

Context

Ormiston Ilkeston Enterprise Academy (OIEA) is a 11-16 school and a member of the Ormiston Academy Trust (OAT). There are now approximately 970 students currently on role and the Academy is now oversubscribed.

The Academy is situated in an area of high deprivation, with the proportion of disadvantaged pupils well above the national average. There is also a higher-than-average number of pupils with SEN and/or disabilities.

A high proportion of students are classed as White British and the proportion of students from ethnic minorities that speak English as an additional language is also well-below the national average.¹

OIEA was first awarded the Careers Mark in October 2019 for fully meeting six out of the eight Gatsby Benchmarks. Since then we have been reevaluated (FEB 2023), WE provided additional evidence to demonstrate that we have maintained the original standards and are now fully meeting the 8 Gatsby benchmarks, this has been corroborated by D2N2 who stated that we *'have more than met every benchmark.'*

Rationale For Our Careers Vision

Our vision at OIEA is:

That we **CARE**

As an Academy we are driven by this belief and understand that everything we do has the power to change the lives of our students.

The vision for CEIAG therefore must ensure that every activity we plan, every conversation we have, every piece of advice we offer and every interaction we arrange shows that we **CARE**.

CEIAG at OIEA needs to be outstanding. Our students deserve this. In our area, with deprivation being high, we must ensure that students have the skills, knowledge, and self-belief to make positive career choices whilst at the Academy and after they have left.

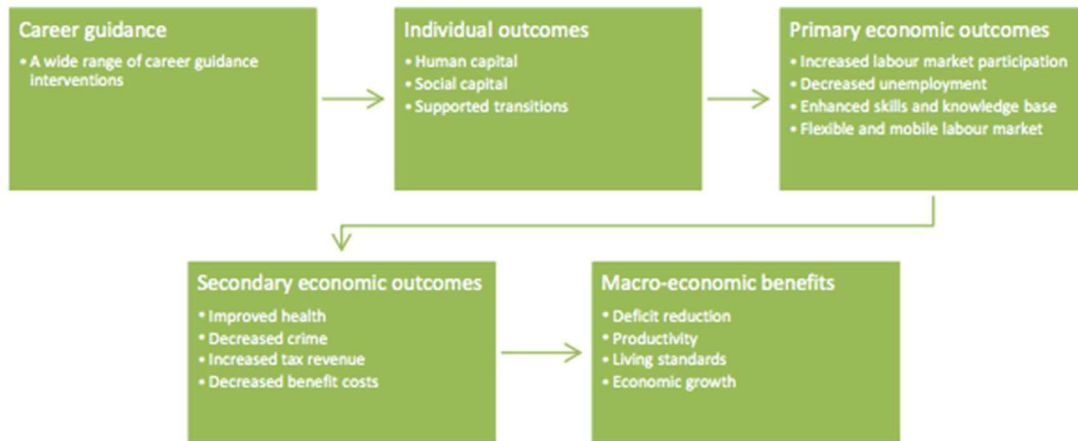
We need to break down the barriers to social mobility.

We need to open our students' eyes to the possibilities and opportunities that surround them.

¹ <https://reports.ofsted.gov.uk/provider/23/137109>

² <https://www.compare-school-performance.service.gov.uk/school/137109/ormiston-ilkeston-enterprise-academy/secondary>

³ <http://www.oiea.co.uk/about-oiea-2/vision-and-ethos/>



Finally, outstanding CEIAG can lead to greater motivation to succeed. Students that have a clear direction or travel are more driven and determined and their outcomes improve. Hooley and Dodd, 2015 demonstrated the impact effective CEIAG can have on individuals and wider society:⁴

As this conceptual model demonstrates, high quality careers education, information, advice and guidance really does transform lives.

⁴ <https://cica.org.au/wp-content/uploads/Careers-England-Research-Paper-The-Economic-Benefits-of-Career-Guidance-July-2015.pdf>

Careers Vision

“Everything is Possible”

At OIEA, we believe Everything is Possible.

Our Careers Education, Information, Advice and Guidance (CEIAG) programme is designed to help your child to achieve their dreams.

Everything is Possible.

From our Year 7’s first months of life at the school until we say goodbye to our Year 11’s on results day we are supporting our students to secure the opportunities we know they deserve.

In fact, our support doesn’t stop there.

We continue to track how our students are progressing for several years after they have left us, are ready to offer advice and guidance if ever it is needed.

Everything is Possible.

We design our careers programme to gradually build the skills and knowledge our students need to make informed decisions about what they will thrive at in the future and the steps they need to take to get there.

Everything is Possible.

We want to help students think about the type of life they want to lead, what they want to achieve and what is important to them. We want to help them understand their role in society and the responsibilities that brings. More than anything, at OIEA we want our students to truly believe that with hard work, dedication and the right support, nurturing and guidance, everything is Possible.

The Gatsby Benchmarks

The Good Career Guidance Report identified a set of eight benchmarks that schools can use as a framework for improving their careers provision.

The eight Gatsby benchmarks of Good Career Guidance:

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

Many organisations have embedded the benchmarks into their work including: the Careers and Enterprise Company, Teach First and the Sutton Trust¹. As a result of the universal adoption of these standards, OIEA also plan our strategy and actions around the achievement of these eight benchmarks.

Career Development Institute

The Career Development Institute (CDI) is the UK-wide professional body for everyone working in the fields of career education; career information, advice and guidance², among others.

The CDI has published a framework to help ensure all institutions meet the statutory obligations when designing careers programmes as well as effectively preparing young people for life after school.

All careers-related activities at OIEA are mapped against the CDI framework.

¹ Extract taken from www.gatsby.org.uk

² Extract taken from www.thecdi.net

Strategic Objectives

The strategic objectives laid out below have been designed to ensure that, as an Academy we are able to achieve all Gatsby Benchmarks comprehensively and therefore ensuring that our students can realise our vision for them.

The strategic objectives are formulated to ensure that they are achievable and maintainable over the long term and address the current needs of the Academy.

VISION "Everything is Possible"		
<p>Strategic Objective 1</p> <p>To embed careers education and guidance within the curriculum, ensuring all staff understand their role in ensuring outstanding careers provision for all.</p>	<p>Strategic Objective 2</p> <p>To ensure all students, regardless of need have access to local and national market information and engage in meaningful encounters with employers and alumni to help them make informed choices about their future.</p>	<p>Strategic Objective 3</p> <p>To ensure all students understand and explore the opportunities available to them Post 16 through their interactions with educational providers and impactful IAG.</p>
Benchmark 1, 2, 3 & 4	Benchmark 2, 3, 5 & 6	Benchmark 7 & 8

The Careers Team at OIEA

Dr Stewart Laing Assistant Principal: Current Careers Lead

- Strategic overview of the CEIAG programme
- Organise events
- Prepare and implement careers strategy
- Development of careers action plan
- Monitor careers provision and student engagement
- Liaise with tutors, Head of Years, SENCO to identify and support students with targeted and timely careers guidance
- Secure student access to independent, timely, personal careers guidance
- Analysis of destination data
- Establish, maintain and develop relationships with employers, FE, HE, training and apprenticeship providers
- Promote careers across the curriculum; liaise with PSHE lead and subject leaders
- Lead careers CPD for staff
- Brief and support staff involved with delivery of careers programmes
- Review, monitor and evaluate careers
- Report to SLT and Governors on careers
- Advise SLT and Governors on policy, strategy and resources for careers

Rebecca Wingfield: Careers Administrator

- Co-ordinate the work experience programme for Year 10 students
- Maintain accurate records of careers activity and events using Compass+
- Manage IAG appointments and distribution of action plans
- Maintain records of employers and educational providers
- Prepare destination data and liaise with Children's Services at DCC
- Support in the administration of CEIAG

Luminate _ Careers 1:1 Provision

- Undertake IAG appointments with students
- Timely preparation of action plans following on from IAG's
- Support on parents evenings and results days

Peter Tomlinson: CARE Co-ordinator

- Co-ordinate careers education at Key Stage 3 and Key Stage 4 as part of the wider PSHE programme
- Work with Careers Leader to ensure PSHE ensures the achievement of CEIAG aims
- Track careers education through PSHE in line with the CDI framework

Martin Stovin: Lead Governor for CEIAG

- Monitor provision of careers across the Academy
- Termly review of careers provision
- Strategic planning advice and support for development of careers across the Academy
- Actively promote the career strategy and programme with the governors and wider stakeholders