

**MULBERRY STEPNEY GREEN
MATHS, COMPUTING & SCIENCE COLLEGE**

**CAREERS EDUCATION AND
GUIDANCE POLICY**

Ratified on: November 2025

Ratified by: LGB

Date of next review: November 2026

Version	Reviewed	Changes since last version
Version 1	November 2022	New Policy
Version 2	Nov 2023	No change
Version 3	Nov 2024	Some rewording of policy Entitlement section embedded Management of policy amendments
Version 4	Nov 2025	<p>Intent - Updated statutory guidance reference (May 2025) and added intent statement</p> <p>Updated entitlement to include new Work Experience Guarantee and explicit SEND.</p> <p>Provider access compliance statement.</p> <p>Strengthened monitoring and evaluation: destinations, stakeholder voice, Ofsted compliance.</p> <p>Specific name and contact details of careers leader added</p> <p>Added safeguarding statement</p>

Mulberry Stepney Green Maths, Computing and Science College Careers Education and Guidance Policy

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 Stepney Green complies fully with the Provider Access Legislation (PAL, updated May 2025), ensuring that all pupils in Years 8–13 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 pupils are equipped with the knowledge, skills and cultural capital needed for success in further education, employment, or training.

Aims of the programme

Mulberry Stepney Green Maths, Computing and Science College have designed a programme that supports the core aims of the CDI framework for careers, employability and enterprise education.

To enable all pupils 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 pupils overcome both the overt and the subtle barriers, which may be encountered
- Giving all pupils 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 pupils develop:

- an understanding of the word 'career' as a pathway through life
- 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 Stepney Green 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, their parents/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 Stepney Green are to:

1. Ensure that career education is an integral part of the Mulberry Stepney Green experience for students in years 7-13.
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 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 pupils 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 pupils.
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 2024 guidance

Management of policy

The Careers Leader for Mulberry Stepney Green Maths, Computing and Science College is:

Ms. Anna Paczynski, Assistant Headteacher (Careers)

Email: apaczynski@mulberryschoolstrust.org

Telephone: 020 7790 6361

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.

Lines of Communication are through Heads of Year, Pastoral Teams, Heads of Faculties and through **Janice Swan (Tower Hamlets Career Service/Young Workpath)**.

Links with other Mulberry Stepney Green School policies

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

- Safeguarding and Child Protection Policy
- Equality Policy
- SEN and Disability Policy
- Public Examinations Policy
- Behaviour Policy
- Staff Development 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.

Both Janice Swan and our Enterprise Co-ordinator deliver in-service training to staff.

Careers Education Curriculum

The school is committed to providing a planned and coordinated programme for all pupils which is: relevant and appropriate to the ages and abilities of the pupils and reinforces equality of opportunity designed to prepare pupils 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 pupils 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 pupil:

- 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 pupil can demonstrate skills in:

- self-presentation
- personal effectiveness
- decision making

making transitions
team work

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

the school's PSHCE 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 pupil development, welfare and guidance.

It aims to be:

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

Guidance aims to benefit the pupils 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 is provided in partnership with Tower Hamlets Career Service/Young Work path and provides:

individual career interviews (resulting in Individual Action Plans) for pupils 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 pupils 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*

Identification of target groups is done through close liaison with:

Special Needs Department

Head of Year and relevant members of the pastoral team

Assistant Headteacher responsible for 'At Risk' register

Educational Welfare department

Parents and Governors

At Mulberry Stepney Green School, it is recognised that Careers Education and Guidance has a specific place in the curriculum as a whole and it is important that parents 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.

Industry Links/Work Related Curriculum

Importance is given to the development of Industry/Business links which have positive effects on the school curriculum as well as within Careers Education and Guidance. These contacts form an essential back cloth for the development of the work-related curriculum, for student centred experiences of work and, through the Teacher Placement Service, the opportunity for staff to gain knowledge and experience outside the classroom. The school works in partnership with the Tower Hamlets EBP.

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 undertake one week of workplace placement(s). Additional opportunities, such as Year 12 placements, will continue to be offered but are not part of the statutory minimum.

Work experience and work shadowing are also integral parts of the applied courses.

Work experience aims to:

facilitate pupils personal and social development by giving them opportunities to develop self-confidence and social skills

allow pupils to investigate and experience some of the challenges of work so that they may manage the transition to work more comfortably

enhance pupils understanding of concepts learnt in the classroom and to apply skills learnt in those settings

enable pupils 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 pupils:

a wide range of quality work experience placements (with adequate choice for each pupil) for at least two weeks at the end of year ten

real and meaningful work leading to experience which develops skills

placements with sympathetic hosts to address special needs

experiences which match and extend pupils 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 pupils.

Monitoring of Health and Safety/Legal regulations applicable to Work Experience is carried out by the Tower Hamlets EBP under the Service Level Agreement.

Implementation and 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.

Implementation: The CEIAG Programme 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 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. 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.

Resources and delivery

Careers information is available in the library, on our website and on the Unifrog Platform 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 pupils of all ages and abilities.
- includes resources from printed, audio-visual and IT based sources.

We are linked to the London Enterprise Adviser Network (LEAN) to keep abreast of changes to legislation, careers fairs, available speakers.

The Switch also deliver a range of highly effective workshops which facilitate positive engagement between education and employers and the world of work.

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 through review and negotiation of the Partnership

Agreement with Tower Hamlets Career Service/Young Work Path Service

Annual evaluation of Work Experience through review and negotiation of Service Level Agreement with Tower Hamlets EBP

Evaluation of careers modules through Heads of Year and PSHE. Working party focused on developing this work throughout the year with individual action plans for each year group

Race and gender analysis of subject choices at transition from KS3 - KS4 and from KS4-KS5. This will be carried out by LT responsible for the process

A similar analysis will be carried out on post 16 transition

A complementary analysis of school leavers is carried out through the Tower Hamlets Career Service/Young Work path Service

The school monitors its careers provision through Compass+ self-evaluation against the revised Gatsby Benchmarks (2025). This is reviewed termly with support from our Central Careers Hub Enterprise Co-ordinator. Monitoring also includes: sustained destinations at post-16 and post-18, uptake and quality of work experience, pupil and parent/carer voice, equality and inclusion analysis, and provider access compliance. Findings are reported annually to the Governing Body.

Assistant Headteacher with oversight for careers and other Senior Leaders meet termly to discuss both operational and strategic elements of the Careers Improvement Plan.

Annual review of policy through SLT and full Governing Body.

Findings from evaluation activities feed directly into the school's Careers Improvement Plan, ensuring continuous quality enhancement in line with the revised Gatsby Benchmarks

This policy is published on the school website and reviewed annually by the Headteacher and Governing Body.