



MILLOM SCHOOL

CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE STRATEGY

October 2020
To be reviewed: December 2021

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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 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.
- 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 actions students in Year 7-13 should complete to access sustained high quality careers education, information, advice and guidance. **Items in red may be affected by Covid-19 restrictions (some may not be currently possible).**

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 **virtual** 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 BBC Bitesize Careers
- engage with CEIAG in subject lessons
- **take opportunities to learn new skills during Activity Week**
- **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 **virtual** options assemblies
- attend **virtual** Year 9 Options Evening with parents/carers
- attend one to one interviews to advise on career goals and assist with KS4 options choices
- explore information on the school website
- participate in **virtual** activities with Hello Future (University of Cumbria and the Cumbria Collaborative Outreach Programme - CCOP)
- 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 **virtual** 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 Activity Week**
- start exploring options for work experience
- 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**

Year 10

- receive support with CV and cover letter writing in PD
- receive support for apprenticeship applications
- research and apply for a **virtual** work experience placement; 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**
- participate in **virtual** activities with Hello Future (University of Cumbria and the Cumbria Collaborative Outreach Programme - CCOP)
- hear guest speakers in **virtual** 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 Activity Week**
- attend a **virtual** 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 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 **virtual** 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 **virtual** activities with Hello Future (University of Cumbria and the Cumbria Collaborative Outreach Programme - CCOP)

- attend National Citizenship Service (NCS) assemblies and consider applying for NCS
- 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 **virtual** 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 **virtual** careers fair
- receive and research labour market information

Years 12 and 13

- receive support with 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 NCS assemblies and consider applying for NCS
- 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 **virtual** 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 **virtual** HE fair
- attend a **virtual** careers fair
- 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 **virtual** assemblies, in form time and in PD lessons, including employers
- take opportunities to attend workshops (where possible)
- engage with CEIAG in subject lessons
- **complete the Duke of Edinburgh Silver Award**

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 Chill Zone activities, the School Activity Week, work experience week and the volunteering commitment of sixth form students. We also usually 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.

However, these year due to the current climate and restrictions surrounding the coronavirus pandemic, we are slightly more limited in the experiences we can offer (largely due to health and safety concerns and the importance of social distancing). We are doing our best to provide a similar experience via virtual platforms, for example, encouraging students to log in to live Q&A sessions with education or training providers, attending virtual careers or HE fairs, completing online courses, seeking virtual work experience opportunities and building their skill set through other means.

5. 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:

- Sellafield
- Gen2
- BAE Systems
- Glaxo Smith Kline
- NHS
- Kimberly Clark
- Siemens
- 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

Labour Market Information

The Annual Population Survey states that 81% of the Cumbrian population aged 16-64 were economically active, with an 8% difference in the activities of males and females (female activity being lower at 77%). Employment rates of Cumbria (79.3%) compare favourably with employment rates for the North West (73.8%) and for England (75.4%). 73.5% of the 16-64 year olds in

Cumbria are in full time employment with 26.2% in part time employment. 68.1% of this group are employees and 11.1% are self-employed. The proportion of people self-employed is slightly higher than the figure for England (10.9%). 23.1% are employed in the public sector and 76.9% in the private sector. The majority of Cumbrian workers work 35-44 hours per week. The highest proportion of workers are in professional occupations (18.4%), which is slightly lower than the England figure (20.8%) and the lowest proportion are in sales and customer services (7.1%). The table below shows the occupation types in Cumbria, the North West and in England.

	Cumbria	Cumbria	North West	North West	England	England
	Count	%	Count	%	Count	%
managers, directors and senior officials	26,900	11.1	347,700	10.1	3,021,600	11.1
professional occupations	44,500	18.4	684,000	19.9	5,670,800	20.8
associate prof & tech occupations	24,300	10.1	466,700	13.6	4,060,900	14.9
administrative and secretarial occupations	23,500	9.7	375,200	10.9	2,752,900	10.1
skilled trades occupations	33,700	14	323,700	9.4	2,682,500	9.9
caring, leisure and other service occupations	24,800	10.3	328,900	9.6	2,424,800	8.9
sales and customer service occupations	17,100	7.1	286,800	8.4	2,008,400	7.4
process, plant and machine operatives	18,300	7.6	237,900	6.9	1,702,300	6.3
elementary occupations	27,800	11.5	368,900	10.7	2,812,900	10.3

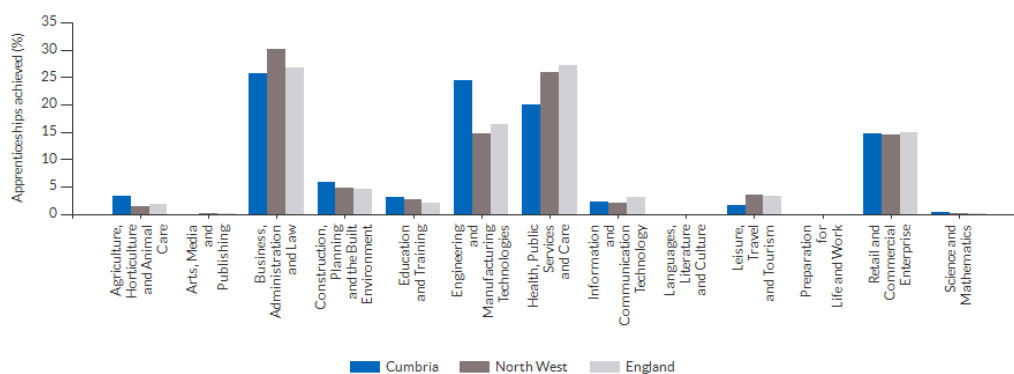
In 2017, 1830 new Cumbrian businesses were born and 2070 closed. There were 20350 active businesses registered. The vast majority of businesses (89.4%) were classed as 'micro' employing 0-9 people. The table below shows businesses by industry.

	Cumbria	Cumbria	North West	North West	England	England
	Count	%	Count	%	Count	%
Agriculture, forestry & fishing	4,855	20.6	11,720	4.4	99,615	4.3
Mining, quarrying & utilities	135	0.6	1,315	0.5	11,475	0.5
Manufacturing	1,155	4.9	14,830	5.5	116,880	5
Construction	2,810	11.9	30,820	11.5	288,200	12.4
Motor trades	700	3	8,185	3.1	64,865	2.8
Wholesale	560	2.4	11,165	4.2	90,855	3.9
Retail	1,580	6.7	25,775	9.6	173,540	7.5
Transport & storage (inc postal)	695	3	15,560	5.8	97,245	4.2
Accommodation & food services	2,080	8.8	16,270	6.1	126,685	5.5
Information & communication	620	2.6	15,485	5.8	202,500	8.7
Financial & insurance	630	2.7	7,185	2.7	52,320	2.3
Property	600	2.6	9,365	3.5	85,830	3.7
Professional, scientific & technical	2,900	12.3	43,305	16.2	418,855	18.1
Business administration & support services	1,635	6.9	23,760	8.9	200,700	8.7
Public administration & defence	180	0.8	545	0.2	6,735	0.3
Education	420	1.8	4,305	1.6	40,030	1.7
Health	720	3	11,910	4.4	94,665	4.1

Arts, entertainment, recreation & other services	1,315	5.6	16,265	6.1	147,065	6.3
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Gross value added is a measure of the increase in the value of the economy due to the production of goods and services. In Cumbria, the broad industry groups that had the highest value added in 2017 were manufacturing, real estate and health and social work.

Apprenticeships are paid jobs that incorporate on-the-job and off-job training leading to recognized qualifications. The following graph shows that a higher proportion of apprenticeships are completed in business, administration and law, in engineering and manufacturing technologies, in health public services and care, and in retail and commercial enterprise. Cumbria has a much higher proportion of apprenticeships being completed in engineering and manufacturing compared to the North West and whole of England.



Date: 2017-2018 Source: DfE

19% of the Cumbrian population aged 16-64 are economically inactive with 20.1% of this group being students, 30.8% on long term sick and 26.3% retired. In June 2019, 6495 Cumbrian people aged 16 and over were claimants for Universal Credit and/or Job Seekers Allowance.

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
- 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 '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. This year such opportunities may be unfortunately limited but we are working to replace these opportunities with viable alternatives that may be more virtual.

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 (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.

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 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 are still happening within school and are appropriately risk assessed to be compliant with current Covid-19 guidance.

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.

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.

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.

<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 link governors. • Named careers leader. • Strategy published on school website. • School is a partner in the Cumbria Careers Hub, a pilot involving the Cumbria LEP and Careers and Enterprise Company, which involved attending Furness sub-group meetings to share best practice. 	<ul style="list-style-type: none"> • Whilst feedback has been taken from student focus groups and the Student Leadership Council, there is a need to implement a working group of staff and parents to regularly evaluate the programme in a more formalized manner.

		<ul style="list-style-type: none"> • School is receiving support from an Enterprise Coordinator (employed by the LEP) and an Enterprise Adviser (a senior member of local industry who is volunteering to support the work of the LEP). • The school website has been developed to provide specific careers information for students, parents, staff and employers. 	
<p>2.Learning from career and labour market information</p>	<p>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.</p>	<ul style="list-style-type: none"> • Liaison with Inspira, Hello Future, the Cumbria Careers Hub and the LEP to ensure that current local labour market information is communicated regularly with the careers leader. • Make sure that our personal advisors e.g. Inspira are aware of the local need when delivering one-to-one interviews. • Guest speakers have also communicated this information. • Careers leader receives 	<ul style="list-style-type: none"> • Explore possibilities for former students to come back and discuss experiences e.g. formation of 'alumni'. • Work with the new Enterprise Coordinator to update labour market information, especially for Cumbria.

		<p>weekly updates (national careers and labour market news).</p> <ul style="list-style-type: none"> • Teaching staff are informed of updates to this through a half termly careers newsletter. • Pupils are given this information through assemblies. • Parents have been given this information at Y9 options evening. • There is information specific to students, parents, staff and employers on the school website. • Pupils have access to careers fairs and events (may be virtual). 	
<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</p>	<ul style="list-style-type: none"> • Inspira provide progression plans after one-to-one interviews. These are stored centrally in school so all staff members can access this information. • School track destinations data through Inspira IDQs 	<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 through further exploring the Unifrog and the

	considerations throughout.	<p>(intended destination questionnaires) and also collect this information during the August results days. Phone calls are made to chase up destinations that have changed or have not been recorded.</p> <ul style="list-style-type: none"> • Unifrog is used to record pupil development against the identified 'competencies'. • The school's programme actively seeks to raise aspirations, as HE liaison activities (including Oxbridge) are built within it. • Active intervention for pupils who present as at risk of NEET. 	use of Compass+, accessed via the Careers and Enterprise Company website.
4.Linking curriculum learning to careers	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.	<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- 	<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 as a form of staff CPD. • Providing more opportunities for out of school learning e.g.

		<p>curricular opportunities.</p> <ul style="list-style-type: none"> • 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 units. • Staff receive tips on delivering careers learning via the new half-termly newsletters and through information on the school website. • The school has launched a new curriculum model and all departments are working on their contribution to the Millom Learner, as well as careers education, information, advice and 	<p>relevant trips and visits.</p>
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5.Encounters with employers and employees	<p>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.</p>	<p>guidance.</p> <ul style="list-style-type: none"> • Y10 work experience (may be virtual) • Y10 Build my Skills delivered through PD • Y11 mock interviews (limited this year) • Y12 work experience (may be virtual) • Y12/13 Dream Placement • School Careers Fair (limited this year) • Skillsfest / Copeland Skills Fair (may be virtual) • Guest speakers e.g. FE Colleges, universities, NHS (may be virtual) • BAE speaking at options evening • Enterprise Adviser (local employer in industry) is supporting school with this strategy. 	<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. • Develop opportunities for visiting speakers with specific career experiences e.g. doctors, architects, chemists etc. • Need to track encounters centrally e.g. using the Tracker tool or Unifrog. • Need to explore more virtual interactions for this year.
6.Experiences of workplaces	<p>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</p>	<ul style="list-style-type: none"> • Y10 work experience • Y12 work experience • Y12/13 Dream Placement • We have develop a closer relationship with the tourism industry e.g. National Park, 	<ul style="list-style-type: none"> • Develop provision for curriculum visits out of school directly to work places (may be virtual this year) • Need to further explore the use of webinars to engage students

	networks.	Forestry Commission through projects like Hardknott and Stanley Ghyll.	with 'hard to access' work places e.g, construction
7.Encounters with further and higher education	All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.	<ul style="list-style-type: none"> • Y12 university visits (limited this year) • School Careers Fair (limited this year) • Skillsfest/Copeland Skills Fair (may be virtual) • Guest speakers e.g. FE Colleges, universities including Oxbridge (may be virtual) • Use of Unifrog careers platform • Continued work with CCOP, Hello Futures and Furness schools to secure funding for university liaison activities (may be virtual) • Work with CCOP to support students from deprived wards • Work with Hello Futures to deliver mentoring to Y9-12 (may be virtual) 	<ul style="list-style-type: none"> • Improve the exposure of KS3 students to university liaison activities. • Deliver the Brilliant Club Scholars Programme to target students in Year 9 and 10.
8.Personal	Every student should have	<ul style="list-style-type: none"> • Y9 options interviews take 	<ul style="list-style-type: none"> • Records of outcomes are not

<p>guidance</p>	<p>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>	<p>place with a senior member of staff.</p> <ul style="list-style-type: none"> • Y11 options interviews take place with the Directors of Learning for KS4 and KS5. • Applicants to Millom School 6th Form are interviewed by senior staff. • At risk of NEET students have access to Inspira one-to-one appointments from Y9 onwards. • Students with EHCPs have access Inspira one-to-one appointments from Y9 onwards. • Disadvantaged students have access to Inspira one-to-one appointments throughout Y11-13 and this group of students are given priority for appointments during Y10. • All students in Y11-13 have access to at least one careers appointment with a Level 6 trained careers adviser (Inspira). • Y12 and Y13 have 	<p>kept within school for the majority of interviews so some kind of learner 'passport' could to be developed, or Unifrog could be further explored for this specific use.</p>
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		interviews with the Director of Learning for KS5 at regular intervals	
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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 Leader)

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

Ms Alison Beard – enterprise coordinator

Ms Emily McDonnell – enterprise adviser (a local employer)

Mr Jack Todd – area coordinator, Hello Future

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

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 Observatory Online (Economy and Employment), June 2019
- [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