



BOA Careers Policy & Provider Access Statement

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Policy Scope

The BOA Careers Policy and Provider Access Statement:

- Covers the Careers Education, Information, Advice and Guidance (CEIAG) provided to students at Key Stages 4 and 5 at BOA Creative, Digital and Performing Arts Academy (BOA), under the statutory careers duties that apply to students in Years 10 to 13
- Has been reviewed in line with the Department for Education's (DfE) statutory guidance, [Careers guidance and access for education and training providers](#) (June 2026), and related guidance provided by organisations including the Gatsby Charitable Foundation and the DfE-funded Careers & Enterprise Company (CEC)
- Works in conjunction with the BOA Careers Programme, published on the [Academy website](#), which sets out how the Academy delivers a stable careers-related learning programme in line with the requirements of all eight Gatsby Benchmarks, as updated in 2024
- Covers the legal duty of schools to ensure that students have at least two opportunities in each 'key phase' to meet providers of technical education and/or apprenticeships, with a statement below setting out the procedural information relating to requests for access.

All members of BOA staff are expected to be aware of the content of this policy and to apply its principles, recognising both the importance of CEIAG as an integral part of the Academy's provision and their responsibility as members of staff in its delivery.

Aims and Objectives

The BOA Careers Programme aims to:

- Equip students with a clear understanding of the world of work, including the various pathways to fulfilling and rewarding careers
- Support the development of essential self-awareness, decision-making and career management skills to help students achieve successful employment outcomes
- Empower students to make informed choices about their futures, enhancing their life opportunities and enabling them to contribute positively to the economy.

The Academy seeks to inspire and motivate all students to fulfil their potential, encouraging them to consider a broad and ambitious range of careers and progression routes, and enabling them to become self-governing, independent and resilient, so that they leave the Academy fully prepared for life in modern Britain. To achieve these objectives, the Academy:

- Maintains a designated Level 7-qualified Careers & UCAS Lead with responsibility for strategic leadership of the BOA Careers Programme, supported by appropriate ongoing training and professional development
- Facilitates a structured programme, overseen by the Careers & UCAS Lead and actively supported by Senior Leaders and the Academy Governing Body, that draws upon wide-ranging sources of expertise in the arts and broader industries, ensuring students understand the diverse career paths open to them
- Publishes, and updates as required, the following information on the [Academy website](#): BOA Careers Policy and Provider Access Statement; BOA Careers Programme; contact details for the Careers & UCAS Lead

- Showcases opportunities in the creative industries alongside options in other fields and progression routes, including technical qualifications and apprenticeships, with information and guidance clearly sign-posted to students, their families, staff and other stakeholders
- Shares labour market information (LMI) specific to the creative industries, alongside data on alternative sectors, facilitated through direct encounters and online resources (e.g. Unifrog)
- Offers dedicated support for students with SEND, disadvantaged students (including those eligible for Free School Meals and/or Pupil Premium), children in care, previously looked-after children, young carers and those at risk of becoming NEET to ensure they are not limited in their exploration of careers options
- Ensures that careers learning is embedded across the curriculum and whole Academy, with all subjects making direct links between curriculum learning and careers, underpinned by ongoing professional development in CEIAG
- Encourages students to develop transferable skills, such as communication, problem-solving and collaboration, which are valuable in both creative and non-creative fields
- Arranges workplace visits and facilitates other encounters with employers to meet the expectation of “at least one meaningful encounter” per year (DfE June 2026)
- Provides access to high-quality modern work experience opportunities for students at Key Stages 4 and 5, ensuring that students have “multiple first-hand experiences of workplaces by the age of 16 and at least one further such experience by age 18” (DfE June 2026) – such experiences may include placements, job-shadowing, workplace visits, employer projects, mentoring and other meaningful experiences of work as defined by the Gatsby Benchmarks
- Encourages the pursuit of independent projects (e.g. creating films, staging plays, etc.) that incorporate skills from various sectors (e.g. budgeting, event planning, digital marketing)
- Arranges multiple direct encounters with representatives from further and higher education, (e.g. conservatoires, universities, apprenticeship providers), combining trips (at least two by the end of Key Stage 5) with talks, workshops, etc. delivered on site
- Provides impartial information, advice and guidance through 1:1 careers meetings with a Level 6-qualified, independent careers adviser for students at Key Stages 4 and 5, scheduled to suit the timing of key decision-points in relation to post-16 and post-18 progression
- Monitors students’ aspirations in responsive fashion, adapting resources and providing bespoke support as appropriate
- Supports every student in making a successful transition into post-16 and post-18 education, employment and/or training, liaising with parents/carers through regular communication
- Recognises the important role played by parents/carers in supporting students’ career decision-making, actively engaging with parents/carers by a variety of means including but not limited to information made available on the Academy website, information evenings, regular careers notices, destination guidance and access to LMI
- Maintains records of individual student participation in careers-related learning and uses this information to identify and address gaps in provision, particularly for vulnerable groups
- Maintains productive connections with alumni who have pursued creative arts careers and non-arts roles, highlighting a range of potential post-18 options for current students
- Utilises destinations data, feedback from students, families, staff and other stakeholders, as well as current trends in the labour market, to inform future provision of CEIAG
- Provides an annual report to the Academy Governing Body, written by the Careers & UCAS Lead, summarising Gatsby Benchmark performance, engagement data, destination

outcomes, results from self-evaluation processes (including CEC's Compass+ evaluation tool and Internal Leadership Review), stakeholder feedback and priorities for improvement

- Adheres to the Career Development Institute's (CDI) [Code of Ethics](#) (2024).

Gatsby Benchmarks

Reflecting the government's vision for CEIAG as presented in the DfE's statutory guidance (June 2026), we recognise that high-quality careers provision is critical to our students' futures, with the actions that underpin our BOA Careers Programme (including but not limited to those listed above) informed by, and designed to meet, the following eight Gatsby Benchmarks, as updated in 2024:

- Benchmark 1: A stable careers programme
- Benchmark 2: Learning from career and labour market information
- Benchmark 3: Addressing the needs of each young person
- Benchmark 4: Linking curriculum learning to careers
- Benchmark 5: Encounters with employers and employees
- Benchmark 6: Experiences of workplaces
- Benchmark 7: Encounters with further and higher education
- Benchmark 8: Personal guidance.

Responsibilities of the Academy

The Academy has a series of duties in relation to CEIAG, as follows:

- All registered students at the Academy will receive independent careers advice while enrolled in Years 10 to 11, and in Years 12 to 13
- Careers advice and guidance will be offered in an impartial manner, without bias towards a particular institution, education pathway or employer; the advice and guidance will cover a range of education and training options
- The Academy's careers provision is underpinned by the Equality Act 2010 and the Public Sector Equality Duty, ensuring that all students have equal access to impartial careers guidance and opportunities, free from discrimination, prejudice or stereotyping; students are recruited with integrity and offered advice and guidance that is in their best interests
- The BOA Careers Programme will set out how the Academy addresses all eight Gatsby Benchmarks, as updated in 2024, through its provision of careers-related learning
- The Academy will review its provision annually, seeking feedback from students, families, staff and other stakeholders to quality assure all aspects of the BOA Careers Programme and to ensure it meets the needs of all students on roll.

Responsibilities of the Academy Governing Body

The Academy Governing Body will ensure, firstly, that an appropriate careers policy is in place and published on the Academy website, but also that the policy:

- Has been communicated clearly to all stakeholders, with opportunities given for feedback
- Recognises the statutory duty of schools to ensure that their CEIAG meets the Gatsby Benchmarks and all other statutory or legal requirements, as set out by the DfE
- Ensures that arrangements are in place to allow a range of educational and training providers to access students in each 'key phase' (i.e. Key Stages 4 and 5), with a provider access statement incorporated within the policy and accessible on the Academy website

- Has been subject to regular review, along with the associated BOA Careers Programme, including through the annual report provided by the Careers & UCAS Lead and ongoing meetings between the Link Governor for careers and the Careers & UCAS Lead, with focus given to the efficacy of the programme on offer and with advice/support provided if/when improvements are suggested.

Provider Access Statement

This statement sets out the arrangements for managing the access of providers in compliance with the Academy's legal obligations under Section 42B of the Education Act 1997 (otherwise known as the "Baker Clause"), as defined currently by the Provider Access Legislation contained in the DfE's statutory guidance, [Careers guidance and access for education and training providers](#) (June 2026).

We are committed to ensuring that our students are fully informed about all possible post-16 and post-18 options, including technical qualifications and apprenticeship pathways. We aim to provide opportunities for students to engage with technical education and apprenticeship providers, and with other vocational training organisations, to help them make well-informed decisions about their futures, considering "how studying or training in different ways, and in different environments, might suit their skills, interests and aptitudes" (DfE June 2026).

All students are entitled to:

- Find out about technical education qualifications and apprenticeships opportunities
- Hear from a range of local as well as national providers about the opportunities they offer, e.g. through options events, assemblies, group discussions and taster events
- Understand how to make applications for a full range of academic and technical courses.

To meet this entitlement, during the two 'key phases' relevant to BOA as a 14 to 19 academy, the DfE specifies that schools must provide at least four encounters with providers of technical education and/or apprenticeships:

- Two in the second 'key phase' (Years 10 to 11) that are mandatory for all students to attend
- Two in the third 'key phase' (Years 12 to 13) that are mandatory for the school to put on but optional for students to attend.

These provider encounters should be scheduled during main school hours and the provider should be given a reasonable amount of time to, as a minimum:

- Share information about the provider and the approved technical education qualification or apprenticeship they offer
- Summarise and explain associated career routes/possibilities for the future
- Provide insights into what it might be like to learn or train with that provider (including the opportunity to meet staff and students from the provider)
- Answer questions from students.

As noted above, we are committed to providing equitable and inclusive access to all post-16 and post-18 options, ensuring that our students are fully aware of all available routes – whether academic, vocational or apprenticeship-based. The following procedural and practical arrangements reflect our dedication to preparing students for successful careers, whether they choose to continue in education, pursue an apprenticeship or enter the workforce directly:

- A provider wishing to request access should first contact the Careers & UCAS Lead: Dr S May (Assistant Principal): telephone: 0121 359 9300 / email: careers@boa-academy.co.uk
- The Careers & UCAS Lead will work with the provider to ensure a clear schedule is set for engagement and their access is arranged in a manner that is respectful of the needs of students and the academic timetable, and with reference to the CEC's [Making it meaningful checklist](#) (2021)
- Following a successful request, access to our students will be arranged to take place during regular Academy hours, providing opportunities for face-to-face meetings, presentations, careers fairs or industry-specific events, workshops, and other forms of engagement; the Academy will also consider live online encounters where requested and as appropriate
- Providers will be given access to suit the timing of key decision-points for students; we will ensure there is enough time for providers to present their opportunities before our students make final choices regarding post-16 or post-18 destinations
- The Academy will ensure a suitable space is made available, as appropriate to the activity, presentation or discussion; the Academy will also endeavour to provide IT and other forms of equipment, as required and with reasonable notice given
- The BOA Careers Programme provides a comprehensive overview of the CEIAG curriculum, and providers are encouraged to refer to this document – available on the [Academy website](#) – to identify a suitable time for their proposed visit
- Grounds for refusal: the Academy is always predisposed to grant access to providers and will look to find means of accommodation; refusal may only occur in circumstances where: safeguarding concerns exist; the request duplicates existing provision; timetable constraints make access impractical at that time; suitable alternative arrangements are offered
- We will ensure that all providers have equal access and that opportunities are presented in a balanced, non-biased manner, giving equal importance to academic and vocational pathways; we aim to include local providers alongside national organisations to reflect a broad spectrum of careers
- All providers will be required to comply with Academy health and safety policies, including safeguarding procedures; providers may be required to complete a risk assessment and/or provide evidence from Disclosure and Barring Service (DBS) checks.

The Careers & UCAS Lead will continually monitor and evaluate BOA's provider access arrangements to check that all students' needs are met. Feedback will be collected from both students and providers to assess the quality of the engagement and the relevance of the information provided; this feedback will be used to drive continuous improvement, adapt the provider access schedule as required, and thereby ensure that students receive the best possible opportunities to make well-informed decisions about their futures.

Management, Delivery, and Partnerships

High-quality CEIAG requires a coordinated approach, drawing upon varied professional expertise:

- The BOA Careers Programme is managed by the BOA Careers & UCAS Lead: Dr S May (Assistant Principal): telephone: 0121 359 9300 / email: careers@boa-academy.co.uk
- Impartial information, advice and guidance are provided through 1:1 careers meetings with a Level 6-qualified, independent careers adviser
- All BOA staff contribute to careers provision through their roles as Senior Leaders, Department Leaders, Heads of Key Stage, Heads of Year, Form Tutors, Subject Teachers, and

Support Staff, reflecting the view that “careers guidance is both a whole-staff and a whole-institution endeavour” (DfE June 2026)

- To ensure the delivery of impartial information, advice and guidance, and the provision of meaningful encounters with a range of education and training providers and employers, BOA works closely with a number of organisations; visit the [Academy’s website](#) for a list of sponsors, partners and partnerships.

Monitoring and Evaluation

The impact of the BOA Careers Programme is measured by several methods, including:

- Self-assessment using CEC’s Compass+ evaluation tool and Internal Leadership Review
- Destination reports and data for Year 11 and Year 13 leavers
- Feedback from students on their experience of the CEIAG received
- Feedback from staff on careers lessons/events and the work experience programme
- Feedback from key stakeholders including parents/carers, employers and partners.

Links to other Policies/Guidance

This policy should be read in conjunction with:

- [BOA Careers Programme](#)
- CDI: [Code of Ethics](#) (2024)
- CEC: [Making it meaningful checklist](#) (2021)
- DfE: [Careers guidance and access for education and training providers](#) (June 2026)
- Gatsby Charitable Foundation: [Good Career Guidance: The Next 10 Years](#) (2024)