



Careers Education Plan 2023-24

Review Date: September 2023
Next Review Date: September 2024

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Introduction

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Provider Access Policy

For colleges and education providers, the Provider Access Policy is available on the [Policies section of the Reading Girls' School website](#)

Information and the policy also available on the [External Providers page of the school website](#).

Current State

Destinations Data

- Students not in employment, education or training (NEET) after their GCSEs: 2022 1 student; 2021 0%, 2020 1%; 2019 1%; 2018 0%
- In 2022, ex-students went on to a wide variety of colleges and 6th forms including Kendrick, Maiden Erlegh, Reading College, Henley College, Highdown, Bulmershe, Chiltern College, and one student got a scholarship to private schools.
- Most students with special education needs, those receiving Pupil Premium funding, and White British students went to Reading College
- In 2022, 84% of all students went on to Level 3 Courses, including A Levels, vocational Courses and apprenticeships. Of Pupil Premium students, 80% went on to Level 3 Courses. Of White British students this number was 86%, and for SEN students it was 57%.

Gatsby Benchmarks and RGS Compass Scores

There are eight benchmarks that are the core dimensions of good careers and enterprise provision in schools. These are recorded and assessed on our data systems and the Compass system. While we are doing some excellent work there is room for improvement and the school's current scores are:

- **Benchmark 1 – A stable careers programme - 100%**
Information specifically for teachers is now available for them and feedback about last year's careers education plan for 2022-23 was sought from all stakeholders
- **Benchmark 2 – Learning from career and labour market information 100%**
Students research opportunities about careers and labour market information has been improved and is being embedded
- **Benchmark 3 – Addressing the needs of each pupil 100%**
Students have been issued with hardback books to record their careers and enterprise activities. We are working to improve tracking of students for 3 years after they leave RGS
- **Benchmark 4 – Linking curriculum learning to careers 93%**
There is still slight room for improvement for careers in the curriculum in some subjects
- **Benchmark 5 – Encounters with employers and employees – 100%**
Students in each academic year have meaningful encounters with employers and employees through Personal Development Days, Deeper Applied Learning, STEM days and other events
- **Benchmark 6 – Experiences of workplaces – 50%**
RGS does not currently run work experience and the effects of Coronavirus and the economic downturn have curtailed many workplace visits. Year 7s and 8s get some experience as helpers for Reception and the Pastoral team, and good quality work experience opportunities are advertised to students.
- **Benchmark 7 – Encounters with further and higher education – 100%**
Students have meaningful encounters with further and higher education during Personal Development Days, Deeper Applied Learning, STEM days and other activities, and we are improving opportunities for encounters with independent training providers.

- **Benchmark 8 – Personal guidance - 100%**

Students in year 8 have group sessions with a qualified careers adviser before choosing their GCSEs. All students in year 10 have a personal meeting as do selected other students.

Labour Market Information

- National Trends
 - Over recent years, the number of mid-level jobs has been going down, while the number of high-level management and professional jobs has gone up, as have low-level jobs in care, retail and logistics.
 - Advances in technology have meant that science, technology, engineering and maths (STEM) subjects and careers are sought after and also digital skills. Automation has meant an increase in jobs in IT and cybersecurity, though a decrease in some manual jobs.
 - There has been increasing competition for roles as more skilled workers around the world are working till later in life.
- Thames Valley
 - The Thames Valley normally has low levels of unemployment
 - The main employment sectors are: IT & Digital Tech; Science & Engineering; Health, Care & Welfare; Sales & Customer Service; Construction; Business & Finance; Transport & Distribution; Education; Hospitality; Creative
 - The priority sectors currently on a recruitment drive in Berkshire are: Digital Tech; Health & Care; Life Sciences; and Business & Finance
- Further information about Labour Market Information is available through the Office for National Statistics, LMI for All or [Thames Valley LEP](#)

Covid 19 and the Economic Downturn

The ongoing effects of **Covid19** are still being felt by Students, Parents, School Staff, Governors, local Employers and further and higher education providers. The full consequences on finances, general health and on mental health are still coming to light.

The **economic downturn** has affected some organisations but most businesses, further/higher education and charities are still keen to engage with schools. Many are willing to engage virtually which has opened up opportunities though it has some negative outcomes.

Our Vision:

Vision <i>(The purpose of the school)</i>	Core Values <i>(The way we do it here)</i>
To inspire every student to be happy, successful and aspirational , equipping them with a curiosity and love of learning and the social, moral and personal skills and qualities needed to access a broad range of opportunities to achieve their full potential in life and act as responsible citizens of the world	By fostering a culture of academic excellence, kindness and respect for oneself and others By embedding a culture of deeper applied learning through sequential R.E.A.L curriculum experiences within and beyond the classroom.

Our Careers Vision: Each and every student will achieve their true potential and be prepared for the ever-changing world of work

Our Careers Aims:

- To inspire students and give them an understanding of the adult world of employment, locally and nationally
- To enable students to make informed decisions about their future, especially with regards to further and higher education, apprenticeships, and other training and career opportunities.
- To enable students to manage the transition from school to new roles and situations
- To develop character and resilience and give them the skills required to function in life and work through enrichment activities and *The Pledge*
- To develop students' knowledge, skills and understanding of the world of work through *deeper applied learning*
- To encourage attainment and lifelong learning so that students can achieve their goals, cope with change and be prepared to take advantage of opportunities throughout their life
- To give all students the same opportunities so that each and every student achieves the best outcomes for them personally
- We will do this through lessons that are *Relevant, Engaging, Active Learning* (REAL) and our *Personal Development programme*. Key Stage 3 students will have regular *STEM* lessons to highlight relevant careers and learning and develop their skills.
- All students have an achievement record to record their careers, enterprise, pledge and enrichment activities and achievements

Key Strategic Objectives for Careers Education

- Motivate and inspire all students, particularly those who are disadvantaged, white British and those needing extra help, so that each and every student achieves their true potential
- Continue to improve students own research about careers, use of labour market information, and recording of their experiences and skills so that each and every student is fully informed and makes the best choices for them personally
- Develop systems to improve staying in touch with students after they leave RGS to support ongoing review and evaluation of our careers programme and involve alumni in careers activities
- Aim for all students having an experience of a workplace so that they can discover for themselves what the world of work is like and its expectations
- Improve communication with all stakeholders (students, parents, staff, providers and employers) about careers and RGS careers education

Feedback, Monitoring and Evaluation

Feedback on activities

- PSHE workbooks
- Exit polls – such as Yes/No as for REAL lessons, thumbs up/down, etc
- Discussions with Student Leadership Team
- Pledge/STEM/Personal Development workbooks
- Staff feedback
- External visitor feedback forms
- Student surveys
- Parent surveys

Monitoring of actions

- Compass+
- Data records
- Online research website reports

Evaluation of Careers Plan and Careers Programme

- Liaising and discussion with key business supporters such as our Enterprise Adviser, CISCO, Thames Water, KPMG, and RAL
- Liaising and discussion with external bodies such as CEC and BITC
- Liaising and discussion with Trustees and other schools in the Trust
- Staff surveys
- Parent surveys
- GCSE results
- Destinations Data
- Attendance figures for PD Days, STEM lessons
- Behaviour figures for PD Days, STEM lessons
- Attainment

Gatsby Benchmarks for Good Careers Guidance

In 2014, Lord Sainsbury's Gatsby Charitable Foundation published a report by Professor Sir John Holman, Adviser in Education at the Gatsby Charitable Foundation, titled "Good Career Guidance." The report identified eight benchmarks that are the core dimensions of good careers and enterprise provision in schools.

The eight Benchmarks are:

Benchmark 1 – A stable careers programme

Benchmark 2 – Learning from career and labour market information

Benchmark 3 – Addressing the needs of each pupil

Benchmark 4 – Linking curriculum learning to careers

Benchmark 5 – Encounters with employers and employees

Benchmark 6 – Experiences of workplaces

Benchmark 7 – Encounters with further and higher education

Benchmark 8 – Personal guidance

You can find out more about the Gatsby Benchmarks through:

The Careers & Enterprise Company Gatsby Benchmark Toolkit for Schools [here](#)

Or through the Gatsby Foundation report [here](#)

RGS Destinations Trends

	2022					2021					2020				
	% Whole Cohort	% Disadvantaged aged	% SEND	% White British	% Whole Cohort	% Disadvantaged aged	% SEND	% White British	% Whole Cohort	% Disadvantaged aged	% SEND	% White British	% Whole Cohort	% Disadvantaged aged	% SEND
Post 16 Course Level															
Level 1	4.35%	6.67%	28.57%	13.33%	11.54%	26.67%	57.14%	36.36%	13.43%	12.50%	20.00%	25.00%			
Level 2	11.59%	13.33%	14.29%	6.67%	17.31%	20.00%	42.85%	36.36%	28.36%	37.50%	40.00%	31.25%			
Level 3	84.06%	80.00%	57.14%	80.00%	71.15%	53.33%	0.00%	27.27%	58.21%	50.00%	40.00%	43.75%			
Level unknown															
A Levels	71.43%	78.57%	33.33%	46.67%	50.68%	24.00%	0.00%	22.22%	48.44%	39.13%	22.22%	23.53%			
STEM	52.11%	50.00%	42.86%	21.43%	38.36%	24.00%	10.00%	5.56%	34.48%	25.00%	11.11%	7.14%			
Level 3 Course	84.06%	80.00%	57.14%	85.71%	71.15%	53.33%	0.00%	27.27%	58.21%	50.00%	40.00%	43.75%			
Vocational	28.57%	21.49%	66.67%	53.33%	24.66%	44.00%	80.00%	55.56%	51.56%	60.87%	77.78%	76.47%			
Apprenticeship	4	1	0	1	6.67%	9.52%	11.11%	7.69%	2.78%	0.00%	10.00%	11.76%			

RGS Strength of Careers Provision SWOT Summer 2023

Components: Careers Education, Careers within subject areas, LMI, Employer Engagement, Experiences of the world of Work, Encounters with FE/HE, personal guidance

Features: Progressive programme, Each & Every Student Level Tracking, Informed by Stakeholder voice, Known and Understood, Informed by Evaluation, SLT/Gov/HT and stakeholder 'buy-in'

STRENGTHS	WEAKNESSES
<ul style="list-style-type: none"> • Low NEET figures • Good GCSE results in recent years and improving numbers • Good relationships with local employers and HE / FE providers • Deeper Applied Learning, REAL lessons, Pledge • STEM lessons for KS3 • Personal Development Days a focus for careers and PSHE • Enrichment and enterprise activities • Adapted well to virtual delivery and using this to gain extra activities • Part of the Thames Valley Careers Hub (run by LEP / CEC) 	<ul style="list-style-type: none"> • Staff workload & conflicting priorities • PP / WBRI / SEN destinations • Changes in SLT • Finance / budgets • Experiences of workplaces and work tasks could be improved • Staying in touch with students 3 years after age 16 • Reliant on goodwill of community, employers and contacts who provide many activities for free • Communication with parents regarding careers education could be improved
OPPORTUNITIES	THREATS
<ul style="list-style-type: none"> • Changes in SLT • New curriculum model with PSHE in the timetable should assist careers education • Increased student numbers may lead to new contacts & opportunities • Consider having student and staff careers champions • Ensure student careers research / LMI learning continues • Ensure students are recording their own experiences and skills • Continue inspiring students, particularly lower year groups, and PP/WBRI/SEN with the many wonderful activities our supporters provide 	<ul style="list-style-type: none"> • Continuing Effect of Covid 19 on: Students, Parents, Staff, Employers and HE / FE providers in General Health & Mental Health and GCSE results • Economic Downturn could affect willingness of businesses, universities & charities to engage with the school • Higher student numbers could adversely affect external providers being willing and able to run activities • Change of school day and curriculum model could affect the ability to engage with guest speakers and run careers activities • Lower ratios of disadvantaged students could adversely affect the support we get from some providers
<p>Key priority/action areas from SWOT:</p> <ul style="list-style-type: none"> • Continue to motivate and inspire disadvantaged students, white British and those needing extra help with careers activities and Personal Development Days • Improve students own research about careers and awareness of labour market information • Improve staying in touch with students, hopefully tracking them for at least 3 years after they leave us • Aim for all students to have an experience of a workplace or work with an employer on a work-based task • Improve communication with all stakeholders (students, parents, staff, providers and employers) about careers and RGS careers education 	

Reading Girls' School

Careers Action Plan for Strategic Objectives 2023-24

Review Date: September 2023

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"What are the problems we are trying to solve?" How are we going to do it?

Objective 1

Motivate and inspire disadvantaged students, white British and those needing extra help so that each and every student achieves their true potential

Actions, including CPD "What would solve the problem?"	Responsible "Who is responsible for each action?"	Time "When do you aim to have this completed by?"	Outcomes "What would success look like?"	Progress
Ensure students are aware of all options, and give them confidence to apply for the best option for them, by having personal guidance, research opportunities, and HE/FE and employer encounters	KTH	Ongoing	More WBRI, SEN, PP applying for Level 3 courses. Of PP 65% (same as non PP) Of WBRI 50% Of SEN 33%	
Ensure encounters are meaningful with preparation time, opportunities to ask questions, and time to reflect	KTH / STEM Coordinator / CSH	December 2023 and ongoing	Students and stakeholders have time to prepare, ask questions and reflect of their learning	
Ensure activities reflect a wide variety of disadvantages, SEN and circumstances so all needs are addressed	KTH	December 2023 and ongoing	More WBRI, SEN, PP applying for Level 3 courses. Of PP 65% (same as non PP) Of WBRI 50% Of SEN 33%	

Objective 2

Continue to improve students own research about careers, use of labour market information, and recording of their experiences and skills, so that each and every student is fully informed and makes the best choices for them personally

Actions, including CPD "What would solve the problem?"	Responsible "Who is responsible for each action?"	Time "When do you aim to have this completed by?"	Outcomes "What would success look like?"	Progress
Ensure time for online research is timetabled	KTH & CSH	Autumn 2023	Students will have taken part in personality, interests and skills questionnaires Students will have undertaken careers research If suitable, students can use these systems to record their careers and enterprise activities	All year groups took part in CareerPilot research in 2022/23. Needs to be scheduled for 2023/24
Ensure assemblies are delivered about Thames Valley labour market	KTH with pastoral team	Autumn 2023 year 11 Winter 2023/24 year 8 Other year groups to be scheduled	Students aware of the local employers and sectors local to Berkshire	
Achievements journals	CSH	Ongoing	Achievements journals used to record students careers, enterprise, pledge and enrichment activities	
Pledge workbooks	CSH	Ongoing	Pledge folders and workbooks show their enterprise activities in these lessons and record their skills they are developing	

Objective 3

Develop systems to improve staying in touch with students after they leave RGS to support ongoing review and evaluation of our careers programme

Actions, including CPD "What would solve the problem?"	Responsible "Who is responsible for each action?"	Time "When do you aim to have this completed by?"	Outcomes "What would success look like?"	Progress
Investigate use of LinkedIn. RGS would need a LinkedIn presence	KTH to liaise with JCL and SLT	Spring 2024	Students sign up and stay in touch Alumni built up	
Sending newsletters etc to previous students to stay in touch	KTH to liaise with JCL and SLT	December 2023		
Liaise with the schools and colleges that students move on to and encourage them to keep us posted of their destinations.	KTH	Autumn 2023 and ongoing	More easily informed of students' future destinations after completing the course they initially move on to	
Investigate having Data Sharing Agreements with colleges to enable sharing of information	KTH / Trust / Principal	December 2023		
Have a link on the website for ex students to contact RGS	KTH to liaise with JCL	December 2023		
Publish the action plan / timeline of procedures for tracking students	KTH	Spring 2024	Procedures known and understood by staff, parents, students and all stakeholders	

Objective 4

Aim for all students to have an experience of a workplace so that they can discover for themselves what the world of work is like and its expectations

Actions, including CPD "What would solve the problem?"	Responsible "Who is responsible for each action?"	Time "When do you aim to have this completed by?"	Outcomes "What would success look like?"	Progress
Advise students of virtual work experience opportunities	KTH	Ongoing	Students take up the opportunity to build their knowledge and skills	Inundated with offers! They are assessed and good quality ones sent on to students
Develop the Key stage 2 office helpers system to fulfil criteria for an experience of a workplace, including students finding out about the school as a workplace, opportunities to work with a variety of staff and jobs, and get feedback	KTH / Pastoral / Reception	December 2023	Students are more aware of the variety of work, tasks and jobs in school, and build their skills such as confidence and teamwork	
Investigate possibly reintroducing work experience in 2024 or beyond	CSH KTH	Summer 2024		
If available, consider visits to workplaces for PD Days, STEM etc	KTH	Ongoing	Students are more aware of the variety of work, tasks and jobs in the workplace, and build their skills such as confidence and teamwork. Targeted to particular student groups depending on availability	

Objective 5

Improve communication with all stakeholders to ensure all concerned are aware of where to find information, the opportunities available, and have a voice in improving the careers education offered

Actions, including CPD "What would solve the problem?"	Responsible "Who is responsible for each action?"	Time "When do you aim to have this completed by?"	Outcomes "What would success look like?"	Progress
Survey students to find out their current career hopes, dreams and aspirations	CSH with KTH and PSHE teachers and tutors	December 2023	Activities targetted to inform students about their preferences, and also to inform them of other opportunities and broaden their horizons	
Consider having careers education champions among the students, staff and parents	KTH with CSH	December 2023	Improved feedback from students, staff and parents about careers education	
Develop a careers education roadmap by year group to show the activities and progression	KTH with SSLT, Careers Champions	Spring 2024	All stakeholders more aware of the careers education students receive and how it progresses	
Improve the careers information on the school website with separate sections added for parents and staff	KTH to liaise with CSH, JCL, SLT, SSLT, Trust, Careers Champions	Spring 2024	Students, parents, staff, providers and employers can find out about the careers education offered at RGS	
Ensure all subjects incorporate careers in the curriculum	KTH to liaise with CSH, SLT and HoD	Spring 2024	Students are aware of why particular subjects are important for their future, how they are relevant in the workplace, and the opportunities they can lead to	
Improve noticeboard displays in school to ensure they are appealing to students	KTH to liaise with CSH and SSLT, Careers Champions	Spring 2024	Students can find out about careers education at RGS and options after GCSE	

Career Development Framework

Learning areas by Key Stage



Manage career

Explore possibilities

Grow throughout life

See the big picture

Balance life and work

Create opportunities

Manage career

Explore possibilities

See the big picture

Grow throughout life

Balance life and work

Create opportunities

Manage career

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Learning areas by Key Stage or Phase

	Key Stage 3	Key Stage 4	Post-16
 <p>Grow throughout life</p>	<ul style="list-style-type: none">• being aware of the sources of help and support available and responding positively to feedback• being aware that learning, skills and qualifications are important for career• being willing to challenge themselves and try new things• recording achievements• being aware of heritage, identity and values	<ul style="list-style-type: none">• responding positively to help, support and feedback• positively engaging in learning and taking action to achieve good outcomes• recognising the value of challenging themselves and trying new things• reflecting on and recording achievements, experiences and learning• considering what learning pathway they should pursue next• reflecting on their heritage, identity and values	<ul style="list-style-type: none">• actively seeking out help, support and feedback• taking responsibility for their learning and aiming high• seeking out challenges and opportunities for development• reflecting on and recording achievements, experiences and learning and communicating them to others• planning their next steps in learning and work• discussing and reflecting on the impact of heritage, identity and values
 <p>Explore possibilities</p>	<ul style="list-style-type: none">• being aware of the range of possible jobs• identifying common sources of information about the labour market and the education system• being aware of the main learning pathways (e.g. university, college and apprenticeships)• being aware that many jobs require learning, skills and minimum qualifications• being aware of the range of different sectors and organisations where they can work• being aware of the range of ways that organisations undertake recruitment and selection	<ul style="list-style-type: none">• considering what jobs and roles are interesting• researching the labour market and the education system• recognising the main learning pathways and considering which one they want to follow and how they will access and succeed in it• researching the learning and qualification requirements for jobs and careers that they are interested in• researching the range of workplaces and what it is like to work there• researching how recruitment and selection processes work and what they need to do to succeed in them	<ul style="list-style-type: none">• developing a clear direction of travel in their career and actively pursuing this• actively seeking out information on the labour market and education system to support their career• having a clear understanding of the learning pathways and qualifications that they will need to pursue their career• actively researching and reflecting on workplaces, workplace culture and expectations• analysing and preparing for recruitment and selection processes
 <p>Manage career</p>	<ul style="list-style-type: none">• being aware that career describes their journey through life, learning and work• looking forward to the future• imagining a range of possibilities for themselves in their career• being aware that different jobs and careers bring different challenges and rewards• managing the transition into secondary school and preparing for choosing their GCSEs• learning from setbacks and challenges	<ul style="list-style-type: none">• recognising the different ways in which people talk about career and reflecting on its meaning to them• building their confidence and optimism about their future• making plans and developing a pathway into their future• considering the risks and rewards associated with different pathways and careers• taking steps to achieve in their GCSEs and make a decision about their post-16 pathway• thinking about how they deal with and learn from challenges and setbacks	<ul style="list-style-type: none">• being able to describe the concept of career and say what it means to them• building their confidence and optimism about their future and acting on it• actively planning, prioritising and setting targets for their future• considering the risks and rewards of different pathways and career and deciding between them• managing the transition into the post-16 learning context and preparing for post-18 transitions• being proactive about being resilient and learning from setbacks
 <p>Create opportunities</p>	<ul style="list-style-type: none">• developing friendships and relationships with others• being aware that it is important to take initiative in their learning and life• being aware that building a career will require them to be imaginative and flexible• developing the ability to communicate their needs and wants• being able to identify a role model and being aware of the value of leadership• being aware of the concept of entrepreneurialism and self-employment	<ul style="list-style-type: none">• developing friendships and relationships and reflecting on their relationship to their career• starting to take responsibility for making things happen in their career• being able to reflect on and change their career ideas and the strategies that they are pursuing to achieve them• being willing to speak up for themselves and others• being able to discuss roles models and reflect on leadership• researching entrepreneurialism and self-employment	<ul style="list-style-type: none">• building and maintaining relationships and networks within and beyond the school• being proactive about their life, learning and career• being creative and agile as they develop their career pathway• representing themselves and others• acting as a leader, role model or example to others• considering entrepreneurialism and self-employment as a career pathway
 <p>Balance life and work</p>	<ul style="list-style-type: none">• being aware of the concept of work-life balance• being aware that physical and mental wellbeing are important• being aware of money and that individuals and families have to actively manage their finances• being aware of the ways that they can be involved in their family and community• being aware of different life stages and life roles• being aware of rights and responsibilities in the workplace and in society• recognising the injustices caused by prejudice, stereotypes and discrimination in learning and workplaces	<ul style="list-style-type: none">• reflecting on the different ways in which people balance their work and life• reflecting on their physical and mental wellbeing and considering how they can improve these• recognising the role that money and finances will play, in the decisions that they make and, in their life and career• recognising the role that they play in their family and community and considering how that might shape their career• considering how they want to move through different life stages and manage different life roles• developing knowledge of rights and responsibilities in the workplace and in society• identifying what they can do, individually and with others, to challenge prejudice, stereotyping and discrimination in learning and workplaces	<ul style="list-style-type: none">• planning for the kind of balance of work and life that they want• taking action to improve their physical and mental wellbeing• beginning to manage their own money and plan their finances (e.g. thinking about student loans)• actively shaping their involvement in their family and community as part of their career planning• planning for different life stages and considering the different life roles that they want to play• being aware of their role in ensuring rights and responsibilities in the workplace and in society• taking action to challenge prejudice, stereotypes and discrimination in learning and workplaces when they encounter them
 <p>See the big picture</p>	<ul style="list-style-type: none">• being aware of a range of different media, information sources and viewpoints• being aware that there are trends in local and national labour markets• being aware that trends in technology and science have implications for career• being aware of the relationship between career and the natural environment• being aware of the relationship between career, community and society• being aware of the relationship between career, politics and the economy	<ul style="list-style-type: none">• evaluating different media, information sources and viewpoints• exploring local and national labour market trends• exploring trends in technology and science• exploring the relationship between career and the environment• exploring the relationship between career, community and society	<ul style="list-style-type: none">• evaluating different media, information sources and viewpoints and reflecting on the best way to get information for their career• exploring and responding to local and national labour market trends• exploring and responding to trends in technology and science• exploring and responding to the relationship between career and the environment• exploring and responding to the relationship between career, community and society• exploring and responding to the relationship between career, politics and the economy



Careers Programme 2023-24

Review Date: September 2023
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To inspire every student to be happy, successful and aspirational , equipping them with a curiosity and love of learning and the social, moral and personal skills and qualities needed to access a broad range of opportunities to achieve their full potential in life, and act as responsible citizens of the world	By fostering a culture of academic excellence, kindness and respect for oneself and others By embedding deeper applied learning through sequential R.E.A.L curriculum experiences within and beyond the classroom.

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- To enable students to manage the transition from school to new roles and situations
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- To give all students the same opportunities so that each and every student achieves the best outcomes for them personally
- We will do this through lessons that are *Relevant, Engaging, Active Learning (REAL)* and our *Personal Development programme*. Key Stage 3 students will have regular *STEM* lessons to highlight relevant careers and learning and develop their skills.
- All students have an achievement record of their careers, enterprise, pledge and enrichment activities and achievements

The Careers Development Institute Framework

‘Career’ describes our journey through life, learning and work. We need to actively develop our careers to make the best of them. This process of career development takes skill as well as knowledge and the right attitude. Individuals need to work on career development skills throughout their lives. The Careers Development Framework has been developed by the Careers Development Institute with the Careers & Enterprise Company

Learning Objectives are a journey and show development

For a positive career and lifelong career development, you need to...

	Grow throughout life Grow throughout life by learning and reflecting on yourself, your background, and your strengths.
	Explore possibilities Explore the full range of possibilities open to you and learn about recruitment processes and the culture of different workplaces.
	Manage careers Manage your career actively, make the most of opportunities and learn from setbacks.
	Create opportunities Create opportunities by being proactive and building positive relationships with others.
	Balance life and work Balance your life at work with your wellbeing, other interests and your involvement with your family and community.
	See the big picture See the big picture by paying attention to how the economy, politics and society connect with your own life and career.

Careers Programme

An overview of the careers activities and also the learning aims & objectives for each year group are shown on the following pages. Please note that these are subject to Change

Parents are informed:

- of choices available to students for GCSE options
- of education and employment choices available to students after their GCSEs by email, with information on the website and at parents' evenings

Supporters and Providers

We work with **organisations** such as a careers advice service, the Careers & Enterprise Company, the University of Reading and Study Higher, as well as local 6th forms and colleges. We have good long term relationships with local **businesses**, such as Amazon, Cisco, KPMG and Thames Water, who provide volunteers from the world of work to help with events and activities.

The careers leader for Reading Girls School is

Please contact the **careers coordinator**:

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Primary Schools Careers Programme

Activities	Learning Aims & Objectives	Measures
<ul style="list-style-type: none"> Occasional Primary activities 	<ul style="list-style-type: none"> Improving skills such as teamwork and confidence Giving a taste of what secondary school is like to aid transition 	Impact on intake

Year 6 Careers Programme

Activities	Learning Aims & Objectives	Measures
<ul style="list-style-type: none"> Induction and transition activities involving team building, creative thinking and communication. 	<ul style="list-style-type: none"> Smoothing the transition into secondary school Improving skills and building relationships Being willing to challenge themselves and try new things Looking forward to the future 	Settling into school life

Year 7 Careers Programme

Activities	Learning Aims & Objectives	Measures
<ul style="list-style-type: none"> • Interpersonal skills, team building and careers activities on Personal Development Days • PSHE Lessons • STEM Lessons • Deeper Applied Learning across subjects with external providers • PLEDGE lessons and activities with charities and the community • One off events, such as workplace visits, when available and appropriate 	<ul style="list-style-type: none"> • Being willing to challenge themselves and try new things • Being aware of heritage, identity and values • Being aware of the range of possible jobs • Being aware that many jobs require learning, skills and minimum qualifications • Being aware that career describes their journey through life, learning and work • Managing the transition to secondary school • Developing friendships and relationships with others • Being aware it is important to take initiative in their learning and life • Being aware of money and that individuals and families have to actively manage their finances • Recognising the injustices caused by prejudice, stereotypes and discrimination in learning and workplaces • Being aware of a range of different media, information sources and viewpoints 	Settling into school life

Year 8 Careers Programme

Activities	Learning Aims & Objectives	Measures
<ul style="list-style-type: none"> • Interpersonal skills, team building and careers activities on Personal Development Days • PSHE Lessons • STEM Lessons • Deeper Applied Learning across subjects with external providers • PLEDGE lessons and activities with charities and the community • One off events, such as workplace and university visits, when available and appropriate • Group sessions on GCSE options and careers by qualified careers adviser from Adviza • Qualified careers adviser from Adviza available at options evening • Group Challenges such as Magistrates Court Mock Trial, depending on availability 	<ul style="list-style-type: none"> • Being aware of the sources of help and support available and responding positively to feedback • Being aware that learning, skills and qualifications are important for the future • Identifying common sources of information about the labour market and the education system • Being aware of the range of different organisations and sectors where they can work • Being aware of learning pathways such as university and apprenticeships • Imagining a range of possibilities for themselves in their career • Being aware that different jobs and careers bring different challenges and rewards • Preparing for choosing their GCSEs • Being aware that building a career will require them to be imaginative and flexible • Being aware of self-employment and entrepreneurialism • Recognising the injustices caused by prejudice, stereotypes and discrimination in learning and workplaces • Being aware that there are trends in local and national labour markets 	<p>Options choices show students choosing Ebacc subjects</p>

Year 9 Careers Programme

Activities	Learning Aims & Objectives	Measures
<ul style="list-style-type: none"> • Careers, Interpersonal skills and team building activities on Personal Development Days • PSHE Lessons • PLEDGE activities with charities and the community • One off events, such as workplace and university visits, when available and appropriate • Group Challenges such as Magistrates Court Mock Trial depending on availability 	<ul style="list-style-type: none"> • Positively engaging in learning and taking action to achieve good outcomes • Reflecting on their heritage, identity and values • Considering what jobs and roles are interesting to them • Researching the labour market and the education system • Learning from setbacks and challenges • Recognising the different ways people talk about careers and reflecting on its meaning to them • Considering the risks and rewards associated with different pathways and careers • Being willing to speak up for themselves and others • Being able to discuss role models and reflect on leadership • Recognising the role that they play in their family and community and considering how that might shape their career • Exploring local and national labour market trends 	<p>Exam Results</p> <p>Post 16 Options</p>

Year 10 Careers Programme

Activities	Learning Aims & Objectives	Measures
<ul style="list-style-type: none"> ● Personal guidance on post 16 choices and skills by qualified external careers adviser ● Careers activities on Personal Development Days such as workshops and talks ● PSHE Lessons ● PLEDGE lessons and activities with charities and the community ● Skills building activities on Personal Development Days ● Further and higher education fair in school in the autumn ● One off events, such as workplace and university visits, when available and appropriate 	<ul style="list-style-type: none"> ● Recognising the value of challenging themselves and trying new things ● Reflecting on and recording achievements, experiences and learning ● Researching the learning and qualification requirements for jobs and careers that interested them ● Researching the range of workplaces and what it is like to work there ● Building their confidence and optimism about their future ● Developing friendships and relationships and reflecting on their relationship to their career ● Researching self-employment and entrepreneurialism ● Reflecting on their physical and mental wellbeing and considering how they can improve these ● Recognising the role the money and finance will play in the decisions that they make and in their life and career ● Identifying what they can do, individually and with others, to challenge prejudice, stereotyping and discrimination in learning and workplaces ● Exploring the relationship between career, community and society 	<p>Exam Results</p> <p>Post 16 options</p>

Year 11 Careers Programme

Activities	Learning Aims & Objectives	Measures
<ul style="list-style-type: none"> • Further and higher education fair in school in the autumn • Qualified careers adviser available for 1:1 support if needed • Information sent to students and parents, and available on school websites, regarding options after GCSEs • PSHE Lessons • Careers activities such as workshops and talks on Personal Development Days • FE and careers stands at parents evenings • Qualified careers adviser available at parents evenings • CV Writing workshops • Qualified careers adviser available on results day 	<ul style="list-style-type: none"> • Responding positively to help, support and feedback • Recognising the main learning pathways and considering which one they want to follow and how they will succeed in it • Researching how recruitment and selection processes work and what they need to do to succeed in them • Making plans and developing a pathway into their future • Thinking about how they deal with and learn from challenges and setback • Starting to take responsibility for making things happen in their career • Being able to reflect on and change their career ideas and the strategies that they are pursuing to achieve them • Reflecting on the different ways in which people balance their work and life • Developing knowledge of rights and responsibilities in the workplace and in society • Identifying what they can do, individually and with others, to challenge prejudice, stereotyping and discrimination in learning and workplaces • Evaluating different media, information sources and viewpoints 	<p>GCSE Results</p> <p>Post 16 Options</p> <p>Destinations data</p>