

# Higher Education and Careers Policy

Reviewed JCR/AA October 2022  
Education Committee: November 2022

Next review by: December 2023



## **1. Introduction**

- 1.1. The School provides a comprehensive programme of Higher Education and Careers workshops and information, advice and guidance sessions to each pupil throughout the pupil's years at Godolphin and Latymer. This programme recognises that all of our pupils are individuals with different skills, aspirations and life goals. The programme is designed to encourage the pupils to identify their aspirations, to build on their strengths, and work on those areas that they could develop further. This is in preparation for making informed decisions about their academic life and future careers, to allow the pupils to fulfil their potential in whichever professional area(s) they choose. All advice and guidance is impartial and is designed to counter gender and other stereotypes.
- 1.2. The programme includes year group meetings and activities, form group sessions, whole year group activity sessions and individual meetings to discuss each pupil's specific aspirations and goals. In addition to the times in a pupil's school career when individual meetings are scheduled, the pupils (and their parents) can request a meeting at any stage during their school career.
- 1.3. The principles on which the programme was devised, and is delivered, are in concordance with DfE advice: *Careers Guidance and access for education and training providers* (October 2018), and members of the Higher Education and Careers Team are aware of the Gatsby Benchmarks and Section 5 of this policy outlines how the Careers programme meets these expectations.

## **2. Staffing**

- 2.1. The Godolphin and Latymer School has a well-established core Higher Education and Careers team, with one full-time and two part-time dedicated members of staff, supplemented by two additional members of the School's teaching staff. One member of teaching staff has responsibility for Medics, Dentists and Veterinary Science and the other holds responsibility for Oxford and Cambridge applications as well as applications involving a complex admissions process. The core team work closely with form tutors and the Section leadership teams in planning the schedule for the programme. All members of the core team are involved in the two strands of our work:
  - Advice and Guidance on subject choices and Higher Education options (from Y9 upwards).
  - The Careers Programme which interweaves skills development and self-awareness with an understanding of the breadth of opportunities available to those preparing for the C21 workplace (throughout the School).
- 2.2. Having an in-house team facilitates easy access for the pupils to receive advice and guidance, and allows continuity of advisors throughout the pupil's school career. This also allows free flow of appropriate information between the Higher Education and Careers team and the pastoral teams. In both strands of the team's work, the in-house guidance is supplemented with talks from external speakers (see further below).
- 2.3. The core team includes the Head of Higher Education and Careers, the Oxford and Cambridge Specialist, Medical Subjects Specialist, one part time Careers Counsellor/Work Experience Coordinator and the US and Canada Applications Specialist. The Head of Higher Education and Careers and the US counsellor deal with any non UK, US and Canadian applications.

## **3. Resources**

- 3.1. Pupils can gain access to good quality, impartial information sources via the Higher Education and Careers Google Drive folder, electronic mail-outs and regularly updated social media feeds. A microsite has been developed and is accessible through an icon on all pupil iPads. In addition,

separate mini microsites exist to support university applications and career pathways for Sixth Form pupils. An Oxbridge microsite is available which details admissions tests information along with virtual tours and college information (see Appendix).

- 3.2. Members of the department visit universities and attend Higher Education conferences and careers events on a wide range of opportunities (including alternatives to Higher Education) to ensure that they keep up with the changes taking place within the tertiary sector and the employment market.
- 3.3. In Spring 2020, UCAS launched a student hub which students have access to as a way of searching for higher education options. In addition, pupils in all year groups have access to the UniFrog platform.

#### **4. The Advice and Guidance programme**

- 4.1. Individualised advice and guidance is the core of this programme. An understanding of the pupil's aspirations, goals, skills and academic interests form the basis of discussion about options at every stage at which decisions have to be made; the aim is to give the pupil the information with which to make informed choices about the next step. Pupils can also drop into the Higher Education and Careers room for informal discussions or with queries or questions. The Head of Higher Education and Careers attends all relevant Parents' Evenings.
- 4.2. **Year 9:** Parents are invited to a curriculum evening in December during which the GCSE/IGCSE curriculum and choices are explained and questions are answered. Pupils receive the same information in an assembly. Form tutors and subject teachers are also available to answer questions and offer advice, and pupils and/or parents may make individual appointments to talk to a member of the Higher Education and Careers team.
- 4.3. **Year 10:** Pupils have individual meetings with senior members of staff in the Summer Term to discuss their academic and co-curricular interests and their Sixth Form aspirations. The pupils then take part in form group 'question and answer' meetings with a member of the Higher Education and Careers team in the Spring Term. A further 'Welcome to the Sixth Form' event for Year 10 pupils and parents takes place during the summer term, introducing the two pathways available in the Sixth Form (IB and A Level) and providing information about opportunities in the Sixth Form and guidance about subject choices. In addition, they will have Preparation for Work sessions which involves CV writing sessions, typically led by InvestIn.
- 4.4. **Year 11:** During the Autumn and early Spring Terms of Year 11, pupils have individual meetings with a member of the Higher Education and Careers team to help them decide whether they wish to pursue the IB or AL pathway and to provide guidance on subject choices in the light of any potential higher education aspirations. Year 11 pupils are then provided with an extensive programme throughout the Autumn Term introducing them to Sixth Form life and guiding them through the Sixth Form Curriculum Booklet which contains all the key information to inform their pathway and subject choices. This includes a number of taster sessions covering features of the Sixth Form curriculum and super-curriculum such as Theory of Knowledge, the Extended Essay and Extended Project Qualification, and the Sixth Form Enrichment Programme, alongside talks from subjects newly available in the Sixth Form, including Politics, Economics and History of Art. Year 11 will have a preparation for work session run by InvestIn which follows on from their year 10 session.
- 4.5. **Sixth Form:** In the Spring Term, LVI pupils and parents attend an information evening about Higher Education; then pupils have an individual meeting to discuss Higher Education plans and possible universities. Later that term the Higher Education Forum provides an opportunity to find out in depth about a range of degree subjects. There is also a biennial Undiscovered Subjects Taster Lecture Series for Godolphin and Latymer pupils and Sixth Formers from other local schools, at which they experience introductory lectures in a range of subjects not offered within the school curriculum. Various opportunities are flagged to pupils such as external events: European Universities event and Preparing for a Competitive Application. In addition,

various universities about which pupils have less knowledge will present during lunchtime slots, such as the University of Bocconi, Milan and Trinity College, Dublin.

In the final weeks of the LVI Summer Term, the focus is on preparation for Higher Education applications. The Higher Education Preparation Programme includes workshops on the application processes, enrichment classes to take pupils beyond the curriculum and provide further preparation in the subject they are planning to read at university, and preparation for University Admissions Tests such as TSA, LNAT, BMAT and UCAT and/or the Cambridge pre-interview assessments. This is also the period in which most UK universities hold their open days; pupils are encouraged to attend these so that they can make informed choices about which university suits their particular interests, strengths and styles of learning.

In addition to the extensive support offered by the relevant academic departments, those applying to Oxford or Cambridge are guided through the process by the Oxford and Cambridge Specialist, both in group and individual sessions; those applying for Medicine, Dentistry, and Veterinary Medicine are guided through the process by the Medical Subjects Specialist; those applying to US colleges and other universities abroad have support from the US and Overseas Applications Specialist for all aspects of the application process.

During late Summer Term of LVI and early Autumn Term of UVI, pupils are helped by their tutors and by the Higher Education and Careers team to complete their Higher Education applications, whether these are to UK or overseas universities, drama schools, music schools, or art colleges. The Higher Education and Careers team also work closely with the Sixth Form pastoral team to provide UVI students with advice and guidance on preparing for life at university, covering a range of matters from student finance to wellbeing and accessing sources of support. This is delivered through form time with tutors, drop-in sessions, talks from external speakers and visits from university representatives.

Advice and guidance about Higher Education applications continues throughout the UVI until after IB and AL results are published; pupils choosing to make a post-results university application will also be assisted with that process.

- 4.6. There are a number of talks by Admissions Directors from US colleges, Canadian universities, and universities elsewhere in the world to inform the pupils about opportunities outside of the UK. Talks held during the day are open to pupils from Year 11-UVI, those in the evening are open to all pupils and parents.

## **5. Careers**

### **5.1. *Aims and Objectives***

At Godolphin and Latymer we understand that for many students, making decisions about the future can present challenges. Our goal is to provide students with the best support and advice to guide them through decision making processes at GCSE, A Level and Higher Education choices. We want to help students discover subjects they are passionate about, develop confidence in their unique strengths and abilities and to open their minds to the opportunities available to them.

At Godolphin we are committed to helping students gain the skills they will need for their future beyond school. Our department consistently works towards the Gatsby Benchmarks which define the best approach to careers 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

## 5.2. **Context**

From September 2013, the Education Act of 2011 placed schools under a duty to ensure that all registered pupils in Years 8-13 have access to independent, accurate and impartial information, advice and guidance. Careers guidance under this duty will therefore be presented in an impartial manner, include information on a range of post 16 education or training options and promote the best interests of the pupils to whom it is given.

In October 2018, the DfE updated its statutory careers guidance in line with the government's career strategy to make sure all students in secondary school get a programme of advice and guidance that is stable, structured and delivered by individuals with the right skills and experience. The careers strategy can be found here:

[DfE Careers Strategy](#)  
[Statutory Guidance for Schools](#)

In July 2021, the DfE further updated its statutory careers guidance to make it clear that schools and colleges should not promote Higher Education as a better or more favourable route than FE or apprenticeships; and should inform pupils when evidence suggests that the courses they are considering lead to poor careers outcomes.

The Skills for Jobs white paper emphasises the importance of skills and technical education, emphasising lifelong learning and opportunities for growth. Schools and colleges are expected to highlight the opportunities these reforms will create for pupils.

The white paper is linked below:

[Skills for Jobs white paper](#)

Godolphin and Latymer School uses the Gatsby Benchmarks to guide careers provision as this is judged to be the best system for careers guidance. From July 2021, the government recognised careers guidance as the full range of activity delivered under the eight Gatsby Benchmarks.

[The Gatsby Benchmarks, Sir John Holman](#)

Schools are expected to provide pupils with access to accurate, up-to-date careers guidance that:

1. Is presented in an impartial manner;
2. Enables students to make informed choices about a broad range of careers options;
3. Helps to encourage them to reach their full potential;
4. Is not stereotyped; and
5. Is effective in the preparation of pupils for the opportunities, responsibilities and experiences of life in British society.

## 5.3. **The Gatsby Benchmarks**

[Gatsby Benchmarks](#)  
[Benchmark Tool](#)

We intend for pupils to be able to explore their options, develop their understanding of potential careers and the way in which the labour market works, prepare for the realities of the world of work, connect with networks of individuals to help them achieve their goals and inspire them to be confident in their choices.

Using the Benchmarks as key guidance, we aim to:

- Provide a coherent careers programme for pupils from Years 11-13 which is supported by the governors and SLT
- Help pupils to plan for and manage their careers/careers prospects ensuring pupils are motivated and inspired to responsibly decide on their pathway
- Provide information which is impartial and is based on students' individual needs
- Follow best practice guidance provided by the Gatsby Benchmarks and other organisations which seek to provide support for reaching the benchmarks
- Work in partnership with the Development office, parents, alumni and other providers to ensure pupils are aware of career paths and prospects
- Provide inspiration and raise aspiration, ensuring pupils are aware of the number of opportunities in the context of labour market information
- Promote equality and diversity and challenge stereotyping

In Autumn 2021, the school launched a new initiative: 'Developing Future Mindsets' intended to foster true value beyond the curriculum. This initiative has continued in 2022 and is supported by a range of staff from across the school.

The aims of the project include:

- Personal Empowerment
- Preparation for Work
- Preparation for citizenship

Through project based learning, led by a group of appointed staff members with remuneration for their role, pupils will engage directly with the Gatsby Benchmarks. The projects will be authentic and will involve solutions presented to an audience. The aim is that student-owned projects which are carefully designed to be real and relevant will increase engagement, allow true reflection and lead to self-learning. The aim is to foster the key skills outlined by the World Economic Forum top ten skills for 2025 which revolve around four main areas: problem solving, self-management, working with people and technological use/development.

[World Economic Forum top skills](#)

## **Benchmark 1: A Stable Careers Programme**

### **Roles and responsibilities**

Careers information and advice is led by a specialist team, but is delivered holistically by subject teachers, tutors and careers staff both formally and informally.

Principal staff are those referred to in Section 2:1-2:3.

The department is additionally assisted in preparing candidates for university admissions testing and academic degrees by various individuals and departments.

In addition, the department works closely with the Development office as our careers and networking programme aims to harness the vast knowledge and expertise that exists within our community whether through our alumni, parents or wider contacts.

The careers policy has been developed in line with whole school aims for 2022 which were: confidence, community and challenge. The particular parts of whole school development aims which provide good linkage with higher education and careers are:

- Design sequences of (careers) lessons to encourage deeper thinking and a broader understanding of different perspectives.

- Continue to foster an atmosphere of mutual respect and trust which maximises opportunities for all students.
- Encourage a collaborative learning environment which maximises opportunities for all pupils.
- Strive to build students' confidence, giving them a sense of validation about their ability to navigate their life with insight, courage and respect for others.
- Build on our reintegration as a community following the lockdown caused by the pandemic.
- Inspire confidence in students to embrace challenges positively.
- Nurture a spirit of self-belief and strong self-esteem amongst students

The careers programme is published on the school's website and is evaluated annually and revised through formal and informal feedback from the SLT, teachers, careers advisors and alumni and is audited against best practice. The most recent audit can be found here:

[Benchmarks audit 2021](#)

### **Benchmark 2: Learning from Careers and Labour Market Leaders**

- Through form time and PSHE sessions Labour Market information is dispersed. In addition, there are half termly career bulletins circulated to pupils and parents which explore LMI further.
- Pupils in Year 9-12 have one to one meetings with a member of Careers staff or SLT as outlined in Section 4.
- Pupils have access to UCAS and Unifrog and are taught how to use it to explore their options both in terms of higher education, further education, apprenticeships and careers in a series of form time sessions.
- Pupils have opportunities to attend networking events and working lunches to explore a range of careers. There is a biannual careers fair.
- In addition, the school provides microsites with a range of opportunities to learn about careers and the labour market.
- Opportunities to develop connections through our work with the development office from which work experience and other opportunities are generated.

### **Benchmark 3: Linking Curriculum to Careers**

Employability skills are embedded into every year group, such as:

- Teamwork through paired and group projects/exercises. This has involved working with 8 Billion Ideas, Stanford Design Project and currently with our newly launched 'Developing Future Mindsets' project.
- Communication and literacy through language skills, writing, sharing opinions, listening, class discussions, presentations.
- Self-awareness through feedback from peers as well as oral and written feedback from teachers and tutors.
- Organisation through accountability, punctuality, prompt completion and submission of work, meeting deadlines, taking on team roles/wider school commitments and balancing time.
- Problem solving skills through academic subjects, PSHE sessions and Challenge Your Limits week.
- Students are invited to be part of Student Learning Communities which enable them to reflect deeply on their learning.
- Students have sessions on approaches to learning allowing exploration of reflection, self-regulation strategies, using assessment and feedback, learning strategies and metacognition and increasing confidence in learning.
- The PSHE curriculum includes a range of careers based sessions (see Appendix).
- Form time sessions include a range of careers based sessions (see Appendix).

## **Benchmark 4 and 5: Encounters with Employers/Employees and Experiences of Workplaces**

- Pupils receive information about opportunities for workplace visits, work experience, work shadowing, enterprise activities and mentoring via google classroom on a weekly basis.
- The Medic, Dentist and Veterinary coordinator ensures all prospective medics, dentists and veterinary scientists have built a profile of professional encounters.
- The half termly careers newsletter explores opportunities in more depth and includes reflective pieces from those who have experienced the opportunities.
- The department microsites contain a plethora of information about opportunities, including degree apprenticeships.
- Pupils have the opportunity to attend a biannual careers fair, working lunches and networking events.
- Assemblies and form time for Year 11 on work experience which is encouraged for all pupils in the summer between GCSE and A Level/IB. Pupils are introduced to the purpose of work experience, advice on how to approach employers and how to make the most out of placements and guidance finding placements if students should find this challenging. In the Lower Sixth, form time sessions allow students to reflect on this experience.

## **Benchmark 6: Encounters with Further and Higher Education**

- All pupils receive information and guidance on universities and alternatives such as apprenticeships.
- All pupils are offered a one-to-one meeting in Year 11 and 12 with a member of the higher education and careers team when making decisions about future pathways.
- There is a robust programme of support for prospective Medics, Dentists and Veterinary Scientists which involves UCAT/BMAT diagnostics, individual support when making university choices, UCAT/BMAT training and MMI practice.
- There is a robust programme of support for prospective Oxford and Cambridge applicants including assemblies, Sixth Form cafes, admissions testing support, interview support, university preparation and supporting microsites.
- There is a robust programme of support for prospective US college applicants which includes in-house SAT/ACT test preparation courses, Sixth Form cafes, essay writing and mock interview workshops, as well as information sessions offered by Admissions Directors.
- There is an annual Higher Education Forum in which pupils have the opportunity to listen to presentations and discuss subjects which they are interested in studying.
- There is a biannual Undiscovered Subjects taster lecture series available for all pupils in Year 10 and above.
- There are four Higher Education Preparation Days for the Lower Sixth which cover: UCAS apply, personal statement writing, preparation for alternative courses such as Art Foundation, guidance for overseas university applications. Speakers from university admissions departments are routinely invited to give sessions on: writing personal statements, writing academically and applying to Russell Group universities.

## **Benchmark 3 and 8: Addressing the Needs of Each Pupil and Personal Guidance**

- All pupils are assigned two meetings with a careers advisor and can make appointments at any time to access further meetings (see Section 4). The department has an open door policy for all pupils.
- All Middle School pupils have sessions on developing a CV and developing their networking groups (see Appendix).



- All US/Canadian applicants have numerous one to one meetings about the process, university choices, interviews, the personal essay, supplementary essay and other submissions to colleges.
- All European applicants will be supported in their applications as each institution/country has a unique process.
- All Oxford and Cambridge applicants will have one-to-one meetings about college choice and preparation.
- All Medical, Dentistry and Veterinary Medicine applicants will have numerous one-to-one meetings around university choice, interpreting UCAT/BMAT scores and interview technique.
- All pupils who are offered an interview have the opportunity to have practice interviews at school or with our partner schools.
- The Art of Academic Conversation event allows Sixth Form students to discuss academic matter on a one-to-one or small group basis.
- Pupils will be invited to all relevant events such as US college events, European university forums or talks from admissions tutors.
- All pupils are allocated a personal statement advisor to guide them through writing their statement. Students who intend to study dual honours will have two supervisors.
- Students have opportunities during the Higher Education Preparation programme to engage with 'Turn of Phrase' to expand their public speaking confidence and prepare for interviews.
- Sixth formers engage in a Higher Education 'speed dating' fair at which the UVI students share their application journeys with LVI students.

## **6. Review and Assessment**

- 6.1. This policy and the programme outlined here are reviewed annually.

## Appendix: Resources by Year Group

**NB Microsites can be accessed through pupil devices connected to the G&L server. We do not make them public so they are unique to our students.**

Many events/opportunities are cross year group:

- Working lunches
- Careers newsletter
- Challenge Your Limits week
- Off timetable opportunities (2021, 2022 and 2023 Developing Future Mindsets)
- Careers Microsite
- Super curricular clubs, competitions and events

In addition to the opportunities highlighted, the following are used in support of careers education at G&L.

<b>Year 7</b>	<a href="#">Careers Microsite</a> <a href="#">Creating a brand introductory session</a> <a href="#">Creating a brand form time session</a> <a href="#">Making Presentations</a>
<b>Year 8</b>	<a href="#">Careers Microsite</a> <a href="#">UK Net-Zero form time session</a> <a href="#">Thinking about the Future UCAS session</a>
<b>Year 9</b>	<a href="#">Careers Microsite</a> <a href="#">Problem Solving PSHE session</a> <a href="#">GCSE/IGCSE subject choice form time session</a> <a href="#">Thinking about the future form time session</a> <a href="#">Introducing Financial Literacy</a>
<b>Middle School</b>	<a href="#">Careers Microsite</a> <a href="#">Undiscovered Subjects Microsite</a> <a href="#">Medics, Dentists and Veterinary Science Microsite</a> <a href="#">What makes a good employer form time session</a> <a href="#">Career Stereotypes form time session</a> <a href="#">Labour Market Information form time session</a> <a href="#">Labour Market Information 2 Form time session</a> <a href="#">Communication - presentation and pitching skills</a> <a href="#">The impact of technology on careers form time session</a> <a href="#">Year 10 Futures PSHE session</a> <a href="#">Year 11 CV writing session</a> <a href="#">Year 11 Future Focus Microsite</a>
<b>Sixth Form</b>	<a href="#">Careers Microsite</a> <a href="#">Applying to the UK microsite</a> <a href="#">Applying to Oxford and Cambridge Microsite</a> <a href="#">Undiscovered Subjects Microsite</a> <a href="#">Higher Education Preparation Microsite</a> <a href="#">Applying to study in Europe Microsite</a> <a href="#">Gap Year Microsite</a> <a href="#">Medics, Dentists and Veterinary Science Microsite</a> <a href="#">Unequal Pay Form time session</a> <a href="#">Unihacks booklet</a> <a href="#">Myths about learning assembly</a> <a href="#">Approaches to learning assembly</a> <a href="#">Approaches to learning assembly (2)</a> <a href="#">Follow up form time - approaches to learning</a>

	<p><a href="#"><u>LV1th form time - Effective learning in the sixth form</u></a></p> <p><a href="#"><u>LV1th Form time - getting unstuck</u></a></p> <p><a href="#"><u>LV1th form time - time management skills</u></a></p> <p><a href="#"><u>LV1th form time - independent study</u></a></p> <p><a href="#"><u>LV1th form time - discussing the work place</u></a></p> <p><a href="#"><u>LV1th form time - challenging procrastination and perfectionism</u></a></p> <p><a href="#"><u>Career Podcast Form time</u></a></p>
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