



Turing House School Strategic Careers Plan – 2024 - 27

Turing House School is committed to providing students with high quality careers education, advice and guidance (CEAIG) with regards to careers, further and higher education and future life choices. This is developed throughout a student's time at the school and is always supportive of their aspirations, strengths and skills. The focus of the support is aimed at ensuring all students have an opportunity to achieve their aspiration. Our comprehensive careers programme is designed to meet the Gatsby benchmarks, alongside the statutory requirements of Provider access. We aim to support personal and social development opportunities for all young people, especially those from disadvantaged backgrounds or with special educational needs. We also aim to work in conjunction with the More able and gifted/ talented programme (MAGT) to offer opportunities to stretch and challenge our most able students at Turing House school.

Careers Leader Details:

School Careers Leader: *Helen Gould*

School Careers Leader contact details: h.gould@turinghouseschool.org.uk

School Careers-Link Governor: *Sophie Thurgood*

Entitlement: Our Strategy is designed in conjunction with the DfE latest guidance (January 2023)

[Careers guidance and access for education and training providers .pdf \(publishing.service.gov.uk\)](#) this guidance helps ensure we meet the eight Gatsby Benchmarks. The CEAIG programme at Turing House School is delivered in a collaborative approach with every member of staff contributing to an aspect of it's delivery. Careers Education is embedded into all department planning and delivery at Turing. It is taught within the PSCHE programme in years 7, 9, 11. Whilst each department is encouraged to deliver stand-alone lessons or make links to careers in each unit of work. We also host speakers and events throughout the year. We ensure students have access to the latest Labour market information (LMI) and the most up to date careers, further educational information and work experience opportunities. Students in year 12 have a dedicated work experience week in June each year. We are also launching for November 2024 a Future frontiers programme of work experience support for our PP students in Year 10. Our careers pages on the school website include links to the current Careers programme and PALS policy. There is also links to useful information on careers and personal development.

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Statutory Guidance Checklist:

To ensure students at Turing House School receive the highest quality information, advice and guidance we have put the following into place:

- Ensure students have access to independent careers advice
- Implement the recommendations of the 8 Gatsby Benchmarks
- Ensure the latest PALS policy is embedded in programme

Aims of the THS Careers Programme:

- To give all students the skills and knowledge to access appropriate pathways and future careers within a fully integrated CEaIG programme.
- To enable students to engage directly with employers and FE education institutions to help guide next steps
- To develop wider engagement in careers programme from staff, students, parents and the business community.

Year Group	Learning Outcome	Link to CDI Core elements of careers guidance
7	To be aware of the jobs that exist now, in the future and in my local area	Self-Awareness
8	To be able to identify my own skills, likes and dislikes and how these relate to different types of work	Self-Awareness
9	To understand how subjects and hobbies can link to the world of work – Choose Options for GCSE	Self-Development
10	To have a variety of employability skills and be able to put them into practice	Self-Development, exploring careers and careers development
11	To understand a variety of routes into further education and employment	Exploring careers and careers development, investigating the working world, investigating business and industry
12	To be able to identify my strengths and weaknesses and develop a personal development plan	Self-awareness, improving as a learner
13	To develop the skills needed to live and/or work independently	Self-improvement, investigating jobs and the labour market

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Objectives of the THS Careers Programme:

- To provide a programme of advice and guidance on the different qualifications, apprenticeships and work experiences in conjunction with the KS3, KS4 and KS5 transitions.
- To ensure students in years 10, 11,12 have access to independent careers advice and guidance
- To identify students who are at risk of becoming NEET and facilitate intervention.
- Establish links with local businesses, FE colleges and universities providers.
- Ensure careers Education is linked to curriculum through department planning.
- To inform students and parents on latest LMI and developments in Careers education
- Develop opportunities for STEM with specific focus on girls' inclusion.

Roles and responsibilities:

Governors & Lead Governor:

1. Providing advice and guidance upon which the school bases its strategic careers plan, which meets the legal and contractual requirements of the school
2. Supporting the implementation of the career's strategy
3. Monitoring the impact of the career's strategy
4. Ensuring school staff follow the relevant DfE guidance and advice relating to Careers Education, Information, advice and Guidance, the Provider Access Legislation and the Gatsby Benchmarks
5. To oversee the careers Lead and report back to governors on Careers programme regularly.
6. Help to develop links in the local community and businesses.

Careers Lead:

1. Liaising with the Head Teacher and the careers adviser to implement and maintain effective careers guidance
2. Liaising with the PSHE leader and other subject leaders to plan careers education in the curriculum
3. Liaising with Heads of Year, the pastoral team, and the SENCO to identify students needing careers guidance
4. Referring students to careers advisers
5. Establishing, maintaining and developing links with FE colleges, universities, apprenticeship providers and employers
6. Working with the LA to ensure careers support for vulnerable students
7. Providing students with effective careers guidance and supporting social mobility by improving opportunities for all young people
8. Supporting teachers of careers education and tutors providing initial information and advice
9. Monitoring teaching and learning in careers education, and the access to and take up of career guidance
10. Advising senior leadership on policy, strategy and resources for careers education, information, advice and guidance (CEIAG)
11. Preparing and implementing a development plan for CEIAG
12. Reviewing and evaluating the programme of CEIAG
13. Managing the Unifrog account and other external providers of CEIAG
14. Encouraging the training of school staff to promote careers guidance to their students

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15. Conducting surveys to find out about learners' aspirations and the effectiveness of the school's careers programme
16. Using the Gatsby Benchmarks to improve the school's careers provision and ensure compliance with legal duties, with an ultimate aim to meet all benchmarks
17. Allowing students to have access to providers of technical education, such as colleges, and apprenticeships to ensure every student is well-informed about their future options at every stage
18. Using the Compass+ tool for self-evaluating the careers provision the school offers
19. Publishing details of the school's careers programme on its website
20. Working closely with the SENCO and other staff to identify the guidance needs of all students with SEND and implement personalised careers support
21. Ensuring that students with SEND understand their different career pathways, and enabling them to gain the skills, knowledge and experience they require to achieve their career goals.

Careers Advisor:

1. Support the Head of Careers in ensuring the school meets all Gatsby Benchmarks.
2. Contribute to the development, planning and delivery of an innovative and effective school careers programme and guidance.
3. Proactively support students who are undecided about their intended destination.
4. Develop and maintain a comprehensive and up-to-date careers information and resources and make available for staff, students, parents and partners to access.
5. Support users with careers-related online resources and other appropriate careers and HE related websites.
6. Actively research and arrange suitable opportunities for students with regular communication to ensure students and curriculum staff are informed of forthcoming opportunities.
7. Organise in school and external events/workshops that actively promotes all aspects of careers, developing students' employability skills and soft outcomes.
8. Ensure college standards are worked to and maintained (e.g. OFSTED, Matrix, Gatsby Benchmarks)

Teachers and support staff:

1. Ensuring careers education is planned into schemes of work and lessons
2. Attending any relevant CPD or training to ensure they are up-to-date with the school's careers plan
3. Promoting careers guidance within departments through visual aids, planning events and speaker visits.
4. Creating a learning environment that allows and encourages pupils to tackle real life challenges, manage risks and develop skills that can be applied to the workplace.
5. Offer opportunities for work experience within departments where appropriate.

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Gatsby Benchmarks:

In 2018, the government released a new careers strategy and statutory guidance for schools and colleges. It put an increased focus on using the Gatsby Benchmarks as a framework for best practice around which we can build our own careers provision. [Good Career Guidance | Education | Gatsby](#)

The eight Gatsby Benchmarks of Good Career Guidance

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

How do we meet the benchmarks:

Year Group	Learning Objectives	Activities	Gatsby Benchmark	When	Who	Employer Encounter
7	To identify different types of jobs.	Register on Unifrog and use career library to search types of jobs	2,5	Autumn	Career Lead to initiate Unifrog registration. Tutors to support	No
	Introduction to careers education	Six-week unit of work in PSCE Links in subject lessons through career spotlights and stand alone lessons	2,4,5	Autumn/ Spring	PSCE and subject Department with support from careers	Yes
		Deliver a careers assembly – Introduce careers program. Assembly on 'What is a University'		Autumn Summer		

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	To meet local employers to learn what their jobs entail	Employer assembly/ speaker (Virtual)				Yes
	Start to develop skills and attributes understanding	Enrol in unifrog, interests and personality quizzes	5,2,3	Once a term TYM in Autumn term	HOY/ tutors/ parents/ careers department	
		Team Building exercises as part of the school induction				
8	To identify my strengths and weaknesses	Complete the interests and personality quiz, extend to competencies on unifrog.	3,8	Autumn	Tutors/ Careers Department to Initiate	No
	To develop personal and employability skills (ie: leadership and teamwork)	Participate in STEM Activity day/ Challenges. Also to engage with Teambuilding/ leadership activities either virtual or via in school or outside agencies.	3,8,5,4	Spring/ summer term	STEM HOD's/ HOY/ Outside agency (Possible, 'Inspiring for future' (Robotics challenge)/ employers	Yes
	To be able to identify the different skills needed for different careers	Career blogs in tutor. English/ History assignment to interview/ research my career hero past or present. Unifrog task in tutor	2, 4, 5	Summer term	HOD's/ Careers support/ parents	Yes (Individual choice for assignment focus)
	Introduction to alternative providers opportunity	Assembly with a UTC/ Way to work for apprenticeships	3,4,7	Autumn/ Spring	Careers department	No
		Financial decision making - PSHCE	2,3,4	Autumn	PSCHE	No

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9	To link my skills and subjects to future career choices	PSCHE Careers lessons	2,3, 4, 5	Autumn and Spring term	HOD/ PSCHE teachers/ tutors/ outside speakers/ employers/ life skills coaches	Yes through Speaker program/ STEM Workshops
		Unifrog research tasks on interests, competencies and interactions				
		Curriculum focused career lesson pre options				
		Speaker program/ STEM workshops(Robotics Challenge)				
	To make an informed decision about my GCSE choices	PSCHE Careers lessons	2,3,4,7,8	Spring Term	HOD's/HOY/ Careers department/career advisors/ outside speakers	No
		Aspiration survey				
		Duke of Edinburgh Bronze Award starts				
		Assembly on T levels / BTECS				
Unifrog directed tasks						
Options evening						
Speaker Program/ apprenticeship HE talks						
Curriculum lessons Careers fair						
10	To develop employability/ enterprise skills and link to post 16 opportunities	Assemblies with local FE colleges	2,3,7,8,5	Throughout the year	Outside agency (YE)/ employers/ advisors/ tutor and career teams	Yes
		Future Frontiers Work Experience programme				
		Duke of Edinburgh Award Scheme				
		Unifrog directed activities				
		Career advisor meetings				

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		Careers Fair				
	To gain experience of the world of work	Participate in a work experience placement	5,6	Summer	Careers team/ Tutors/ Employers/ outside agency	yes
11	To identify the right post 16 opportunity to meet individual skills and career goals	Unifrog research/ directed tasks	2,3,5,8,7	Autumn	Careers dept, Advisor/ tutors/ HOY, SLT/ outside speakers, professionals	No
		Individual career interviews				
		Career/ post 16 assemblies/ HE/ apprenticeship speakers				
		Attend virtual or in person HE open days/ events				
To develop employability/ enterprise and personal skills	PSCHE Careers lessons	3,5,8,7	Throughout the year	HOD/HOY/ Careers/External agencies	Yes	
	Mentoring programme Yr 7 - 9 (lower school)					
	Duke of Edinburgh silver award					
	Visiting speakers Careers fair					
12	To be able to use my knowledge of my strengths and weaknesses to make a personal development plan	Use targeted tasks on unifrog to update competencies, interests and interactions, moocs	2,3, 5,6	Throughout the year	Tutors/ HOY/ Careers	No
		Complete one week work experience				
		Write a personal Statement for UCAS				
		Engage with leadership or mentoring opportunities in/ outside school				

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	Decide on a post 18 plan	Visit at least two university open days/ apprenticeship options (virtual or in person)	2,7,3,8	summer	Tutors/ HOY/ Careers dept and advisor	No
		Attend at least one careers fair/ apprenticeship fair online or in person				
		Attend career/uni workshops/ advice appointments				
		Start UCAS process and apply to 5 universities.				
13	To develop life skills and effective coping mechanisms	Assemblies on degree apprenticeships	2,3,5, 8	Throughout the year	Outside individuals, partners/ careers/ HOY/ Tutor/ SEND	Yes
		Employer visits/ workshops				
		Mock interviews/ talks on preparing for university/ Apprenticeships				
	To demonstrate skills developed for benefit of school and wider community	Leadership positions in the school (head boy/ girl)	3, 8	Throughout the year	SLT/ HOY/ tutor/ SEND	No
		Effectively run school charity/ council committee				
		Mentoring programme for upper school (esp. disadvantaged students)				

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Additional Targeted Provision

Cohort	Learning Objectives	Activities	Gatsby Benchmark	When	Who
SEND	To ensure SEND students have access to accessible advice and resources to develop skills and inform choices	Achieving for children 'next steps programme.	3, 5, 7, 4	Throughout the year	Achieving for children advisors/ SEND Team
G+T	To maximise opportunities for G & T	University visits/ Speakers programme/ mentoring/ leadership and life skills coaching	3,7,5,4	Throughout the year	MAGT Lead teacher
Oxbridge Applicants	To prepare students for potential Oxbridge applications	Oxbridge enrichment programme.	5, 3, 7	Yr 12, Term 1	Oxbridge staff/ Head of 6 th form
Pre-NEET	To support students to make informed choices about their next steps	One to one guidance sessions	8,3, 5,6	Year 10, Summer 2 Year 12, Summer 1	Careers advisor/ outside agency
		Future Frontiers programme			
		Apprenticeship application support			

Business Ask: *If you are a business and would like to support Turing House School with our careers provision, please get in touch with the Careers Lead using the details above. We have a form on the website for businesses to complete: [Business Engagement Form](#)*

We are currently looking for businesses to support us with the following:

- *Mock interview days (TBC)*
- *STEM workshops (March)*
- *Work Experience*
- *Careers Talks for assembly/ In person (can be virtual – throughout the year)*

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- *Careers Fairs*
- *Mentoring for 6th form university applicants (throughout the year)*

Objectives: 2024 - 2027

<p style="text-align: center;">Objectives</p> <p style="text-align: center;">To develop a culture of high aspirations through an effective careers Education, advice, guidance and information programme. Links to Gatsby: 1, 2,3,4,5,6,7,8</p>		
Year	What do we plan to achieve?	How will we achieve this?
<p>Year 1 2024 - 25</p>	<ul style="list-style-type: none"> • To ensure disadvantaged students in Year 10 have access to meaningful work experience and tailored guidance/ coaching • Embed input from curriculum leaders and staff into the careers programme delivery. (PDF?) • Ensure all students are proactively engaging with careers programme. • Listen and react to feedback in a meaningful and timely manner • To further develop the careers fair. • To train careers Lead to become the Careers Advisor, providing in house guidance support. 	<ul style="list-style-type: none"> • To introduce the 'Future Frontiers programme for PP students in year 10 to provide a structured work experience and mentoring programme in conjunction with business. • Introduce effective tracking of curriculum contributions to careers, ensure these are tracked on compass plus. • Launch a staff programme of careers ambassadors for each unit. A nominated staff member will oversee the facilitation of careers resources and activities within the department and record on compass plus. • Boost use of unifrog tools through online assignments and activities in tutor and at home. • Share staff university document with Year 12 to aid information sharing on universities. • Survey student, parental and business voices to inform future planning for careers programme.

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		<ul style="list-style-type: none"> • Approach business directly to encourage more trades and wider business profiles to attend the careers fair. • Careers Lead to successfully complete the L6 Diploma in Careers Guidance and Development by August 2025.
Year 2 2025 - 26	<ul style="list-style-type: none"> • All departments will have an established careers ambassador, they could work with students as student careers ambassadors • Each department will have a clearly identified careers plan embedded within their curriculum planning. • Improve communication on careers at Turing House School with parents. Encourage engagement with the careers programme. 	<ul style="list-style-type: none"> • Introduce an opportunity for students within departments to become career ambassadors and help support work of the department careers ambassador. • Provide CPD training to staff on latest developments in careers education. • Introduce a termly careers Newsletter to summarise careers achievement and developmental opportunities that arise.
Year 3 2026 - 27	<ul style="list-style-type: none"> • All students should have a clear understanding of the available pathways for their next steps and are able to identify what goals they need to achieve to be successful • Disadvantaged students have access to effective work experience and careers guidance to minimise risk of becoming NEET. • Review RET careers Provision 	<ul style="list-style-type: none"> • Continued development of links with FE colleges, universities, apprentice suppliers and businesses to invite into school for assemblies and careers events. • Successful implementation of Future frontiers programme to support PP students. Continued development of working relationship with AFC Next steps programmes. • Liaise with Headteacher and trust over the trust wide provision of careers across the schools.

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Monitoring of Careers programme:

At Turing House School, we use the Compass Plus system to track careers events, speakers and regularly measure our ability to meet the Gatsby benchmarks with termly reviews. Where benchmarks are struggling, we will target activities and plans to address these. We also ask businesses, students and parents to feedback on their experience of the careers programme through online surveys. This information is used to inform our future planning and enable us to satisfy the needs of each student. We aim to widen our engagement with the parental and wider community by launching our careers Newsletter in 2025.

Date to review the careers plan:

For further information about our careers provision please see our Careers Policy and Access Policy.
We will review this Careers Plan on an annual basis. Careers Plan Review Date: 01/09/25