



Millfield Science and Performing Arts College

Strategic Careers Plan – 2025-26 – To be RAG rated in Jan 26 & July 26

Schools Vision (Mission) Statement:

Millfield is a family, a team, where individuals are valued and happiness through personal success is inspired. We strive for all students of 'Team Millfield' to become emotionally and academically equipped individuals: reaching their full potential through a personal learning experience. We aim to be a centre of learning excellence, expecting high standards of behaviour, attainment, and respect.

Vision for Careers Provision Statement:

Through a co-ordinated approach with all stakeholders such as parents, governors, staff, and students Millfield aim to create a learning environment and culture that inspires students to aim high and succeed in the future. We want our students to be well informed about career opportunities and to have experiences in and out of the classroom that educate them about the wider world of work.

Key Details

	Staff	Contact details
Millfield School Careers Leader:	Mr Tim Grayston – Senior Assistant headteacher	t.grayston@millfield.lancs.sch.uk
Millfield School Careers-Link Governor	Mr N Nelder	n.nelder@millfield.lancs.sch.uk



Millfield School Enterprise Coordinator	Mr Sam Bates	sam.bates@inspira.org.uk
Independent Careers Advisor	Ms Haley Arthur	Our Careers advisor is in school on Thursdays, for appointments contact Mr Grayston
Supporting staff	Mrs A McRoberts - Head of STEM Mrs Draper – Exams officer and Work experience Coordinator	a.mcroberts@millfield.lancs.sch.uk S.draper@millfield.lancs.sch.uk



Current State (The SWOT analysis was carried out at the end of 2024-25 academic year)

Compass - Current Compass Score:	100% overall
Compass - Priority Benchmarks:	2,3 & 5
Destination Data:	Revised data for 2022-23: National: 94% Millfield: 96%
LMI - Local and Regional Context:	In Lancashire there is a broad range of employers from various sectors including: health and social care, financial and professional services, visitor economy, advanced manufacturing, and creative and digital sectors to mention a few. Construction is also a large employer in Lancashire and the Blackpool and Fylde area. Travel and Tourism and hospitality are also big employers in the Blackpool area.



Careers Provision SWOT

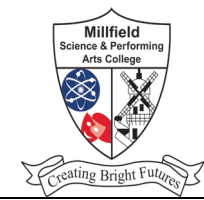
Gatsby Benchmarks	Strengths	Areas of focus
1. A stable careers programme	<ul style="list-style-type: none"> All statutory requirements are met. Careers and Provider Access policies are published on the school's website. Strategic leadership from the Senior Assistant Headteacher is outstanding. The senior leader works closely with the highly effective lead for Personal Development and Transition to plan and coordinate the programme. The core careers team, including the careers adviser and work experience coordinator, are well-known and valued by the students, staff, and parents. The careers programme is planned to scaffold learning and support from Year 7 to Year 11 and is delivered through PSHE (Personal, Social, Health, and Economic) and curriculum subjects, in addition to high profile events such as a careers fair, mock interview event and work experience. Staff are supported to play their part in the whole-school careers strategy through resources, regular training and briefing, and observation of delivery. Millfield works closely with its Enterprise Coordinator, local post 16 providers, and a wide variety of employers who contribute to the programme. Detailed student surveys evaluate the impact of the careers programme and inform developments. Detailed destinations data show that NEET rates are in line with the national average. Destination trends, and student feedback, are used to plan activities; for example, a high-profile Apprenticeship and T Level Panel event was a response to the sparse numbers of students progressing to work-based learning. 	<ul style="list-style-type: none"> To continue to have careers education running through the curriculum Employee encounters for all students ensuring that we meet the requirements of the provider access policy (formerly Baker Clause).
2. Learning from career and labour market information	<ul style="list-style-type: none"> Staff recognise that many of their students will stay in the area as adults and as such promote LMI through presentations, curriculum subjects, on the website and in a guide tailored specifically for Millfield parents. From Year 7, all students are guided to use the Career Pilot digital platform for research. 	<ul style="list-style-type: none"> Ensure that students and parents are given a clear overview of progression pathways post 14, 16 and 18



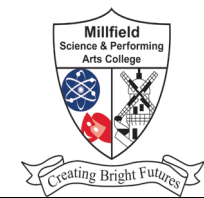
	<ul style="list-style-type: none"> • As part of the options process, guides, presentations, and a parents' evening provide information about learning pathways. • Interviews with the Deputy Headteacher and small group guidance sessions with the career's adviser help students to make well-informed choices. • The careers team have a very high profile in the school. Photos and contact details of key staff are displayed across the school and on the website. • Students value direct contact with post 16 providers as a key source of information. • Contact with employers and employees through visits, work experience and interactive careers events were also highlighted by students as valuable opportunities to learn about different jobs and work sectors. • The school's excellent website gives a clear, engaging, overview of the careers programme and 'minimum offer,' photos and contact details of staff in the core careers team and sections for each stakeholder group. • Comprehensive CLMI (Career and Labour Market Information) resources for students are easy to navigate, including by linking them directly to the parents' section. • Multiple displays across the school site promote careers activities, events, and resources. 	<p>as background for the option choice process.</p> <ul style="list-style-type: none"> • Promote the website as widely as possible to students and parents.
<p>3. Addressing the needs of each pupil</p>	<ul style="list-style-type: none"> • The school's 'family' ethos is reflected in how well-supported students feel through the careers programme. • The core careers team have a high profile: students understand how different staff can help them, and multiple examples were shared, including by parents, of how support promotes the autonomy of every young person. • Progress is tracked using Compass+ and individual records are used as a shared focus for regular meetings with the careers adviser from Year 9 onwards. • Students develop personal skills and broaden their horizons through a wide range of extra-curricular activities, including for STEM. • Self-limiting gender stereotypes are challenged in lessons, and students learn about the Equality Act through PSHE. 	<ul style="list-style-type: none"> • Ensure that all students have an individual meeting about their future career options. • Track all careers activities for each student via compass plus.



	<ul style="list-style-type: none"> • Aspiration is actively promoted, for example through contact with Oxbridge representatives in English, and by ensuring that Russell Group universities make contributions to the programme. • Vulnerable students are supported through close working between the senior leader, careers adviser and lead for key stage 4. • Intended and actual destinations are gathered systematically at age 16. • The school is committed to involving parents in CEIAG (Careers Education, Information, Advice and Guidance). 	
4. Linking curriculum learning to careers	<ul style="list-style-type: none"> • Stand-alone careers and employability education is delivered through PSHE, following the national Programme of Study. • Drop-down days for Years 7 to 10 focus on specific learning objectives for careers. • Year 11 students focus on activities linked to post 16 learning. • Careers learning is very well-embedded across all curriculum areas and links are highlighted in curriculum intention and implementation outlines. • Teachers are supported to link their subject to careers through CPL sessions (Continuous Professional Learning), regular updates and resources. • Delivery is quality assured through learning walks; findings are included in development plans for the PSHE curriculum. • Departments displays, curriculum materials and delivery illustrate a variety of approaches to promoting careers links. • Students record their learning in PSHE, produce a CV in English, and keep a learning and skills log through work experience. 	<ul style="list-style-type: none"> • Continue careers education training for staff during CPL
5. Encounters with employers and employees	<ul style="list-style-type: none"> • Compass+ tracks employer encounters at an individual level to ensure that every student has at least one encounter with an employer or employee every year. • The overall careers activity tracker shows that all students have had several opportunities to learn about the world of work directly from employers, entrepreneurs, employees, and apprentices. 	<ul style="list-style-type: none"> • Employee encounters with subject specific areas. Increase the provision across the school.



	<ul style="list-style-type: none"> • The school has good support from its Enterprise Coordinator and a network of employers who contribute to the careers programme. • In addition to the careers fair, which all students attend, there are contributions from people working in different sectors, for example the digital sector, BAE, the NHS, and Victrex, a large local employer which provides ‘myth-busting’ STEM sessions as part of the programme. • Students are prepared for key events in assemblies and tutor time. • Curriculum staff are also developing links for their subject areas to broaden students’ horizons, for example meeting an author through English and Year 8 students taking part in a BAE- supported STEM project and competition. 	
6. Experiences of workplaces	<ul style="list-style-type: none"> • The provision of work experience is a cornerstone of the careers programme, and significant resources and curriculum space are allocated to ensuring that every student in Year 10 undertakes a two-week placement. • Planning and co-ordination are exemplary; all necessary checks are made, and a service level agreement with the local Education Business Partnership for the sourcing and administration of placements. • The school’s Work Experience Coordinator oversees an extended planning cycle that prepares students to source and apply for their own placements; alternatives are available for the minority of students who do not source their own, and for those who have support needs. • A comprehensive programme of preparation includes creating a CV, developing self-presentation skills, and having a mock interview. • Parents are guided to support their children through work experience, and staff visit students on placement, to monitor and support their progress. • Achievements and learning are recorded in employer reports and a student diary. 	
7. Encounters with further and higher education	<ul style="list-style-type: none"> • The school’s Provider Access Policy is available on the website and complies with the 2023 updated provider access legislation. • A detailed careers tracker shows that students in every year group have interactive encounters with representatives from the full range of post 16 and post 18 learning pathways, including independent training providers and Russell Group universities. • An example of exceptionally good practice is the high profile, whole-school, apprenticeship, and T Level event held at the school. Organised in response to destinations data. 	<ul style="list-style-type: none"> • Increase opportunities for students to access university through visits to universities and through interactions with universities at careers events in school. • Training for teachers about T-levels and apprenticeships.



	<ul style="list-style-type: none"> • All students in Year 10 are taken by the school to taster days at the two main post 16 providers locally, a sixth from college offering A Levels and an FE (Further Education) college offering a wide range of vocational courses. • Students are well prepared for key encounters and school staff work closely with providers to plan events, including for targeted groups. • Intended destinations are monitored closely and interventions made as needed to ensure that plans are well-informed and include a 'safety net' option. • Students in high priority groups, and their parents, are supported by school staff and the careers adviser to make secure transitions to post 16 learning. • Several universities contribute to careers events, and students learn about higher education programs available at a local college. • Subject teachers are increasingly making links to HE, including through contact with Oxbridge representatives, and the careers tracker shows that all Year 8 and Year 9 students have an interactive encounter with representatives from UCLAN, as part of a STEM challenge. 	<ul style="list-style-type: none"> • Continued delivery of T-level and apprenticeship awareness and support for students. (This is in response to student voice)
8. Personal guidance	<ul style="list-style-type: none"> • The school is committed to providing careers guidance to all students. • The careers adviser is fully qualified to Level 6 and is on the CDI (Careers Development Institute) register of professionals. • The careers adviser's role is well-supported by the school, including providing a confidential space for interviews and making sure that students attend appointments. • Impact of guidance surveys are overwhelmingly positive, and staff and students consulted for the assessment confirmed how highly they value the contribution of the career's adviser as part of the careers team. • The careers adviser maintains Compass+ to track activity through the programme and individual reports are reviewed in careers meetings with students. Every student has at least one careers guidance interview by the age of 16. • Personal guidance is provided from Year 9, as part of the option choice process; students are seen in small groups of three and complete an individual action plan, appropriate to their stage. • Individual guidance to support transition post 16 begins in Year 10, with further one-to-one meetings in Year 11. • Referral and communication loops work very well between key staff so that students get the help they need when they need it. 	

- Those in priority groups are seen early, with monitoring of progress and follow-up throughout key stage 4.

Opportunities	Threats
<ul style="list-style-type: none"> • Develop further opportunities with Tracey Gardiner at EBPNW (work experience). • Develop careers as a genuine opportunity for all teachers to deliver a dynamic curriculum through inset training activities. • Develop the careers provision at Millfield through the appointment of a new STEM lead. • Continue to complete all eight Gatsby Benchmarks. • Implement the idea of a regular career's news in the Millfield Messenger. • Use of messenger to promote LMI. • Appoint careers champions in departments and encourage students to become careers champions. • Careers Governor link to support the quality assurance process. • New digital technology to be used in extra-curricular club. • Career Pilot website to be used with all years and parents to engage with it. • Links with Lancashire careers hub and enterprise coordinator 	<ul style="list-style-type: none"> • Economic downturn and potential recession. • Students with alternative provision may not access the same support for careers education. • Disadvantaged students may not get supported by parents with choices such as attending university. • Students dropping out of education or employment with training post -16.



Strategic Careers Plan

Key Strategic Objectives

1	Ensure that students and parents are given a clear overview of progression pathways post 14, 16 and 18 as background for the option choice process.
2	Employee encounters for all students ensuring that we meet the requirements of the provider access policy (formerly Baker Clause).
3	Staff training for Careers with specific reference to T-Levels.
4	Continued delivery of T-level and apprenticeship awareness and support for students. (This is in response to student voice)
5	Increase opportunities for students to access universities through visits to universities and through interactions with universities at careers events in school.

Strategic Careers Plan - Academic Year: 2025-26

Key Strategic Objective	Actions, including CPD (Continuing Professional Development)	Responsible	Time	Indented Outcomes	Progress
					Jan 2026 Review Jul 2026 Review
Ensure that students and parents are given a clear overview of progression pathways post 14, 16 and 18 as background for the option choice process.	<ul style="list-style-type: none"> Notify parents of important careers links on the school website. Complete regular careers write ups for the Millfield Messenger. Invite careers advisor and colleges to Parent Options Evening event. 	TGN	Autumn term Monthly March 2026	To ensure parents are well informed and can support their child in signposting information about careers.	
Employee encounters for all students ensuring that we meet the	<ul style="list-style-type: none"> All students to have at least 2 employer encounters where 	TGN	Throughout the year	Developing students' understanding of the employment	

requirements of the provider access policy (formerly Baker Clause).	<p>they can interact with the employer and ask questions.</p> <ul style="list-style-type: none"> • Sessions tracked on Compass Plus • Tracking spreadsheet of employee encounters to be created and shared with staff 	TGN HA	Ongoing October half term	environment, broadening their horizons and raising their ambitions.	
Staff training for Careers with specific reference to T-Levels.	<ul style="list-style-type: none"> • Staff training to be incorporated into CPL calendar. 	TGN	Autumn half term	Teachers aware of the most up to date information regarding careers and specifically post 16 options.	
Continued delivery of T-level and apprenticeship awareness and support for students. (This is in response to student voice)	<ul style="list-style-type: none"> • All students have access to information about T-levels, A levels, Apprenticeships and BTEC. • Students have specific assemblies about post 16 options including T levels. 	TGN TGN	Spring half term Throughout the year	Students have a clear understanding of the different pathways available to them post 14, 16 and 18 and can make informed decisions about their next steps.	
Increase opportunities for students to access universities through visits to universities and through interactions with universities at careers events in school.	<ul style="list-style-type: none"> • Provide an opportunity for students to access a visit to a university (including students from disadvantaged backgrounds). • Invite universities into school to give talks and information about what it takes to go to university. 	TGN/GWO TGN/JCF	Jan 2026 Autumn Term	Students have a greater awareness of universities and the steps need to attend them.	





Date of last review: July 2025

Date of next review: July 2026

School Name:	Millfield Science and Performing Arts College
Career Leader:	Mr T. Grayston
Date Strategic Careers Plan was created:	June 2025
Date approved by SLT:	July 2025
Date approved by Governors:	Sept 25
Proposed Review Date:	July 2026