Mulberry
Academy Hastings

# Careers Policy

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| Approval Body | Principal |
| Approval Date | 20.7.2026 |
| Implementation Date | September 2026 |
| Review Date | July 2028 |

**Version Control**

| Version | Reviewed | Changes Since Last Version |
|---|---|---|
| No. 1 | 20.7.2026 | NA |

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**Careers Policy**

## 1. Purpose/aims

This policy is underpinned by Sections 42A and 45A of the Education Act 1997, and has due regard to the DfE's statutory guidance, 'Careers guidance and access for education and training providers', which was last updated in January 2023.

At Mulberry Academy Hastings, the aims of our careers provision are to:

- promote high expectations and develops our young learners to be ambitious and aspirational with their career choices and thus life choices.
- to create a community imbued with creative ambition and self-belief that they are eligible and have equal weighting to participate and pursue any career paths.
- to inspire our students to explore and pursue any sector of employment and challenge pre-conceived ideas about careers and education.
- to build a portfolio of employers and network from an early age to challenge stereotypes and raise aspirations.
- Prepare students for life post-education.
- Develop an understanding of different career paths and challenge stereotypes.
- Develop an understanding of the differences between school and work.
- Inspire students to chase and achieve their dreams.
- Help students to access information on the full range of post-16 education and training opportunities.
- Support students after leaving school.
- Offer targeted support for vulnerable and disadvantaged young people.
- Develop a healthy attitude towards work.

## 2. Legislation and statutory guidance

This policy has due regard to legislation and statutory guidance, including, but not limited to, the following:

- Education Act 1997
- Education and Skills Act 2008
- Apprenticeships, Skills, Children and Learning Act 2009
- Equality Act 2010
- Children and Families Act 2014
- Technical and Further Education Act 2017
- The Academy Information (England) (Amendment) Regulations 2018
- DfE (2022) 'Careers guidance and access for education and training providers'



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## 3. Roles and responsibilities

The **Member of SLT responsible for Careers** is responsible for:

- Ensuring all registered students are provided with independent careers guidance from Year 7 to Year 11.
- Ensuring arrangements are in place to allow a range of education and training providers to access all students and inform them about approved technical education qualifications and apprenticeships. The Provider Access Statement sets out these arrangements.
- Ensuring the independent careers guidance is presented in an impartial manner, showing no bias or favouritism towards a particular institution, education or work option.
- Ensuring the guidance includes information on the range of education or training options, including apprenticeships and technical education routes.
- Allowing students to have access to providers of technical education, such as colleges, and apprenticeships to ensure every student is well-informed about their future options at every stage.
- Ensuring the Careers Policy does not discriminate on any grounds, including but not limited to: ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- Handling complaints regarding this policy as outlined in the Academy's Complaints Policy.
- Providing clear advice and guidance to the Principal on which they can base a strategy for careers education and guidance which meets the Academy's legal requirements.
- Negotiating an annual service level agreement with external CEIAG providers for students in years 7-11.
- Managing the provision of careers information.
- Liaising with the Principal and external CEIAG providers to implement and maintain effective careers guidance.
- Liaising with subject leads to plan careers education in the curriculum.
- Advising the **Principal** on policy, strategy and resources for careers education, information, advice and guidance (CEIAG).



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- Using the Gatsby Benchmarks to improve the Academy's careers provision and ensure compliance with legal duties, with an ultimate aim to meet all benchmarks.
- Using the Compass tool for self-evaluating the careers provision the Academy offers.
- Publishing details of the Academy's careers programme and a policy statement on provider access on its website.
- To prepare and implement a development plan for CEIAG.
- To review and evaluate the programme of CEIAG.
- Working closely with the SENDCo and other colleagues to identify the guidance needs of all students with SEND and implement personalised support.
- Ensuring that students with SEND understand their different career pathways, and enabling them to gain the skills, knowledge and experience they require to achieve their career goals.
- Encouraging the training of colleagues to promote careers guidance to their students.
- Attending Careers Hub meetings and meeting with the Enterprise Co-ordinator with the care to discuss the Academy's career plan.
- Working with the Careers Hub team to assess progress and the effectiveness of the Academy's career plan.

The **Member of SLT for Achievement** is responsible for:

- Liaising with the **Member of SLT for Careers** and external CEIAG providers to implement and maintain effective careers guidance.
- Referring students to outside agencies for additional support e.g. YES (Youth Employability Service).
- Establishing, maintaining and developing links with FE colleges, universities, apprenticeship providers and employers.
- Liaising with the external CEIAG providers regarding students' post-16 plans and risk of becoming NEET.
- Arranging 1:1 careers interviews for students in year 11 and Year 9
- Providing an open-door service for students to drop in and discuss their options.
- Arranging 1:1 guidance interviews for students in year 9.

The **Careers Lead (TLR Holder)** is responsible for:

- Establishing and developing links with employers, education and training providers, and careers organisations.



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- Managing the provision of careers information.
- Ensuring there is adequate support in place; both in school and from outside agencies for support for vulnerable and disadvantaged students.
- Supporting subject teachers and form tutors in providing initial information and advice.
- With the **Member of SLT responsible for Careers**, Monitoring teaching and learning in careers education.
- Using the CDI CEIAG 2021 Framework to plan, deliver and evaluate the careers programme.
- Working with the **Member of SLT responsible for Careers** to prepare and implement a development plan for CEIAG.
- Working with the **Member of SLT responsible for Careers** , review and evaluate the programme of CEIAG.
- Engaging with the Designated Teacher for LAC and previously LAC to ensure they know which students are in care/are care leavers, to understand their additional support needs and to ensure that any personal education plans can inform careers advice.
- Staying up-to-date with relevant CPD and developments in the CEIAG sector. .
- Organising workshops for students and actively promoting the careers service in-house at open evenings, presentation days, assemblies and progress evenings.
- Producing careers information and guidance through online and hard copy literature, and visual displays in the Academy.

**Department Careers Champions**

- Each department will have a named Careers Champion
- The Careers Champions will liaise with both the Careers TLR holder and Member of SLT responsible for Careers to ensure high quality Careers delivery throughout each department's individual curriculum
- Develop the department programme to include Careers based experiences and information, these could include; visits, speakers and resources.
- Map how the department delivers aspects of the Careers framework as part of its schemes of work
- Take additional CPD

**Colleagues** are responsible for:

- Ensuring careers education is planned into their lessons.

- Attending any relevant CPD or training to ensure they are up-to-date with the Academy's careers plan.
- Promoting careers guidance in the classroom through visual aids.
- Creating a learning environment that allows and encourages students to tackle real life challenges, manage risks and develop skills that can be applied to the workplace.
- Creating careers-based displays in their subject areas to link curriculum to careers.

A Careers TLR Holder will be appointed to ensure the leadership and coordination of a high-quality careers programme.

The appointed Careers Leader will possess the following skills:

- Leadership – they will be a good leader who takes responsibility for developing, running and reporting on the Academy's careers programme.
- Management – they will be able to plan careers activities, manage the careers budget, and manage other staff involved in the delivery of careers guidance where necessary.
- Coordination – they will be a careful coordinator of colleagues within the Academy and from outside.
- Networking – they will be a good networker who can establish and develop links with employers, education and training providers and careers organisations.

The name and contact details of the Careers Leader will be published on the Academy website. The Careers Leader is **Joe Saubolle.**

Details of the Academy's careers plan will be published on the Academy website inviting students, parents, teachers, trustees, AAC members and employers to provide feedback.

The Careers Leader will work with enterprise coordinators to build careers and employer engagement plans to broaden the range of guidance that students have access to.

## 4. Developing a stable careers programme

The Academy will have its own careers programme in place which meets the requirements of the eight Gatsby Benchmarks:

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. Experiences of workplaces.
7. Encounters with further and higher education.
8. Personal guidance.

The programme will be reviewed **termly** against the benchmarks to ensure it remains on target.

The Academy will demonstrate how it is working towards each Gatsby Benchmark, as part of its careers summary, including the aims, objectives and activities provided for each year group.

Regular feedback from students, parents/carers, teachers, AAC members and employers will be invited. Feedback will be used to contribute to the development of the Academy's careers programme to ensure it meets the needs of all students.

The Academy will be working towards achieving the full Quality in Careers Standard in recognition of their excellent careers provision. **Member of SLT responsible for Careers** will use the assessment report from this to inform future development of the careers programme.

## 5. Procedures

Developing a stable careers programme

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### Using Labour market information

The Academy will ensure every student, and their parents, has access to good-quality information about future study options and labour market opportunities.

Students and their parents are referred to the relevant section on the College website, Careers East Sussex and The National Careers Service that offer information and professional advice via a website, helpline and web chat.

The Academy will ensure students and their parents understand the value of finding out about the labour market, and support them in accessing this information. Students and their parents will be provided with information on the benefits of understanding the labour market, including the salaries and promotion opportunities for different jobs, and the volume and location of vacancies across different sectors.

The Academy will ensure that all students, by the age of 14, have accessed and used information about career paths and the labour market to inform their decisions on study options.

The Academy will provide students with the necessary links and information that will enable them to access this. Access will be monitored to review whether students are making the most of the service, and if not, what can be done to ensure they do.

The Academy will make use of local enterprise partnerships and the Careers Hub to provide students with presentations and workshops on the local labour market and employer expectations. The information provided through the partnership will be used to shape career guidance and workshops within the Academy.

Subject teachers will be expected to regularly discuss changing labour market information with students in lessons.

To support social mobility, the Academy will work to raise students' aspirations and tackle stereotypical assumptions. Interventions will be used to tackle gender stereotypes; arrangements will be made for students to talk to employees who work in non-stereotypical jobs to raise awareness of the range of careers that STEM qualifications lead to.



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## Addressing the needs of students

The Academy's careers programme will aim to raise the aspirations of all students whilst being tailored to individual needs. The programme will inform students of the range of opportunities available to them, encouraging them to aim higher and make choices relevant to what they feel they can achieve.

All forms of stereotyping will be prohibited in the careers advice and guidance that is provided, to ensure students from all backgrounds, gender and diversity groups, and those with SEND, can consider the widest possible range of careers.

Comprehensive and accurate records will be kept to support the career development of students. These will be available using the Compass Plus tool and other tracking information. The Academy will allow access to this information, should a student or their parent request it.

Destinations data will be available through the Portal (a tool used by the Standards for Learning and Effectiveness and Skills team in East Sussex) and will be retained for at least three years.

Information about destinations, e.g. the percentage of students attending sixth form in the following term, will be published on the Academy's website alongside the Academy's careers programme.

The Academy will collect and analyse destinations data to assess how well the careers programme is countering stereotypes and raising aspirations. The data will be reviewed by the Headteacher and careers leader on a termly basis who can then base further development of the Academy's career guidance plan on the results and areas of success or failure.

## Targeted support

The Academy will work with the LA and Youth Employability Service (YES) to identify students who need targeted support or those who are at risk of not participating in post-16 pathways. Agreements will be made over how these students can be referred for support drawn from a range of education and training support services available locally.

The Academy will ensure that students understand the programmes available to support them and the financial costs associated with staying in post-16 FE.

To support students who are likely to need support with post-16 participation costs, such as those with SEND, the Academy will work with the LA and local post-16 education or training providers to share student data and ensure these students receive such support.



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The Academy will ensure that students are aware of the 16-19 Bursary Fund, which has been devised to support those individuals with a financial hardship. Students will be advised of how to access this funding and who they should speak to so they can find out more information.

## Students with SEND

The Academy will ensure that careers guidance is differentiated, if appropriate, and based on high aspirations and a personalised approach.

The Careers Leader will work closely with the SENDCo KS3 and SENDCo KS4.

Middle Leaders, Teachers and other colleagues to support students with understanding different career pathways and how to develop the necessary skills, knowledge, experience and qualifications to succeed and fulfil their potential. The Academy will work with families of students to help them understand what career options are available.

Careers guidance will take account of the full range of relevant education, training and employment opportunities. It will inform students about the ways employees with SEND are supported in the workplace, and how jobs can be adapted to fit a person's abilities.

The Academy will build partnerships with businesses and other employers, employment services, and disability and other voluntary organisations. Students will be prepared for encounters with employers and provided with any special support that will allow them to benefit fully from the experience.

Careers guidance will focus on a student's career aspirations and the post-16 options which are most likely to give the student a pathway into employment or HE.

The SEND local offer will be utilised; annual reviews for a student's EHC plan will be informed by good careers guidance.

## Linking Curriculum to Careers

The Academy will work to encompass careers education and guidance into subjects across the curriculum. All teachers will be asked to support the career development of young people in their role and through their subject teaching with each subject having a Careers Champion to improve the teaching of Careers within their subject

Students are expected to study the core academic subjects at GCSE, including English, maths, science, history, geography and a language.

Students will be informed that if they do not achieve a grade 4 or higher in GCSE maths and English by the end of KS4, they will be required to continue working towards this aim as part of their 16-19 study programme.



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The Academy will engage with local employers, businesses and professional networks, inviting visiting speakers, whom students can relate to.

Every year, from the age of 11, students will participate in at least one meaningful encounter with an employer; at least one of these encounters will be with a STEM employer or workplace. These encounters may include:

- Careers events such as careers talks, careers carousels and careers fairs.
- Transitions skills workshops such as CV workshops and mock interviews.
- Mentoring and e-mentoring.
- Employer delivered employability workshops.
- Workplace visits.
- Business games and enterprise competitions.

## Providing Work experience

Students in Year 10 will undertake a week-long work placement in the summer term. Mulberry Academy Hastings work with the East Sussex Work Experience Team to organise this. Students are encouraged to find their own placements or they can use the Portal system to select three choices – the work experience team then makes matches.

Students receive an introductory assembly as well as pre and post-work experience assemblies.

The work experience is evaluated by students, parents and employers.

## Enabling encounters with further education (FE) and higher education (HE)

Students are required to remain in education or training until their 18th birthday.

The Academy will provide students with a range of information and opportunities to learn about education, training and career paths throughout their school life, to prevent last minute decision making.

Students will be encouraged to use information tools, such as websites and apps, which display information about opportunities. Education and training providers will have access to all students in Years 7 to 11 for the purpose of informing them about approved technical education qualifications and apprenticeships.

The Academy will ensure that there are opportunities for providers to visit the Academy and speak to students in Years 7 to 11 by maintaining connections with providers of FE and apprenticeships, and arranging regular visits, presentations and workshops.

A range of opportunities for visits from providers offering other options, such as FE will also be provided.



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A Provider Access Statement will be published on the Academy website and will include:

- Any procedural requirements in relation to requests for access.
- Grounds for granting and refusing requests for access.
- Details of premises or facilities to be provided to a person who is given access.

## Providing Personal guidance

All students will be provided with opportunities for personal guidance interviews with a qualified careers adviser. Such interviews will take place by the end of term 2 in year 11.

Careers advisers will meet the professional standards outlined by the Career Development Institute. The Academy will integrate personal guidance interviews within the pastoral system so that they can be followed up by the form tutors or equivalent.

## Information sharing

The Academy will provide the relevant information about all students to the LA support services including:

- Basic information, such as the student's name or address.
- Other information that the LA requires to support the student to participate in education or training to track their progress.

The Academy's privacy notice will offer students and their parents the opportunity to ask for personal information not to be shared.

LAs will be notified, as early as is possible, whenever a 16- or 17-year-old student leaves an education or training programme before completion. The Academy will agree on local arrangements for ensuring these duties are met.

# 6. Compliance with legal duties and statutory guidance

Where someone has a complaint about the Academy's careers provision, such issues will be handled locally in accordance with the Academy's Complaints Policy. All complaints will be easy to submit and considered impartially.

The Academy will be compliant with the 'Baker Clause' by ensuring that there is an opportunity for a range of education and training providers to access all Year 8 to 11 students for the purpose of informing them about approved technical education qualifications and apprenticeships.

The Academy will be clear on the following:

- Who is to be given access to students.
- Which students' access will be given to.



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- How this will happen and when.

The Academy will ensure that provider visits are available to all students in the relevant year group and will not do anything which may limit the ability of students to attend. The Academy will not, under any circumstance, restrict invitations to selected groups of students or hold events outside of normal school hours.

The Academy will prepare a policy statement which sets out the circumstances in which education and training providers will be given access to students. This policy statement will be published on the Academy website and will include:

- Any procedural requirements in relation to requests for access, e,g. the main point of contact at the Academy to whom requests should be directed.
- Grounds for granting and refusing requests for access, e.g. details of timetabled careers lessons, assemblies or careers events which providers may attend.
- Details of premises or facilities to be provided to a person who is given access, e.g. rooms and resources.

## 7. Monitoring arrangements

The Principal, in conjunction with the Member of SLT responsible for careers, will review this policy on an annual basis, considering the success of supporting students in accessing post-16 education and training.

The Member of SLT responsible for careers, will make any necessary changes to this policy, and will communicate these to all colleagues.

## 8. Links with other policies

- Provider Access Policy
- PSHE & RSE Policy
- Teaching & Learning Policy
- Staff Handbook
- SEND Policy



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