Mulberry
Academy Shoreditch

Careers Education & Guidance Policy

Recommending Body:	MAS LGB
Approval Body:	MAS LGB
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Version	Reviewed	Changes since last version
1		Existing
2	November 2022	No updates, part of annual review
3	November 2023	Section 3.2 of policy updated
4	October 2024	Section 4.2 legal sanctions has been updated to reflect penalty notices Section 7.2 updated with the Senior Lead and what the role involves Appendix 1 – attendance codes changed to reflect those as per new DfE guidelines
5	November 2025	Section 3.4 - updated to reflect current sanctions for lateness to school
6	November 2026	DfE June 2026 guidance, updated Gatsby Benchmarks, provider access legislation, work experience reform, CDI framework, technical/vocational routes, PROPEL and monitoring.

1. Overview and General Aim

At Mulberry Academy Shoreditch, our Careers Education, Information, Advice and Guidance (CEIAG) programme is rooted in our values of Ambition, Community and Inclusion. We aim to ensure that every student from Year 7 to Year 13 is supported to understand their strengths, explore the full range of pathways available to them and make informed, ambitious and realistic decisions about their future.

CEIAG is a whole-school responsibility. Careers learning is embedded through the curriculum, tutor and pastoral provision, employer and provider encounters, workplace experiences, further and higher education engagement, labour market information and personal guidance.

2. Rationale

High-quality careers education and guidance helps young people connect learning with future opportunities, raise aspirations, develop career readiness and manage key transitions. The academy's programme promotes equality of opportunity, challenges stereotypes and seeks to ensure that every young person, including those who are vulnerable, disadvantaged or have SEND, can access the information, experiences and guidance they need.

This policy has been updated with reference to the Department for Education's Careers guidance and access for education and training providers statutory guidance, updated 23 June 2026, and the updated Gatsby Benchmarks implemented from September 2025.

3. Commitment and Statutory Framework

Mulberry Academy Shoreditch is committed to providing all students in Years 7 to 13 with a stable, progressive and inclusive careers programme. The programme is designed around the eight updated Gatsby Benchmarks and is reviewed in the light of current statutory guidance, student need, destination information and feedback.

The academy provides independent and impartial careers guidance. Guidance does not favour a particular institution, qualification or route and includes the full range of education and training options, including academic, vocational, technical and apprenticeship pathways.

4. The Gatsby Benchmarks

The Gatsby Benchmarks of Good Career Guidance provide the national framework for high-quality careers guidance. The updated benchmarks place particular emphasis on whole-school leadership, inclusion and impact for every young person, meaningful and varied experiences, effective use of information and data, and engagement with parents and carers.

1. A stable careers programme
2. Learning from career and labour market information
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

5. Provider Access Legislation

Mulberry Academy Shoreditch complies with the provider access legislation under the Education Act 1997, as amended. Students in Years 8 to 13 are provided with at least six opportunities to meet providers of technical education or apprenticeships so that they can understand the full range of routes available.

- Two encounters are provided in the first key phase: Year 8 or between 1 September and 28 February in Year 9. These are mandatory for pupils to attend.
- Two encounters are provided in the second key phase: Year 10 or between 1 September and 28 February in Year 11. These are mandatory for pupils to attend.
- Two encounters are provided in the third key phase: Year 12 or between 1 September and 28 February in Year 13. The school must provide these opportunities and students are encouraged to attend.

Detailed arrangements for provider access, requests and facilities are set out in the academy's Provider Access Policy, which is reviewed annually.

6. Student Entitlement

All students are entitled to CEIAG that is personalised, impartial, inclusive and appropriate to their stage of career development. Students should have opportunities to:

- understand their strengths, interests, values, skills and aspirations;
- explore the full range of academic, vocational, technical and apprenticeship pathways;
- access current career and labour market information and learn how to use it effectively;
- experience meaningful encounters with employers, employees, education and training providers;
- take part in meaningful experiences of workplaces and reflect on what they have learned;
- receive personal careers guidance at key transition points, with additional support where required;
- develop employability skills, application skills, CVs and interview confidence;
- make informed choices and manage transitions at GCSE, Post-16 and Post-18 stages; and
- leave school with a clear and realistic intended destination, supported by appropriate back-up planning.

7. Career Development Learning

The programme is informed by the Career Development Institute (CDI) Career Development Framework, which identifies six learning areas that support positive career development:

1. Grow throughout life
2. Explore possibilities
3. Manage career
4. Create opportunities
5. Balance life and work
6. See the big picture

8. Implementation: Management

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The Careers Leader is supported by senior leaders with responsibility for whole-school CEIAG. Subject leaders, Heads of Year, tutors and pastoral teams contribute to the planning and delivery of a progressive careers programme.

Careers provision is linked to academy improvement priorities and is reviewed strategically through leadership oversight, destination information, student and parent/carer feedback and evaluation against the Gatsby Benchmarks.

9. Implementation: Staffing and Careers Across the Curriculum

All staff contribute to CEIAG through their roles as teachers, tutors, pastoral staff and leaders. Subject departments make explicit links between curriculum knowledge, transferable skills and relevant careers and progression routes. Heads of Year and pastoral teams work with the Careers Leader to identify students who may require additional or different support.

The academy's current subject-by-subject curriculum links and careers resources are published on the Careers Education webpage and updated as provision develops.

10. The CEIAG Programme

The careers programme is delivered through a planned combination of curriculum learning, tutor time, assemblies, careers and apprenticeship events, employer encounters, university and further education engagement, Drop Days, workplace experiences, work experience, mentoring, application support and personal guidance.

Students use Unifrog to support career and pathway research, record aspirations and encounters, reflect on skills and experiences, and support applications. The programme is structured progressively from Year 7 to Year 13 and is published separately as the academy's annual CEIAG Programme.

The current programme and further information are available through the Mulberry Academy Shoreditch Careers Education page.

11. Personal Guidance

Personal guidance is provided by appropriately qualified careers professionals and is impartial, student-centred and linked to the wider careers programme. Students are prepared for guidance meetings and supported to act on agreed next steps.

The academy's 2026-27 programme provides individual careers guidance at key transition points in Years 9, 11, 12 and 13, with additional or more frequent support for students according to individual need.

12. Technical, Vocational and Apprenticeship Routes

Students are supported to understand the full range of routes available after GCSEs and Sixth Form. This includes academic study, vocational and applied qualifications, technical education, T Levels, apprenticeships, Foundation Apprenticeships, higher and degree apprenticeships and Higher Technical Qualifications.

Information about these routes is presented impartially and alongside relevant entry requirements, learning methods, progression opportunities and labour market information. Provider encounters and individual guidance help students compare pathways and identify the route that best matches their interests, needs and ambitions.

Current government information on training routes is available through Skills for Careers and apprenticeship vacancies can be searched through Find an Apprenticeship.

13. Work Experience and Experiences of Workplaces

Experiences of workplaces are planned progressively so that students can understand working environments, develop employability skills, broaden their networks and reflect on the knowledge and behaviours valued by employers.

All Year 10 students undertake a one-week work experience placement. Year 12 students undertake a further structured placement or workplace experience week, with accessible alternatives arranged where required. Preparation and reflection activities are built around these experiences.

From September 2026, the academy will continue to develop its Key Stage 3 workplace-experience offer in line with the DfE's modern work experience guidance, working towards one week's worth of meaningful employer-led workplace activities across Years 7 to 9 in addition to the Year 10 placement.

Work experience arrangements use appropriate safeguarding, health and safety and placement processes. Students receive preparation before placements and opportunities to reflect afterwards. Feedback from students, employers, parents/carers and staff is used to improve future provision.

14. Mulberry PROPEL Programme

From September 2026, the Mulberry PROPEL Programme (Personalised Routes into Opportunities, Progression, Employment & Learning) provides targeted support for Year 13 students who may be at greater risk of leaving Sixth Form without a secure next destination.

The programme follows a Prepare, Apply, Secure model across the academic year and continues through Results Day and the summer where students have not yet secured a destination. Its aim is that every participating student leaves Year 13 with a clear, realistic and secure next step.

15. Parents and Carers

Parents and carers are key partners in careers education and are supported to understand the choices available to young people. The academy provides information through events, workshops, communications and online resources at key decision points, including GCSE options, Post-16 and Post-18 transitions.

Further resources for families are available through the academy's Careers Education webpage, including links to Success at School's parent advice, UCAS and current government careers and training information.

16. External Partnerships

Mulberry Academy Shoreditch works with the Central London Careers Hub, employers, education and training providers, independent careers professionals, local authority services, further education colleges, universities and other external organisations to broaden opportunities and strengthen progression.

Partnerships are selected and reviewed according to the needs of students and the aims of the CEIAG programme.

17. Staff Development

Staff development needs are identified through programme review, statutory updates and school priorities. Relevant staff receive information and training on careers guidance, curriculum links, provider access, technical and vocational pathways, meaningful encounters and workplace experiences, and the needs of individual students.

18. Assessment, Monitoring, Review and Evaluation

The academy evaluates the quality and impact of CEIAG using a range of quantitative and qualitative evidence. This includes student voice, feedback from parents/carers, employers and providers, activity evaluations, Unifrog records, destination information and review against the Gatsby Benchmarks through Compass+.

- termly review of progress against the Gatsby Benchmarks and agreed improvement actions;
- student voice, focus groups and questionnaires;
- evaluation of work experience and other major encounters by students and relevant stakeholders;
- review of curriculum and tutor-time careers learning;

- analysis of aspirations, intended destinations and actual destination data, including sustained destinations where available;
- review of support and outcomes for vulnerable, disadvantaged and SEND students;
- review of employer, education provider and external partnership activity; and
- annual review of the CEIAG programme, Provider Access Policy and relevant website information.

The Careers Leader and senior leaders with responsibility for CEIAG meet regularly to consider operational delivery, statutory compliance, programme impact and priorities for improvement. Findings inform the academy's careers improvement planning and wider school development priorities.