



Date adopted: September 2026

Date of Next Review: September 2027

Brownhills Ormiston Academy - our commitment to Careers Education

Information Advice & Guidance (CEIAG)

Changes from the 2025/26 version

- Statutory references updated to the DfE guidance of May 2025 and its 2026 update.
- Policy reflect the academy's 11-16 age range (Years 7-11).
- New Careers Adviser: Mr A Liggins replaces Mrs S Murphy.
- Programme restructured around the eight updated Gatsby Benchmarks.
- Work experience offer updated to the strengthened Benchmark 6.
- Safeguarding, contacts and linked policies expanded.

1. Policy statement

Brownhills Ormiston Academy provides every student in Years 7 to 11 with a stable, planned careers programme. The programme gives students the knowledge, skills and confidence to make informed choices about education, training and work, and to manage their careers throughout life.

Careers education is part of our Personal Development curriculum and is linked to learning in every subject. It raises aspirations, challenges stereotypes and helps every student move on to a positive destination at 16.

The programme develops students' employability skills, personal responsibility and resourcefulness. It draws on local, national and international labour market information. It covers the full range of post-16, in line with our Provider Access Policy Statement.

We hold ourselves accountable to students, parents and carers and governors. We do this through regular evaluation against the Gatsby Benchmarks, student and parent feedback, and our annual destinations data.

2. Statutory Duty - Key Points

This policy follows the DfE statutory guidance *Careers guidance and access for education and training providers* (May 2025, updated 2026). Schools must have regard to it.

The governing body must ensure that:

- all students in Years 7 to 11 receive independent careers guidance;
- guidance is presented impartially and promotes the best interests of each student;
- guidance covers the full range of education and training options, including apprenticeships, T Levels and other technical routes;
- providers of technical education and apprenticeships have at least four opportunities to speak to students in Years 8 to 11, as required by the Skills and Post-16 Education Act 2022;
- a Provider Access Policy Statement and details of the careers programme are published on the academy website.

The programme is built on the eight Gatsby Benchmarks, updated from September 2025. We measure progress using the Careers & Enterprise Company's Compass evaluation. Careers education is also a key part of Personal Development, which Ofsted considers under the renewed education inspection framework.

3. Student Entitlement:

Every student is entitled to:

- a planned careers programme from Year 7 until they leave;
- impartial information about all post-16 routes: sixth forms, colleges, T Levels, apprenticeships and employment, and where each can lead, including university;
- at least one meaningful encounter with an employer every year;
- work experience activities in Years 7 to 9 and a work placement in Years 10 to 11;
- encounters with colleges, universities and apprenticeship providers;
- a personal guidance interview with a qualified adviser by the end of Year 11;
- a written career action plan from that interview;
- up-to-date labour market information;
- extra support when circumstances or plans change.

Students are expected to:

- take part fully in careers sessions, events and interviews;
- keep their Unifrog record up to date;
- meet application deadlines;
- ask for help when unsure.

Aims. The programme follows the CDI Career Development Framework (2021). It develops six career skills: growing throughout life, exploring possibilities, managing career, creating opportunities, balancing life and work, and seeing the big picture.

In practice, students will:

- **Know themselves** — understand their strengths, interests and values, and build confidence in decision-making.
- **Explore options** — research courses, routes and careers, locally and nationally.
- **Manage their career** — set SMART targets in a career action plan.
- **Make transitions** — be supported at Year 9 options and the move to post-16 education or training.

4. The Careers Education Programme will be delivered as follows in the academic year 2026/27

This programme will be delivered by the following in the Academy:

- Careers Adviser (Mr A Liggins)
- Careers Leader (Mrs J Adams),
- SLT support link (Mrs J Mitchell)
- Enterprise Coordinator (J Rasmin)
- Personal Tutors
- Subject areas

Through the Personal Development programme during personal tutor time in Years 7 - 11, emphasis will be on 'Careers and Life Skills' as a major theme.

Pupils to have a range of visits from external providers.

Through ICT - emphasis here will be on recommending Unifrog and other careers websites that pupils and parents can access for advice, giving them the opportunities to research career pathways and to develop self-awareness.

Through individual careers guidance interviews for every student by the end of Year 11.

Student and parents can book an appointment with Mr Liggins through email

careers@brownhillsoa.co.uk. The Careers Leader, Mrs J Adams can be contacted by email at jadams@brownhillsoa.co.uk or by telephone on 01543 452 886

5. How we meet the Gatsby Benchmarks

Each benchmark below lists how the academy delivers it. Progress is checked through Compass each term.

Benchmark	How Brownhills meets it
1. A stable careers programme	Programme published on the website and reviewed annually with students, parents, staff and employers. Led by the Careers Leader with SLT and governor links. Dedicated budget.
2. Learning from career and labour market information	West Midlands LMI built into Personal Development sessions. LMI shared with parents at options, parent information evenings and on the website. Students use Unifrog and the National Careers Service. Staff briefed annually.
3. Addressing the needs of each young person	Each student's activities recorded on Compass+. Programme challenges stereotypes. Tailored support for SEND, disadvantaged, looked-after and at-risk-of-NEET students. Destinations tracked for three years after leaving.
4. Linking curriculum learning to careers	Every department links topics to careers and skills which are stated in their scheme of learning. A careers take over day focus across all subjects. National Careers Week is marked.
5. Encounters with employers and employees	At least one meaningful employer encounter per student per year. Careers fair, guest speakers, mock interviews, employer-led projects. Partners include Aspire to Higher Education and Walsall Council.
6. Experiences of workplaces	Work experience activities in Years 7 to 9, such as workplace visits and work shadowing. A 5-day placement for every Year 10 student, with virtual placements only where a physical one is not possible.
7. Encounters with further and higher education	Provider access encounters. College and sixth form open days promoted. University visits and outreach via Aim Higher and Aspire to HE, so students see where post-16 routes can lead.
8. Personal guidance	One-to-one guidance with a Careers Adviser for every student by the end of Y11, plus Year 9 at options and others on request. Each student gets a written action plan, which can be shared with parents and carers.

6. Provider access

The academy gives providers of technical education and apprenticeships at least four opportunities to meet students in Years 8 to 11. As an 11–16 academy the Years 12-13 encounters required of schools with a sixth form do not apply. At least two encounters take

place in Years 8-9; and at least two encounters take place in Years 10-11.

Each encounter covers the provider, the technical qualifications or apprenticeships it offers, the careers they lead to, and time for students' questions.

Providers such as colleges, University Technical Colleges and apprenticeship providers can request access by contacting the Careers Leader. Requests are handled in line with our Provider Access Policy Statement, published on the academy website. That statement sets out how to request access, the opportunities available, and the facilities provided.

6. Parents and carers

Parents and carers play a vital part in their child's career decisions. The academy keeps them informed and involved.

- A careers page on the academy website with the programme, LMI, open-day dates and useful links.
- A careers stand at parents' evenings, options evenings and post-16 evenings, staffed by the Careers Leader or Careers Adviser.
- Copies of action plans from guidance interviews, with an invitation to discuss them.
- Meetings in school or online with Careers Adviser on request. Home visits only where appropriate and in line with the lone-working and safeguarding policies.
- Careers updates in the academy newsletter and on social media.

7. Safeguarding.

Careers activity follows the academy's Safeguarding and Child Protection Policy.

- External visitors and speakers are checked and supervised in line with the academy's policy.
- Work placements are checked for health and safety, insurance and suitability before students attend.
- Online and virtual activities follow the academy's policy.
- Any safeguarding concerns raised are reported immediately to a member of the Safeguarding Team at Brownhills Ormiston Academy in line with the relevant Academy policies and approaches.

8. Staff development.

- The Careers Leader completes or keeps up the DfE-funded Careers Leader training.
- The Careers Adviser keeps up his professional registration and CPD, for example through the CDI.
- Tutors are trained each year to deliver careers sessions in Personal Development.
- All staff get an annual briefing on LMI, routes and how to link their subject to careers.

9. Assessment, Monitoring and Evaluation

The programme is judged by its impact on students, not just by the activities delivered.

Progress against the Gatsby Benchmarks is measured each term through the Compass evaluation, completed with the Enterprise Coordinator and reported to SLT and governors. Students' career readiness is measured at the start and end of each year through the Future Skills Questionnaire, and the results are reported to SLT.

The Careers Leader keeps an ongoing record of each student's careers activities on Compass+ and the internal tracker. Guidance interview records and action plans are also kept on Unifrog, and admin staff update EVOLVE. Students, staff and providers give feedback after each major event, which the Careers Leader uses to improve future events.

Each year, students, parents and staff are surveyed for their views of the programme, and the findings are reported to SLT and governors. Year 11 destinations and NEET figures, including figures for different groups of students, are reported annually to governors and published on the website. Governors also receive the DfE's sustained destination measures each year.

The Careers Leader reports to governors at least once a year. The Enterprise Coordinator provides a termly action plan, reviewed with the Careers Leader.

The policy and programme are reviewed in the each summer term, or sooner if statutory requirements change.

