

TDMS

SCHOOL CAREERS STRATEGY

**SEPTEMBER 2025
to
AUGUST 2026**

Our Vision

As a school, we are committed to providing the highest quality educational experience where powerful knowledge sparks curiosity and interest, resulting in academic success for our students and ensuring they go on to secure places at the very best universities and apprenticeships. Our educational offer is not confined to the classroom and as such we pride ourselves on giving every student the opportunity to be the best they can through a diverse range of opportunities, activities and experiences which equips and prepares them with the social and cultural capital needed to compete and be successful.

TDMS is an active member of the Worcestershire Careers Hub and supports the development of Worcestershire's Future Workforce through the Worcestershire Enterprise Adviser Network



TDMS

CAREERS STRATEGY

Contents

Introduction	
Purpose and aims	5
Strategic careers leaders	7
Our careers team	7
Our enterprise adviser	7
Our Current Position	8
Our Objectives for 2024/25	10
The Gatsby Benchmarks	10
Timetable of planned careers related activities 2024/25	14

INTRODUCTION

There has never been a time when careers guidance has been as important for young people as it is today. At TDMS, we have a vital role to play in preparing our pupils for the next stage of their education or training and beyond. Our pupils will be embarking upon a career pathway, which is more challenging and complex than that faced by previous generations. Global opportunities and increasing technological advances will result in young people having several careers during their working life and potentially working in a career that does not currently exist.

With the greater choices of education, training and employment, our aim is to prepare pupils for these ever-changing opportunities, responsibilities, and experiences and to equip them with the skills to manage the choices, changes, and transitions ahead of them.

We have a whole school approach to careers education. This allows pupils to access the necessary information to help them make informed decisions about their futures. Our careers programme throughout the year supports our careers education curriculum and in line with the most recent careers guidance strategy (Last updated November 2024). Careers Education at TDMS is not just a stand-alone strand; it is thoroughly integrated into every area of the school and woven into the school curriculum and Character Academy.

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TDMS CAREERS STRATEGY

Purpose and aims

TDMS is fully committed to ensuring that all of our students acquire the skills, knowledge and attitudes to manage their learning and career progression.

TDMS has already established a range of effective careers guidance activities which we hope will guide support our pupils to achieve positive destinations such as A levels, higher education, apprenticeships, technical routes or employment.

This careers strategy sets out TDMS key approaches internally and externally to enhance the current careers guidance activities and participation opportunities already available to our students. The aim is to ensure that students are fully prepared for and informed effectively about their next steps and can therefore aspire to achieve their full potential. We want to ensure that our students have both the aptitude and interpersonal skills to effectively communicate and add value within the workplace.

The school will collaborate throughout this strategy with a range of external agencies to help us ensure we will meet all the mandatory requirements contained within the Department for Education's careers guidance (last updated Jan 23). These partnerships will include working alongside The Careers and Enterprise Company (CEC), The Worcestershire Local Enterprise Partnership (WLEP), Worcestershire County Council (WCC), Further Education (FE) and Higher Education (HE) providers, Worcestershire Apprenticeships (WA) and a wide range of local employers.

High quality careers guidance is a crucial part of improving social mobility. Young people make choices based on what they know and what they think is available to them. If our young people are made fully aware of the career pathways and opportunities available to them, they will be more able to make informed choices about which qualifications and career pathways which will enable them to achieve their goals.

This strategy outlines our whole school approach to delivering careers guidance to all of our pupils throughout their journey through education. Careers activity will therefore take place across Years 6 through to Year 13 as part of the mandatory requirements set by the Department for Education and contained within the Gatsby Benchmarks.

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Strategic Careers Leader

As set out within the Department for Education's Careers Strategy TDMS is required to have a designated member of our Senior Leadership Team named as our schools Strategic Careers Lead.

The Strategic Careers Lead will have the responsibility to make sure that we as a school meet our mandatory requirements and continue to work towards achieving all eight of the Gatsby Benchmark.

John Hooley has agreed to undertake this role.

Charlotte Walden will provide both the Head Teacher and the board of governors with regular updates on our progress and will work closely with the Worcestershire LEP delivery team, our assigned enterprise adviser and local employers to ensure we deliver this strategy.

Our Careers Team

Jayne Cheslin will lead our team which will include the following staff members:

John Hooley – Careers lead

Caroline Sutton – Independent careers advisor

Arvind Batra – MAT Personal Development Lead and careers specialist

Our Enterprise Advisers

Through the Worcestershire LEP's Enterprise Adviser Network TDMS are delighted to have been assigned our own designated enterprise adviser.

Sandra Howells, Careers and Enterprise Co-ordinator for Worcestershire County Council, will be supporting our careers team to assist us to facilitate careers related activity which will help us achieve Gatsby Benchmarks 5 and 6.

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Current position at TDMS

Students are currently receiving the following careers related support or participating within the activities listed below during their journey through school:

	Autumn Term	Gatsby Bench mark	Spring Term	Gatsby Bench mark	Summer Term	Gatsby Bench mark
Year 6	▪ Bridges project with Alun Griffiths civil engineering company	2, 5, 6	▪ National Careers Week (3-8 March) - Jobs in the future assembly from DWP ▪ Apprenticeship Week (10-16 Feb) ▪ International Women and Science Day – February 12 in Science lessons focusing on inspirational women scientists and challenging stereotypes ▪ Introduction to the world of work assembly (31.01.25)	2, 3, 1, 4, 5, 7	▪ Fly2Be workshop ▪ Visit to Birmingham University for a university discovery day. ▪ Visit to Cotswold Wildlife Park to learn about careers with animals	2, 5, 6
Year 7	▪ Compass+ Future Skills Questionnaire	2, 4	▪ National Careers Week (3-8 March) - Jobs in the future assembly from DWP ▪ Apprenticeship Week (10-16 Feb) - Apprenticeship provider assembly – What are apprenticeships ▪ International Women and Science Day – February 11 in Science lessons ▪ Skills Builder HUB essential skills delivery programme ▪ Introduction to the world of work assembly (31.01.25) ▪ Morgan Stanley sustainable careers workshop	4, 1, 2, 3, 7	▪ Ethics lessons focused on community and careers, including understanding of the labour market ▪ Fly2Be workshop ▪ Skills Builder HUB essential skills delivery programme ▪ Morgan Stanley sustainable careers workshop ▪ Visit to Cadbury World	2, 1, 4, 5, 6

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					to learn about careers in the food and confectionary industries.	
Year 8	▪ Unifrog skills questionnaires ▪ Dell Technologies – creating a social enterprise company	1, 2, 4, 5	▪ Ethics lessons on achieving goals and future careers ▪ National Careers Week (3-8 March) - departments to deliver career opportunities in each subject ▪ Apprenticeship Week (10-16 Feb) - What are apprenticeships? ▪ International Women and Science Day – February 11 in Science lessons ▪ External provider talk on apprenticeships	2, 3, 1, 4, 7	The Big Bang science and careers fair Visit to Aztec Adventure to learn about careers in the outdoors. DJ workshop discussing careers in the arts and music Visiting pop band discussing careers in music.	4, 5, 6, 7
Year 9	▪ Launch of GCSE options through morning meetings ▪ Army careers workshops ▪ Unifrog skills questionnaires ▪ Wychavon Local Democracy Day – careers in local government visit ▪ Careers in policing assembly	2, 4, 5, 7, 6	▪ Future choices evening (6 Feb) ▪ Ethics lessons on future careers, including employer rights and skills ▪ Futures day - workshops (29 January) ▪ Individual and small group careers interviews ahead of Options process for GCSE choices; priority given to RONI, LAC, PP, EHCP and SEND students ▪ Visit to the Three Counties Careers Fair ▪ Futbol Lingo workshops, careers in languages and sports	4, 7, 1, 2, 8, 3, 6	▪ Ethics lessons on work life balance as part of healthy lifestyles unit ▪ University experience – visiting speaker assembly - DJ workshop discussing careers in the arts and music - Visiting pop band discussing careers in music. ▪ Visit to Croft Water Park to learn about	4, 5, 7, 1, 6

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			▪ Theatre visit to discover careers in the arts.		outdoor careers.	
Year 10	▪ Unifrog skills questionnaires ▪ Work experience launch ▪ Ethics lessons in Autumn 2 on the world of work ▪ Weekly work experience tutor support in morning meeting ▪ Army presentation on career opportunities and T-levels ▪ RISE workshops in chartered accountancy	5, 1, 7, 2, 4, 8, 3	▪ Work experience support and preparation ▪ University experience assembly ▪ Employer talk on employability skills and customer services ▪ WCG Apprenticeship workshops ▪ National Careers Week workshops (2-7 March) ▪ Apprenticeship Week (9-15 Feb) ▪ Power-Up Mentoring programme ▪ Medical Mavericks workshops on careers in medicine (March 2026)	2, 4, 5, 7, 1	▪ Work experience (23 – 27 June) ▪ Individual careers interviews with Careers' Advisor – priority given to RONI, LAC, PP, EHCP and SEND students ▪ Mock interviews ▪ Power-Up Mentoring programme ▪ Careers in the arts workshops from Longborough Festival Opera ▪ Worcester University sports courses and careers visit ▪ Stokesay Castle history visit to discover history-based jobs ▪ French theatre company workshops based on languages and arts careers.	6, 5, 8, 3, 4
Year 11	▪ Unifrog skills questionnaires ▪ Individual careers interviews with Careers Advisor –	1, 3, 8, 4, 5, 7	▪ Assemblies from FE colleges and Sixth Form providers ▪ Careers week workshops 2-7 March ▪ Individual careers interviews with	2, 1, 3, 4, 5, 7, 8	▪ NEET support from Worcester County Council – one to one meeting with students at risk of NEET ▪ Support on exam results day	3, 8

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	priority given to RONI, LAC, PP, EHCP, SEND students ▪ Ethics lessons on next step and future choices, including writing a CV, post 16 options and interview techniques ▪ Assemblies from FE colleges, Apprenticeships guidance and Sixth Form providers booked in ▪ Employer talk from the Army ▪ Post 16 options day – 21 December ▪ NEET prevention support workshop – SEND and PP focus via Work Pays ▪ NEET support from Worcester County Council – one to one meeting with students at risk of NEET ▪ Careers in policing assembly ▪ Theatre visit to discover careers in the arts		careers advisor ▪ Support with Post-16 options and applications ▪ National Careers Week (2-7 March) ▪ Apprenticeship Week (9-15 Feb) ▪ Apprenticeship workshop ▪ Sixth Form Interviews ▪ University experience ▪ NEET support from Worcester County Council – one to one meeting with students at risk of NEET ▪ WCG Apprenticeship big bus tour ▪ NEET support from Worcester County Council – one to one meeting with students at risk of NEET			
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Year 12	▪ Unifrog skills questionnaires ▪ Oxford University lecture ▪ Introduction to apprenticeships assembly ▪ Anthony Nolan trust lecture ▪ Artificial intelligence lecture ▪ Work experience launch ▪ Power Up mentoring ▪ Cadbury World business and tourism careers visit ▪ Post-18 choices day (19 December)	5, 7, 2, 6, 8	▪ External provider talk on apprenticeships, T-levels and BTec ▪ National Careers Week (3-8 March) ▪ Apprenticeship Week (10-16 Feb) ▪ Careers in politics – talks representatives from major political parties ▪ Power Up mentoring ▪ Man Met university visit ▪ Manchester UCAS fair ▪ Errol Lawson – motivational speaker ▪ Branwen Bingle – Wychavon Careers ▪ Terence Higgins Trust ▪ Odd Balls Foundation ▪ British Heart Foundation ▪ University Campus Football Business ▪ Manny Singh Kang – Sikh Charity Worker ▪ RAF careers	2, 1, 4, 5, 7, 8,	▪ University experience ▪ UCAS and personal statement support ▪ Individual careers interviews with Careers Advisor – priority given to LAC, EHCP and SEND students ▪ Work experience ▪ Mock interviews ▪ Power Up mentoring ▪ Severn Trent Water – environmental sustainability ▪ Project Trust – volunteering opportunities ▪ Drayton Manor business and travel & tourism careers visit	7, 6, 5, 8, 3, 1, 4
Year 13	▪ UCAS and personal statement support ▪ Individual careers interviews with Careers Advisor – priority given to LAC, EHCP and	5, 7, 3, 8, 4	▪ Apprenticeship workshop ▪ Individual careers interviews with Careers Advisor – priority given to LAC, EHCP and SEND students ▪ National Careers Week (3-8 March) ▪ Apprenticeship	2, 1, 3, 4, 5, 7, 8	▪ Support on Exam Results Day	3, 8

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	SEND students ▪ Introduction to apprenticeships assembly ▪ Artificial intelligence lecture ▪ Power Up mentoring		Week (10-16 Feb) ▪ Careers in politics – talks representatives from major political parties ▪ Errol Lawson – motivational speaker ▪ Branwen Bingle – Wychavon Careers ▪ Terence Higgins Trust ▪ Odd Balls Foundation ▪ British Heart Foundation ▪ University Campus Football Business ▪ Manny Singh Kang – Sikh Charity Worker ▪ RAF careers ▪ WHAT CAREER LIVE trip to NEC for those not applying to university			
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Teaching staff contribute to the delivery of careers guidance through:

Careers input via Ethics lessons, production of personal statements, awareness raising/information about University Open Days and Careers Events, support with work experience placements. Referrals for additional one to one careers support. Promotion of careers through lessons during National Careers Week.

Local Employers contribute to the delivery of careers guidance through:

Providing work experience placements, offering work place visits, attendance at assemblies/careers fair, provision of job/apprenticeship opportunities, support with mock interviews.

Parents contribute to the delivery of careers guidance through:

Support to arrange work experience, attendance at Parents' Information Evening, home school agreement.

Partnership Arrangements and Employer Contacts

TDMS has strong links with:

- Worcestershire Careers Hub
- Worcestershire Local Enterprise Partnership

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- Further Education providers
- The local business community
- Alumni and Parents
- University of Gloucestershire
- University of Worcestershire
- Coventry University
- Careers Worcs
- Work Pays
- Power-up mentoring
- Fly2Be
- Wychavon District Council

Objectives for 2025 to 2026

1. To ensure that all Y10 and Y12 students receive a full week of meaningful work experience in the summer term and that they are able to reflect and learn from this invaluable opportunity.
2. To further raise the profile of careers across the whole school.
3. To continue to strive towards meeting the eight Gatsby Benchmarks (updated 2025) for good career guidance as recommended by the Department of Education Careers Strategy 2018.
4. To provide effective and impartial information, advice and guidance to prepare students for life in the wider world, making them aware of roles and responsibilities.
5. To raise aspirations by ensuring all students have knowledge of routes into further education, higher education and apprenticeships (of all levels).
6. To further engage with local employers and training providers in order to provide multiple learning opportunities about the world of work and skills required. Both academic and vocational routes are explored and are available to students regardless of career choices.
7. To make available Labour Market Information and Intelligence to ensure students (and parents) are aware of local and national opportunities as well as trends, to ensure they are informed to make the best decisions.
8. To ensure all staff at the school have an awareness of linking curriculum learning to careers and are able to demonstrate the relevance of subjects to students when considering a future career. Particularly relevant is that STEM subject staff should highlight the increasing need for STEM subjects to access a wide range of future career paths, making sure the information does not stereotype in any way.
9. To ensure all students are aware that the attainment of English and Maths GCSEs are crucial elements of any future study programme they may undertake and an expectation from all employers.
10. To continuously strive to improve NEET (Not in Education Employment or Training) figures by providing an effective careers programme.

Gatsby Benchmarks

In line with the Department for Education's careers strategy, TDMS aims to fulfill the eight expectations set out within the 'Gatsby Benchmarks' which provide a framework to ensure that the school has formed a careers programme which falls in line with legal requirements. The following eight benchmarks are at the core of good careers and enterprise provision:

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

1. A Stable Careers Programme

- To ensure the careers programme is delivered by individuals with the right skills and experience. The school will, wherever possible, use qualified careers professionals to offer advice and guidance to all or the overwhelming majority of pupils.
- To enable pupils to understand the full range of opportunities available to them, the skills that are valued within the workplace and to have first-hand experience of a work environment.
- To develop and publish a careers programme that will raise the aspirations of all pupils regardless of academic ability and is tailored to meet their individual needs wherever possible.
- To ensure our Careers Strategy is fully supported by the Senior Leadership team within school and is approved by the board of governors
- To ensure there is a clear focus on the activities which support enterprise, employability skills, workplace experiences and qualifications which employers' value.
- To regularly evaluate our careers strategy to determine the impact of our careers related activity based on the feedback provided to us by pupils, teachers, employers, and where appropriate parents.
- To maintain high quality careers provision endorsed by the Careers and Enterprise Company and to review the improvement of our programme by using the Compass evaluation and Compass Careers Dashboard tools.

2. Learning from Career and Labour Market Information

- To encourage and increase the use of online careers tools and packages across all year groups. Working with our own careers team, key partners, stakeholders, local and national professional bodies.
- To utilise and then support the development of labour market information to ensure staff and pupils are informed in their decisions and the advice being given. Work with the Worcestershire LEP and the Careers and Enterprise Company to help establish key priority areas which need to be developed.
- To promote the values of labour market information to parents /carers (where appropriate) to access and understand this information. To investigate careers and opportunities in learning, work and apprenticeships and how these meet the local and national priorities.

3. Addressing the Needs of the Pupil

- To develop mechanisms to report, track and monitor compliance in relation to the Careers Strategy objectives.
- To develop accurate tracking systems to ensure pupils are able to keep track of their own journey, record and access the advice they have received and monitor the agreed actions and next steps
- To ensure that a programme of activity takes place which raises the aspirations of all pupils and challenges stereotypical thinking in terms of equality and gender.
- To ensure that pupils with particular vulnerabilities and those who are at risk are appropriately supported and identified through close working relationships with the full range of educational and support agencies.
- To ensure that careers guidance for learners with special educational needs and disabilities (SEND) is differentiated, where appropriate, and based on high aspirations and a personalised

approach. Careers guidance for learners with SEND should be based on the pupils' own aspirations, abilities and needs.

4. Linking Curriculum Learning to Careers

- To ensure that subject teachers across the whole school support the delivery of careers education and guidance and are able to link the content of curriculum with careers, even in lessons which are not specifically occupation led. Subject specialist staff can be powerful role models to attract pupils towards their field and the careers that flow from it.
- To integrate national initiatives and project opportunities within the curriculum to enhance that range of careers related activity taking place within school. e.g. Green Careers Week
- To ensure that careers related activities are built in throughout the school year and not just towards the end of any given topic / subject being delivered.
- Specific focus will initially be placed on linking curriculum to careers in English, Maths, Sciences and PHSE lessons and this will be developed in all other subjects

5. Encounters with Employers and Employees

- To ensure that pupils receive at least ONE meaningful encounter with an employer during every year they are at school.
- To increase the number of activities which are conducted within school with the support of local employers.
- To ensure that pupils have the opportunity to improve employability skills and their understanding of and awareness of entrepreneurship
- To enable learners to gain the confidence to compete in the labour market by providing opportunities to gain the practical know-how and attributes that are relevant to gaining employment.
- To develop marketing materials for employers which will help them easily understand the impact of their involvement, the breadth of options available to them and the ways in which they can show they meet their corporate social responsibility.
- To create mechanisms where parents and alumni can express their interest to actively support employer related activity taking place within the school.
- The school will also encourage pupils and parents to attend careers events such as the Worcestershire Skills Show held annually in March and the Worcestershire Apprenticeship show held annually in October.

6. Experiences of the Workplace

- To ensure that pupils receive at least ONE meaningful experience of the workplace by the end of Year 11
- To ensure that pupils receive at least ONE further meaningful experience of the workplace during Years 12 and 13.
- To increase the number of employer workplace visits which will take place to enable pupils to gain more of an understanding of the wide range of employment opportunities available within specific industry sectors based in Worcestershire.
- To strengthen our links with local employers to facilitate careers related activity within school

7. Encounters with Further and Higher Education

- To ensure all / overwhelming majority of pupils receive at least ONE meaningful encounter with Sixth Form Colleges and FE Colleges.
- To ensure all / overwhelming majority of pupils has been provided with information about the full range of apprenticeships including higher level apprenticeships through the Worcestershire Apprenticeships activity offer.

- To ensure all / overwhelming majority of pupils have experienced meaningful encounters with universities.

8. Personal Guidance

- Ensure all / overwhelming majority of pupils have had an interview with a professional and impartial careers adviser by the end of year 11
- Ensure all / overwhelming majority of pupils has had at least TWO interviews with a professional career's adviser by the end of year 13.

Promotion of careers related activities

TDMS will encourage the promotion of ALL careers related activity which takes place within the school through the creation of case studies and will share this activity through our school social media channels.

This careers strategy document along with any case studies documents that are created will be placed on the school's website. These will also be shared with the Worcestershire LEP to be used to promote best practice across ALL careers hub member schools.

This promotion will enable us, and our partner organisations, to be able to capture the evidence we are required to provide both OFSTED and the Careers and Enterprise Company (and demonstrate that the activity taking place within our school) meets the requirements set out within the Department of Education's Careers strategy.