



# **Future Learning and Guidance Policy**

**Southbank International School**

### **1 Introduction**

- 1.1 The purpose of this policy is to provide details about our careers and employability learning (CEL) programme.
- 1.2 The Department for Education (DFE) makes statutory guidance available on careers guidance. This does not apply to independent schools. However, this policy incorporates many elements of the statutory guidance in order to benchmark against the most effective practice.
- 1.3 This guidance applies to all students from Grade 6.

### **2 Regulations**

- 2.1 The statutory regulations relating to independent schools states that students receiving secondary education should have access to accurate, up-to-date careers guidance which:
  - (i) is presented in an impartial manner;
  - (ii) enables them to make informed choices about a broad range of career options; and
  - (iii) helps to encourage them to fulfil their potential.

### **3 Overview and oversight**

- 3.1 Effective careers and employability learning enables students to be well informed, well supported, know where to find information and choose a career or next step which is right for them.
- 3.2 We view careers and employability learning as connecting learning to the future for our students. We aim to motivate our students by giving them a clearer idea of the routes to jobs and future careers that they will find engaging and rewarding. We believe that good careers and employability learning widens students' horizons, challenges stereotypes and raises aspirations. It provides students with the knowledge and skills necessary to make successful transitions to the next stage of their life.
- 3.3 The member of staff with responsibility for oversight of the Future Guidance Department is Ana de Castro, Head of Future Guidance.
- 3.4 The delivery of the futures programme is a shared responsibility of all Southbank staff through the pastoral and academic curricula. The approach is holistic and integrated with the Head of Future Guidance and team members supporting Grade Leaders and HoFs.

### **4 Elements of our programme**

- 4.1 Details of our programme can be found in annex 1.
- 4.2 Details of external resources for staff, students and parents can be found in annex 2.

### **5 Evaluation and review**

- 5.1 It is the responsibility of the Head of Future Guidance with key SLT members for oversight to keep the programme under review.
- 5.2 The proprietor will evaluate the impact of the programme through a range of methods including discussion with students, discussion with staff and scrutiny of key data.

### Annex 1: Futures Learning Programme

#### Futures programme

*NB Given our transient cohort of students, we aim to ensure that students joining us or leaving us at any stage can draw on their prior experience to access the specific grade activities, and take with them a profile to assist in their next school.*

Grade 6	<p>Futures lessons support students in identifying personal strengths and interests and linking these to potential career pathways. In Grade 6, students are introduced to the concept of <i>Careers and the Future</i> and the value of early self-reflection. Using Unifrog's age-appropriate resources, they consider what they value in a future job and how their skills and interests may align with different roles. This promotes awareness of future possibilities and builds confidence in beginning to discuss ambitions.</p> <p><b>Use of Unifrog</b></p> <p>Students access Unifrog's resources both in structured lessons and independently. The platform supports exploration of personal aspirations, the labour market, education pathways, and opportunities such as open days and work experience. This ensures students develop the knowledge and confidence to make informed choices as they progress through school.</p>
Grade 7	<p>Students take part in <i>Vision &amp; Voice: What We've Learned, Where We're Headed</i>, a peer-led session where Grade 10 students share personal learning experiences, subject preferences, and reflections on how these inform their thinking about post-18 pathways. This activity raises aspirations, highlights the relevance of academic choices, and encourages younger students to set goals and reflect on how their own strengths and values might shape future opportunities.</p> <p><b>Use of Unifrog</b></p> <p>Students continue to access Unifrog's age-appropriate resources both in lessons and independently. The platform supports exploration of personal interests, the labour market, education pathways, and opportunities such as open days and work experience, fostering informed decision-making from an early stage.</p>
Grade 8	<p>In Grade 8, students take part in <i>Inspiring Futures: Parent Talks on Futures &amp; Pathways</i>, where parents share their career journeys, educational experiences, and reflections on decision-making. These talks showcase a range of sectors and routes, including academic, vocational, and entrepreneurial pathways. The activity helps students recognise links between school subjects, personal interests, and future opportunities, while promoting active listening, questioning, and reflection to support early aspirations.</p> <p><b>Use of Unifrog</b></p> <p>Students continue to access Unifrog's age-appropriate resources in lessons and independently. The platform enables exploration of personal interests, the labour market, education pathways, and opportunities such as open days and work experience, strengthening early awareness and informed choices.</p>
Grade 9	<p>Grade 9 students engage in a comprehensive programme to support subject selection and long-term planning. Each student attends a personalised <i>Planning Your Science Route</i> meeting to discuss modular options, IB Diploma prerequisites, and future aspirations in STEM and beyond. These conversations ensure alignment between academic strengths, subject choices, and career goals.</p>

	<p>Students also participate in the <i>Your Future, Your Choice</i> event, which provides exposure to post-16 and post-18 pathways through employer booths, alumni experiences, hands-on sessions, and career taster activities. In addition, external speakers from global universities, business schools, and specialist institutions deliver talks that broaden awareness of higher education and career opportunities worldwide.</p> <p>Futures resources are further embedded through the <i>Future Guidance Google Classroom</i> and <i>Futures News and Opportunities Google Site</i>, which provide information on universities, apprenticeships, gap years, and self-marketing. Students also attend a <i>University Expo Event</i>, meeting international admissions representatives to explore academic programmes, entry requirements, and campus life. Access to supercurricular resources supports enrichment and informed decision-making.</p> <p><b>Use of Unifrog</b></p> <p>Students continue to use Unifrog in lessons and independently to research careers, pathways, and opportunities. The platform supports reflection, subject choice planning, and exploration of global higher education options and pathways.</p>
Grade 10	<p>Grade 10 students receive personalised <i>Future Pathways &amp; IB DP/CP Options</i> guidance through 1:1 meetings with Future Guidance Counsellors. These sessions explore post-secondary aspirations, align subject choices with the IB Diploma Programme (DP) or Career-related Programme (CP), and consider academic strengths and career interests. Psychometric testing, linked to Unifrog, supports decision-making by helping students identify subject choices and the best-fit programme (IBDP or IBCP). Notes from each meeting inform academic planning and provide a foundation for ongoing support.</p> <p>Students also participate in the <i>Your Future, Your Choice</i> event, gaining exposure to post-16 and post-18 pathways through employer booths, alumni presentations, interactive sessions, and career taster activities. External speakers from international universities, business schools, and specialist institutions deliver talks that broaden awareness of higher education and career opportunities worldwide.</p> <p>Futures resources are embedded through the <i>Future Guidance Google Classroom</i> and <i>Futures News and Opportunities Google Site</i>, which provide information on universities, apprenticeships, gap years, and self-marketing. Students also attend the <i>University Expo Event</i>, meeting international admissions representatives to explore academic programmes, entry requirements, and campus life. Engagement with supercurricular resources supports enrichment and informed planning.</p> <p><b>Use of Unifrog</b></p> <p>Students continue to use Unifrog both in lessons and independently to research careers, pathways, and opportunities. The platform supports reflection, subject choice planning, exploration of global higher education options, and integration of psychometric testing to guide IB subject and programme selection.</p>
Grade 11	<p>At Diploma level, Futures provision focuses on structured preparation for post-secondary pathways. <i>Launch Day</i> marks the formal start of the university and progression planning process. This full-day, off-timetable event introduces students to the stages of global university applications, with tailored sessions on UCAS, the Common App, and other international systems. Students explore research tools,</p>

	<p>timelines, writing strategies, and institutional expectations, setting goals and clarifying roles as they begin to plan applications with purpose.</p> <p>Personalised <i>1:1 Pathway Support</i> continues throughout the Diploma years, with individual meetings guiding students through interests, goals, and strengths; pathway research; and application strategy, including drafting personal statements, interview preparation, and timeline management. Support also extends to university choices, apprenticeships, gap years, and alternative progression routes.</p> <p>The <i>Advisory Curriculum</i>, delivered by Advisers and the Future Guidance Team, develops career management skills through units on self-reflection, labour market information, research skills, virtual work experience, decision-making, and application project management. Students are also entitled to two authorised absence days in Grade 11 (and again in Grade 12) to attend university or college Open Days and Taster Days.</p> <p>Students also participate in the <i>Your Future, Your Choice</i> event, which provides exposure to post-16 and post-18 pathways through employer booths, alumni presentations, interactive sessions, and career taster activities. External speakers from global universities, business schools, and specialist institutions deliver talks that broaden awareness of higher education and career opportunities.</p> <p>Futures resources are embedded through the <i>Future Guidance Google Classroom</i> and <i>Futures News and Opportunities Google Site</i>, which provide information on universities, apprenticeships, gap years, and self-marketing. Students also attend the <i>University Expo Event</i>, meeting international admissions representatives to explore academic programmes, entry requirements, and campus life. Engagement with supercurricular resources enriches academic and career planning.</p> <p><b>Use of Unifrog</b></p> <p>Unifrog complements the <i>Future Guidance Workbook</i>, supporting students in generating and refining long lists and short lists of potential pathways. The platform also provides tools for research, reflection, and international applications, enhancing decision-making and progression planning.</p>
Grade 12	<p>In Grade 12, Futures provision places emphasis on application support and progression planning. <i>1:1 Pathway Support</i> continues, with personalised meetings focused on refining applications, finalising choices, and exploring alternative routes such as gap years and apprenticeships. Guidance covers the full application process, including personal statements, interviews, timelines, and decision-making, ensuring students are prepared for their chosen post-secondary pathway. Students are also permitted two authorised absence days to attend university or college Open Days and Taster Days.</p> <p>The <i>Advisory Curriculum</i>, delivered by Advisers and the Future Guidance Team, continues to build career management skills. Topics include self-reflection, labour market information, virtual work experience or internships, research skills, decision-making, and the project management of applications. This structured support ensures students leave school equipped with the skills, confidence, and knowledge required for successful transition to higher education or alternative pathways.</p> <p>Futures resources are embedded through the <i>Future Guidance Google Classroom</i> and <i>Futures News and Opportunities Google Site</i>, which provide information on universities, apprenticeships, gap years, and self-marketing. Students also attend</p>

	<p>the <i>University Expo Event</i>, meeting international admissions representatives to explore academic programmes, entry requirements, and campus life. Engagement with supercurricular resources enriches academic and career planning.</p> <p><b>Use of Unifrog</b></p> <p>At this stage, Unifrog's primary purpose is to support the application process. The platform is used to ensure appropriate matches between stud</p>
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### Access to external, impartial advice

In addition to the work, which we undertake as part of our planned programme, we make students and parents aware of the following sources of information:

National Careers Service

<https://nationalcareersservice.direct.gov.uk> Tel: 0800 100 900

[www.direct.gov.uk/nationalcareersservice](http://www.direct.gov.uk/nationalcareersservice)

Job profiles on hundreds of careers, skills builders and career planning for young people and adults.

[www.movingonmagazine.co.uk](http://www.movingonmagazine.co.uk)

Web based careers magazine, with short articles relating to careers and qualifications, plus advice and information.

[www.barclayslifeskills.com](http://www.barclayslifeskills.com)

An excellent interactive site helping you to identify your skills and abilities, with a CV builder and much more.

[www.careersbox.co.uk](http://www.careersbox.co.uk)

Short films about many careers and general careers information

[www.icould.com](http://www.icould.com)

A guide to careers in science and technology.

[www.icould.com/whose-crew-are-you](http://www.icould.com/whose-crew-are-you)

Help to identify the areas of science or technology you might be suited to.

[www.creativeskillset.org](http://www.creativeskillset.org)

An excellent guide to creative careers in areas such as film and TV, design, writing and games development.

### Labour market information

We actively encourage our students to access labour market information as this can help each student and their parents understand the salaries and promotion opportunities for different jobs. Labour market information (LMI) can be accessed from different sources. We direct our students to the National Careers Service <http://www.lmiforall.org.uk>

### Addressing the needs of each student

In order to ensure bespoke advice, a variety of strategies and methods are employed to deliver careers education and meet the needs of all students. These strategies include whole-class teaching, collaborative units of work, group work and individual interviews with the HEC Advisors.

A range of techniques are used, such as teacher-led delivery, investigation, discussion and debate, guest speakers, business partners, role-play, work experience, mock interviews and external visits.

## Future Learning Policy

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Futures learning is delivered through:

- Futures units in PSHEE and integrated in units of work.
- Special events and extra-curricular activities (information events, Transition Taster Days, bi-annual university fair and assemblies.
- Drop-in sessions and workshops.

Our approach provides equal access to support regardless of background.

### Linking careers guidance to the curriculum

There are many links made to careers guidance throughout our curriculum, for example:

Subject	Example
All Subjects	Approaches to Teaching and Learning in the MYP & DP programmes
IB Learner Profile	IB Learner Profile Attributes embedded in units
PSHEE	LifeSkills Resources Lesson: Work Skills: Enterprise Goal setting, negotiating and persuading; Futures

### Encounters with employers and employees

We recognise the value of our students having access to both employers and employees to receive first-hand information about careers and next steps. We ensure that in every year group from Grade 6 upwards, students participate in at least one meaningful encounter with an employer. As a minimum, this includes:

Grade 6	Parent Assemblies
Grade 7	Parent Assemblies
Grade 8	Inspiring Futures: Parent Talks on Futures & Pathways
Grade 9	Work experience placement; CV workshop; Your Future Your Choice; University Events
Grade 10	Work experience placement; Outreach visits; University Events; Your Future Your Choice
Grade 11	Summer Work Experience & Internship; Launch Day; Student Finance & Budgeting; External Speaker Talks; University Events
Grade 12	Summer Internship; External Speaker Talks; University Events

### Experiences of workplaces

In addition to school-based encounters, students have first-hand experience of workplaces. There is evidence that work experience gives students a more realistic idea of the expectations and realities of the workplace. We provide this in the following way:

Grade 9 is encouraged to undertake a week of work experience in person or virtual work experience. Students are encouraged to find their own placement.

### Encounters with further and higher education

We encourage every student to think proactively about their next stage of education. We believe that every student should realise that all of their educational choices have implications on their longer term career. Under the raising the participation age requirements (RPA), all young people in England are required to continue in education or training until at least their 18<sup>th</sup> birthday.

The Future Guidance Counsellors work with parents and students in Grades 9 - 12 to help them explore options and pathways after Southbank. We believe that the process of future planning is more successful when students start exploring potential careers early. The aim is for Grade 12 students to make decisions about their potential pathways, career, course and university choices that best fit their ambitions, interests and aptitudes.

The Futures Programme at Southbank is carefully structured to lead students through the process of career selection and to help them to make successful applications to future institutions. We provide access to information in this area in the following way:

- One-to-one meetings
- Presentation evenings
- Assemblies
- Workshops
- Visits to universities through Outreach
- News and Opportunities Listings
- Futures Workbook and Folder

### Personal guidance

The aim is to help students understand themselves and develop their capabilities through thinking about education, training and work by assessing their own needs, interests, values, aptitudes and aspirations. The goal is to encourage students to develop increasing autonomy in making decisions, in implementing their career planning.

Southbank International School has a responsibility to develop students' understanding of the changing patterns of work and careers in an increasingly technological society. The aim is to help every student realise his or her potential and so increase economic competitiveness and support social mobility.

We provide personal guidance in the following way:

- Building self-confidence and self-reliance
- Promoting the IB Learner Profile & ATL skills
- Promoting positive and informed attitudes to learning
- Improving progression
- Opening doors to the future in a global context that is coherent with the IB programmes

### Annex 2: Useful resources

**Statutory guidance from DFE:** Note that this is statutory for maintained schools and not for independent schools. It can be used as a useful source of information

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/672418/Careers\\_guidance\\_and\\_access\\_for\\_education\\_and\\_training\\_providers.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/672418/Careers_guidance_and_access_for_education_and_training_providers.pdf)

**Gatsby Good Career Guidance:** A report on improving career guidance in secondary schools, which includes the Gatsby Benchmarks.

<http://www.gatsby.org.uk/education/focus-areas/good-career-guidance>

**Gatsby Good Practice:** A website, which shares good practice from the North East pilot of the Gatsby Benchmarks, and other information and support for schools.

<http://www.gatsby.org.uk/education/focus-areas/good-career-guidance>

**Compass:** A self-evaluation tool to help schools to evaluate their careers and enterprise provision and benchmark against the Gatsby Benchmarks and compare it with other schools.

<https://schoolshub.careersandenterprise.co.uk/login>



**State of the Nation 2017:** A report on the careers and enterprise provision in secondary schools in England in 2016/17. It examines how schools are performing in relation to the Gatsby Benchmarks, based on data from responses to the Compass tool.

[https://www.careersandenterprise.co.uk/sites/default/files/uploaded/state\\_of\\_the\\_nation\\_report\\_digital.pdf](https://www.careersandenterprise.co.uk/sites/default/files/uploaded/state_of_the_nation_report_digital.pdf)

**Careers & Enterprise Company:** The Careers & Enterprise Company brokers links between employers, schools and colleges in order to ensure that young people aged 12-18 get the inspiration and guidance they need for success in working life.

<https://www.careersandenterprise.co.uk/>

**Careers & Enterprise Company:** Schools and Colleges. Connects schools to businesses, volunteers and careers activity programmes.

<https://www.careersandenterprise.co.uk/schools-and-colleges>

**National Careers Service:** The National Careers Service provides information, advice and guidance to help people make decisions on learning, training and work opportunities. The service offers confidential and impartial advice. Qualified careers advisers support this.

<https://nationalcareersservice.direct.gov.uk/Pages/Home.aspx>

**Baker Dearing Educational Trust:** Information on University Technical Colleges.

<http://www.utcolleges.org/>

**Career Development Institute:** The Career Development Institute is the single UK-wide professional body for everyone working in the fields of careers education, career information, advice and guidance, career coaching, career consultancy and career management. It offers affiliate and individual membership to schools, which includes free CPD webinars, regular digital newsletters, a quarterly magazine, online networking groups and training at a preferential rate.

<http://www.thecdi.net/>

**Career Development Institute Framework for careers, employability and enterprise Education:** A framework of learning outcomes to support the planning, delivery and evaluation of careers, employability and enterprise education for children and young people.

[http://www.thecdi.net/write/Framework/BP385-CDI\\_Framework-v7.pdf](http://www.thecdi.net/write/Framework/BP385-CDI_Framework-v7.pdf)

**UK Register of Career Development Professionals:** The single national point of reference for ensuring and promoting the professional status of career Practitioners.

<http://www.thecdi.net/Professional-Register->

**Quality in Careers Standard:** The Quality in Careers Standard is the national quality award for careers education, information, advice and guidance.

<http://www.qualityincareers.org.uk/>

**Find an Apprenticeship:** Search and apply for an apprenticeship in England.

<https://www.findapprenticeship.service.gov.uk/apprenticeshipsearch>

**LMI for All:** An online data portal, which connects and standardises existing sources of high quality, reliable labour market information (LMI) with the aim of informing careers decisions. This data is made freely available via an Application Programming Interface (API) for use in websites and applications.

<http://www.lmiforall.org.uk/>

**STEM Ambassadors:** A nationwide network of over 30,000 volunteers from a wide range of employers, who engage with young people to provide stimulating and inspirational informal learning activities in both school and non-school settings

<https://www.stem.org.uk/stem-ambassadors>

**Studio Schools Trust:** The organisation that unites all Studio Schools, acting as a linking point between Studio Schools, enabling the sharing of best practice as well as providing advice and curriculum support.

<https://studioschoolstrust.org/>

**Unistats:** The official website for comparing UK higher education undergraduate course data. The site includes information on university and college courses, Teaching Excellence and Student Outcomes Framework (TEF) ratings, student satisfaction scores from the National Student Survey, employment outcomes and salaries after study and other key information for prospective students.

<https://unistats.ac.uk/>

**Your Daughter's Future:** A careers toolkit for parents.

<https://www.gov.uk/government/news/your-daughters-future>

Ownership and consultation	
Document sponsor (role)	Group Director of Education
Document author (name)	Simon Camby
Consultation – April 2018	Consultation with Heads from the following senior schools: Akeley Senior School, Colchester High School, Huddersfield Grammar School, Hydesville Tower School, Long Close School, Meoncross School, NBH Senior School, NBH Canonbury, Quinton House School, Southbank International Westminster Campus, St Clares School.

Audience	
Audience	Staff, parents and students at Southbank

Version control	
Review date	The school will keep this policy under review and will update it as required (reviewed September 2025)

Related documentation	
Related documentation	School curriculum and PSHEE plans