Mulberry
Academy London Dock

Careers Education, Information and Guidance Policy

Recommending Body:	MALD LGB
Approval Body:	MALD LGB
Approval Date:	November 2025
Implementation Date:	November 2025
Review Date:	November 2026
Status:	Approved
Policy Version:	1

Intent

This policy is underpinned by sections 42A and 45A of the Education Act 1997. It reflects the DFE's statutory guidance, 'careers guidance and access for education and training providers' (last updated 8 May 2025) and the updated Gatsby Benchmarks (effective September 2025). Mulberry Academy London Dock complies fully with the Provider Access Legislation (PAL, updated May 2025), ensuring that all students in receive at least six meaningful encounters with providers of approved technical education qualifications and apprenticeships. Full details are published in the Provider Access Policy.

Our careers programme supports the school's overall curriculum intent by ensuring that all students are equipped with the knowledge, skills and cultural capital needed for success in further education, employment, or training.

Aims of the programme

Mulberry Academy London Dock have designed a programme that ensures students' meaningful experience in careers, employability and enterprise education.

To enable all students to develop the attributes needed for successful career development through:

- Self-development
- Career exploration
- Career management

Aims of the programme is for it to be an integral part of the school and its curriculum by:

- raising aspirations and increasing motivation
- fostering key learning skills
- bringing relevance to subject teaching
- contributing to the development of information and communication skills
- promoting equal opportunities, challenge stereotypical attitudes and help students overcome both the overt and the subtle barriers, which may be encountered
- giving all students a first-hand experience of the world of work

The programme supports our students on:

- Managing a career
- Creating opportunities
- Balancing life and work

The programme helps students develop:

- an understanding of the word 'career' as a pathway through life, and the changing idea of 'career portfolios'
- skills to review achievement, plan future actions, make decisions, present themselves and manage transition
- knowledge and understanding of the changing nature of work, learning and careers so they can make choices about their own continuing education and training and manage transition to new roles and situations
- a broad understanding and an appreciation of economic activity and the interdependence of industry, public and voluntary sectors and their associated occupational roles

Entitlement

Students at Mulberry Academy London Dock are entitled to Careers Education, Information, Advice, and Guidance (CEIAG) that adheres to professional standards, is personalised, and remains impartial. This support is integrated into the broader curriculum experience and is based on a collaborative approach involving students and their parents and carers.

The careers programme is tailored to meet the specific needs of students, helping to guide their progression through career learning, planning, and development activities that are appropriate for their individual stages.

The main objectives of the CEIAG programme at Mulberry Academy London Dock are to:

1. *Ensure that careers education is an integral part of the students' school experience*
2. *Prepare students for life after education, helping them to feel positive and confident about their future options as they transition to post-16 education.*
3. *Provide students with access to comprehensive information about the range of post-16 education and training opportunities, including up-to-date information on labour market trends, careers, and lifestyle choices.*
4. *Equip students with essential employment skills and encourage a positive attitude towards work.*
5. *Support students in creating action plans, setting targets, and participating in at least one careers or pathways interview.*
6. *Ensure every student has access to the national Work Experience Guarantee, comprising of two weeks' worth of meaningful work experience by the end of Year 11: one week of curriculum-linked activities across Years 7–9 and one week of workplace placement(s) in Years 10–11. All students aged 11–18 are entitled to independent and impartial careers guidance. Students with an Education, Health and Care plan (EHCP) are entitled to continued careers guidance up to age 25.*
7. *Foster an inclusive environment that promotes equality of opportunity, with targeted support for vulnerable and disadvantaged students.*
8. *Ensure all careers activities, information and encounters are fully accessible to students with special educational needs and disabilities. Reasonable adjustments will be made to ensure every student has meaningful access, in line with the school's SEND policy and the Equality Act 2010*
9. *Ensure all external providers, speakers, and organisations engaging with students are subject to safeguarding checks, DBS clearance, and compliance with the school's Child Protection and Prevent policies to ensure the safety and wellbeing of all students.*
10. *Students accessing careers guidance via online platforms are supported in safe digital practice, in line with the school's Online Safety Policy and KCSIE 2025 guidance.*

Management of policy

The Careers Leader for Mulberry Academy London Dock is:
Chris Harvey, Principal
Email: info@mulberrylondondock.org
Telephone: 02037458080

The Careers Leader has strategic oversight of the school's careers education, information, advice, and guidance (CEIAG) programme and is responsible for ensuring compliance with the Provider Access Legislation (2025) and DfE statutory guidance.

Links with other Mulberry Academy London Dock policies

This policy should be read in conjunction with the following school policies:

- Child Protection and Safeguarding Policy

- Equality Policy
- SEND Policy
- Behaviour Policy
- Provider Access Legislation Policy

Inset and Training

Training is seen as a significant part of the effective implementation of Careers Education and is built into the annual needs assessment of the school's INSET planning. The need for staff delivering careers education and guidance to keep up to date with the rapid changes in training and employment trends is recognised.

Careers Education Curriculum

The school is committed to providing a planned and coordinated programme for all students which is: relevant and appropriate to the ages and abilities of the students and reinforces equality of opportunity designed to prepare students for the opportunities, responsibilities and experiences of adult life

The programme requires:

- approaches based on shared understanding
- active support from all partners, both formal and informal
- discrete and integrated activities
- trained people to lead and manage and co-ordinate
- appropriate resources

It is designed to offer students learning experiences, which include:

- active and participative work
- team and individual activities
- work based situations
- coordinated contributions from all partners
- experiences based in all curriculum areas

Success indicators are that the student:

- has improved motivation and commitment
- has informed career aspirations
- can make their own career decisions
- has a clear understanding of career pathways
- is aware of opportunity
- has self-knowledge

That the student can demonstrate skills in:

- self-presentation
- personal effectiveness
- decision making
- making transitions
- team work

Careers Education is delivered to all students in the school (Years 7-13) through:

- the school's PSHE programme by members of the pastoral teams
- work related aspects of the subject curriculum by subject teachers, led by Head of Faculties
- external visitors
- visits/Trips
- workshops
- assemblies

- career guidance from Careers Advisor
- career guidance delivered by form tutors

Tailored Careers Guidance

Careers Guidance is provided as an integral part of the school's overall approach to student development, welfare and guidance.

It aims to be:

- impartial
- confidential (within educational guidelines)
- meet the needs of the student
- underpinned by equality of opportunity

Guidance aims to benefit the students in terms of:

- their improved capacity to make choices and decisions
- implement career plans
- record their achievements
- obtain further help when required
- take greater responsibility for their own career management

Guidance will be provided in partnership with Tower Hamlets Career Service and Young Work path and provides:

- individual career interviews (resulting in Individual Action Plans) for students identified as being part of a priority target group
- individual career interviews for all Year 11 and 12 students regardless of RONI (risk of NEET indicators)
- group interviews (resulting in notes outlining next steps)
- information on education, training, and employment opportunities
- information on job and training vacancies
- special help for students identified as with special needs Guidance takes place Year 7 – Year 13 Tutor/Tutee conversations.

Target groups prioritised as a result of the refocusing of the Careers Service are:

- English as an additional language
- Under achiever
- Excluded
- Risk of NEET
- On child protection register
- Likely to drop out (post 16)
- Special needs
- Homeless
- Looked after
- Young carer
- Offenders
- Unlikely to take GCSEs
- Non-attendees
- Gifted and talented

Parents, Carers and Governors

At Mulberry Academy London Dock, it is recognised that Careers Education and Guidance has a specific place in the curriculum as a whole and it is important that parents, carers and governors have an understanding of the aims and objectives and how they will be achieved. It is also recognised that parents and governors have a role to play in Careers Education and guidance and it is essential to keep them informed and enlist their support.

Work Experience

Work experience is the entitlement of all students as part of the national Work Experience Guarantee. Students in Years 7–9 participate in one week of curriculum-linked work-related activities, and students in Years 10–11 will undertake one week of workplace placement(s). Additional opportunities, such as Year 12 placements, will be offered but are not part of the statutory minimum.

Work experience aims to:

- facilitate students personal and social development by giving them opportunities to develop self-confidence and social skills
- allow students to investigate and experience some of the challenges of work so that they may manage the transition to work more comfortably
- enhance students understanding of concepts learnt in the classroom and to apply skills learnt in those settings
- enable students to establish a relationship with a particular employer which may lead to an offer of part time or full time employment
- promote a positive image of the school and to build solid links between the school and the business community

Work experience placements are found using a mix of externally organisations and internally arranged programmes (Parents, Governors, Alumni, Employers and local community links) and aim to offer students:

- a wide range of quality work experience placements (with adequate choice for each student)
- real and meaningful work leading to experience which develops skills
- placements with sympathetic hosts to address special needs
- experiences which match and extend students interests and aspirations; relate to work in the classroom; forge links with employers to develop pre- and post- work experience curriculum activities
- All external providers and employers engaging with our students are subject to appropriate safeguarding checks, including DBS clearance, adherence to the school's Child Protection and Safeguarding Policy, and compliance with the Prevent duty, to ensure the safety and wellbeing of all students.

This work has already started at the school through work with Causeway Education, where students have the opportunity to participate in 'flash internships', across a range of organisations in London.

Implementation and Staffing

All staff contribute to CEIAG through their roles as tutors and subject teachers.

The careers programme includes careers education sessions, careers lessons (within the school's timetabled subject lessons), career guidance activities (group work and individual interviews), information and research activities and employability learning (including 1 week of work experience in key stage 4). All students will receive at least one careers interview with a Careers Advisor during both KS4 and KS5 and additional intervention strategies are introduced for those students who may find processes such as securing Work Experience placements 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. All staff receive yearly refresher training on updates to policy and statutory guidance, and on best practice for the delivery of careers through the curriculum.

Resources and delivery

Careers information will be available in the library and on our website and is designed to:

- meet the needs of the students and staff arising from their participation in the careers education programme
- provide comprehensive, reliable and up to date information which supports equal opportunity for students of all ages and abilities.
- includes resources from printed, audio-visual and IT based sources.

Monitoring and Evaluation

The policy and implementation will be kept under review and will be evaluated as follows:

- Annual review and evaluation of guidance procedures
- Evaluation of careers modules through in PSHE.
- The school will begin to monitor its careers provision through Compass+ self-evaluation against the revised Gatsby Benchmarks (2025).
- Annual review of policy through SLT and LGB.
- Findings from evaluation activities feed directly into the school's SIP, ensuring continuous quality enhancement in line with the revised Gatsby Benchmarks
- This policy is published on the school website and reviewed annually by the Principal and Governing Body.