# Careers Programme 2026-27

An overview of the careers activities for each year group is 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, Syngenta, 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
Email: kthomson@readinggirlsschool.net
Phone: 0118 9861336

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

# Year 6 Careers Programme

| Activities | Learning Aims & Objectives | Measures |
|---|---|---|
| ● Induction and transition activities involving team building, creative thinking and communication. | ● Smoothing the transition into secondary school<br>● Improving skills and building relationships<br>● Being willing to challenge themselves and try new things<br>● Looking forward to the future | Settling into school life |

# Year 7 Careers Programme

| Activities | Learning Aims & Objectives | Measures |
|---|---|---|
| • Interpersonal skills, team building and careers activities on Personal Development Days, 1st December and 9th June<br>• PSHE Lessons, including labour market information and online research about careers<br>• STEM events<br>• House activities and challenges<br>• Careers in the curriculum<br>• PLEDGE activities for the school and wider community<br>• Assemblys with guest speakers<br>• One off events, such as workplace visits, when available and appropriate<br>• Workplace experience as runners | • Being willing to challenge themselves and try new things<br>• Being aware of heritage, identity and values<br>• Being aware of the range of possible jobs<br>• Being aware that many jobs require learning, skills and minimum qualifications<br>• Being aware that career describes their journey through life, learning and work<br>• Managing the transition to secondary school<br>• Developing friendships and relationships with others<br>• Being aware it is important to take initiative in their learning and life<br>• Being aware of money and that individuals and families have to actively manage their finances<br>• Recognising the injustices caused by prejudice, stereotypes and discrimination in learning and workplaces<br>• 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 |
|---|---|---|
| • Interpersonal skills, team building and careers activities on Personal Development Days, 13th January and 17th May<br>• PSHE Lessons, including labour market information and online research about careers<br>• Careers day on 5th March<br>• Group sessions on GCSE options and careers by a qualified careers adviser<br>• Qualified careers adviser available at options evening<br>• Presentation by a further education or training provider<br>• STEM Activities<br>• House Activities<br>• Deeper Applied Learning across subjects with external providers<br>• PLEDGE lessons and activities with charities and the community<br>• One off events, such as workplace and university visits, when available and appropriate<br>• Group Challenges such as Magistrates Court Mock Trial, depending on availability<br>• Workplace experience as runners | • Being aware of the sources of help and support available and responding positively to feedback<br>• Being aware that learning, skills and qualifications are important for the future<br>• Identifying common sources of information about the labour market and the education system<br>• Being aware of the range of different organisations and sectors where they can work<br>• Being aware of learning pathways such as university and apprenticeships<br>• Imagining a range of possibilities for themselves in their career<br>• Being aware that different jobs and careers bring different challenges and rewards<br>• Preparing for choosing their GCSEs<br>• Being aware that building a career will require them to be imaginative and flexible<br>• Being aware of self-employment and entrepreneurialism<br>• Recognising the injustices caused by prejudice, stereotypes and discrimination in learning and workplaces<br>• Being aware that there are trends in local and national labour markets | Options choices show students choosing best choices for their next step<br><br>Exam Results |

# Year 9 Careers Programme

| Activities | Learning Aims & Objectives | Measures |
|---|---|---|
| • Careers, Interpersonal skills and team building activities on Personal Development Days, 22nd March and 30th June<br>• PSHE Lessons, including labour market information and online research about careers<br>• Presentation by a further education or training provider<br>• STEM Activities<br>• House Activities<br>• PLEDGE activities with charities and the community<br>• One off events, such as workplace and university visits, when available and appropriate<br>• Group Challenges such as Magistrates Court Mock Trial depending on availability | • Positively engaging in learning and taking action to achieve good outcomes<br>• Reflecting on their heritage, identity and values<br>• Considering what jobs and roles are interesting to them<br>• Researching the labour market and the education system<br>• Learning from setbacks and challenges<br>• Recognising the different ways people talk about careers and reflecting on its meaning to them<br>• Considering the risks and rewards associated with different pathways and careers<br>• Being willing to speak up for themselves and others<br>• Being able to discuss role models and reflect on leadership<br>• Recognising the role that they play in their family and community and considering how that might shape their career<br>• Exploring local and national labour market trends | Exam Results<br><br>Settling into their Post 16 Options<br><br>Attendance |

# Year 10 Careers Programme

| Activities | Learning Aims & Objectives | Measures |
|---|---|---|
| • Careers guidance on post 16 choices and skills by qualified external careers adviser<br>• Careers, Interpersonal skills and team building activities on Personal Development Days 9th February and 27th April<br>• PSHE Lessons, including labour market information and online research about careers<br>• Presentations about further education and apprenticeships<br>• Employers visiting PSHE lessons for workplace activities<br>• STEM Activities<br>• House Activities to develop skills<br>• PLEDGE activities with charities and the community<br>• Skills building activities on Personal Development Days<br>• Further and higher education fair in school in the autumn<br>• One off events, such as workplace and university visits, when available and appropriate | • Recognising the value of challenging themselves and trying new things<br>• Reflecting on and recording achievements, experiences and learning<br>• Researching the learning and qualification requirements for jobs and careers that interested them<br>• Researching the range of workplaces and what it is like to work there<br>• Building their confidence and optimism about their future<br>• Developing friendships and relationships and reflecting on their relationship to their career<br>• Researching self-employment and entrepreneuralism<br>• Reflecting on their physical and mental wellbeing and considering how they can improve these<br>• Recognising the role the money and finance will play in the decisions that they make and in their life and career<br>• Identifying what they can do, individually and with others, to challenge prejudice, stereotyping and discrimination in learning and workplaces<br>• Exploring the relationship between career, community and society | Exam Results<br><br>Post 16 options |

# Year 11 Careers Programme

| Activities | Learning Aims & Objectives | Measures |
|---|---|---|
| ● Further and education fair in school in the autumn term, 13 November<br>● Qualified careers adviser available for 1:1 support if needed<br>● Information sent to students and parents, and available on school websites, regarding options after GCSEs<br>● PSHE Lessons, including labour market information and online research about careers<br>● Practice interviews with employers<br>● House Activities to develop personal skills<br>● FE and careers stands at some parents evenings<br>● CV Writing workshops<br>● Qualified careers adviser available on results day | ● Responding positively to help, support and feedback<br>● Recognising the main learning pathways and considering which one they want to follow and how they will succeed in it<br>● Researching how recruitment and selection processes work and what they need to do to succeed in them<br>● Making plans and developing a pathway into their future<br>● Thinking about how they deal with and learn from challenges and setback<br>● Starting to take responsibility for making things happen in their career<br>● Being able to reflect on and change their career ideas and the strategies that they are pursuing to achieve them<br>● Reflecting on the different ways in which people balance their work and life<br>● Developing knowledge of rights and responsibilities in the workplace and in society<br>● Identifying what they can do, individually and with others, to challenge prejudice, stereotyping and discrimination in learning and workplaces<br>● Evaluating different media, information sources and viewpoints | GCSE Results<br><br>Post 16 Options<br><br>Destinations data |

# Year 12 Careers Programme

| Activities | Learning Aims & Objectives | Measures |
|---|---|---|
| • PSHE lessons<br>• Personal careers guidance with the school's careers adviser<br>• Invited to attend the Further Education Fair and assemblys with apprenticeship providers and employers<br>• Careers talks and events with employers and higher education<br>• Workplace visits<br>• University visits<br>• Careers adviser available at some parents evenings<br>• Work Experience | • Actively seeking out help, support and feedback<br>• Taking responsibility for their learning and aiming high<br>• Seeking out challenges and opportunities for development<br>• Reflecting on and recording achievements, experiences and learning and communicating them to others<br>• Planning their next steps in learning and work<br>• Discussing and reflecting on the impact of heritage, identify and values<br>• Developing a clear direction of travel in their career and actively pursuing this<br>• Actively seeking out information on the labour market and education system to support their career<br>• Having a clear understanding of the learning pathways and qualifications that they will need to pursue their career<br>• Being able to describe the concept of career and what it means to them<br>• Building their confidence and optimism about their future and acting on it<br>• Actively planning, prioritising and setting targets for their future<br>• Considering the risks and rewards of different pathways and careers and deciding between them<br>• Managing the transition into the post-16 learning context<br>• Building and maintaining relationships and networks within and beyond the school<br>• Being proactive about being resilient and learning from setbacks | **Exam results**<br><br>**Options being considered for after A Levels** |

| | | |
|---|---|---|
| | ● Being creative and agile as they develop their career pathway<br>● Representing themselves and others<br>● Considering entrepreneurialism and self-employment as a career pathway<br>● Planning for the kind of balance of work and life that they want<br>● Taking action to improve their physical and mental wellbeing<br>● Beginning to manage their own money and plan their finances<br>● Actively shaping their involvement in their family and community as part of their career planning<br>● Planning for different life stages and considering the different life roles that they want to play<br>● Being aware of their role in ensuring rights and responsibilities in the workplace and society<br>● Taking action to challenge prejudice, stereotypes and discrimination in learning and workplaces when they encounter them<br>● Evaluating different media, information sources and viewpoints and reflecting on the best way to get information for their career<br>● Exploring and responding to:<br>o local and national labour market trends;<br>o trends in technology and science<br>o the relationship between career and the environment<br>o the relationship between career, community and society<br>o the relationship between career, politics and the economy | |

# Year 13 Careers Programme

| Activities | Learning Aims & Objectives | Measures |
|---|---|---|
| ● PSHE Lessons<br>● Personal careers guidance with the school's careers adviser<br>● Invited to attend the Further Education Fair and assemblys with apprenticeship providers and employers<br>● Careers talks and events with employers and higher education<br>● Workplace visits<br>● UCAS support | ● Actively seeking out help, support and feedback<br>● Reflecting on and recording achievements, experiences and learning and communicating them to others<br>● Actively researching and reflecting on workplaces, workplace culture and expectations<br>● Analysing and preparing for recruitment and selection processes<br>● Building their confidence and optimism about their future and acting on it<br>● Actively planning, prioritising and setting targets for their future<br>● Preparing for post 18 transitions<br>● Being proactive about being resilient and learning from setbacks<br>● Being proactive about their life, learning and career<br>● Representing themselves and others<br>● Acting as a leader, role model and example to others<br>● Beginning to manage their own money and plan their finances<br>● Planning for different life stages and considering the different life roles that they want to play<br>● Being aware of their role in ensuring rights and responsibilities in the workplace and society<br>● Evaluating different media, information sources and viewpoints and reflecting on the best way to get information for their career<br>● Exploring and responding to the relationship between career and the environment<br>● Exploring and responding to the relationship between career, community and society | **Exam results**<br>**Destination** |