

Careers, Education and Guidance Policy

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Approval Body:	MAS GB
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Status:	Approved
Policy Version:	5

Version	Reviewed	Changes since last version
1		Existing
2	November 2022	Minor wording changes – update on CDI framework and implementation management
3	November 2023	No updates, part of annual review
4	November 2024	Implementation programme to include new staff leads External Programme staff name updated Monitoring, review, evaluation and development of CEIAG to include analysis of data
5	November 2025	Gatsby benchmarks updated 6 cores of CDI have been amended Job title of Joseph Griffiths updated

Overview / General aim

At Mulberry Academy Shoreditch, our vision for Careers Education, Information, Advice and Guidance (CEIAG) is that: Every individual is empowered by the whole school community to recognise their potential opportunities and their potential journey, and to make their potential greatness a reality.

‘Excellent careers guidance makes sure that there is equality of opportunity. It unlocks potential and transforms outcomes for people of all ages’ (*Careers strategy: making the most of everyone’s skills and talents (DFE Publication Dec 2017)*)

‘A thriving careers system that is accessible to everyone is at the heart of our focus on social mobility’ (*The Rt Hon Anne Milton MP Minister of State for Apprenticeships and skills and Minister for Women*).

Rationale

Careers education and guidance programmes play a major part in helping young people choose pathways that suit their interests, abilities and individual needs. A robust careers programme helps avoid disengagement, puts school learning into a wider and more relevant context, and helps raise aspirations. The Mulberry Academy Shoreditch (MAS) programme helps our students to plan and manage their careers effectively, ensuring progression which is ambitious and aspirational. It promotes equality of opportunity, celebrates diversity and challenges stereotypes. The focus is on career and option choice, raising the aspirations and achievement of individual students and equipping them with skills, attitudes, knowledge and understanding as a foundation for managing their lifelong career and learning. The policy is designed to meet the Gatsby benchmarks and conforms to statutory requirements, including the Baker clause.

Commitment

Mulberry Academy Shoreditch is committed to providing all students in Years 7-13 with a programme of careers activities and supporting activity. The programme is being developed in line with the eight Gatsby benchmarks for ensuring best practice and to meet the requirements of the Department for Education’s statutory guidance 2018.

The Gatsby Benchmarks:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each student
4. Linking curriculum learning to careers

5. Encounters with employers and employees
6. Experience of work places
7. Encounters with further and higher education
8. Personal guidance
 - *Parental and carer engagement (September 2025)
 - *Evaluation and use of data (September 2025)

The current careers programme is delivered through a combination of methods, including tutor led PHSE, assemblies, workshops, encounters and visits with Colleges, Further and Technical education providers and University trips, opportunities to visit colleges, employer visits and trips, work experience, drop down days, curriculum lessons focused on careers and 1:1 guidance session. Additionally, options and pathways events are held to support students in Y8 and Y11 and their parents/carers in choosing their KS4 and KS5 subjects.

To enable students to track their progress and have a record of their skills, achievements and goals, they are guided to use Unifrog. This platform enables students to relate their school experience and factors such as punctuality, attendance and subject learning, to the world of work, as well as helping them identify any gaps they have against an employability skill set. They also support career research, using labour market information and in the sixth form, CV writing and personal statement and interview preparation.

Entitlement

Students are entitled to Careers Education Information Advice and Guidance (CEIAG) which meets professional standards of practice and is both personalised and impartial. It is integrated into students' experience of the whole curriculum and based on a partnership with students and their parents or carers. The programme is structured to raise aspirations, challenge stereotyping and promote equality and diversity.

The careers programme is designed to meet the needs of the students at Mulberry Academy Shoreditch to ensure progression through activities that are appropriate to students' stages of career learning, planning and development.

The primary aims of the Careers Education Information Advice and Guidance programme are to:

- Help young people develop an understanding of their own and others' strengths, limitations, abilities, potential, personal qualities, needs, attitudes and values
- Help young people investigate opportunities for further learning and employment, make decisions and manage transitions across key stages
- Ensure that all young people leave the school with employment, further education or training.

CEIAG at Mulberry Academy Shoreditch aims to provide students with the skills, knowledge and understanding to manage a meaningful working life. Our programme is designed to support the 6 core aims of the CDI framework for careers, employability and enterprise education, so that our students know how to:

1. Discover Pathways
2. Explore Opportunities
3. Make Informed Choices
4. Build Experience
5. Prepare for Transition
6. Broaden Horizons
7. Get Ready for Life

The CEIAG programme provides pupils with a wide range of experiences to help them progress effectively through their education and on to successful careers (see website).

Implementation: Management

Careers Leader: Yusuf Khan ykhan@mulberryschoolstrust.org

Senior Line Managers:

- Joe Griffiths, Acting Assistant Headteacher, KS5 provision, jgriffiths@mulberryschoolstrust.org
- Tamsin Miller, Deputy Headteacher, overall provision tmiller@mulberryschoolstrust.org

The Careers Leader is supported by the other Senior Leaders above to plan, co-ordinate and evaluate the careers programme. Subject leaders and Heads of Year are consulted to ensure appropriate coverage of careers themes in the PSHE programme, tutor time activities and in applied subjects across the school. All subjects have a focus on and link to career development and employability learning at points throughout the year. This is prioritised through the School Improvement Plan.

Implementation: Staffing

All staff contribute to CEIAG through their roles as tutors and subject teachers. Heads of Year liaise with the Careers Leader to address the needs of all students, including support from teachers and external agencies, such as the independent Careers Advisor. Careers information is available in the Careers section in the Library and Sixth Form Library, which is overseen by the Careers Leader and maintained by the Librarian, Deputy Head of Sixth Form and on the school website.

Implementation: The CEIAG Programme

The careers programme includes careers education sessions, careers lessons (during careers week), career guidance interviews (group work and individual interviews with independent Level 6/7 Careers professional), information and research activities, employability learning (including 1 week of work experience in key stage 4 and key stage 5) and individual learning planning/portfolio activities. Work experience takes place in Year 10 and Year 12: prior to their placement students take part in activities to prepare for Work Experience (HSBC or another employer partner supports this work). Students are actively involved in the evaluation of activities including work experience through student voice interviews and in written feedback.

All students receive at least one 1 to 1 careers interview with an independent level 6/7 trained careers advisor Careers Advisor during KS4 and in KS5. Additional intervention strategies are introduced for those students who may find processes such as securing Work Experience placements or further destinations particularly challenging.

Careers Education helps young people to develop the knowledge and skills they need to make successful choices, manage transition between key stages and between education and the world of work.

Staff Development

Staff training is identified by a needs analysis. Middle leaders, all staff and ECTS receive yearly refresher training on updates to policy and statutory guidance, and on best practice for the delivery of careers through the curriculum.

External Partnerships

MAS is a member of the Central London Careers Hub and is supported by Enterprise Co-ordinator Jamie Fox. Ipsos is our Employer Partner who offer a yearly programme of support based on the goals of our career's strategy. MAS currently has a contract with Elizabeth Frimpong and Rosemary Ennin, independent Careers Advisors who is registered with the CDI, for 38 days of student guidance delivery. There is also a partnership agreement with Raymond Quintal and Young Workpath, who deliver additional guidance to our SEND/vulnerable students. Firm links have been established with both Hackney and Tower Hamlets Education Business Partnerships and a range of employers, particularly through the provision of work experience placements. Some KS5 pupils undertake work placements integral to their courses, specifically those doing applied courses. Employers and apprenticeship providers such as KPMG visit the school to run work-related activities with pupils and to speak to pupils about a range of employment sectors. Strong links also exist with Universities and Further Education colleges, who often come into school to speak with pupils. Any provider wishing to request access should contact the careers leader responsible for CEIAG in the first instance. Our Drop Days, which take place once each term are the perfect opportunity for education providers to speak to relevant pupils (see Provider Access policy).

Work Experience

The objective of Work Experience in Year 10 and Year 12 is to provide students with an opportunity to experience the world of work first-hand, and to develop their employability skills. Where possible, students should seek a placement in an environment which is linked to a career which they are considering for their own future. During the placement, students will develop their communication skills, learn about the expectations of a workplace and possibly develop some skills which are specific to their placement role.

To provide work experience we work with Unifrog's Placement Tool. Students are given the choice of ensuring they have secured a placement (before the deadline given by the careers leader) or working with the Work Experience Co-Ordinator and Unifrog to match the students with a suitable placement. Students are supported by the school in finding a placement via assemblies, template letters and use of databases and websites such as Start in London and icould.com. The students are assisted by the career's leader alongside their Head and Assistant Head of Year, their form tutors and the deputy head with oversight of CEIAG.

Prior to the placement, students will participate in several preparation activities. A Work Experience briefing will be held for all students in Year 10 in the week prior to their placements to ensure that they understand how to

approach their placement, and the procedures to follow if there are any problems. Necessary and relevant health and safety information will also be covered. Each student will be visited or telephoned during their placement by a member of staff.

On return to school, there is a Work Experience debrief assembly followed by sessions during tutor time where the students are given the opportunity to reflect upon and share their experiences with classmates and staff. Evaluations for students, parents, employers and staff are used by the curriculum leader and SLT to inform for future planning.

Assessment

Learning objectives of each activity are shared with staff and students. Teachers leading the session use AFL to systematically check for understanding of key concepts, address misconceptions and stretch students' thinking further.

Monitoring, review, evaluation and development of CEIAG

The outcomes of our careers programme are the goals our students set for themselves, the actions they take to prepare themselves for the next stages of their journey through life and the destinations they go on to. We assess the impact our programme along the way through half-termly student voice interviews which enable us to measure the extent to which we are developing knowledgeable, aspirational students who know how to use research and planning to meet their career goals. These interviews inform how we adapt and improve our programme.

Our partnerships are reviewed regularly. The following provision is reviewed by the Careers Leader:

- Annual review of partnership activities with the Employer Partner.
- Annual review of partnership with local Education Business Partnership (supported by Deputy Headteacher).
- Parents and students are asked to evaluate work experience provision.
- Lesson and tutor time observations as part of School Self Evaluation
- Developmental activity is identified annually in the SIP.
- Feedback on the effectiveness of the CEIAG programme is sought through student focus groups and questionnaires. Resulting action points then feed into the following years' planning process to ensure they are addressed.
- Annual review of the PSHE programme by the Pastoral team in Years 7-13.
- Termly review of the school's adherence to the Gatsby Benchmarks through Compass Plus, an online self-evaluation tool for schools. Termly review of this data and actions to address gaps are conducted with support from our Central Careers Hub Enterprise Co-ordinator.
- Analysis of destinations data (together with the Sixth Form Team and Senior Line Managers) to review the impact of the programme.

The careers leader and other Senior Leaders with responsibility for careers meet termly to discuss both operational and strategic elements of the Careers Improvement Plan. Plans to improve the programme in 2025/26 are cited in the school SIP.