



Millom School and Sixth Form



CAREERS, EDUCATION, INFORMATION, ADVICE AND GUIDANCE STRATEGY

Date: September 2026

Review: September 2027



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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."

Baker Clause Statement

This policy statement sets out Millom school's arrangements for managing the access of providers to pupils at school for the purposes of giving them information about the provider's education or training offer.

This complies with the legal obligations under Section 42B of the Education act 1997 (the 'Baker Clause').

Student entitlement

Students in Years 7 – 13 are entitled to:

- find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point;
- hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options evening's, assemblies and group discussions and taster events;
- understand how to make applications for the full range of academic and technical courses.

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 advice has been updated in September 2025 with a number of elements becoming statutory.

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



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- 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.

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.

Intended outcomes

At Millom School we are proud of the careers education, information, advice and guidance we provide to our students and of the resulting very low numbers of students who leave school as NEET (not in education, employment or training), figures which have been well below the UK national average in recent years. 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.



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- 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.

CEIAG across the key stages

This section details the actions students in Year 7-13 should complete to access sustained high quality careers education, information, advice and guidance.

Years 7 and 8

- reflect on personal qualities, including the Millom Learner, and start a log of competency development
- identify strengths and areas for development
- develop strong peer and staff relationships
- find out about career areas and progression pathways post-14, post-16 and post-18, including technical education routes
- develop an understanding of enterprise
- develop financial management skills
- learn about rights and responsibilities at work, including discrimination and stereotyping
- take opportunities to work collaboratively and experience work-related learning on projects and STEM activities
- hear guest speakers in assemblies, in form time and in PD lessons, including employers
- take opportunities to attend workshops
- access Unifrog to start exploring the Careers Library
- access resources from home such as Unifrog
- engage with CEIAG in subject lessons
- take opportunities to learn new skills during Enrichment Wednesdays
- show an interest in the Duke of Edinburgh award

Year 9

- further raise awareness of potential progression pathways – post-16 and post-18 options, including HE, FE, apprenticeships and employment opportunities
- receive guidance on the KS4 options procedure
- attend options assemblies
- attend Year 9 Options Evening with parents/carers
- attend one to one interviews to advise on career goals and assist with KS4 options choices



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- explore information on the school website
- access Unifrog to explore post-16 choices
- develop the log of competency development and start to put plans in place to develop identified areas for development
- hear guest speakers in assemblies, in form time and in PD lessons, including employers
- take opportunities to attend workshops (where possible)
- engage with CEIAG in subject lessons
- take opportunities to learn new skills during Enrichment Wednesdays
- start exploring options for work experience
- Trip to Tornado Wire Manufacturing week day
- students identified as being at risk of NEET or pupils with EHCP should also attend one-to-one personal guidance interviews with Inspira
- complete the Duke of Edinburgh bronze award

One week of “work experience” must be completed over the Key Stage under the new Gatsby Benchmarks

Every student should have **first-hand, meaningful experiences**:

Definition of “Meaningful” Work Experience

A **meaningful experience** must:

1. **Have a clear purpose**
 - Shared with both the employer and the student.
 - Linked to the student’s career interests or curriculum.
2. **Be underpinned by learning outcomes**
 - Tailored to the student’s needs and aspirations.
3. **Include two-way interactions**
 - Students engage actively with employees, not just observe.
4. **Expose students to a range of roles**
 - Opportunities to meet different people across the organisation.
5. **Include a task or project**
 - Students complete a relevant activity or produce work for the employer.
6. **Provide employer feedback**
 - Students receive constructive input on their performance or engagement.
7. **Include reflection**
 - Students reflect on what they learned, how it relates to their goals, and what skills they developed

Year 10

- receive support with CV and cover letter writing in PD
- receive support for apprenticeship applications
- research and apply for a work experience placement(s); practice contacting an employer by email and phone; evaluate the experience; complete the work experience booklet
- access Unifrog to explore post-16 and post-18 choices
- develop the log of competency development and start to build an evidence base for future applications
- participate in the ‘Build My Skills’ package used in PD to include visiting employers; record the process appropriately and attend the assemblies and workshops
- hear guest speakers in assemblies, in form time and in PD lessons, including employers
- take opportunities to attend workshops (where possible)
- engage with CEIAG in subject lessons
- take opportunities to learn new skills during Enrichment Wednesdays



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- attend a careers fair
- students identified as being at risk of NEET or pupils with EHCP should also attend one-to-one personal guidance interviews with Inspira
- receive and research labour market information

Year 11

- attend a mock interview with local employers and HE/FE links and evaluate the process; receive feedback from the employer and use this to develop interview technique
- receive support with personal statements, CV and cover letter writing in PD
- receive support with apprenticeship applications
- receive support with apprenticeship interviews and psychometric testing
- receive support with applications to FE
- receive impartial information about post-16 progression routes
- attend year 11 options assemblies to discuss possible courses post-16
- attend one to one interviews to advise on career goals and assist with post-16 options choices
- participate in activities with Hello Future
- attend personal guidance appointments with a level 6 trained careers adviser (Inspira) and make use of the progression plan
- access Unifrog to further research options choices
- develop the log of competency development and use this to further develop the CV or personal statement
- hear guest speakers in assemblies, in form time and in PD lessons, including employers
- take opportunities to attend workshops (where possible)
- engage with CEIAG in subject lessons
- attend a careers fair(s)
- receive and research labour market information

One week of “work experience” must be completed over the Key Stage under the new Gatsby Benchmarks

Every student should have **first-hand, meaningful experiences**:

Definition of “Meaningful” Work Experience

A **meaningful experience** must:

8. **Have a clear purpose**

- Shared with both the employer and the student.
- Linked to the student’s career interests or curriculum.

9. **Be underpinned by learning outcomes**

- Tailored to the student’s needs and aspirations.

10. **Include two-way interactions**

- Students engage actively with employees, not just observe.

11. **Expose students to a range of roles**

- Opportunities to meet different people across the organisation.

12. **Include a task or project**

- Students complete a relevant activity or produce work for the employer.

13. **Provide employer feedback**

- Students receive constructive input on their performance or engagement.

14. **Include reflection**

- Students reflect on what they learned, how it relates to their goals, and what skills they developed



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Years 12 and 13

- receive support with personal statements, CV and cover letter writing
- receive support with apprenticeship applications
- receive support with apprenticeship interviews and psychometric testing
- receive support with applications to HE/FE
- receive and research labour market information
- explore the local job market
- receive guidance on the UCAS application process, including personal statements
- receive specific support for students applying to medicine, dentistry, veterinary science and Oxbridge
- request a mock interview for jobs and HE
- engage with one to one support through the sixth form tutorial programme
- attend the Dream Placement workshop and consider applying
- ask for advice and guidance on pursuing gap year options, including applying for and funding placements abroad
- receive advice and guidance on applying for student finance
- use online career planner and job match tools (e.g. Prospects)
- commit to 35 hours of voluntary work per year
- research and arrange a work experience placement in Y12
- attend personal guidance appointments with a level 6 trained careers adviser (Inspira) and make use of the progression plan
- attend at least two university trips and visits
- attend a HE fair(s)
- attend a careers fair(s)
- re-sit GCSE English and maths if required
- access Unifrog to compile lists of university/apprenticeship choices and ask your teachers/tutors for feedback
- access Unifrog to complete a Massive Open Online Course (MOOC) for free to develop understanding in a relevant subject
- hear guest speakers in assemblies, in form time and in PD lessons, including employers
- take opportunities to attend workshops (where possible)
- engage with CEIAG in subject lessons
- Complete a social action project with the Cumbria Youth Alliance
- Opportunity to complete the Duke of Edinburgh Silver Award

One week of “work experience” must be completed over the Key Stage under the new Gatsby Benchmarks

Every student should have **first-hand, meaningful experiences**:

Definition of “Meaningful” Work Experience

A **meaningful experience** must:

15. Have a clear purpose

- Shared with both the employer and the student.
- Linked to the student’s career interests or curriculum.

16. Be underpinned by learning outcomes

- Tailored to the student’s needs and aspirations.

17. Include two-way interactions

- Students engage actively with employees, not just observe.

18. Expose students to a range of roles

- Opportunities to meet different people across the organisation.



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19. Include a task or project

- Students complete a relevant activity or produce work for the employer.

20. Provide employer feedback

- Students receive constructive input on their performance or engagement.

21. Include reflection

- Students reflect on what they learned, how it relates to their goals, and what skills they developed

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 normally includes our **Enrichment activities**, work experience week and the volunteering commitment of sixth form students. 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.

Employers and the local market

Millom School work closely with local employers and 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 usually 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 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 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. This year we are delivering many of our employer interactions virtually through video links, live Q&A sessions, virtual job fairs and such like.

Employer links include representatives from:

- Sellafeld
- Amentum
- ATOS
- Furness Building Society,
- Egremont & District Credit Union
- Cumberland County Council
- JF Hornby
- Gen2
- BAE Systems
- NHS
- Kimberly Clark
- Siemens
- Tornado Wire
- University of Lancaster
- University of Cumbria
- University of Northumbria
- Newcastle University
- Oxford University

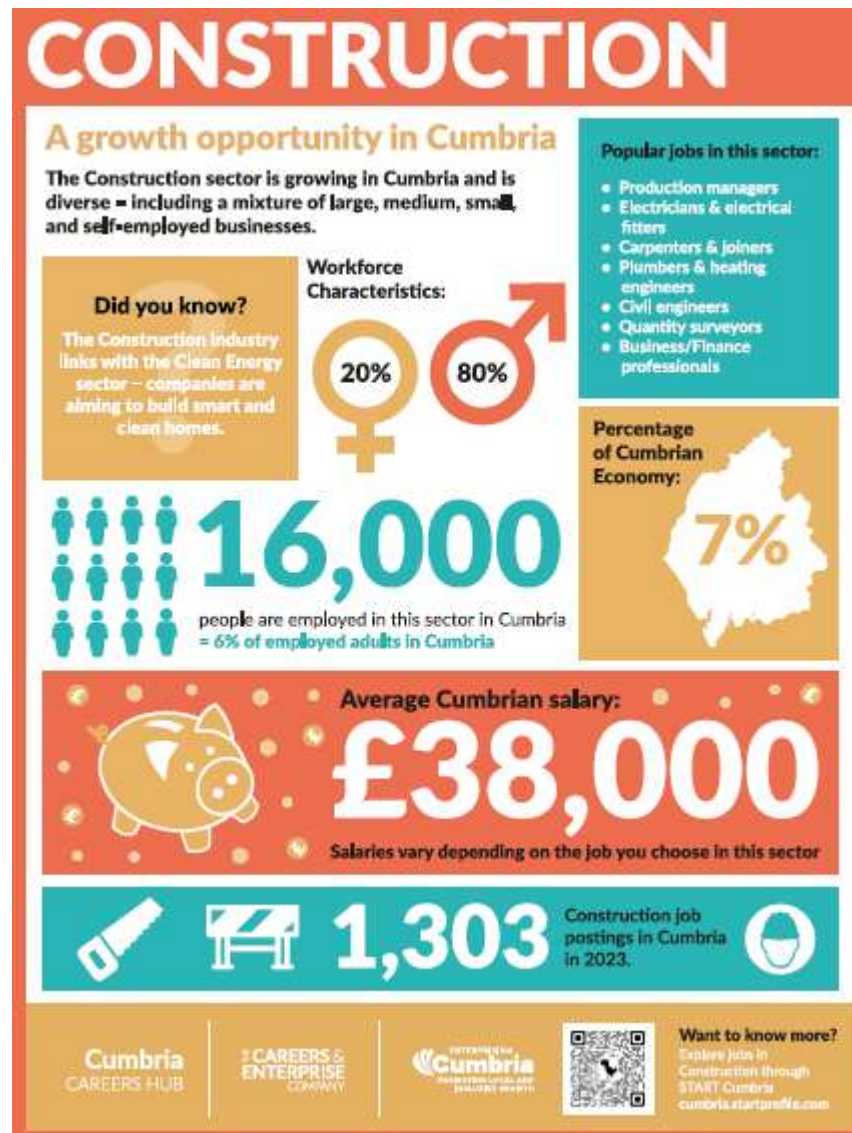


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- Edge Hill University
- University of Central Lancashire (UCLAN)
- Furness College
- Myerscough College
- Kendal College
- Centre for Leadership Performance
- Cumbria County Council
- Local primary schools and nurseries
- Muncaster Castle
- Local care homes
- Local charity shops
- Department for work and pensions

Labour Market Information





HEALTH & SOCIAL CARE

A growth opportunity in Cumbria

An ageing population and advancements in medical care are creating more opportunities in Health and Social Care within Cumbria.

Did you know?

The NHS is the biggest employer in Cumbria.

Average Cumbrian salary:

£27,900

Salaries vary depending on the job you choose in this sector



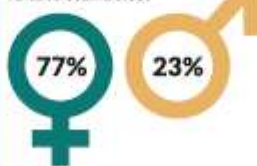
31,000

people are employed in this sector in Cumbria
= 12% of the total employed adults in Cumbria

Percentage
of Cumbrian
Economy:

8.9%

Workforce
Characteristics:



Health & Social Care
job postings in Cumbria
in 2023:

6,651

= the highest of all sectors
in Cumbria.

Popular jobs in this sector:

- Careworker
- Speech and Language Therapist
- Physiotherapists
- Midwives
- Social worker
- Dentist
- Nurses



Explore!

Explore careers on
the NHS website

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Social Care through
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MANUFACTURING AND ENGINEERING

1,630

New Advanced Manufacturing
job postings in Cumbria in 2023.

A growth opportunity in Cumbria

Advanced Manufacturing is the process of mass-producing products on demand from raw materials. It is one of the fastest growing sectors in Cumbria.

Did you know?

Advanced Manufacturing involves the use of cutting-edge technology like robotics and artificial intelligence.



17,000

people are employed in this sector in Cumbria = 7% of the total employed adults in Cumbria

Average Cumbrian salary:

£43,600

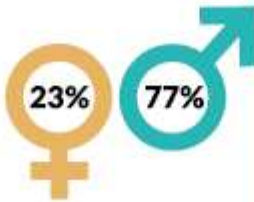
Salaries vary depending on the job you choose in this sector



Percentage
of Cumbrian
Economy:

14%

Workforce
Characteristics:



Popular jobs in this sector:

- Engineering professionals
- Welding & related trades
- Production managers
- Electrical & electronic trades
- Design & marketing managers
- Quality control/ Planning engineers

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PROFESSIONAL SERVICES

Did you know?

Professional services is an underrepresented sector in Cumbria, so has huge potential for growth.

A growth opportunity in Cumbria

Professionals within this sector are experts in their field, and support other businesses to grow, develop and run efficiently.



Average Cumbrian salary:

£36,000

Salaries vary depending on the job you choose in this sector

23,000

people are employed in this sector in Cumbria = 9% of employed adults in Cumbria



New Professional Services related job postings in 2023:

4,364

-- the second largest of 8 growth sectors.

Percentage of Cumbrian Economy:

10%

Workforce Characteristics:



Popular jobs in this sector:

- Accountants
- Sales & marketing professionals
- IT professionals
- Architects, planning officers & surveyors
- Lawyer/solicitor/barrister
- Human Resources (HR)
- Administration

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TRANSPORT & LOGISTICS

Did you know?

Cumbria is the heart of the UK and ideally located to move around the UK. There is easy access to businesses in the North East and Scotland.

A growth opportunity in Cumbria

Transport and Logistics involves moving, storing and supplying items and materials. With reliable road, rail, air and port infrastructure it helps all the other business sectors in Cumbria thrive and succeed.

10,000

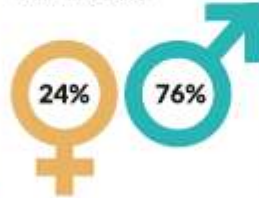
people are employed in this sector in Cumbria –
4% of employed adults in Cumbria



Percentage
of Cumbrian
Economy:



Workforce
Characteristics:



Popular jobs in this sector:

- Large goods vehicle drivers
- Managers
- Delivery drivers & couriers
- Mechanics
- Bus/Coach drivers
- Warehouse operatives
- Train Drivers

New Transport and Logistic
related job postings in 2023:

918



Average Cumbrian salary:

£34,100

Salaries vary depending on the job you choose in this sector

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PROFESSIONAL LEAD AND
PROVIDER REPORT



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& Logistics through
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TOURISM & VISITOR ECONOMY

A growth opportunity in Cumbria

Over 47 million tourists visit Cumbria each year, and provide opportunities in hospitality, retail, arts, culture, and transportation.

33,000

people are employed in this sector in Cumbria = 13% of employed adults in Cumbria



New Tourism related job postings in 2023:

4,093

Did you know?

The Lake District is one of two World Heritage sites in Cumbria.

Average Full-Time National Salary

£29,200

Salaries vary depending on the job you choose in this sector



Workforce Characteristics:



Popular jobs in this sector:

- Receptionists
- Restaurant staff
- Chefs
- Hotel manager
- Business/Finance professionals
- Housekeepers
- Food & beverage managers

Percentage of Cumbrian Economy:



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NUCLEAR & CLEAN ENERGY

A growth opportunity in Cumbria

Contributing towards the UK's drive towards Carbon Net-Zero, Cumbria is an internationally-recognised centre of nuclear excellence.

Did you know?

The UK's next fleet of Nuclear Deterrent Submarines are being built in Cumbria.

Average Cumbrian salary:

£64,000

Salaries vary depending on the job you choose in this sector

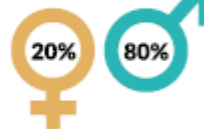


10,000

people are employed in this sector in Cumbria =
4% of employed adults in Cumbria



Workforce
Characteristics:



Popular jobs in this sector:

- Nuclear instrumentation engineer
- Project manager
- Health & Safety manager
- Nuclear chemist
- Nuclear safety compliance officer
- Radiation shielding engineer
- Wind turbine engineer

Percentage
of Cumbrian
Economy:

1%

Did you know?

Cumbria has one of the largest off-shore wind farms in the world!
Producing enough electricity to power nearly 600,000 homes!



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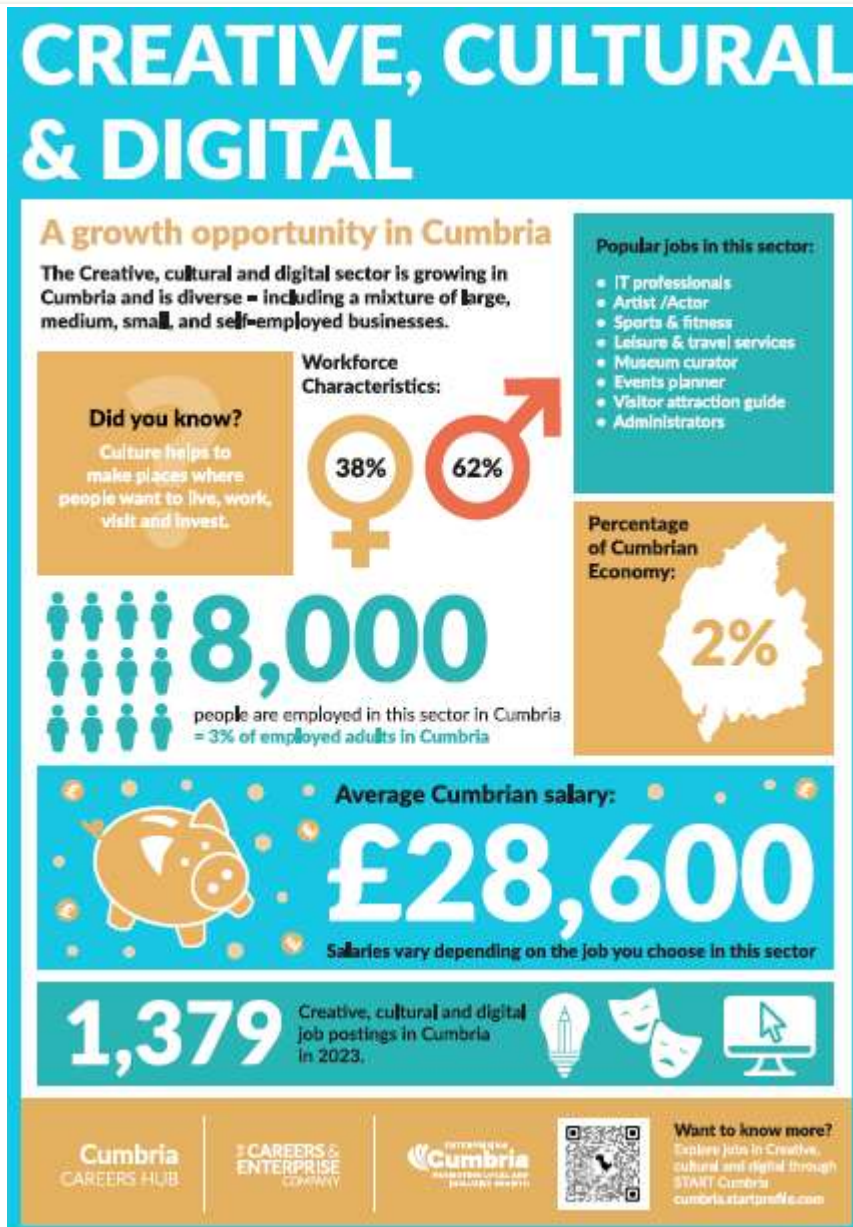
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STEM (Science, Technology, Engineering and Maths)

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'.



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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
- 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 usually run a mountain bike activity as an enrichment activity where students learning about bike mechanics, as well as health and fitness. They then complete the Coast-2-Coast on the bikes that they have repaired.

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 (red text indicates areas of provision affected by Covid-19 restrictions):

- 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 (may be virtual)
- early access to the Careers Fair so that students with anxiety can talk to employers in a quieter environment
- mock interviews can be facilitated in a separate room
- 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 identified as being academically gifted are encouraged to apply for higher education, specifically Russell Group universities including Oxford and Cambridge. 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.

Access to independent impartial careers advice



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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 and careers fair. All pupils in Year 9-13 who have an education and health care plan (EHCP) and those who have been identified as at risk of NEET will access personal guidance interviews with a Level 6 trained careers adviser and receive a progression plan. Millom School also commission Inspira to work with a number of students in school on a more personal level. Disadvantaged students may start to receive personal guidance interviews during Year 10. All students in Year 11-13 will receive personal guidance interviews (one-to-one) with a Level 6 trained careers adviser and progression plans.

Individual face-to-face guidance sessions within school in Years 9 and 10 for selected students. All students in Years 11-13 receive at least one session.

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



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



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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. This has now been updated in September 2025.

Millom School seeks feedback on the effectiveness of the careers programme from students, employers, parents and staff. We also complete Compass every term, which is an online self-evaluation tool for schools, which feeds into the Local Enterprise Partnership's (LEP) county and national data.

Based on the updated 2025 Gatsby Benchmarks from the "**Good Career Guidance: The Next 10 Years**" report here is the Gatsby Benchmark Audit Table for Millom School to ensure it is fully aligned with the **new framework**

Key updates include:

- **Benchmark 6** now requires **multiple experiences of workplaces** (not just one).
- **Benchmark 5** and **7** have expanded definitions of "**meaningful**" encounters.
- **Benchmark 1** now includes **sequencing, learning outcomes, and parent engagement**.
- **Benchmark 3** includes **aspirations, intended destinations, alumni use, and record sharing**.
- **Benchmark 4** requires **careers in every subject**, not just STEM.

 Gatsby Benchmark Audit Table (Aligned to 2025 Framework)

Benchmark	Status	Detailed School Evidence	Compass (2025)	Gaps vs 2025 Framework	Area for development
1. A Stable Careers Programme	☒ Fully Met	- Strategy published - Careers leader in place - Programme embedded in PD	☒ 100%	- Needs more formalised parent engagement	- Publish sequenced roadmap
		- Evaluated via Compass - SLT and governor support - Website includes CEIAG info		- No evidence of sequenced learning outcomes	- Embed parent engagement strategy this could be completed by Unifrog



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Benchmark	Status	Detailed School Evidence	Compass (2025)	Gaps vs 2025 Framework	Area for development
2. Career & Labour Market Info	☒ Fully Met	- Weekly LMI updates - Shared via assemblies, newsletters, Unifrog - Parents informed at Y9 Options - Guest speakers reinforce LMI	☒ 100%	- No evidence of SEND-specific LMI - No structured parent support to use LMI	- Tailor LMI for SEND - Use Talking Futures toolkit for parents
		- Unifrog tracks competencies - Progression plans from Inspira		- No evidence of alumni use - No record-sharing for school leavers	- Use alumni in CEIAG - Track aspirations and intended destinations
3. Addressing Needs of Each Pupil	☒ Fully Met	- NEET risk students supported - EHCP students supported - Destinations tracked	☒ 100%	- No aspirations/intended destination tracking	- Share records at transition
4. Linking Curriculum to Careers	☐ Partially Met	- STEM strong - Career of the Week - Maths AO3 real-life links - BTEC vocational units - CPD via newsletters	☐ 62%	- Not embedded in all subjects - No CPD for all staff - No evidence of progression across years	- Embed careers in all subjects - Use CEC "My Learning My Future" - Provide CPD for all staff
		- Y10 work experience - Y11 mock interviews - Y12/13 Dream Placement - Guest speakers - Careers Fair		- No evidence of one encounter per year from age 11 - No tracking of encounter quality - No inclusion of part-time work	- Ensure annual encounters from Y7 - Track quality and reflection - Include part-time work where relevant
5. Encounters with Employers	☐ Partially Met		☒ 100% (old framework)		



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Benchmark	Status	Detailed School Evidence	Compass (2025)	Gaps vs 2025 Framework	Area for development
6. Experiences of Workplaces	⚠️ Partially Met	- Build My Skills - Enterprise Adviser	✅ 100% (old framework)	- Only one experience by age 16 - No employer feedback or reflection tasks	- Provide multiple experiences - Year 12 employer feedback it is collected for Year 10 and reflection tasks are collected
		- Y10 and Y12 work experience - Dream Placement - Tourism links - Work experience booklets used			
		- Y12 university visits - Guest speakers - Careers Fair - Hello Future mentoring - Unifrog used - Oxbridge support			
7. Encounters with FE/HE	⚠️ Partially Met	- Inspira 1:1s for Y9–13, EHCP, NEET - Progression plans - Y9/Y11 interviews with SLT - Sixth Form tutorial support	⚠️ 87%	- No evidence of two HE visits by age 18 - No encounters with ITPs - No structured sequencing	- Schedule two HE visits - Include ITPs in provider access - Sequence encounters across KS3–5 (Inspria events meet the FE requirements however still need more HE
8. Personal Guidance	✅ Fully Met		✅ 100%	- No website info for parents - No SEND-specific adaptations	- Publish access info online - Tailor guidance for SEND



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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.ncsyes.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>



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Points of contact

Mr S Olliver – Assistant Headteacher Careers Leader)

Mrs D Burgess– Director of Learning and Standards for KS4

Mrs A Drage – Director of Learning and Standards for KS3

Mrs R Moore – Director of Learning and Standards for KS5

Amy Paterson – impartial careers adviser, Inspira

Georgia Chalmers – area coordinator, Hello Future

Please also see the school website for further careers information specifically directed to students, parents, employers and staff



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