

## Mulberry UTC Careers Education, Information, Advice and Guidance (CEIAG)

### Policy and Delivery Plan

Approval Body:	Local Governing Body
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Implementation Date:	
Review Date:	
Policy Version:	

## **Introduction**

At Mulberry UTC, Careers Education is delivered as part of the Personal Development programme as well as through the wider curriculum. It is supported by a programme of work-related events, organised by the careers leader in consultation with other members of SLT including the Directors of Progress for Key Stage 4 and Key Stage 5.

## **Rationale for CEIAG**

At Mulberry UTC, it is expected that all students should leave the school and move on to either further or higher education, apprenticeships or training or other career opportunities. This policy therefore recognises that the provision of effective careers education, information and guidance (CEIAG) is an essential part of the preparation of all students for the opportunities, responsibilities and experiences of adult life.

The school recognises that its provision should help students to be more self-aware and 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 CEIAG policy is linked to the 'Gatsby' criteria for measuring quality of careers education and provision.

## **Aims**

The aims of careers education, information advice and guidance are:

1. For students to develop themselves through careers, employability and enterprise education
2. For students to learn about careers and the world of work.
3. For students to develop their career management and employability skills.
4. To help students to select destinations appropriate to their skills and ambitions
5. To ensure all students progress to high quality education, employment and training.

## **Objectives**

- Students' needs

The careers programme is designed to meet the needs of students at Mulberry UTC. It is differentiated and personalised to ensure progression through activities that are appropriate to students' stages of career learning, planning and development.

- Entitlement

Students are entitled to careers education and guidance that meets professional standards of practice and is person centred, impartial and confidential. The programme will promote equality of opportunity and inclusion.

## **Commitment**

Mulberry UTC is committed to providing a planned programme of careers education for all students 14-19 and information, advice and guidance in partnership with Young Workpath (careers services) and other organisations.

Mulberry UTC endeavours to follow the principles enshrined in the statutory guidance released by the Department for Education in October 2018, restating the duties schools are obliged to have regard to under Section 42A, 42B and 45A of the Education Act 1997, Section 72 of the Education and Skills Act 2008 and Schedule 4(15) of the Schools' Information (England) Regulations 2008 along with other relevant documents from the Department for Education and Ofsted, including the Gatsby Benchmarks against which the school's provision will be regularly audited.

## **Development**

This policy was developed and is reviewed biennially through discussions with teaching staff, the personal adviser (from Young Workpath Careers Service), students, parents, governors and other external partners (e.g. Tower Hamlets Education Business Partnership, Mosaic Princes Trust)

## **Implementation**

A member of the School Leadership Team has the responsibility as the 'careers leader'. The Careers leader oversees programme delivery in consultation with the Director of progress KS4/KS5.

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 leader. Careers information is largely available in the main library.

The careers delivery programme at the UTC is intensive and also ongoing. However, the provisional delivery plan (evaluated termly) is below:

Careers education and work related learning permeates the curriculum at Mulberry UTC. This is through PADDLE- with a focus on relevance and engagement, subject specific careers guidance and problem solving approaches. It is also delivered through PSHE lessons in KS4, the assembly programme and our extensive enrichment programme. The enrichment programme contributes to careers education giving access to a range of visitors and employers – from the National Theatre, to arts projects, to banking, to Model UN, Mulberry annual lecture, 'Partnership of equals' and 'Women in leadership'

All these opportunities develop leadership qualities and broaden our students' wider experiences, getting them thinking about careers at early stages, and then following through in greater depth in KS4 and work experience and transitioning into KS5. Mulberry UTC also

collaborates with other schools in the trust, which has led to students' participation in a range of employer led projects and visits such as:

- Visit from the CEO of the Royal College of Nursing (for nursing and health care careers)
- Visit from the governor of the bank of England (for maths, economics and politics students)
- Visit from the chair of the NHS blood and transplant service (science seminar series delivered at the UTC for A level scientists and health science students)
- RADA performances and workshops (for those interested in technical and performing arts)
- 'Physics in action' programme (for those interested in careers related to Physics and Maths)
- Workshops with English National Opera (for those interested in Music, arts and performance)
- The Mulberry Schools Trust annual lecture involves students listening to a high profile speaker and then networking with trustees, governors and school supporters.

Opportunities are extensive, frequent and contribute both directly and indirectly to students' aspirations and future destinations.

At KS4 all students do work experience. At KS5 students have employability week which focuses on their technical specialism and on advice and guidance on progression routes. Many students independently source work experience and maximise the available opportunities for networking.

Throughout school life, our students are encouraged to think about next steps. At KS5 many of the opportunities are promoted to students through a weekly bulletin and displays in the library. Students can then talk to staff and access these opportunities which are varied, often bespoke and centred on individual aspirations and growth. Students attend open days and network with peers and tutors and are encouraged to develop independence and confidence. Alongside this though is a strong pastoral care and guidance team who support with references and application processes to universities or next steps.

An annual careers fair takes place in the early spring each academic year, and is supported and sponsored by a large range of employers, businesses and organisations. Students at KS4 have individual careers interviews, with follow up action plans shared with student, parent and appropriate staff. All level 2 students at KS5 have individual interviews for careers and focused on ensuring all students are appropriately guided to stay in high quality education and training. For many students, apprenticeships offered through our sponsors are widely promoted.

For provider access, please see our separate 'provider access' policy.

### **Monitoring, review and evaluation**

The policy and its implementation is evaluated once each term and a report provided to members of the LGB. This will also track improvements that are part of the UTC action plan. The SEF cycle, carried out by leaders and middle leaders, is focused on careers education guidance and provision in depth annually. This includes work scrutiny, student voice activities, meetings with staff, scheme of learning audits.

- The overall impact of the programme is evaluated through:
- Scrutiny of destinations (ongoing so intervention can be put in place, annually for reporting)
- Student evaluations from questionnaires, meetings, panels. Students are encouraged to give formal and informal feedback on all careers related activities.
- Parental feedback.