme will be regularly monitored and reviewed.

8.2 The Director of Futures provides an Annual Review to the Head. An assessment of provision is undertaken against the Gatsby Benchmarks.

8.3 Feedback from a wide range of sources is sought and used to enhance provision (e.g. input from Heads of Year and the Head of PSHE, and comments from parents, pupils and staff are considered at weekly department meetings).

Appendix 1:
Activities by year group for 2024/25

The tables below list activities led by the Futures or PSHEE teams. At City of London School, the concept of readiness is a whole-school philosophy, and, as such, pupils will be involved in Futures activities in the classroom and beyond the classroom, through super/co-curricular clubs and societies including talks, external competitions, experiential learning.

Lower School

Timing	First Form
One session per term	**PSHEE Futures sessions:** Introduction to careers and exploring the world of work: careers, dream jobs, role models, skills
3 to 4 sessions per term	**Horizons:** linking academic subjects to careers. Lessons and activities are scheduled throughout the school year, through form time, PSHEE and the academic curriculum, to help pupils identify the links between their academic subjects and careers. Details and dates are listed on the Futures Hub and Parent Portal
November	**Green Careers Week**
March	**National Careers Week**
Pastoral days	**Skills workshops**
Optional events:	
Weekly (Wednesday lunchtimes) throughout year	**Futures Café:** optional events supporting the Horizons programme. Detailed listings of events can be found on the Futures Hub and Parent Portal
February	**London Careers Festival:** a range of careers talks and experiential learning events, organised by the City of London Corporation

Timing	Second Form
One session per term	**PSHEE Futures sessions:** Using Unifrog for careers information and personal development: Unifrog Careers Library, Unifrog Career Interests Profile, Understanding career skills
3 to 4 sessions per term	**Horizons:** linking academic subjects to careers. Lessons and activities are scheduled throughout the school year, through form time, PSHEE and the academic curriculum, to help pupils identify the

	links between their academic subjects and careers. Details and dates are listed on the Futures Hub and Parent Portal
November	**Green Careers Week**
March	**National Careers Week**
Pastoral Days	**Skills workshops**
Optional events:	
Weekly (Wednesday lunchtimes) throughout year	**Futures Café:** optional events supporting the Horizons programme. Detailed listings of events can be found on the Futures Hub and Parent Portal
February	**London Careers Festival:** a range of age-appropriate careers talks and experiential learning events, organised by the City of London Corporation

Timing	Third Form
One PSHE session per term plus additional tutor time activities	**PSHEE Futures sessions:** Developing self-awareness for decision-making**:** informed decision making, skills and strengths: leadership, communication, problem solving
3 to 4 sessions per term	**Horizons:** linking academic subjects to careers. Lessons and activities are scheduled throughout the school year, through form time, PSHEE and the academic curriculum, to help pupils identify the links between their academic subjects and careers. Details and dates are listed on the Futures Hub and Parent Portal
November	**Options and alternative opportunities talk**
November	**Green Careers Week**
December	**Pastoral Day Skills workshop:** Team-based careers activities
June	**Pastoral Day Skills workshop:** Introduction to financial planning and management
Optional events	
Weekly (Wednesday lunchtimes) throughout year	**Futures Café:** optional events supporting the Horizons programme. Detailed listings of events can be found on the Futures Hub and Parent Portal

February	**London Careers Festival:** a range of age-appropriate careers talks and experiential learning events, organised by the City of London Corporation

Middle School

Timing	Fourth Form
Whole year-group events:	
3 to 4 sessions per term	**Horizons:** linking academic subjects to careers. Lessons and activities are scheduled throughout the school year, through form time, PSHEE and the academic curriculum, to help pupils identify the links between their academic subjects and careers. Details and dates are listed on the Futures Hub and Parent Portal
November	**Green Careers Week**
March	**National Careers Week**
June	**PSHEE Futures session:** Unifrog psychometric testing and analysis Interests profile, Personality profile, Work environments profile, Skills quiz and tests
June	**PSHEE Futures session:** Using information and self-awareness to make plans: subjects and where they lead; how to find labour market information, including salaries, work environment, entry requirements; Post-16 intentions
June	**Skills workshops:** teamwork and leadership
Optional events:	
3 to 4 events per term	**Career networking events:** monthly events covering a wide range of career sectors. Detailed listings of events can be found on the Futures Hub and Parent Portal.
Monthly	**University subject forums:** regular sessions offering a deep dive into degree course areas by school academic subject. Detailed listings of events can be found on the Futures Hub and Parent Portal.
November	**UCAS Create your Future – Creative Career Showcase:** visit to creative careers and university courses fair

February	**London Careers Festival:** a range of age-appropriate careers talks and experiential learning events, organised by the City of London Corporation
March	**MediCon:** medical conference organised by CLS pupils
July	**Global study opportunities talk** (parent and pupil event)
Adhoc	**Workplace visits and experiential/work-based learning projects**
Weekly throughout year	**Junior MedSoc:** weekly group for applicants to Medicine, Dentistry and Veterinary Science

Timing	Fifth Form
Whole year-group events:	
Autumn	**PSHEE Futures sessions:** Develop career management skills, build experience and engage with the workplace: 6-week focus on career management skills including CVs, cover letters, applications, networking, interview skills
September	**Assembly: one to one career meetings**
Autumn	**One to one career meetings:** with independent, external, qualified careers adviser
Autumn	**Work experience launch assembly**
December	**Interview skills workshop with Old Citizens**
March	**City Futures Fair:** universities, apprenticeship and gap year providers
Last week of June	**Work experience week**
Optional events:	
3 to 4 events per term	**Career networking events:** monthly events covering a wide range of career sectors. Detailed listings of events can be found on the Futures Hub and Parent Portal.
September	**UCAS Create your Future – Creative Career Showcase:** visit to creative careers and university courses fair
	Global study opportunities talks and webinars including:

November February March September March	• **Mock admissions event** (visit to UES Education) • Introduction to US universities webinar (parent and pupil event) • European universities webinar (parent and pupil event) • US University Roadshow (held in School) • No-name University Fair (visit)
Spring, summer	**University subject forums:** regular sessions offering a deep dive into degree course areas by school academic subject. Detailed listings of events can be found on the Futures Hub and Parent Portal.
February	**London Careers Festival:** a range of age-appropriate careers talks and experiential learning events, organised by the City of London Corporation
March	**MediCon:** medical conference organised by CLS pupils
Weekly throughout year	**Junior MedSoc:** weekly group for pupils interested in Medicine, Dentistry and Veterinary Science

Sixth Form

Timing	Junior Sixth Form
Whole year-group or compulsory events:	
Throughout year	**PSHEE careers sessions** (6 PSHEE lessons per year and additional tutor time sessions)
October	**Introduction to university applications webinar:** parent and pupil event
Spring term	**University guidance one to one meetings:** with Head of Universities
January	**Higher Education Evening:** university applications (parent and pupil event)
February	**Introduction to degree apprenticeships webinar** (parent and pupil event)
March	**City Futures Fair:** universities, apprenticeship and gap year providers
March	**Career networking event with CLSG:** speed networking between pupils and Parent/Old Citizen volunteers

Spring, summer	**Oxbridge preparation workshops** Compulsory for prospective Oxbridge applicants
Spring, summer	**US applications preparation course (multi-week).** Compulsory course for US applicants
May	**UCAS Conference: 2 day event**
Summer term	**UCAS preparation workshops in City+**
Summer term	**University applications parent meetings** (parents and Futures team)
Optional events:	
3 to 4 events per term	**Career networking events:** monthly events covering a wide range of career sectors. Detailed listings of events can be found on the Futures Hub and Parent Portal.
September	**UCAS Create your Future – Creative Career Showcase:** visit to creative careers and university courses fair
October to December	**SAT preparation course (7 week course):** course run in School by UES Education for international university applicants
September November February March March July	**International universities activities, talks and webinars including:** • **No-name University Fair** (visit to American School in London) • Introduction to US universities webinar • European universities webinar (parent and pupil event) • US University Roadshow (held in School) • **Mock admissions event** (visit to UES Education) • Global study opportunities in a changing world (parent and pupil talk)
November	**Green Careers Week**
Weekly throughout year	**MedSoc:** weekly group for applicants to Medicine, Dentistry and Veterinary Science
February	**London Careers Festival:** a range of careers talks and experiential learning events, organised by the City of London Corporation
March	**MediCon:** medical conference organised by CLS pupils
June	**UCAT preparation workshop:** for applications to Medicine and Dentistry

Weekly (timetabled) throughout year	**City+ skills courses: financial education, understanding recruitment, personal branding**
Monthly	**University subject forums:** regular sessions offering a deep dive into degree course areas by school academic subject. Detailed listings of events can be found on the Futures Hub and Parent Portal.
Summer	**Work experience placements**
Adhoc	**Employer-led skills workshops**

Timing	Senior Sixth Form
Whole year-group events:	
Autumn term	**University applications: one-to-one specialist support**
September	**University update webinar for parents and pupils**
On demand	**Degree apprenticeships application support**
Spring term	**University Transition programme:** a series of four sessions covering aspects of independent living at university
Autumn and spring terms	**PSHEE careers sessions:** 2 sessions per term
Optional events:	
3 to 4 events per term	**Career networking events:** monthly events covering a wide range of career sectors. Detailed listings of events can be found on the Futures Hub and Parent Portal.
September	**UCAS Create your Future – Creative Career Showcase:** visit to creative careers and university courses fair
Weekly (timetabled) throughout year	**City+ skills courses: financial education, understanding recruitment, personal branding**
Weekly throughout year	**MedSoc:** weekly group for applicants to Medicine, Dentistry and Veterinary Science

November	**MMI mock event:** interview and assessment preparation for applicants to Medicine, Dentistry and Veterinary Medicine.
February	**London Careers Festival:** a range of careers talks and experiential learning events, organised by the City of London Corporation
September/ October	**Whole year group university application talks and webinars**
Adhoc	**Skills workshops** **International universities activities, talks and webinars**

Appendix 2:
Futures programme and Gatsby Benchmarks

This section provides an overview of City of London School's Futures programme, mapped against the eight 'Gatsby' benchmarks. The Gatsby benchmarks serve as a framework for world-class careers provision and have been adopted as part of the Government's Careers Strategy.

Benchmark 1: A stable careers programme
The Futures team The Director of Futures is responsible for the strategic design, oversight and delivery of the School's Futures programme, comprising careers, skills and university guidance and applications. The Director of Futures line manages the Head of Universities, Head of Career Learning, Employability Coordinator and Future Guidance Officer. The Head of Universities leads on delivery of UCAS and international university preparation and application, including information and guidance. The Head of Universities line manages University Subject Advisors who support UCAS applications. The Head of Career Learning leads on integrating key employability skills and career learning into classroom teaching. The Employability Coordinator manages pupil engagement with employers, experience of the workplace through visits and placements. The Futures Officer supports university admissions processes, Futures events management, data analysis and internal/external communications.
The Futures programme and relevant dates of activities and events for the current School year are published on the Staff and Pupil Intranet (Futures Hub) and the Parent Portal.
The Futures policy can be accessed through the Policies section of the School's website. This policy is updated every two years and is approved by the Senior Management Team and the School Governors.
The Futures programme is evaluated and revised annually through formal and informal feedback from all stakeholders and reviewed against best practice.
Unifrog, the careers and destinations platform, is used by all year groups for careers activity tracking and careers education. All parents are invited to register with Unifrog to obtain parental access to the platform (Note that parents create their own account and do not receive access to their own child's account, unless the child chooses to give this access).
Gatsby Benchmark 2: Learning from Careers and Labour Market Information
All pupils have access to Unifrog and are taught how to use it for their independent research.

Pupils in First Form, Second Form and Third Form participate in a structured programme of career exploration with materials provided by the Futures team. These materials are sourced from reputable websites and platforms including Unifrog, Prospects, Success at School.
Pupils in Fourth Form complete Unifrog psychometric testing and, in their PSHEE lessons, use the results from these tests to research suggested careers. Research includes salaries and career progression, working environment and conditions, and entry requirements.
Pupils in Fifth Form take part in one-to-one careers meetings with an external, independent, qualified careers advisor. During these meetings, pupils have the opportunity to discuss and explore career options and implications for further study.
Fifth and Sixth Form pupils receive frequent careers and higher education notifications through Teams, and weekly bulletins posted on the Futures Hub.
All pupils in the Lower School are invited to participate in regular Futures Café lunchtime sessions. Although attendance is optional, all pupils are expected to attend a minimum of two sessions per academic year. Attendance is recorded in Unifrog.
All pupils in the Middle School and Sixth Form are invited to participate in regular networking events. Although attendance at most of these events is optional, all pupils are expected to attend a minimum of two events per year. Attendance is recorded in Unifrog.
Parents have access to weekly bulletins on the Futures Hub. Parents have access to Unifrog, and are able therefore to use information about labour markets and future study options to inform their support to their children.
Gatsby Benchmark 3: Addressing the needs of each pupil
Every pupil in the School has access to their own Unifrog account which they maintain throughout their years at the School (and to which they have access for ten years after leaving School). Unifrog allows the Director of Futures, Head of Universities, Head of Career Learning, Heads of Year, tutors, teachers and pupils to track keep systematic records of engagement with careers activities and individual advice given. In this way, pupils can use these records to support their career development.
The Futures team takes care to ensure that pupils are offered exposure to as wide a range of career and higher education options as possible, as well as alternative pathways such as international university options, degree apprenticeship and technical qualification routes. Representatives from a diverse range of universities across the UK and apprenticeship providers attend the annual Futures Fair, and a similarly diverse range of international universities visit School throughout the year, either individually or as part of a university roadshow. Stereotypical views and 'urban myths' about careers, courses and institutions are challenged in the light of data and information.
All Fifth Form pupils take part in a one-to-one meeting with an external, independent, qualified careers advisor. A report of the meeting is written, including individual next steps. The report is stored in each pupil's Unifrog account and is accessible by tutors. Pupils may choose to share this report with their parents.

All Sixth Form pupils receive individual guidance from tutors and the Head of Universities, both in making post-CLS choices and in making applications.

During the university application process, Sixth Formers are offered specialist application support relating to their individual needs e.g. interview support, admissions test preparation.

The Futures team works closely with the Learning Support team to ensure that those pupils needing additional support receive it. In some cases, these pupils prefer to work almost entirely with the Learning Support team as they feel more comfortable with this arrangement; in these cases, the Futures and Learning Support teams liaise to facilitate the best outcome for the pupil.

Parents receive information from the Learning Support department about EmployAbility – an organisation that can support Learning Support pupils when applying for undergraduate work experience e.g. internships or graduate and first year programmes. One to one support and coaching alongside Neurodiversity 'Out of the Box' Society is aimed at supporting neurodivergent pupils in a variety of contexts.

Gatsby Benchmark 4: Careers in the Curriculum

Careers in the Curriculum can be delivered in three ways:

1. Providing career learning as a subject in its own right e.g. as discrete Futures lessons, delivered through the PSHEE programme and tutor time
2. Organising career learning through co-curricular activities e.g. delivering through clubs and societies.
3. Incorporating career learning in other subjects e.g. bringing career learning into academic subject lessons

1. Providing career learning as a subject in its own right

PSHEE

Lower School pupils also have three Futures-related sessions in their PSHEE programme which align with the six learning areas of the Career Development Framework. Parents are notified through Schoolpost of the content of PSHEE sessions.

- For First Formers, the sessions focus on an introduction to the concept of career and 'dream jobs'.
- Second Formers begin to explore their own career interests through Unifrog profiling.
- Third Formers explore decision-making and employability skills.

Middle School pupils and Sixth Form pupils receive discrete Futures lessons, delivered through the PSHEE programme and tutor time:

- Fourth Formers receive 3 sessions in the summer term, focusing on taking and analysing the results of Unifrog psychometric tests, as well as thinking ahead to Sixth Form choices.
- Fifth Formers follow a course of 6 sessions in the autumn term, focusing on career management: making choices, understanding what employers are looking for, successful applications (including psychometric testing and interviews), personal branding (including CVs) and entrepreneurship.
- Sixth Formers receive Futures-related sessions through tutor time throughout the year. Topics include job hunting, selection processes (CV workshops, applications, interview skills workshops, assessment centres), personal branding, LinkedIn, employment rights.

City+
Sixth Formers also have the option to participate in a number of skills-related courses within the **City+** programme.

2. Organising career learning through co-curricular activities

A wide range of Futures-related activities are offered through clubs and societies e.g. careers talks and activities, visits, lectures.
Some of these co-curricular activities develop important transferable skills e.g. IGEM, Peer Mentoring, Primary School Virtual Mentoring programme, Duke of Edinburgh scheme, CCF.
In some cases, these are expressly related to career exploration and the development of employability skills e.g. PwC Global Business Case Competition, Investopaedia Stock Simulator, Young Enterprise.

3. Incorporating career learning in other subjects

(note that the following describes work that is ongoing in this area)
Career learning
In progress: A document will be produced for each academic department to describe how career learning is linked to to the subject.
Skills
In progress: The Director of Futures and the Head of Career Learning will liaise with Heads of Department and teaching staff to ensure that key skills are embedded into lessons in every year group. These skills are defined by the Deputy Head Academic and are identifiable to all pupils and staff through the Skills tool in Unifrog.
Teaching staff are encouraged to annotate their schemes of work to highlight how their teaching is addressing these key skills. Examples include:

- Cognitive skills e.g. Critical thinking and analysis, numeracy and problem-solving: through creative, scientific, mathematical and analytical tasks, group activities
- Self-efficacy skills: through accountability for punctuality, prompt completion and submission of work, meeting deadlines and taking on leadership and team roles in groups; self-awareness: through feedback from peers and oral and written feedback and reports from tutors and teachers.
- Communication: through practising language skills orally and in writing, sharing opinions and knowledge in class discussions and group work, giving presentations and writing essays)

Gatsby Benchmark 5: Encounters with Employers and Employees

All Fifth Form and Sixth Form pupils receive regular information on opportunities of mentoring, workplace visits, work experience, work shadowing, enterprise activities and employer talks.

The Employability Coordinator curates a list of work experience placements offered by parents and Old Citizens. These are advertised to Fifth and Sixth Formers. Pupils are invited to make applications to these placements, and in doing so develop key career management skills. Additional support to make applications is provided by the Futures team to those who request it.

All Lower School pupils regularly meet employers and employees, representing a wide range of professions and sectors, through the Futures Café.

All Middle School and Sixth Form pupils have many opportunities to meet employers and employees through networking breakfasts. In addition, selected Sixth Form pupils are invited to events run by the Development team.

Gatsby Benchmark 6: Experiences of the Workplace
All Fifth Form and Sixth Form pupils receive regular information on opportunities of workplace visits and work experience (in-person and virtual), work shadowing, enterprise activities and employer talks.
The Employability Coordinator curates a list of work experience placements offered by parents and Old Citizens. These are advertised to Fifth and Sixth Formers. Pupils are invited to make applications to these placements, and in doing so develop key career management skills.
The Employability Coordinator is building a programme of workplace visits for Fourth Form pupils, with the aim of providing each pupil with at least one workplace visit in the year.
Gatsby Benchmark 7: Experiences of Higher Education
All pupils will receive information and guidance on universities, both in the UK and internationally, and university alternatives, such as degree apprenticeships and gap years.
All Fifth Form and Junior Sixth Form pupils attend the annual Futures Fair, meeting representatives from a wide range of higher education and degree apprenticeship providers.
All Middle and Sixth Form pupils have the opportunity to attend University Subject Forums, focusing on degree courses by academic subject. These are supported by recent CLS leavers who are currently at university.
Universities and other providers regularly visit the School, offering pupils the opportunity to learn about a wide range of higher education and career options.
Heads of Department and subject teachers regularly arrange visits to listen to academic talks or take part in activities in university settings.
Gatsby Benchmark 8: Personal Guidance
All pupils in the School receive guidance from form tutors throughout the year, and in particular, take part in formal development meetings on Pastoral Days, three times a year. Tutors have access to pupils' Unifrog accounts in which pupils log their Futures-related activities and skills development, which can be discussed alongside academic progress.
All pupils are welcome to visit the Futures Office with personal concerns or queries about their careers and university options. The Director of Futures is a Level 7 qualified careers advisor, registered with the Career Development Institute, meaning the School is able to offer in-house expert careers guidance.

All Fifth Form pupils receive independent careers guidance from external, independent, qualified careers advisers.
All Sixth Form pupils are offered one to one support with post-CLS choices from their tutors, the Head of Universities, and Director of Futures. During Junior Sixth, each pupil has at least one meeting with the Head of Universities to discuss their post-CLS options. During Senior Sixth, each pupil has at least one formal meeting with the Head of Universities to approve their university application, as well as a meeting with the Head to review their application and reference. Pupils applying for apprenticeships or other workplace routes receive personal guidance from the Employability Coordinator and the Director of Futures.

Appendix 3:
The Future Guidance Department

3.1 The **Future Guidance Department** comprises:

- Director of Future Guidance
- Head of Universities
- Head of Career Learning and Skills Development
- Employability Coordinator
- Futures Officer