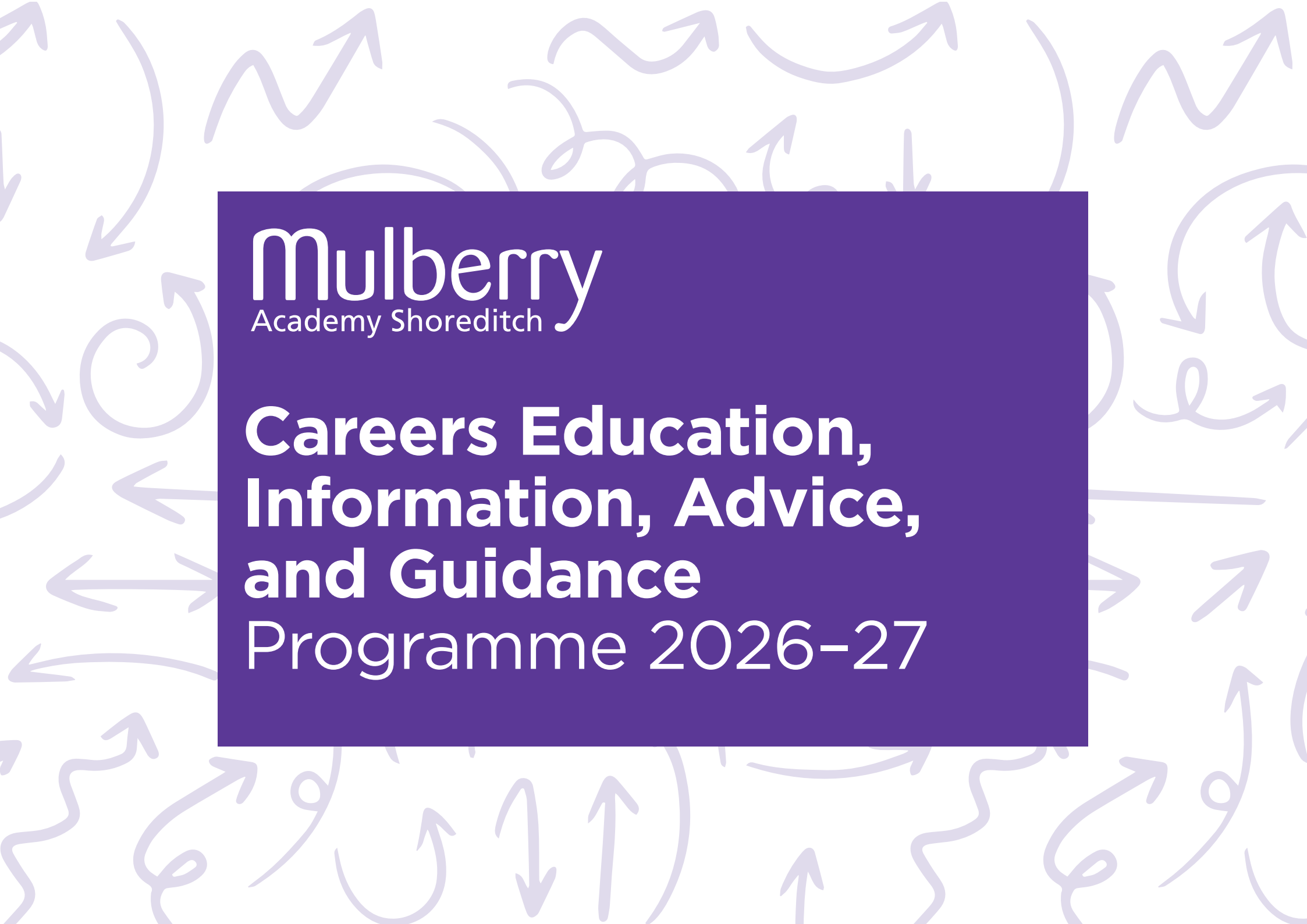


The background of the entire image is a light purple color with a pattern of various hand-drawn style arrows. These arrows are in a slightly darker shade of purple and point in many different directions, creating a sense of movement and flow.

**Mulberry**  
Academy Shoreditch

**Careers Education,  
Information, Advice,  
and Guidance  
Programme 2026-27**

# Year 7

## Discovering Pathways

| Term   | Theme                                                                                                                                                          | Key Focus & Activities                                                                                                |
|--------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|
| AUTUMN | <b>Aspirations</b><br>Students begin recording early goals and exploring their interests, developing a sense of ambition as they settle into secondary school. | Careers Pathways Assembly; tutor time goal setting; online aspiration logging; accessible LMI resources for families. |
| SPRING | <b>Exploration</b><br>Students broaden horizons through “Dream Jobs” and transferable skills activities, linking personal growth with community contributions. | Drop-Day on “Dream Jobs” & skills; basic CV-building; financial literacy workshops.                                   |
| SUMMER | <b>Inspiration</b><br>First structured employer challenge, encouraging inclusive participation and motivating students to imagine their future possibilities.  | Careers Week enrichment; reflective exercises logged online.                                                          |

In Year 7, students benefit from being in one of the most diverse and connected cities in the world. London’s cultural institutions, such as museums, galleries and theatres, play an important role in inspiring curiosity about future opportunities in creative, cultural and digital industries. Students are introduced to the idea that the careers journey is not just about jobs, but about lifelong skills, adaptability, and the role they can play in society. Through collaboration with local community groups, students also explore the wide range of volunteering opportunities available within Tower Hamlets and beyond. This builds an early understanding of social responsibility and inclusion, reinforcing the school’s ethos of community engagement. Partnerships with local charities provide students with first encounters in seeing how careers can connect with making a difference.

Students are further supported by digital tools such as Unifrog, enabling them to log aspirations and see how their skills can grow over time. Parents are engaged in this process to ensure career conversations are not confined to school. Tower Hamlets’ labour market, with its diverse sectors from finance to healthcare, provides constant examples that tutors and subject teachers can draw on to link curriculum learning to the wider world.

# Year 8

## Exploring Possibilities

| Term   | Theme                                                                                                                                                              | Key Focus & *Activities                                                               |
|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| AUTUMN | <b>Strengths and Pathways</b><br>Students reflect on personal strengths and begin linking these to possible futures, building confidence and a sense of inclusion. | Careers assembly; personal profile and vision board creation via digital media.       |
| SPRING | <b>Engagement</b><br>First structured encounters with employers, helping students reflect on the breadth of opportunities available in their community.            | Employer encounter sessions with reflection; Drop-Day on self-awareness and pathways. |
| SUMMER | <b>Raising Horizons</b><br>Early exposure to university life motivates ambition, while reflections ensure students connect experiences with their aspirations.     | University trip; end-of-year reflection tasks captured on online platforms.           |

Year 8 students begin to see how their subjects at school connect to industries across London. Visits to universities and employers highlight the pathways available, showing how ambition is achievable within their city. Through guided activities, students make connections between classroom learning and real-world applications, building motivation to develop transferable skills.

Mentoring opportunities are introduced, with alumni sharing their own pathways and reinforcing the message that there is no single route to success. London's strong apprenticeship network and partnerships with employers offer case studies that broaden students' horizons, showing inclusive opportunities beyond traditional university study.

Alongside employer encounters, students are encouraged to think

about personal growth. Activities such as vision boards, digital profiling, and self-reflection tasks strengthen their confidence. Parents are engaged with accessible LMI updates, helping families discuss industries such as tech, media, and healthcare where demand is high across Tower Hamlets.

# Year 9

## Making Informed Choices

| Term   | Theme                                                                                                                                                               | Key Focus & Activities                                                                               |
|--------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|
| AUTUMN | <b>Decision Preparation</b><br>Students link strengths to GCSE options and update digital profiles, ensuring ambition and choice are grounded in informed thinking. | GCSE options assemblies and tutor support; aspiration updates online.                                |
| SPRING | <b>Insight</b><br>Students gain wider exposure through the Careers & Apprenticeship Fair, alongside their first 1:1 guidance session.                               | Careers & Apprenticeship Fair; first 1:1 careers guidance interview; employer visit with reflection. |
| SUMMER | <b>Family and Reflection</b><br>Parents are engaged in the options process, while students review encounters to consolidate decisions.                              | Parental Options Evening; follow-up reflection on employer encounter.                                |

Year 9 is a pivotal stage, where GCSE option decisions connect strongly with future career pathways. Students are guided through how different subjects open doors to industries across London, from creative media to law and finance. Subject teachers collaborate with the CEIAG team to demonstrate clear links between curriculum and future destinations.

In addition to structured careers interviews, students gain further insight through employer challenges, online labour market tools, and visits to apprenticeship providers. Being based in Tower Hamlets provides direct access to a wide network of businesses and public services, making encounters authentic and relevant. These opportunities help students to see beyond stereotypes and challenge assumptions about “traditional” careers.

Parents are a key part of this process, and through workshops and

information evenings, families are empowered to engage in conversations about routes and destinations. Students also develop confidence by meeting role models from diverse backgrounds, reflecting the inclusive nature of London’s workforce and showing that ambition is possible for every learner.

# Year 10

## Building Experience

| Term   | Theme                                                                                                                                              | Key Focus & Activities                                               |
|--------|----------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|
| AUTUMN | <b>Employability</b><br>Students sharpen practical skills such as CV-writing and interview preparation, building resilience and readiness.         | Drop-Day on CVs, interviews, and workplace culture.                  |
| SPRING | <b>Experience</b><br>A structured week of work placements provides real-world insight, with preparation and reflection ensuring meaningful impact. | One-week work experience; reflection activities logged on platforms. |
| SUMMER | <b>Future Planning</b><br>Students begin considering Post-16 pathways with families actively involved in the discussion.                           | Parent/Carer information session.                                    |

By Year 10, students are ready to apply their learning to the world of work. Work experience is a central component, but in London it is enhanced by the breadth of opportunities available – from placements in law firms and finance houses, to health care settings, technology start-ups and creative industries. Students are supported to reflect on their experiences through structured online portfolios and follow-up guidance.

Drop-Days focus on practical employability, but also draw on London's unique labour market trends. Sessions on digital resilience, workplace culture and entrepreneurship prepare students for a future where flexibility and adaptability are key. Guest speakers highlight not only career pathways but also the personal qualities employers look for.

For students with additional needs, tailored placements and

supported experiences are arranged. This ensures inclusion is at the heart of provision. Parents are actively involved in planning and reflection, helping families understand the significance of work experience in shaping Post-16 pathways.

# Year 11

## Preparing for Transition

| Term   | Theme                                                                                                                                          | Key Focus & Activities                                  |
|--------|------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------|
| AUTUMN | <b>Pathways Awareness</b><br>Students explore all Post-16 routes through assemblies, keeping ambition high and choices broad.                  | Assemblies on FE, sixth form, and apprenticeships.      |
| SPRING | <b>Resilience and Goals</b><br>Students develop application skills, attend the Careers Fair, and learn how to plan effectively under pressure. | Drop-Day on applications, resilience, and goal-setting. |
| SUMMER | <b>Personalised Guidance</b><br>Every student receives a 1:1 guidance interview.                                                               | Guidance interviews; Parent/Carer transition workshop.  |

In Year 11, careers education is focused on supporting a confident and informed transition. Students explore all Post-16 pathways, including sixth form, colleges, apprenticeships, and vocational routes, with direct input from London providers. Assemblies and mentoring sessions help students to map their next steps clearly.

The school places emphasis on developing resilience and independence at this stage. Students practise application and interview skills with employer volunteers, ensuring they are well prepared for competitive opportunities. Targeted support is offered to SEND students and those at risk of becoming NEET, ensuring no learner is left behind.

Parents are integral to this year. Workshops focus on demystifying finance, application processes, and the practicalities of transition.

With so many providers within London, families are supported to understand how to choose the right pathway for their child and how to access specialist support if needed.

# Year 12

## Broadening Horizons

| Term   | Theme                                                                                                                                       | Key Focus & *Activities                                                               |
|--------|---------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| AUTUMN | <b>Professional Skills</b><br>Students prepare for the world of work and higher study through alumni talks and employer workshops.          | Drop-Day on professional skills and planning; alumni/employer speakers.               |
| SPRING | <b>Experiences and Networks</b><br>A structured placement week and Careers Week expand exposure to industries and pathways.                 | Structured placement week; Careers Week with employers, alumni, HE providers.         |
| SUMMER | <b>Next Steps</b><br>Focus shifts to Post-18 planning, with workshops on UCAS, apprenticeships, and finance, alongside parental engagement. | UCAS/apprenticeship workshops; parent session on finance; reflection captured online. |

Year 12 students build on their foundations with structured experiences that highlight London's wealth of opportunities. Careers Week showcases industries including finance, law, healthcare, media, and the creative arts, with alumni returning to share pathways into these fields. Structured placements further embed professional skills and give students an advantage when applying for Post-18 routes. One-to-one careers interviews support students in shaping their UCAS, apprenticeship, or employment goals early. Employers and university representatives provide workshops on resilience, adaptability, and self-marketing. Students log their experiences digitally, helping them build portfolios for applications and interviews.

Parents are supported through finance and Post-18 workshops,

ensuring families understand the requirements of higher education and apprenticeship applications. With London's extensive apprenticeship and degree opportunities, families are reassured that multiple pathways are accessible, supporting ambition and inclusion.

# Year 13

## Launching with Confidence

| Term   | Theme                                                                                                                                                       | Key Focus & *Activities                                                      |
|--------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|
| AUTUMN | <b>Final Preparation</b><br>Targeted students receive final 1:1 interviews, strengthen UCAS and apprenticeship applications and access employer mentorship. | 1:1 guidance interview; UCAS/personal statement support; employer mentoring. |
| SPRING | <b>Application and Networking</b><br>Students refine their professional presence through mock interviews, clinics and networking with alumni and employers. | Mock interviews; application clinics; alumni networking.                     |
| SUMMER | <b>Transitions</b><br>Students prepare for their destinations, supported by parental workshops and reflective activities.                                   | Parent/carer transition workshops; student reflection on journeys and goals. |

The final stage of the careers journey ensures every student is fully prepared for life beyond school. Students receive targeted 1:1 guidance, with tailored support for UCAS, apprenticeship, and employment applications. Alumni and employer mentors offer personalised advice, drawing on the strength of the school's networks across London.

Practical preparation is prioritised through mock interviews, application clinics, and employer networking events. These sessions are run with input from professionals in London's diverse labour market, ensuring students leave with a clear sense of how to present themselves effectively in competitive environments.

Parents are engaged through workshops that explain the realities of Post-18 life, including finance, independent living, and support

networks. Students leave MAS confident, ambitious, and ready to thrive – whether in higher education, employment, or apprenticeships – supported by the values of ambition, community and inclusion.

\*Activities are subject to change depending on employer availability. Where necessary, similar activities will be arranged either in school or with an external organisation. Any changes or additional opportunities will be communicated in advance by Heads of Year and/or through assemblies and school announcements.

## Our Ethos and Values

At Mulberry Academy Shoreditch, our ethos is built on Ambition, Community and Inclusion.

1. **Ambition** – every student is encouraged to set high aspirations and strive for excellence in their chosen pathway.
2. **Community** – we work together with families, employers and education providers to broaden opportunities.
3. **Inclusion** – we ensure all young people, whatever their background or needs, have access to meaningful careers education and guidance.

These values underpin our Careers Education, Information, Advice and Guidance (CEIAG), ensuring students are supported and prepared for life beyond school.

## The Gatsby Benchmarks

The Gatsby Benchmarks of Good Career Guidance are the national framework for schools. Updated in September 2025, they place greater emphasis on inclusion, quality and impact.

### The Benchmarks

1. A stable careers programme
2. Learning from career and labour market information (LMI)
3. Addressing the needs of each young person
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

## Meeting the Benchmarks at MAS

### At MAS we:

- Deliver a comprehensive careers programme from Year 7-13.
- Use online platforms and digital tools to record aspirations and support personalised planning from Year 7 onwards.
- Provide employer, FE, HE and apprenticeship encounters that are purposeful and reflective.
- Guarantee structured work experience in Year 10 and Year 12, with accessible alternatives for all learners.
- Ensure students receive personal guidance interviews at key decision points.
- Engage parents and carers through information evenings, workshops and resources.
- Monitor progress and destination data, ensuring impact and continuous improvement.

## Programme Highlights

- Employer encounters across a diverse range of industries.
- University and apprenticeship visits from the early years upwards.
- Drop-Days are dedicated to employability, resilience and financial literacy.
- Work experience placements in Year 10 and Year 12.
- One-to-one careers guidance at critical points in the school journey.
- Parent/carers events supporting GCSE, Post-16 and Post-18 transitions.

# The Careers Journey Year by Year

| Year Group                                         | Careers Activities & Opportunities                                                                                                                                                                                                                                                                                                                                                                                        |
|----------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Year 7</b><br><b>Discovering Pathways</b>       | Students are introduced to careers education through assemblies and tutor time. They begin recording aspirations on Unifrog and learn about transferable skills. A first employer encounter inspires ambition, while early Labour Market Information (LMI) is shared with students and families in accessible formats.                                                                                                    |
| <b>Year 8</b><br><b>Exploring Opportunities</b>    | Students explore their personal interests and strengths through Unifrog workshops, CV-building, and vision boards. Employer encounters and a STEM Challenge broaden horizons, while the first university visit raises aspirations. Parents and carers receive inclusive LMI resources to support discussions at home.                                                                                                     |
| <b>Year 9</b><br><b>Making Informed Choices</b>    | Preparation for GCSE options includes structured guidance on skills, financial literacy and pathways. Every student receives their first 1:1 careers interview. The Careers & Apprenticeship Fair and employer encounters, followed by reflection activities, ensure students make confident and informed choices. Parents/carers are supported through a dedicated Options Evening.                                      |
| <b>Year 10</b><br><b>Building Experience</b>       | All students complete a one-week work experience placement, supported by preparation sessions and reflective follow-up. Drop-Days focus on employability, CV writing, interview skills and the future of work. Employer talks and assemblies help students begin planning the next stage.                                                                                                                                 |
| <b>Year 11</b><br><b>Preparing for Transition</b>  | Students receive a further 1:1 careers guidance interview and participate in Drop-Days on resilience, networking and goal-setting. They attend the Careers & Apprenticeship Fair and engage with Post-16 providers, while parents attend an information evening on Post-16 options. Transition is supported through targeted assemblies, parental workshops, and personalised guidance for SEND and NEET-risk students.   |
| <b>Year 12</b><br><b>Broadening Horizons</b>       | Students undertake a structured placement/experience week (in-person or virtual). Careers Week provides encounters with employers, alumni and universities. Drop-Days cover professional skills, self-employment and next steps. Students log aspirations and encounters on Unifrog, supported by 1:1 guidance interviews. Parents are engaged through sessions on Post-18 choices and university finance.                |
| <b>Year 13</b><br><b>Launching with Confidence</b> | Every student receives a final 1:1 careers guidance interview. Support is provided for UCAS, apprenticeship and employment applications. Employer mentoring, mock interviews and alumni networking prepare students for their destinations. Encounters with universities and training providers are accompanied by reflection. Parents/carers are supported with resources and workshops to navigate Post-18 transitions. |

# CEIAG Across the Curriculum

Our CEIAG programme is embedded across the curriculum from Years 7 to 13, helping students understand how their subjects connect to future education, training and employment. Departments make explicit links between curriculum content, transferable skills and relevant career pathways, while also providing opportunities for students to engage with employers, universities, external organisations and industry professionals. These experiences include talks, workshops, visits, fieldwork and practical activities, with careers-related engagement recorded through Unifrog.

| Subject                | How Careers Link to the Curriculum                                                                                                                                                                                                                                                                                  |
|------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Art                    | Students develop creative, technical and transferable skills relevant to a wide range of careers within art, design and the creative industries. Opportunities to engage with artists, designers and industry professionals help students understand how these skills are applied in professional contexts.         |
| Biology                | Careers links are explicitly embedded within lessons, enabling students to understand how biological knowledge, scientific enquiry and practical skills relate to further study and careers within science and related sectors.                                                                                     |
| Business               | Students explore real-world business contexts including entrepreneurship, marketing, finance, human resources and management. Curriculum content provides clear links to careers in business, accounting, finance, marketing, consultancy and enterprise.                                                           |
| Chemistry              | Careers links are explicitly embedded within lessons, helping students understand how chemical knowledge, scientific analysis and practical skills can be applied within further study and employment.                                                                                                              |
| Classical Civilisation | Students develop critical thinking, analysis, research and communication skills that are highly transferable and relevant to careers including law, the civil service, business, education and heritage management.                                                                                                 |
| Computer Science       | Students develop programming, problem-solving and computational thinking skills relevant to careers in areas such as software development and engineering. Their project work reflects professional practice through the analysis, design, development, testing and evaluation of solutions to real-world problems. |
| Criminology            | Students examine crime, criminal behaviour and the criminal justice system, providing clear links to careers in policing, law, probation, social work, psychology and forensic services.                                                                                                                            |
| Design Technology      | Students develop problem-solving, design, engineering and manufacturing skills that support progression into careers including product design, architecture, engineering and construction.                                                                                                                          |
| Drama                  | Students explore the wide range of professional roles involved in theatre practice, including acting, lighting design, costume design, set design, directing, producing and stage management.                                                                                                                       |

# CEIAG Across the Curriculum

| Subject                              | How Careers Link to the Curriculum                                                                                                                                                                                                                                                                                                               |
|--------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Economics</b>                     | Students develop analytical and numerical skills through the study of markets, government policy and the global economy. These skills support progression into careers including finance, banking, data analysis, public policy and consultancy.                                                                                                 |
| <b>English</b>                       | Students explore how the knowledge and skills developed through English can support a wide range of careers, including journalism, public relations, marketing, theatre and writing. The subject also develops highly transferable skills in critical thinking, analysis and written and verbal communication.                                   |
| <b>Food Technology / Hospitality</b> | Students develop practical skills and specialist knowledge relating to food, nutrition and hospitality, supporting their understanding of careers and professional practice within the food industry.                                                                                                                                            |
| <b>French</b>                        | Students explore how language skills can be applied across a range of careers and develop vocabulary relating to employment and the world of work. At A Level, students also consider areas such as voluntary work in France.                                                                                                                    |
| <b>Geography</b>                     | Students develop transferable skills including report writing, data collection, teamwork and data analysis, which are applicable across a broad range of professional and academic pathways.                                                                                                                                                     |
| <b>Health and Social Care</b>        | Curriculum content directly supports progression into careers including nursing, midwifery, social work, mental health, childcare and allied health professions, with a strong emphasis on care values and professional practice.                                                                                                                |
| <b>History</b>                       | Students develop research, analysis, critical thinking and communication skills through the study and interpretation of historical events. The curriculum also supports understanding of areas such as politics, public services and education, including through the study of devolution and the Troubles in connection with the Belfast visit. |
| <b>Latin</b>                         | Students develop logical reasoning, analytical thinking and problem-solving skills. The study of Latin also supports understanding of specialist vocabulary used within fields including law, medicine and scientific research, while strengthening wider linguistic knowledge.                                                                  |
| <b>Law</b>                           | Students develop an understanding of legal careers and routes into the profession, including the skills and attributes required by employers. Engagement with trainee lawyers also provides insight into recruitment and assessment processes within the legal sector.                                                                           |
| <b>Maths</b>                         | Students develop problem-solving, logical reasoning, analytical and numerical skills that are highly valued across a wide range of professions. Curriculum learning also demonstrates how mathematical knowledge can be applied to real-world situations and workplace contexts.                                                                 |

# CEIAG Across the Curriculum

| Subject           | How Careers Link to the Curriculum                                                                                                                                                                                                                                                                                                       |
|-------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Music</b>      | Students develop creativity, performance, communication and collaborative skills while exploring careers within music and the wider creative and production industries. Links with the Mulberry Production Arts Academy also support students' awareness of technical and production pathways within the creative industries.            |
| <b>PE</b>         | Students develop transferable skills including teamwork, communication, resilience and leadership while exploring pathways into sport, health and leisure careers. The curriculum supports awareness of careers including coaching, teaching, sports science and sports development.                                                     |
| <b>Physics</b>    | Careers links are explicitly embedded within lessons, enabling students to understand how scientific knowledge, analytical thinking and practical skills relate to further study and careers within physics and related fields.                                                                                                          |
| <b>Politics</b>   | Students develop an understanding of political institutions, representation and government, while exploring how knowledge of politics can relate to careers within public service, government and political organisations.                                                                                                               |
| <b>Psychology</b> | Students develop critical thinking, research, analytical and evaluation skills through the study of human behaviour and mental processes. The subject supports progression into psychology, mental health services, education, social work, healthcare, human resources, marketing and research.                                         |
| <b>RE</b>         | Through topics including religion and science, crime and punishment, and relationships and families, students consider the real-world application of ethical and philosophical issues. The subject also develops transferable skills including communication, advocacy, critical thinking and debate, with links to careers such as law. |
| <b>Sociology</b>  | Students examine how society, culture and institutions shape human behaviour while developing analytical, research, communication and evaluation skills. The subject supports progression into careers including social work, education, law, policing, public policy, journalism, community development and the civil service.          |
| <b>Spanish</b>    | Students explore how language skills can support a wide range of careers and develop vocabulary relating to employment and the world of work. At GCSE, students study work and future careers, while at A Level they examine the world of work and the advancement of women within employment.                                           |