



Turing House School Careers Procedure

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*

This policy has been developed with the support of the Careers and Enterprise Company recommendation. It is written by Careers lead and approved by Senior Leadership and governors. It will be reviewed annually.

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

[Careers guidance and access for education and training providers .pdf](#)

[\(publishing.service.gov.uk\)](#) and the updated guidance in May 2025: [Careers guidance and access for education and training providers - 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 PSCE 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. In addition Parents, staff and students receive the careers newsletter each term with updated opportunities and information regarding careers.

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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 CEAG 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

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.

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- 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 (Labour market Information) 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
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

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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.

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*

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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 PSCHE	2,4,5	Autumn/ Spring	PSCHE and subject Department with support from careers	Yes
		Links in subject lessons through career spotlights and stand alone lessons		Autumn		
		Deliver a careers assembly – Introduce careers program.		Summer		
Assembly on ‘What is a University’						
To meet local employers to learn what their jobs entail	Employer assembly/ speaker (Virtual)	5,2,3	Once a term TYM in Autumn term	HOY/ tutors/ parents/ careers department	Yes	
Start to develop skills and	Enrol in unifrog, interests and personality quizzes					

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	attributes understanding	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
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				

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		Speaker program/ STEM workshops(Rob otics 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				
		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	Unifrog research/ directed tasks	2,3,5,8,7	Autumn		No

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	opportunity to meet individual skills and career goals	Individual career interviews			Careers dept, Advisor/ tutors/ HOY, SLT/ outside speakers, professionals	
		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				
	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/						

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		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)				

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	Achieving for children 'next steps programme.	3, 5, 7, 4	Throughout the year	Achieving for children advisors/ SEND Team

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	and inform choices				
MAGT	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:

We work with a wide range of local, national and international businesses at Turing. Businesses such as BBC, SKY, Unilever, National Physics Laboratory are just some of our regular contributors to our Careers programme. We also have a supportive parental body with parents representing a vast array of occupations hosting workshops, delivering assemblies and taking part in careers events. We are always looking to expand our employer partnerships.

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

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We use Innovate Careers to assist in the delivery of our careers guidance work. This partnership has developed over the past three years with one careers advisor in school one day a week to support the in house careers advisor. We also work with Future Frontiers to deliver the Year 10 Employer Mentoring Programme aimed at supporting our disadvantaged students.

To meet our Provider Access Legislation (PALS) we work directly with local further education colleges (Kingston College and Richmond Upon Thames College) We have also reached out to Global Academy to fulfil our UTC requirements. Students in Year 9 receive an Atypical letter informing of their options regarding studying at a UTC at the beginning of the year.

Signature for approval:

Careers Lead: _____

Senior Leadership: _____ Job Title _____

Date: _____