



MILLOM SCHOOL

CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE STRATEGY

June 2018
To be reviewed: June 2019

Contents:

1. Context	p2
2. Key terminology	p3
3. Intended outcomes	p4
4. Careers education across the key stages	p5-7
5. Employers and the local market	p8-9
6. STEM	p10
7. Support for students with SEND	p11
8. Access to independent and impartial careers advice	p12
9. Evaluation of progress against Gatsby benchmarks	p13-17
10. Useful websites	p18
11. Points of contact	p19
12. References	p20

1. Context

The world of work is becoming increasingly complex and there is more pressure for young people to make important decisions about progression pathways and career goals earlier in their education. It is essential that the students of Millom School are equipped to take on these challenges. Effective careers education, information, advice and guidance across all key stages is fundamental to achieving this.

The DfE's statutory guidance 2017 [1] quotes:

“Every child should leave school prepared for life in modern Britain. This means ensuring academic rigour supported by excellent teaching, and developing in every young person the values, skills and behaviours they need to get on in life. All children should receive a rich provision of classroom and extra-curricular activities that develop a range of character attributes, such as resilience and grit, which underpin success in education and employment. High quality, independent careers guidance is also crucial in helping pupils emerge from school more fully rounded and ready for the world of work. Young people want and need to be well-informed when making subject and career decisions.”

The Gatsby Foundation's report into 'Good Career Guidance', which was a comprehensive piece of research collating best practice careers advice and guidance across secondary schools in the UK but also in six other countries, where careers guidance is considered 'good' [2], identified 8 benchmarks of good careers guidance. This is the basis for Careers Education, Information, Advice and Guidance (CEIAG) at Millom School:

- A stable careers programme
- Learning from career and labour market information
- Addressing the needs of each pupil
- Linking curriculum learning to careers
- Encounters with employers and employees
- Experiences of workplaces
- Encounters with further and higher education
- Personal guidance

At Millom School, we aim to prepare our students for the opportunities, responsibilities and experiences of life. We ensure that students have access to a well-developed programme of CEIAG through not only Personal Development (PD) lessons but also across the curricula and extra-curricular opportunities, such as Chill Zone activities and after school clubs, links with local employers, work-related learning and face-to-face guidance from an independent careers adviser.

2. Key terminology

The First Joint Report of the Business, Innovation and Skills and Education Committees for the House of Commons [3] defines the key terminology associated with CEIAG and it is important to make the distinction between careers education, information, advice and guidance:

Careers education – delivery of learning about careers as part of the curriculum e.g. through PSHE or embedded within the delivery of specific subjects.

Careers information – the provision of information and resources about courses, occupations and career paths.

Careers advice – more in depth explanation of information and how to access and use that information.

Careers guidance – deeper intervention, in which an individual's skills, attributes and interests are explored in relation to their career options e.g. through one-to-one interviews and personalized feedback or action planning.

Work-related learning – the provision of opportunities to develop knowledge and understanding of work and to develop skills of employability through direct experiences of work e.g. during the work experience placement in Year 10.

3. Intended outcomes

At Millom School we are proud not only of the careers education, information, advice and guidance we provide to our students but also of the resulting very low numbers of students who leave school as NEET (not in education, employment or training), a figure which, for 2015-16, is well below the UK national average. However, in this rapidly evolving aspect of the British education system, we are continually seeking ways to improve our careers offer in school. The intention of this strategy is to outline guidance to lead to the success of the following outcomes:

- Millom students are proactive in taking charge of their futures.
- Increased engagement with learning and improved attainment.
- Millom students are able to make more informed decisions about progression pathways and career choices.
- Students are more ready for employment and have opportunities to develop key employability skills.
- Students, their families and the community gain a more widespread understanding of lifelong learning
- Young people in Millom are more confident and resilient in times of change.
- Teachers and staff at Millom School are aware of their personal influence with regards to CEIAG and proactively seek opportunities to develop this.
- CEIAG is embedded across all the key stages and across the various curricula within school.
- Employers are engaged with the school and its pupils.

It is anticipated that learners will develop the following through CEIAG and that these three personal attributes will be central to the programme of CEIAG opportunities for the students of Millom School:

- *Self-awareness* – the ability to appraise qualities, skills, roles and responsibilities, interests, aptitudes and achievements with a view to making informed choices, relating well to others and building self-esteem.
- *Self-determination* – helping individuals to develop personal autonomy, boosting optimism and resilience, and empowering them to fulfill their aspirations, including career goals.
- *Self-improvement* – fostering a positive attitude to lifelong learning and understanding what has been learned, what to learn next and how best they learn, as well as valuing equality, diversity and inclusion.

[4]

4. CEIAG across the key stages

This section details the opportunities that students have to receive careers education, information, advice and guidance from years 7 through to 13.

Years 7 and 8

- opportunities to reflect on personal qualities
- opportunities to develop strong peer relationships
- identify strengths and areas for development
- find out about career areas and progression pathways post-14, post-16 and post-18
- develop an understanding of enterprise
- develop financial management skills
- learn about rights and responsibilities at work, including discrimination and stereotyping
- opportunities to work collaboratively and experience work-related learning on the Bungalow Project and other STEM activities
- at risk of NEET (RONI) students have personal guidance from Inspira
- group sessions from Inspira

Year 9

- further raise awareness of potential progression pathways – post-16 and post-18 options, including HE, FE, apprenticeships and employment opportunities
- guidance on the KS4 options procedure
- options assemblies and surveys
- year 9 Options Evening for parents and carers
- one to one interviews to advise on career goals and assist with KS4 options choices
- participate in a school's partnership project with Hello Future (University of Cumbria), Cumbria Collaborative Outreach Programme (CCOP) and the Furness Education Consortium (FEC)
- at risk of NEET (RONI) students have personal guidance from Inspira
- group sessions from Inspira
- access to Unifrog

Year 10

- year 10 Curriculum Evening for parents and carers
- support with CV and cover letter writing in PD
- support for apprenticeship applications
- work experience placement week, which pupils research and apply for themselves
- at risk of NEET (RONI) students have personal guidance from Inspira
- group sessions from Inspira
- access to Unifrog
- 'Build My Skills' package used in PD to include visiting employers

Year 11

- mock interviews with local employers and HE/FE links
- support with CV and cover letter writing in PD
- support with apprenticeship applications
- support with apprenticeship interviews and psychometric testing
- support with applications to FE
- impartial information about post-16 progression routes
- year 11 options assemblies to discuss possible courses post-16
- year 11 options interviews with local employers and HE links (one to one)
- participate in a school's partnership project with Hello Future (University of Cumbria), Cumbria Collaborative Outreach Programme (CCOP) and the Furness Education Consortium (FEC)
- access to National Citizenship Service (NCS), including NCS assemblies
- at risk of NEET (RONI) students have personal guidance from Inspira
- access to Unifrog

Years 12 and 13

- support with CV and cover letter writing
- support with apprenticeship applications
- support with apprenticeship interviews and psychometric testing
- an exploration of the local job market including Sellafield, BAE, GSK and Kimberly Clark
- support with applications to FE
- guidance and support through the UCAS application process, including personal statements
- specific support for students applying to medicine, dentistry, veterinary science and Oxbridge
- mock interviews for jobs and HE
- one to one support through the sixth form tutorial programme
- access to NCS scheme, including NCS assemblies
- support with applications to Dream Placement, including presentation from a Dream Placement representative
- advice and guidance on pursuing gap year options, including applying for and funding placements abroad
- advice and guidance on applying for student finance
- at risk of NEET (RONI) students have personal guidance from Inspira
- use of online career planner and job match (Plotr)
- commitment to 35 hours of voluntary work per year
- work experience placement in Y12
- university trips and visits
- opportunities to re-sit GCSE English and maths to achieve a 'good pass'

At Millom School, we believe it is essential that our students are actively engaged with a range of extra-curricular activities that will support their career progression. As such, we provide a myriad of opportunity for all of our students in all year groups to discover and pursue their personal interests and talents, which may be artistic and creative, scientific, community-based or sporting. This includes our Chill Zone activities, the School Activity Week, work experience week and the volunteering commitment of sixth form students. We also promote the National Citizen Service (NCS) and encourage our Year 11 and Year 12 students to apply. Working with local universities, we also promote summer schools and HE residential experiences, supporting our students with their applications. As firm believers in 'global citizenship' we also encourage our students to travel widely and there are several school trips per year that include travel abroad, as well as providing advice and guidance for structured and planned gap year opportunities.

5. Employers and the local market

Millom School work closely, not only with local employers but also with links in higher and further education. Employers include local companies, some of whom are national and international employers, thus providing a wealth of opportunities for the young people of Millom. Employers have an active role in the school community, providing support for mock interviews, work experience and the Careers Fair, as well as supporting several ongoing STEM activities and acting as guest speakers for school events (e.g. Presentations Evening, Year 10 Curriculum Evening) and in personal development lessons and assemblies. The 'Build My Skills' programme in Year 10 also provides a mechanism for 'meaningful encounters with employers'.

There are also opportunities for Year 12 and 13 students to apply for Dream Placement via the Centre for Leadership Performance, where they can work alongside the CEO of a large company.

Employer links include representatives from:

- Sellafield
- Gen2
- Nugen
- BAE Systems
- Glaxo Smith Kline
- NHS
- Kimberly Clark
- Siemens
- CGP
- Tornado Wire
- University of Lancaster
- University of Cumbria
- University of Northumbria
- Edge Hill University
- University of Central Lancashire (UCLAN)
- Furness College
- Newton Rigg College
- Myerscough College
- Copeland Borough Council
- Cumbria County Council
- Local primary schools and nurseries
- Muncaster Castle
- Millom Discovery Centre
- Local care homes
- Local charity shops
- Job Centre Plus

In the quarter preceding January 2017 there were 6917 job postings in Cumbria. This was a reduction on the previous quarter of 20.2%, which was significantly higher than the reduction nationally (-9.7%). The Carlisle area

accounted for 38.4% of all postings. Human health had the highest number of job postings (33.0%), followed by accommodation and food service (12.5%) then manufacturing (12%). The occupations most in demand were business and public service associate professionals, health professionals and STEM professionals. Interestingly, from November 2016 to January 2017, there were as many job postings in the retail store Next, the National Trust and Cumberland Building Society as there were by BAE Systems and Gen II Training. [5]

The most commonly mentioned baseline skills were communication and organizational skills, with the most commonly mentioned specialist skills being customer service and business management. The NHS placed the highest number of postings (498) followed by Cumbria County Council (265 job postings). The highest proportion of jobs fell into the salary bracket £20,000-£29,000 with the mean advertised salary being £30,942. 30.9% of job postings required GCSE or NVQ qualifications; 26.0% of postings required a bachelor's degree. [5]

In the quarter to the year ended September 2016, there were an estimated 9400 people in Cumbria unemployed. The estimated rates of unemployment in the Barrow and Copeland areas were higher than the national rate of 5% at 6% and 5.2% respectively, but elsewhere in Cumbria the unemployment rates were lower. [5]

Local labour market information supplied by Job Centre Plus in Carlisle has indicated a current skills shortage in Cumbria of manufacturing, hospitality and tourism, farming and agriculture. Local labour market information is shared with students and parents (and tailored advice provided) via Curriculum Evening, Options Evening, careers assemblies, personal development lessons and through the year 9 and 11 options processes.

6. STEM (Science, Technology, Engineering and Maths)

The range of STEM activities offered to students at Millom School is excellent and a real strength, not only of the school but also of the local area. STEM activities are supported by dedicated teaching staff, volunteers, ex-students and local employers, as well as apprentices on current apprenticeship programmes. These provide real opportunities for our students to engage with the world of work directly and learn about the local scientific job market. There is a particular emphasis on promoting the engagement of girls with science, technology, engineering and maths subjects, as well as those students classed as 'disadvantaged'.

Our students are encouraged to work collaboratively, developing teamwork and leadership skills, as well as communication. Examples of current and recent projects include:

- Little Big Bang
- Big Bang
- Go4Set 'My School is an Island project
- Lego project
- Caretaker's cottage and garden project
- NuGen Bright Sparks and Energy Audit
- BAE roadshow
- The REACT foundation roadshow

Many of these projects include educational visits and competitions, for example, a team of students made it to the Big Bang UK Young Scientists and Engineers Competition National Finals this year.

Millom School also run a 'Bike Club' as a Chill Zone activity where students recondition bikes, learning about bike mechanics, as well as health and fitness. They then complete the Coast-2-Coast on the bikes that they have repaired. This is another great example of embedding STEM and provides students with an opportunity to work on a long-term project with a measureable outcome.

7. Support for students with SEND

At Millom School, we provide extra support for students with special educational needs and disabilities (SEND), allowing fair and equal access to FE, HE, apprenticeships and places of employment, whatever the students' individual career goals. The SEND team, under the direction of the SENDCo, provide support in the following ways:

- literacy support for CV writing
- support with job applications
- support with interview technique (mock interviews)
- support with telephoning potential employers
- pre-work experience visits to meet staff and visualise work place
- development of verbal and non-verbal communication skills
- support with applications to HE and FE
- support staff attend HE and FE interviews with individual SEND students
- transition meetings with HE and FE SEND departments to share information
- early access to the Careers Fair so that students with anxiety can talk to employers in a quieter environment
- transition visits with small groups and 1:1 as often as necessary, sometimes up to 3 times before applications and again after successful applications
- additional Inspira meetings, extra to non-SEND students which begin in Year 9
- Inspira representative attends SEND EHCP Review meetings from Year 9 onwards to best prepare students for their future

Students on the gifted programme are encouraged to apply for higher education, specifically Russell Group universities. They are supported with UCAS applications post-16 but are also provided with specific advice and guidance regarding this route. Millom School also promote Higher Level Apprenticeships to this cohort of students, as a viable alternative to direct entry to university. Gifted students are encouraged to discover their interests and talents, free from bias.

8. Access to independent and impartial careers advice

The 2011 Education Act [6] placed the duty upon schools to secure access to independent careers guidance for pupils aged 13-18 years from September 2013. This Act defines 'independent' as any careers guidance that is provided to pupils other than by a teacher or any other person employed at the school. To this effect, Millom School work closely with Inspira, a leading career management and personal development organisation operating in the North West of England.

Inspira support Millom School students by providing impartial careers advice and guidance, empowering young people to gain the skills and confidence they need to reach their potential. Inspira offer one-to-one support sessions for our students and work with the school in such events as the Year 11 mock interviews. They are also delivering group sessions to all year groups to ensure that awareness of progression pathways is raised from an early age. Inspira also offer programmes such as Launch Pad, which supports young people aged 15-19 who are not in education, employment or training (NEET).

Millom School's work with the Cumbria Collaborative Outreach Programme (CCOP) has also allowed us to seek support from Hello Futures in delivering some group mentoring sessions where students explore various options within higher education.

9. Evaluation of progress against the Gatsby benchmarks and areas for further development

In January 2018, the Department for Education released further statutory guidance for education providers [8]. The Government's expectation is that schools begin to work towards the Gatsby Benchmarks now to develop and improve their careers provision and meet them fully by the end of 2020. ^[1]_{SEP}

<i>Benchmark</i>		<i>Progress</i>	<i>Areas for Development</i>
1. A stable careers programme	Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.	<ul style="list-style-type: none"> • Stable, structured programme in place, including within personal development lessons. • Full support of SLT. • Named careers leader. • Strategy published on school website. • School has supported Cumbria County Council's bid to be a national 'careers hub'. 	<ul style="list-style-type: none"> • Need to implement a working group of staff, students, parents and external partners to regularly evaluate the programme. • Proactively seek feedback from parents and explore parent contacts for employer links. • Enhancing schools based careers work [7] recommends that a member of the governing body should be dedicated to support CEIAG.
2. Learning from career and labour market information	Every student, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.	<ul style="list-style-type: none"> • Liaison with Inspira (Damian Bonsall) to ensure that current local labour market information is communicated regularly with the careers leader. • Guest speakers have also communicated this 	<ul style="list-style-type: none"> • Need to be better able to communicate this information (and updates) with parents e.g. the development of a careers newsletter or area within the school website. • Make sure that our personal advisors e.g. Inspira are aware

		<p>information e.g. Newton Rigg talk to Y10-11.</p> <ul style="list-style-type: none"> • Teaching staff are informed of updates to this. • Pupils are given this information through assemblies. • Parents have been given this information at Y9 options evening. • Access to careers fais. 	<p>of the local need when delivering one-to-one interviews.</p> <ul style="list-style-type: none"> • Briefing tutors and senior staff prior to Y9 and Y11 options processes. • Explore possibilities for former students to come back and discuss experiences e.g. formation of 'alumni'.
<p>3.Addressing the needs of each student</p>	<p>Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.</p>	<ul style="list-style-type: none"> • Inspira provide progression plans after one-to-one interviews. • School track destinations data through Inspira IDQs (intended destination questionnaires) and also collect this information during the August results days. • Unifrog is used to record pupil development against the identified 'competencies'. • The school's programme actively seeks to raise aspirations, as HE liaison 	<ul style="list-style-type: none"> • The active challenging of stereotypical views – seeking opportunities to discuss this via PD. • Keeping systematic records of the advice and guidance given to individuals.

		<p>activities (including Oxbridge) are built within it.</p> <ul style="list-style-type: none"> • Active intervention for pupils who present as at risk of NEET. 	
<p>4. Linking curriculum learning to careers</p>	<p>All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.</p>	<ul style="list-style-type: none"> • Lesson observations and work scrutiny of long- and medium-term teacher planning indicate areas of excellent practice, particularly in some subject areas. • STEM is a strength, particularly the extra-curricular opportunities. • There has been an increased emphasis in maths where students develop AO3 – the ability to apply mathematics to real life scenarios and contexts. This has been developed across the curricula with links being made to science, humanities and technology. • BTEC programmes have a vocational context attached to assignments and some subjects have career profile 	<ul style="list-style-type: none"> • Embedding STEM careers information in Y7-9 (prior to age 14). • Improving careers links in English and creative arts. • Sharing of good practice. • Staff CPD. • Improving the ability of senior staff to quality assure the careers advice and guidance provided through subject lessons.

		units.	
5.Encounters with employers and employees	Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.	<ul style="list-style-type: none"> • Y10 work experience • Y10 Build my Skills delivered through PD • Y11 mock interviews • Y12 work experience • Y12/13 Dream Placement • Y12 university visits • School Careers Fair • Skillsfest • Guest speakers e.g. FE Colleges, universities, NHS • BAE speaking at options evening 	<ul style="list-style-type: none"> • Further develop opportunities for students in Years 7, 8 and 9; need to develop a more structured programme for KS3. • Explore opportunities for employer mentoring with key students. • Further explore opportunities with Inspira (Enterprise) to have a main employer contact. • Develop opportunities for visiting speakers with specific career experiences e.g. doctors, architects, chemists etc.
6.Experiences of workplaces	Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.	<ul style="list-style-type: none"> • Y10 work experience • Y12 work experience • Y12/13 Dream Placement • Curriculum visits out of school 	<ul style="list-style-type: none"> • Increase the number of applications to Dream Placement. • Consider taking a Y7-8 trip to Kidzania, London. • Develop a closer relationship with the tourism industry e.g. National Park, Forestry Commission e.g. Hardknott project.
7.Encounters with further	All students should understand the full range of learning opportunities	<ul style="list-style-type: none"> • Y12 university visits • School Careers Fair 	<ul style="list-style-type: none"> • Investigate further opportunities for more funding to support Y12

<p>and higher education</p>	<p>that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.</p>	<ul style="list-style-type: none"> • Skillsfest • Guest speakers e.g. FE Colleges, universities including Oxbridge • Use of Unifrog careers platform • Continued work with CCOP, Hello Futures and Furness schools to secure funding for university liaison activities • Work with CCOP to support students from deprived wards • Work with Hello Futures to deliver mentoring to Y9-12 	<p>university visit and a 2nd year of the Unifrog platform.</p> <ul style="list-style-type: none"> • Improve the exposure of KS3 students to university liaison activities.
<p>8. Personal guidance</p>	<p>Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made.</p>	<ul style="list-style-type: none"> • Y9 options interviews take place with a senior member of staff • Y11 options interviews take place with the Directors of Learning for KS4 and KS5 • Applicants to Millom School 6th Form are interviewed • At risk of NEET students have access to Inspira one-to-one appointments • Pupil Premium students 	<ul style="list-style-type: none"> • Records of outcomes are not kept within school for the majority of interviews so a learner 'passport' needs to be developed, or Unifrog could be developed for this use.

		<p>have access to Inspira one-to-one appointments</p> <ul style="list-style-type: none">• Y12 and Y13 have interviews with the Director of Learning for KS5 at regular intervals• School has supported the application of Furness schools to bid for funding to access another externally-sourced independent careers adviser with potential to train to Level 6 in careers advice and guidance	
--	--	--	--

10. Useful websites

National Careers Service – includes the profile of 800+ different jobs and a 'skills health check':

<http://www.nationalcareersservice.direct.gov.uk>

Inspira – impartial careers advice in Cumbria:

<http://www.inspira.org.uk>

National Citizen Service:

<http://www.ncsyas.co.uk>

Gatsby Good Careers Guidance:

<http://www.gatsby.org.uk/education/focus-areas/good-career-guidance>

Careers advice website with free career planner and job match tools:

<https://www.prospects.ac.uk>

The Careers and Enterprise Company:

<https://www.careersandenterprise.co.uk/>

Personalised and free careers match tool:

www.plotr.co.uk

University and Colleges Admissions Services (UCAS):

<https://www.ucas.com>

Government information about apprenticeships:

<https://www.getingofar.gov.uk/>

STEM:

<https://stemnet.org.uk>

National Collaborative Outreach Programme:

<http://www.hefce.ac.uk/sas/ncop/>

For updates of STEM activities, also see the Millom School website and Twitter page: <https://twitter.com/MillomSchool>

11. Points of contact

Mrs C Vance – Assistant Headteacher (Curriculum, Data and Assessment and Careers Lead)

Mr C Nunn – Director of Learning and Standards for KS5

Mr S Olliver – Director of Learning and Standards for KS4

Mrs A Drage – Director of Learning and Standards for KS3

Mrs R Moore – Personal Development teacher

Mrs Liz Kay – impartial careers adviser, Inspira

Mr Damian Bonsall – enterprise coordinator, Inspira

Miss Nicola Speirs – area coordinator, CCOP

12. References

[1] Careers guidance and inspiration in schools, Statutory guidance for governing bodies, school leaders and school staff, Department for Education, April 2017

[2] The Gatsby Charitable Foundation 'Good Career Guidance'

[3] Careers education, information, advice and guidance: First Joint Report of the Business, Innovation and Skills and Education Committees of Session 2016-17, House of Commons, Business, Innovation and Skills and Education Committees, July 2016 (HC205)

[4] Career Development Institute (CDI) Framework for Careers, Employability and Enterprise Education, 2015

[5] Cumbria Intelligence Observatory Labour Market Briefing, February 2017

[6] DfE Education Act, 2011

[7] University of East London (UEL) 'Enhancing Schools Based Careers Work for Years 7-9' by C. Chadderton and C. Edmonds

[8] Careers guidance and access for education and training providers, Statutory guidance for governing bodies, school leaders and school staff, Department for Education, January 2018