

# **Careers Education, Advice and Guidance Policy for Mulberry School for Girls**

<b>Approval Body:</b>	Mulberry School for Girls LGB
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## **Introduction**

Mulberry School for Girls is a fully inclusive school and all students are entitled to a full careers education. 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.

At Mulberry School for Girls, Careers Education is taught as part of the PSHE programme as well as within each subject area and through assemblies, tutor time and enrichment activities. It is supported by a programme of work-related events, organised by the Careers and Community Liaison Officer, the Director of Enrichment, and the Women's Education Officer, in consultation with the Year Learning Coordinators and the Director of Personal, Social and Health Education (PSHE).

The school's Careers and Community Liaison Officer is trained and qualified in Careers Education with a Level 6 Diploma in Career Guidance and Development, and is part of the London Careers Hub, as well as Tower Hamlets' Careers Network, and works strategically with a corporate mentor from KPMG.

## **Overview**

*'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 for Careers Education, Information, Advice and Guidance**

It is expected at Mulberry School for Girls that all students should leave the school and move on to either Further Education, Higher Education or training or other career opportunities. Students are made aware of the benefits of apprenticeships, T Levels and other approved technical education qualifications and are encouraged to consider them, alongside academic options, when making decisions about their future. This policy therefore recognises that the provision of effective Careers Education and Guidance is an essential part of the preparation of all students for the range of opportunities, responsibilities and experiences of adult life. It should help them to be more self-aware, to be informed about continuing education and training and about

possible career paths. It should enable them to manage transition to new roles and situations throughout their life and help them to achieve their aspirations.

The careers programme promotes equality of opportunity, celebrates diversity and ensures all of our students are ambitious and successful. The focus is on individual students and equipping them with the skills, attitudes, knowledge and understanding required for managing their lifelong career and learning. Mulberry School for Girls acts impartially, not showing bias towards any route, be that academic or technical. Schools also have a statutory duty to provide careers education in Years 7-11 (1997 Education Act) and to give students access to careers information and guidance. In addition, this policy ensures that the Gatsby criteria for effective careers education and work related learning are met.

### **Aims**

The aims of careers education and guidance are:

- 1 For pupils to develop themselves through careers, employability and enterprise education.
- 2 For pupils to gain knowledge about the world of work.
- 3 For pupils to develop their career management and employability skills.

### **Commitment**

Mulberry School for Girls is committed to providing all students in Years 7-13 with a programme of careers activities and supporting activity. The programme is 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 September 2022.

The Gatsby Benchmarks include:

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

As part of this we are committed to providing opportunities for visits from a range of providers of Key Stage 4, Post-16 options and Post-18 options, including T Levels, apprenticeships, traineeships, technical and vocational qualifications, applied qualifications and higher technical skills courses. Visiting providers include Further Education Colleges, University Technical Colleges,

Institutes of Technology and a range of providers of apprenticeships and technical options, including Independent Training Providers (ITPs).

### **Implementation**

A member of the School Leadership Team line manages the programme. The Careers and Community Liaison Officer oversees the programme delivery in consultation with the Director of PSHE and Year Learning Coordinators.

Alongside the formal careers component of PSHE, students experience a far reaching and wide ranging enrichment and out of hours learning programme. These opportunities build character, develop leadership, resilience, social values, equality and internationalism, and form part of the Mulberry Pledge.

All staff contribute to careers education and guidance through their roles as tutors and subject teachers. The careers programme is planned, monitored and evaluated by the Careers and Community Liaison Officer and SLT line manager.

Students have access to informed and impartial careers advice and guidance through the Careers and Community Liaison Officer, based in the school, as well as through Tower Hamlets Young Work Path, who will also signpost to independent advice and guidance.

A bespoke programme is tailored to the needs of children with Special Educational Needs and Disabilities, and to those who may be at risk of becoming NEET (Not in Education, Employment or Training). We work closely with Local Authority services to support children to prepare for and transition to destinations that best meet their needs and with clear plans for their future.

Below gives a flavour of the range of activities that can form part of careers education and guidance at Mulberry School for Girls – this is adapted each year to meet the needs of each cohort and the changing needs of the school community.

Key Stage	Activity
3 (7-9)	<ul style="list-style-type: none"> <li>• Tutors and teachers deliver a programme of careers lessons. This is supplemented by visits and visitors and celebration events such as ‘careers week’</li> <li>• We regularly use employers in the delivery of our careers programme- for example Bank of America run two workshops on enterprise with year 8.</li> <li>• Centre of the cell/Queen Mary College</li> <li>• Sky Coding club year 7</li> </ul>

	<ul style="list-style-type: none"> <li>• Options interviews and presentations and PSHE unit of work in around choices. Individual mentoring. Year 8 assemblies</li> <li>• Small group careers advice (1:4 group meetings in year 8)</li> </ul>
4 (10-11)	<ul style="list-style-type: none"> <li>• Sky technology careers event</li> <li>• Careers fair (annual)</li> <li>• Women of the World events and Jude Kelly ‘think ins’</li> <li>• Assemblies with Mulberry UTC</li> <li>• Employability/interviews</li> <li>• Economics experts in schools (with LSE)</li> <li>• Lawyers in Schools through Citizenship</li> <li>• SOAS/LSE ‘Women of colour in power’ workshops</li> <li>• Participation in annual lecture-a high profile lecture by a leading edge figure in their field</li> <li>• Female lead partnership</li> <li>• Model UN</li> <li>• Careers interviews for children with SEND</li> <li>• Visits to sixth form colleges and apprenticeship providers where appropriate</li> <li>• 6<sup>th</sup> form recruitment assemblies and PSHE unit of work around KS5 transition including interviewing, building a CV</li> <li>• STEM Academy pathway.</li> <li>• Work experience for all students, including a PSHE programme of work before placement and after</li> </ul>
5 (12-13)	<ul style="list-style-type: none"> <li>• All students have a dedicated UCAS mentor who advises and supports through the higher education programme including choice, grade requirements, links to specialist careers advice, apprenticeship guidance. A leader has responsibility for UCAS</li> <li>• Careers fair (annual)</li> <li>• Events at Mulberry UTC- for example science seminar series for scientists and nursing /health care careers talks.</li> <li>• Model UN</li> <li>• Health and Social care work placements</li> <li>• Work placements with Mercedes through STEM Academy</li> <li>• Links with sponsors and businesses through CREST award STEM Academy</li> <li>• Work experience and mentoring signposted through sixth form including K+ mentoring, Sutton Trust and access to law.</li> </ul>

	<ul style="list-style-type: none"> <li>• Getting into Oxbridge Programme.</li> <li>• Trips and Visits to Universities.</li> </ul>
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## **Work Experience**

The objective of Work Experience at Key Stage 4 and Key Stage 5 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 week, 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.

Students are given the choice of ensuring they have secured a placement (before a given deadline) or working with the Careers and Community Liaison Officer to match the students with a suitable placement. Prior to the placement, students will participate in several preparation activities. Necessary and relevant health and safety information is shared with parents and students – detailed in the Health and Safety Policy. Each student will review this on their return.

Work experience opportunities are routinely shared with students in the Sixth Form. Every student who studies Health and Social Care is offered a work experience placement.

## **Monitoring, Review and Evaluation**

The Careers and Community Liaison Officer monitors each part of the careers programme and evaluates with the SLT link in the following ways:

- Annual review of partnership activities.
- 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.
- Review of the school's adherence to the Gatsby Benchmarks through Compass, an online self-evaluation tool for schools annually.

After evaluation the Careers and Community Liaison Officer will identify gaps and put plans in place to provide opportunities to ensure that the gaps are filled.