



# **Careers Education Plan 2022-23**

Review Date: September 2022  
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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](#)

# Current State

## Destinations Data

- NEET: 2021 0, 2020 1%, 2019 1%, 2018 0%
- In 2021, ex-students went on to a wide variety of colleges and 6<sup>th</sup> forms including Kendrick, Maiden Erlegh, Reading College, Henley College, Highdown, Bulmershe, Chiltern College, and two students got scholarships to private schools.
- Most SEN, Pupil Premium and White British students went to Reading College
- In 2021, 71% of all students went on to Level 3 Courses, including A Levels, vocational Courses and apprenticeships. Of Pupil Premium students, 53% went on to Level 3 Courses. 27% of White British students went on to Level 3 courses, and for SEN students this number was 0%.

## 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 2021-22 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 Coronavirus many curtailed 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 GCSE. All students in year 10 have a personal interview 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 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 & 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 other consideration

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.

GCSEs did not take place again this summer and grades are based on teacher assessments.

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.

## **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
- 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
- Continue the other good careers education activities so that all students are motivated to achieve in their career, life and education.

## Our Vision:

<b>Vision</b> <i>(The purpose of the school)</i>	<b>Core Values</b> <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 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 Days*. Key Stage 3 students will have regular *STEM* days to highlight relevant careers and learning and develop their skills.
- All students have an Achievement Log to record their careers, enterprise, pledge and enrichment activities and achievements.

# 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