



Careers Education Action Plan 2020-21

Review Date: September 2020
Next Review Date: September 2021

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Introduction

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Provider Access Policy

For colleges and education providers, the Provider Access Policy is on the Policies section of Reading Girls' School website

Current State

Destinations Data

- NEET: 1% 2019, 0% 2018, 0% 2017
- Kendrick, Maiden Erlegh & Reading College were main destinations 2019
- 2019 most SEN, PP and WBRI went to Reading College and some to Chiltern Training
- 65% of all students went on to Level 3 Courses. Of Pupil Premium students 50% went on to Level 3 Courses, of White British students 33% went on to Level 3 courses, and of SEN students this number reduced to 11%.

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 - 88%**
Information specifically for teachers is not currently on the website & feedback about the careers plan for 2019-20 was not specifically sought from teachers
- **Benchmark 2 – Learning from career and labour market information 80%**
Students research opportunities about careers and labour market information should be improved
- **Benchmark 3 – Addressing the needs of each pupil 81%**
Students own record keeping about their careers and enterprise activities should be improved as should tracking them for 3 years after they leave RGS
- **Benchmark 4 – Linking curriculum learning to careers 93%**
There is room for improvement in some subjects for careers in the curriculum
- **Benchmark 5 – Encounters with employers and employees – 100%**
Students in each academic year have meaningful encounters with employers and employees during PD Days, Deeper Applied Learning, STEM days and other activities
- **Benchmark 6 – Experiences of workplaces – 25%**
RGS does not currently run work experience but Year 8s get some experience as Reception helpers and some students have workplace visits
- **Benchmark 7 – Encounters with further and higher education – 100%**
Students in each academic year have meaningful encounters with further and higher education during PD Days, Deeper Applied Learning, STEM days and other activities
- **Benchmark 8 – Personal guidance - 50%**
All students have group sessions with a qualified careers adviser at key decision points, and some students have a personal interview, and this could be improved by all students having a personal interview before they are 16

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 STEAM subjects and careers are sought after and 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, Science & Technology, Health & Social Care, Wholesale & Retail, Construction, Professional Services, Support Services, Education
 - As at June 2020, with the Covid 19 pandemic and lockdown,
 - the sectors holding up are: Pharmaceutical & Medical, IT, Business Services, Logistics, Food Retail, Health & Social Care, and Cleaning Services.
 - The industries at risk include: Hospitality & Tourism, Arts, Entertainment & Recreation, Admin, Aviation & Aerospace, Non-food Retail, and Construction
- Further information about Labour Market Information is available through the Office for National Statistics or the LMI for All website

Covid19

The pandemic and lockdown will effect Students, Parents, Staff, Governors, local Employers and further and higher education providers.

The consequences on general health and on mental health could take some time to be fully apparent.

As GCSEs did not take place this summer and grades are calculated this could affect results.

There is a predicted economic downturn which could affect the willingness and ability of businesses, further/higher education and charities to engage with schools. Most are trying to arrange virtual activities which could have some positives as well as negative outcomes.

Key Strategic Objectives for Careers Education

- Motivate and inspire disadvantaged students, white British and those needing extra help so that each and every student achieves their true potential
- Improve Students own research about careers, use of labour market information, and recording of their experiences and skills so that each and every student are 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
- 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
- All students to have a personal careers guidance interview before the age of 16 with a qualified, impartial careers adviser
- Continue the other good careers education activities so that all students are motivated to achieve in their career, life and education.

Our Vision:

Each and every student will achieve their true potential and be prepared for the ever changing world of work

Vision <i>(The purpose of the school)</i>	Core Values <i>(The way we do it here)</i>
To equip every student with the lifelong knowledge and personal skills needed to access a broad range of opportunities in the next stage of their lives.	By fostering a culture of deeper applied learning through sequential R.E.A.L curriculum experiences within and beyond the classroom.

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 Days*. Key Stage 3 students will have regular *STEM* days to highlight relevant careers and learning and develop their skills.

Feedback, Monitoring and Evaluation

Feedback on events

- Exit polls – such as Yes/No as for REAL lessons, Thumbs up/down, etc
- Discussions with Student Leadership Team
- Pledge/STEM/PD Day 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 KPMG, our Enterprise Adviser (Redwood Technologies), CISCO, Thames Water
- 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
- Staff surveys
- GCSE results
- Destinations Data
- Attendance figures for PD Days, STEM days
- Behaviour figures for PD Days, STEM days
- Attainment