



Succeeding Together

Name of Policy	Careers Education Plan 2025-26
Scope of Policy	This policy applies to all students
Approved by	Principal
Date of Approval	September 2025
Review period	1 year
Next Review Date	September 2026

Careers Education Plan 2025-26

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Introduction

The careers leader is:

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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: 2024 6 students
2023 3 students; 2022 1 student; 2021 0%; 2020 1%, 2019 1%; 2018 0%
- In 2024, 5% of students went on to work or an apprenticeship, mostly with Chiltern Training. The majority of students went on to college or 6th form including Kendrick, Maiden Erlegh, Reading College, Henley College, LittleHeath, and Bulmershe, about 60% choosing STEM related courses.
- Most students with special education needs, those receiving Pupil Premium funding, and White British students went to Reading College
- In 2024, 63% of all students went on to Level 3 Courses, including A Levels, vocational Courses and apprenticeships. Of Pupil Premium students, 43% went on to Level 3 Courses. Of White British students this number was 31%, and for SEN students it was 30%.

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. The school's scores at July 2025 are shown below. While we are doing some excellent work, we are always looking for ways to improve what we do. Also, the Gatsby Benchmarks have been updated and we will be working towards implementing the Government's new statutory guidance

- **Benchmark 1 – A stable careers programme - 100%**
Feedback about last year's careers education plan was sought from all stakeholders. Staff are more aware of the importance of careers education. The website has been improved to have information aimed at 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 in PSHE lessons
- **Benchmark 3 – Addressing the needs of each pupil 100%**
Students have been issued with workbooks for PSHE to record their careers and personal development activities. We are working to improve tracking of students for 3 years after they leave RGS
- **Benchmark 4 – Linking curriculum learning to careers 100%**
Careers education is included in the core subjects and PSHE and we are still working to improve this and ensure it is included in all 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, curriculum learning, house challenges, STEM days and other events
- **Benchmark 6 – Experiences of workplaces – 100%**
RGS does not run traditional work experience and home-working and home-working has curtailed many opportunities. However, Year 7s and 8s get experience as helpers for

Reception and the Pastoral team. There are work based activities, some with employers, in some lessons, PD days STEM days, house challenges, and after school clubs. We have introduced more careers activities with employers in PSHE in KS4, and there have been workplace visits for many students. Good quality work experience opportunities are advertised to students and they are encouraged to take part.

- **Benchmark 7 – Encounters with further and higher education – 100%**

Students have meaningful encounters with further and higher education during Personal Development Days, and other activities and many visit universities. We ensure there are opportunities for encounters with apprenticeship providers and independent training providers with assemblies, the FE Fair, and other events.

- **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 guidance 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 and Berkshire
 - The Thames Valley normally has low levels of unemployment. Professional jobs dominate the job market in Berkshire
 - 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: Construction and the Built Environment; Health and Life Sciences; Care; Screen Industries; Haulage and Logistics; ICT
- Further information about Labour Market Information is available through the Office for National Statistics, or [Berkshire Opportunities](#)

Changes over recent years 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 children's education, their literacy and numeracy, attendance at school, and personal development and social skills are unknown. Numbers suffering from **mental health** issues have increased, and work practices have changed with many more people now being **home based workers** or working regularly from home

Our Vision:

School Vision <i>(The purpose of the school)</i>
<p>We envision a community where every young person is encouraged to explore, question, and grow, with a spirit of curiosity as our guide. We foster an inclusive environment where happiness and resilience flourish, nurturing lifelong learners who are independent, brave and encouraged to take risks that enable them to fulfil their potential.</p> <p>We aim to cultivate responsible, global citizens who are connected to the world around them. Through our holistic approach to education, we inspire students to take an active role in the school and wider community..</p>
Core Values <i>(The way we do it)</i>
<p>Kindness & Respect - shape how we care and support one another</p> <p>Excellence - in every classroom, in every subject, every opportunity</p> <p>Empowerment – giving our girls the skills, voice and confidence to thrive</p>

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 inform students and parents of the wide range of opportunities, job roles, workplaces, and career paths
- 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 help them develop 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 PSHE lessons and careers in the curriculum
- 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 meaningful and varied opportunities with time to prepare and reflect 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 and our Personal Development programme. Students take part in STEM activities to highlight relevant careers and learning and develop their skills.

Key Strategic Objectives for Careers Education

- Embed careers at the heart of education and further improve careers in the curriculum
- Continue to improve education about careers and skills and use data intelligence and questionnaires, to ensure there is inclusion and impact for each and every young person and ambition and relevance for all, so that every student takes their best next step.
- Review encounters to ensure they are meaningful with time to prepare and reflect and show the wide range of careers and pathways
- Review experiences of workplaces, aiming to build offering to meet the new statutory guidance, and ensuring encounters are meaningful
- Improve communication with all stakeholders (students, staff, providers and employers, and particularly parents) about careers and RGS careers education

Feedback, Monitoring and Evaluation

Feedback on activities

- PSHE workbooks and Pledge/STEM/Personal Development workbooks
- Exit polls – such as Yes/No as for lessons, thumbs up/down, etc
- Discussions with Student Leadership Team
- Staff feedback
- External visitor feedback
- 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
- Liaising and discussion with external bodies such as CEC
- 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 activities
- Behaviour figures for PD Days, STEM activities
- Attainment

Gatsby Benchmarks for Good Careers Guidance

In 2014, a report was published, by The Gatsby Foundation titled “Good Career Guidance.” The report identified eight benchmarks that are the core dimensions of good careers and enterprise provision in schools. Ten years on from when they were first published, the benchmarks were reviewed and updated in 2024

The Gatsby Benchmarks

THE CAREERS &
ENTERPRISE
COMPANY



Benchmark 1

A stable careers programme



Benchmark 2

Learning from career and labour market information



Benchmark 3

Addressing the needs of each young person



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

More information about the Gatsby Benchmarks is available through:

[The Careers & Enterprise Company](#)

[The Gatsby Foundation](#)

This graph shows your latest evaluation results along with your progress and how your plans are impacting your Compass score.

Gatsby Benchmark	Latest Evaluation	Total achievement
1-A stable careers programme	100%	100%
2-Learning from career and labour market information	100%	100%
3-Addressing the needs of each pupil	100%	100%
4-Linking curriculum learning to careers	100%	100%
5-Encounters with employers and employees	100%	100%
6-Experiences of workplaces	100%	100%
7-Encounters with further and higher education	100%	100%
8-Personal guidance	100%	100%

■ Reached 1% - 99%
 ■ Reached 100%

This report was generated from Compass+ for Reading Girls' School, by Kate Thomson on July 9th 2025 at 15:38.

If you think there is something wrong with the content of this report, please contact us at compassplus@careersandenterprise.co.uk.

RGS Destinations Trends

	2024				2023				2022			
Post 16 Course Level	% Whole Cohort	% Disadvantaged	% SEND	% White British	% Whole Cohort	% Disadvantaged	% SEND	% White British	% Whole Cohort	% Disadvantaged	% SEND	% White British
Level 1	6.52%	14.29%	15.91%	17.24%	8.00%	9.09%	16.67%	11.11%	4.35%	6.67%	28.57%	13.33%
Level 2	21.74%	32.65%	43.18%	37.93%	14.67%	27.27%	50.00%	22.22%	11.59%	13.33%	14.29%	6.67%
Level 3	63.04%	42.86%	29.55%	31.03%	76.00%	63.64%	33.33%	66.67%	84.06%	80.00%	57.14%	80.00%
Level unknown	8.70%	10.29%	11.36%	13.79%	1.33%							
A Levels	59.02%	13.11%	20.00%	17.39%	68.42%	43.48%	66.67%	50.00%	71.43%	78.57%	33.33%	46.67%
STEM	59.84%	48.78%	37.14%	30.43%	61.33%	52.17%	33.33%	30.00%	52.11%	50.00%	42.86%	21.43%
Level 3 Course	63.04%	42.86%	29.55%	31.03%	76.00%	63.64%	33.33%	66.67%	84.06%	80.00%	57.14%	85.71%
Vocational	27.05%	13.93%	57.14%	65.22%	31.58%	56.52%	33.33%	50.00%	28.57%	21.49%	66.67%	53.33%
Apprenticeship	3.28%	1.64%	5.71%	4.35%	1.25%	3.85%	1.45%	0.00%	4	1	0	1

RGS Strength of Careers Education Provision - Analysis Summer 2025

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

Features: 2024-25: Progressive programme, Each & Every Student Level Tracking, Informed by Stakeholder voice, Known and Understood, Informed by Evaluation, SLT/Gov/HT and stakeholder 'buy-in'

<p style="text-align: center;">STRENGTHS</p> <ul style="list-style-type: none"> • Good relationships with many local employers, HE / FE providers and other organisations who take part in activities, workshops, assemblies, etc • Stable and progressive careers programme with Personal Development Days a focus for careers and PSHE • Pledge, STEM Days, House competitions, and many other opportunities develop students' personal skills with relevant, engaging, active learning • Students are encouraged to succeed regardless of background, ethnicity, gender, SEN, or disabilities • 6th form has reopened 	<p style="text-align: center;">WEAKNESSES</p> <ul style="list-style-type: none"> • Finance / school budgets; and staff workload & conflicting priorities • PP / WBRI / SEN still tend to be less ambitious in their destinations • Careers activities and encounters haven't always had sufficient time to prepare and reflect • Staying in touch with students for 3 years after age 16 is problematic • Reliant on goodwill of community, employers and contacts who provide many activities for free • Communication with parents regarding careers education could be improved • 6th form reopening is taking time and energy of staff from other activities
<p style="text-align: center;">OPPORTUNITIES</p> <ul style="list-style-type: none"> • New Statutory Guidance gives an opportunity to review careers education and embed it across the school and work towards new guidelines • Review careers encounters and activities and ensure they are meaningful • Aim for all students to have 10 days of work-related learning, 5 days in KS3 and 5 days in KS4 • Further Improve communication re careers, particularly for parents, and also information display and website • Continue informing students of all options, particularly lower year groups, and those needing extra support, so each and every young person succeeds • 6th form reopening may help tracking students 	<p style="text-align: center;">THREATS</p> <ul style="list-style-type: none"> • Continuing effect of Covid 19 on health, particularly mental health, of all stakeholders, affecting student attendance, involvement and GCSE results • Students who have persistent absence or mental health issues need more help but are not in school to receive it • Economic downturn has affected the willingness and ability of businesses, universities, charities, etc to engage with the school • Time and budgets • No backup or succession plan for the careers coordinator role • 6th form reopening could potentially be a threat if it fails
<p style="text-align: center;">Key priority/action areas from SWOT:</p> <ul style="list-style-type: none"> • Embed careers at the heart of education and further improve careers in the curriculum • Continue to improve education about careers and skills and use data intelligence and questionnaires, to ensure there is inclusion and impact for each and every young person and ambition and relevance for all, so that every student takes their best next step. • Review encounters to ensure they are meaningful with time to prepare and reflect and show the wide range of careers and pathways • Review experiences of workplaces, aiming to build offering to meet the new statutory guidance, and ensuring such activities are meaningful • Improve communication with all stakeholders (students, staff, providers and employers, and particularly parents) about careers and RGS careers education 	



Careers Programme 2025-26

An overview of the careers activities for each year group are shown on the following pages. Please note that these are subject to change

The aims and learning objectives of the careers programme for each year group are also shown. These are based on the Careers Development Institute Framework and linked to the school's PSHE curriculum

Parents are informed:

- of choices available to students for GCSE options
- of education and employment choices available to students after their GCSEs
- information about careers for parents is on the school website in the section about Careers and Life after RGS
- Careers Coordinator will be available at parents' evenings as students approach a moment of choice, and also the careers adviser on some occasions

Supporters and Providers

We work with **organisations** such as a careers advice service, the Careers & Enterprise Company, and universities, as well as local 6th forms and colleges. We have good long-term relationships with local **businesses**, such as FSP, Cisco, Ericsson, Rutherford Appleton Laboratory, AWE and Thames Water, who provide volunteers from the world of work to help with events and activities.

Careers Adviser

We have a contract with Education Development Trust to provide

- Careers guidance for students, to inform students and help them make their best next step
- Support and information for the careers leader

Careers Leader

Please contact the **careers coordinator**: Kate Thomson

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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.

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 confidenceGiving 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 schoolImproving skills and building relationshipsBeing willing to challenge themselves and try new thingsLooking 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, 9th December and 17th June ● PSHE Lessons, including labour market information and online research about careers ● STEM events ● House activities and challenges ● Careers in the curriculum ● PLEDGE activities for the school and wider community ● Assemblies with guest speakers ● One off events, such as workplace visits, when available and appropriate ● Workplace experience as runners 	<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 	<p>Settling into school life</p>

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, 12th February and 7th May ● PSHE Lessons, including labour market information and online research about careers ● Spotlight on Careers event on 3rd March ● Group sessions on GCSE options and careers by a qualified careers adviser ● Qualified careers adviser available at options evening ● Presentation by a further education or training provider ● STEM Activities ● House Activities ● 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 Challenges such as Magistrates Court Mock Trial, depending on availability ● Workplace experience as runners 	<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 and the best choices for them</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, 19th November and 17th April ● PSHE Lessons, including labour market information and online research about careers ● Presentation by a further education or training provider ● STEM Activities ● House Activities ● 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>Settling into their 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, Interpersonal skills and team building activities on Personal Development Days 14th October and 28th April ● PSHE Lessons, including labour market information and online research about careers ● Presentations about further education and apprenticeships ● Employers visiting PSHE lessons for workplace activities ● STEM Activities ● House Activities to develop skills ● PLEDGE 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 education fair in school in the autumn term, 6th November ● 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, including labour market information and online research about careers ● Practice interviews with employers in January ● House Activities to develop personal skills ● FE and careers stands at some 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>

Year 12 Careers Programme

Activities	Learning Aims & Objectives	Measures
<ul style="list-style-type: none"> ● Personal careers guidance with the school's careers adviser ● Invited to attend the Further Education Fair and assemblies with apprenticeship providers and employers ● Careers talks and events with employers and higher education ● Workplace visits ● University visits ● Careers adviser available at some parents evenings 	<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 ● 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 ● Being able to describe the concept of career and what it means to them ● Building their confidence and optimism about their future and acting on it ● Managing the transition into the post-16 learning context ● Being proactive about being resilient and learning from setbacks ● Being proactive about their life, learning and career ● Acting as a leader, role model and example to others ● Taking action to improve their physical and mental wellbeing ● Beginning to manage their own money and plan their finances ● Evaluating different media, information sources and viewpoints and reflecting on the best way to get information for their career 	<p>Exam results</p> <p>Options being considered for after A Levels</p>

Careers Programme Overview 2025/26 Reading Girls' School

THE CAREERS &
ENTERPRISE
COMPANY

Vision Statement

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

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Milestones and Learning Outcomes

Key Events and Experiences

Year 11

Responding positively to help
Considering main pathways
Researching recruitment
Making and developing plans

Year 10

Building confidence
Researching range of careers
Reflecting on achievements
Challenging themselves

Year 9

Positively engaging in learning
Considering different jobs and
roles and the labour market
Learning from setbacks

Year 8

Identifying sources of
information and help
Learning about different paths
Preparing to choose GCSEs

Year 7

Trying new things
Starting their journey through
life, learning and work
Developing friendships and
independence in their learning

Year 11

Further Education Fair
Apply for next stage of education
Practice interviews with employers
GCSEs taken!

Year 10

Careers advice sessions
Activities with employers
Considering options after
GCSE

Year 9

GCSE courses started
Activities to develop skills
Considering their skills and
values for future careers

Year 8

Options workshops with the
careers adviser
options activities in school
Choosing GCSEs

Year 7

Settling into secondary school

Inspiring and preparing young
people for the world of work.