



THE ISLAND FREE SCHOOL

Post 16 Guidance Policy and procedure

This policy is designed to coordinate The Island Free School's response to the statutory guidance for careers guidance (October 2018) and to incorporate the Gatsby Benchmarks into our provision. It is the aim of this policy to fully prepare pupils for all the opportunities available to them post 16 and to identify routes to post 19 education, employment and training.

Vision 4 - An aspirational school where pupils are encouraged to think for themselves

This policy and procedure is broken into core activities to be undertaken each academic year as pupil's progress through the school and beyond. The opportunities offered to each individual under the heading of each of the Gatsby Benchmarks are recorded on cohort tracking sheets managed by the school Careers Leader to ensure the needs of each individual are met. Each year the careers lead assesses the success of our programme using the compass self evaluation tool.

Year 7 - Inspire

In year 7 all pupils are provided with an outstanding learning environment. It is the expectation of the school governors and leadership that every teacher plan, deliver and assess the impact of, all lessons. Pupils are assessed termly and academic mentors meet with each pupil and their parents every term giving accurate feedback on academic performance so that pupils are clear from the outset what their potential is.

Through the use of PSHEE sessions, RE days, Activities Week and Expeditions (AWE) and subject specific educational visits all pupils are shown the opportunities available to them post 19 when they choose to either enter higher education or the world of work.

Assemblies throughout the year focus on rights and responsibilities. There are specific assemblies on the benefits of hard work and the opportunities afforded through teamwork. Pupils are encouraged to perform music at personal (to mentors), class (to tutor group) and in whole year assemblies as part of this process.

Year 8 - Aspire

In year 8 we begin to build toward GCSE options as the school runs a three-year GCSE programme beginning in year 9.

In the autumn term all pupils visit at least one A level provider and one Apprenticeship provider. We access providers both on the Island and the

mainland to ensure pupils are made aware of the possibility of studying off island. It is important that pupils are made aware of all post 16 opportunities in the lead up to choosing GCSE options their KS4 programme of study. All year 8 pupils attend the Noel Turner Physics Festival each year which offers the opportunity to investigate careers in STEM subjects.

PSHEE programmes in year 8 are less teacher led, instead focussing on questions where pupils are encouraged to consider, investigate and present informed opinions on a range of local and national topics. This is a vital tool in developing pupils individual thinking skills in the run up to GCSE options.

The whole school enrichment programme offers a wide range of opportunities to engage in work related activities including, but not limited to , Radio club working with our local radio station, Salve, which involves the creation of our school newspaper and includes a trip to the Guardian Newspaper and Girls STEM club which each term develops a STEM project aimed specifically at encouraging girls into STEM subjects.

Each department takes part a GCSE options evening where heads of department share not only course outlines but career and post 16 study opportunities available to pupils should they study particular subjects.

AWE (activities week and expeditions) begins to focus on specific subject areas so that pupils are given a taste of the possible career paths and interests afforded by particular programmes of study.

Assemblies throughout this year include visits from Guest Speakers from local industry including BAE systems, CEECAM and the Armed Forces

Year 9 - Developing Potential

In year 9 pupils have begun their programmes of study and, each term, academic mentors will share current and predicted attainment grades with pupils and their parents. As the year progresses mentors are able to predict with increasing accuracy the grades individual pupils can expect from their programme of study. This is then linked to possible future careers during mentor periods as part of a programme investigating adult life, employment and opportunity.

Through Mentor meetings parents, pupils and mentors discuss all post 16 options open to each pupil including but not limited to A levels, vocational programmes and apprenticeships. Where appropriate the school will organise for individual visits to providers of vocational programmes of study including the Isle of Wight 6th Form college which offer vocational programmes of study aimed at those pupils who may benefit from a more vocational programme.

PSHEE days begin to focus on specific life skills necessary for success in modern Britain and these are tied to predicted GCSE outcomes, possible careers and salaries /lifestyles these careers can offer.

In their final year of AWE pupils are encouraged to participate in specific job related trips such as to Cern in Geneva. All pupils are also supported through the Bronze Duke of Edinburgh Award.

A selection of workplace visits tied to programmes of study are offered throughout the year.

Year 10 - Realising potential

Central to the year 10 programme of study is an exam revision package, which fully prepares each pupil for the rigours of GCSE's. Beginning with workshops to explain how to be successful we guide pupils into Independent study sessions to support the development of these skills and engage in termly meetings to measure the impact of revision.

Guest speakers are invited from a wide range of post 16 providers to 'pitch' their institution throughout the year. This is especially important for off island providers to share the possibility of studying on the mainland and the support that they offer island families in achieving this. Guest speakers from all major employers are invited into year 10 assemblies each year and specific work place visits are organised

PSHEE sessions begin to focus on career development using online career planning websites. In the autumn term pupils engage in a unit of work tracking back from desired career they have identified through the post 16 and GCSE requirements to follow this path.

Pupils are supported in attending careers fairs and open evenings both on and off island.

Guest speakers from the world of work and from universities/ apprenticeship providers are invited in to share their success stories and open pupil's minds to the possibilities available to them.

All year 10 pupils are given the opportunity to visit a selection of universities and apprenticeship providers to discover the possibilities and practicalities of higher education.

Once Year 10 mocks have been completed and GCSE predicted grades have been shared with pupils and parents all year 10 pupils are invited to a futures seminar outlining all post 16 pathways available and this is followed up during PSHEE lessons with a destinations unit of work during which pupils are required to identify aspirational, target and back up post destinations based on their predicted results. They then identify all of the steps to achieve these destinations including open day dates, application procedures and deadlines.

Year 11

In the first weeks of year 11 parents, pupils and mentor met to discuss the destinations work each pupil completed at the end of year 10. Mentors ensure parents are aware of open days and application procedures.

Opportunities for attending careers fairs are advertised to pupils and parents.

All post 16 providers are invited in during the autumn term to hold assemblies with year 11 pupils. There is also a programme of employer visits to highlight developing work force opportunities on the Isle of Wight.

Pupils are supported by their academic mentors in completing application forms for their chosen post 16 destinations.

All year 11 pupils attend a careers interview with an external professional and are taught interview techniques including taking part in mock interviews to prepare them for post 16 life.

Where appropriate pupils who have identified a post 16 pathway which involves some of their time being spent in the workplace are supported in gain work experience during the autumn half term.

Tracking provision and measuring impact

A spread-sheet tracking provision for each of the Gatsby benchmarks over the five years a child attends TIFS is maintained by the Year team. This spread-sheet is reviewed each year to ensure that each benchmark is being met and that we are fully preparing our pupils for post 16 life.

Pupils are then tracked by post 16 destination and it is our intention to track each pupils to their post 19 destinations.

Created: April 2017

Next Review: Sept 2019 or in line with statutory guidance

Version:	0.2
Date of version:	November 2018
Created by:	Richard Peace
Confidentiality level:	Public

Headmaster.....Dated.....

Ratified by Governors.....Dated.....