



Birmingham Ormiston Academy  
**imagine everything**

**Birmingham Ormiston Academy  
Careers Education, Information,  
Advice and Guidance Policy**

**Date of Issue: September 2018**

**Date of Review: September 2019**

## **Aims and Objectives:**

**The Careers Education, Information, Advice and Guidance (CEIAG) programme at Birmingham Ormiston Academy aims to:**

- Inspire and motivate students to fulfil their potential.
- Encourage every student to consider a broad and ambitious range of progression routes and careers.
- Enable students to become self-governing, independent and resilient to ensure that they leave school prepared for life in modern Britain.
- Provide access to high quality work experience opportunities.
- Provide access to Independent Information, Advice and Guidance (IAG) through our partnerships with employers, educational and apprenticeship providers.
- Deliver high quality, impartial information advice and guidance that is tailored to each student's individual needs through a one-to-one meeting with the Progression Officer.
- Support every student in making a successful transition into Post-16 and Post-18 Education, Employment and Training.
- Engage Parents/Carers in the careers programme to enable every young person to make informed choices for their future.
- Adhere to the Career Development Institutes Code of Ethics to provide a service that promotes equality, confidentiality and impartiality.

## **Management, Delivery & Partnerships:**

- The Careers, Education, Information Advice and Guidance programme is managed and co-ordinated by the Progression Officer and Careers Leader: **Miss Emma Rickard**  
**Email:** [emma.rickard@boa-academy.co.uk](mailto:emma.rickard@boa-academy.co.uk) **Tel. 0121 359 9322**
- All staff contribute to the CEIAG provided through their roles as Senior Leaders, Department Leaders, Heads of House, Form Tutors, Subject Teachers and Mentors.
- To ensure the delivery of Independent Advice and Guidance, Birmingham Ormiston Academy works closely with a number of organisations. Follow the link for a list of our partners and partnerships:  
<http://www.boaacademy.co.uk/page/?title=Sponsors%2C+Partners+%26amp%3B+Partnerships&pid=14>

## **Monitoring & Evaluation:**

**The impact of the careers programme is measured through a number of methods, including:**

- Destination Report and Data for Year 11 and Year 13 Leavers.
- Feedback from students on their experience of the careers education, information, advice and guidance received.
- Feedback from staff on careers lessons/events and work experience programme.
- Gathering feedback from key stakeholders including employers, partners and parents.

## **Links to other Policies:**

**This policy should be read in conjunction with:**

- DfE Statutory Guidance 'Careers guidance and access for education and training providers'
- DfE 'Careers Strategy: making the most of everyone's skills and talents'
- DfE Statutory Guidance: 'Careers guidance and inspiration in schools.'
- DfE Statutory Guidance: 'Participation of young people in education, employment or training.'

- BOA Progression Calendar
- BOA Teaching and Learning Policy
- Career Development Institute Code of Ethics

### **The Gatsby Benchmarks:**

**BOA is committed to the Government's Careers Strategy to provide a high quality careers programme for all students and to fulfil the following benchmarks by 2020:**

- B1. A stable careers programme
- B2. Learning from career and labour market information
- B3. Addressing the needs of each pupil
- B4. Linking curriculum learning to careers
- B5. Encounters with employers and employees
- B6. Experiences of workplaces
- B7. Encounters with further and higher education
- B8. Personal guidance

***(DfE 'Careers Strategy: making the most of everyone's skills and talents' December 2017)***

### **Key Principles:**

**The CEIAG programme delivered at Birmingham Ormiston Academy is underpinned by the following principles of good practice:**

- P1. Provide access to a range of activities that inspire young people.
- P2. Build strong links with employers to help boost young people's attitudes and employability skills. Inform young people of the range of opportunities available and help them understand how to make this a reality.
- P3. Offer high quality work experience, that properly reflects individual's studies and strengths and support the academic curriculum.
- P4. Widen access to advice on options available post-16, for example, apprenticeships, entrepreneurialism, or other vocational routes alongside the more traditional A-Levels and university route.
- P5. Provide face-to-face advice and guidance to build confidence and motivation.
- P6. Work with local authorities to identify vulnerable young people, including those with special educational needs and those at risk of not participating post-16, and the services that are available to support them.
- P7. Provide information to students about the financial support that may be available to help them stay in education post-16.
- P8. Consciously work to prevent all forms of stereotyping in the advice and guidance provided, to ensure boys and girls from all backgrounds and diversity groups consider the widest possible range of careers, including those that are often portrayed as primarily for one or other of the sexes.

***(DfE 'Careers Guidance and inspiration in Schools' March 2015)***

## Careers Programme

Key Stage	CEIAG Provision & Outcomes	Link to Principles	Link to Benchmark	Dates
Key Stage 4	<p><b><u>Year 10</u></b></p> <p><b>Work Experience Programme</b></p> <ul style="list-style-type: none"> <li>• All Year 10 students attend a 5-day work experience placement in February.</li> <li>• Students are encouraged to take responsibility for organising their own work experience placement. It is hoped that their individual choice of placement will give:               <ul style="list-style-type: none"> <li>- An insight into the world of work.</li> <li>- An opportunity to experience a particular career interest that supports their progression and the wider curriculum.</li> <li>- Experience of working amongst adults.</li> <li>- Enhance their employability through the development of transferable skills. (E.g. confidence, communication, innovation, leadership and teamwork.)</li> </ul> </li> <li>• Students are supported through a programme of careers guidance sessions (delivered in the form of assemblies, tutor sessions, L2L lessons, 1-2-1 meetings). These sessions are delivered both prior to and after the placement.</li> </ul>	P1, P2, P3, P5, P8	B5, B6	September – March
	<p><b><u>Year 11</u></b></p> <p><b>Preparing for Post-16 Progression</b></p> <ul style="list-style-type: none"> <li>• All Year 11 students are provided with a programme of support to help them prepare for their next step and to identify the range of Post-16 options available to them.</li> <li>• This programme is delivered through:               <ul style="list-style-type: none"> <li>- 1-2-1 Meetings with Progression Officer</li> <li>- Careers Assemblies and Lessons</li> <li>- CV Workshop</li> </ul> </li> </ul> <p><i>ERI to liaise with SENCo and BOA Pastoral team to identify students at risk of NEET. All relevant information is returned to the Local Authority.</i></p>	P1, P4, P5, P7	B2, B3,	September – July
		P6	B8	

<b>Key Stage 5 (Post- 16)</b>	<b><u>Year 12 &amp; Year 13</u></b>			
	<b>Futures Information Evening</b> <ul style="list-style-type: none"> <li>To provide information, advice and guidance on the different options available for students after BOA.</li> <li>To ensure parents are informed and involved to enable them to support their son/daughter's progression.</li> <li>Information will be provided on: Applying to HE; Funding; Employment; Gap Years; Internships and Apprenticeships.</li> <li>Representatives from HE Institutes and Apprenticeship providers.</li> </ul>	P1, P2, P7, P8	B2, B5, B6, B7	June
	<b>Research/UCAS Course Search/ Personal Statement /Cover Letter Presentation</b> <ul style="list-style-type: none"> <li>All Year 12 students to attend presentations to encourage students to commence the research process early.</li> <li>Signpost relevant webpages to support students' research and decision-making process.</li> <li>Provide a step-by-step guide to using UCAS &amp; UCAS Conservatoire course search.</li> <li>To provide guidance on writing an effective personal statement or covering letter to support students applications and progression after BOA.</li> <li>Support students with the drafting process through further guidance and advice from progression officer/pathway tutors/directors.</li> </ul>		B3, B8	June/July
	<b>1-2-1 Information, Advice and Guidance Interviews</b> <ul style="list-style-type: none"> <li>All students have the opportunity to attend an impartial 1-2-1 information, advice and guidance for students to support their individual progression route.</li> <li>Students will be provided with an individual action plan following their interview.</li> </ul>	P5, P8	B3, B8	Ongoing
	<b>UCAS Higher Education Convention</b> <ul style="list-style-type: none"> <li>Opportunity to receive further information from a range of providers including higher and further education providers, charities, recruiters, gap year</li> </ul>	P1, P2	B2, B5, B7	June

<p>companies and commercial organisations.</p> <ul style="list-style-type: none"> <li>• Students are able to talk face to face with exhibitors and attend seminars to help with their application, finances or course choices.</li> </ul> <p><b>Application drop-in sessions</b></p> <ul style="list-style-type: none"> <li>• To provide ongoing support for students registering and completing their Apprenticeship/UCAS/CUKAS/Independent applications.</li> </ul> <p><b>University/Vocational School Visits/ Apprenticeship Provider presentations</b></p> <ul style="list-style-type: none"> <li>• Invite a range of HE Providers and Apprenticeship providers to deliver independent information, advice and guidance for students on their progression options.</li> <li>• To provide subject specific information on the options available.</li> </ul> <p><b>Alumni Q&amp;A</b></p> <ul style="list-style-type: none"> <li>• All Year 13 Students attend an Alumni Q&amp;A event in the BOA Theatre.</li> <li>• Past students invited to BOA to share their advice and guidance with current students.</li> </ul> <p><b>Work Experience Opportunities</b></p> <ul style="list-style-type: none"> <li>• Post-16 student have access to a range of work experience opportunities with our industry partners.</li> <li>• These opportunities support their vocational studies and future progression.</li> <li>• Examples of opportunities include; <ul style="list-style-type: none"> <li>- PRG Lighting Crew Assistant at the Brit Awards 2017</li> <li>- Curtain Raiser for Matthew Bourne’s production of ‘Red Shoes’ at Birmingham Hippodrome</li> <li>- Production Managing ‘Noise’ at The Old Rep Theatre.</li> <li>- Annual Christmas Production at The Old Rep Theatre (Wind in The Willows &amp; Alice in Wonderland)</li> <li>- BOA TV and BOA Radio</li> </ul> </li> </ul>	<p>P5</p> <p>P1, P2, P4, P8</p> <p>P1, P2, P8</p> <p>P2, P3</p>	<p>B8</p> <p>B2, B4, B5, B7</p> <p>B3, B5</p> <p>B5, B6</p>	<p>Ongoing</p> <p>Ongoing</p> <p>September</p> <p>Ongoing</p>
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