

SIXTH FORM SPOTLIGHT



Sixth Form





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Introduction

This booklet highlights effective practice in post-16 education across the Mulberry Schools Trust. It sets out five key pillars that underpin successful post-16 provision within the Trust:

- **High quality teaching and learning**
- **Learning beyond the classroom**
- **Careers, destinations and progression**
- **Extra-curricular activities and enrichment**
- **Personal development, mental health and well-being support**

Our focus goes beyond academic achievement, emphasising students' personal, social and emotional development, along with the support they need to succeed in life after school.

We are committed to providing all students with high-quality academic and technical learning, excellent personal development, pastoral care and career guidance. The booklet provides an overview of the five pillars, and examples of effective practice in each of the five areas from Trust schools.

Pillars of effective post-16 provision

This diagram sets out the five key pillars of effective post-16 provision within the Mulberry Schools Trust. These have been identified through a close examination of the work that is done within the Trust and its positive impact on student outcomes. Each school tailors their work in each of the five areas to meet the needs of their local communities, ensuring that provision is both relevant and impactful.

1 High quality teaching and learning



Co-constructed, evidence-based principles: Schools have clear principles for post-16 teaching, tailored to their contexts and based on staff expertise as well as research evidence.

Common language of learning: Schools develop a common language around teaching excellence, so that staff can communicate effectively about teaching strategies and classroom practice.

Culture of continuous improvement: Schools foster a culture that encourages and enables educators to innovate, collaborate and continually refine their skills.

2 Learning beyond the classroom



Study skills: Schools help students develop research and note-taking skills, and other crucial skills including organisation, time management and how to balance competing deadlines.

Supervision and support: Schools provide supervised spaces for students to study in, with access to technology and extra support for students facing socioeconomic challenges.

Fostering independence: Students are encouraged to take gradually more responsibility for their learning as they move through Sixth Form, preparing them for higher education and careers.

3 Careers, destinations and progression



Quality careers guidance: Schools provide tailored careers guidance to help Sixth Form students make informed decisions about their future pathways.

Career readiness: Schools help students develop practical skills that help with career readiness such as networking and CV writing.

Employer engagement: Students have access to a range of activities which inform them about diverse career options, challenging stereotypes and opening doors to opportunities for all young people.

4 Extra-curricular activities and enrichment



Building social skills: Schools provide opportunities for students to work together, forming lasting friendships and enriching their school experience.

Exploring passions: Students enjoy discovering new interests, gaining hands-on experience in areas of interest and building a well-rounded profile that supports them to access future opportunities.

Confidence and personal growth: Through taking part in fun and exciting challenges and activities, students boost their confidence, resilience and motivation, laying the groundwork for future success.

5 Personal development, mental health and well-being



Supporting mental health: Schools provide counselling and other services to help students manage mental health difficulties, academic stress and other personal challenges.

Promoting well-being: Schools create a culture of positive well-being and an environment which prioritises and promotes healthy lifestyles and a culture of safety and empathy.

Building resilience: Students learn strategies they can put into practice, fostering resilience and giving them the tools they need to succeed in Sixth Form and their future lives.



Pillar 1

High quality teaching and learning

Each school has identified the principles of effective Sixth Form teaching and learning in their distinctive contexts. To ensure their approaches are tailored for their local circumstances, each of the four schools developed their own principles, drawing on their collective experience, expertise and research evidence.

Senior leadership teams, teachers and support staff worked together to construct a set of principles that were meaningful and relevant for their schools. School staff then expressed their principles as 'one-pagers', to help ensure lesson plans and teaching strategies are aligned with the overarching vision.

The one-pagers include references to research evidence, ensuring the principles draw from insights about effective practice as well as the experience of practitioners. In this way, schools have developed a common language around teaching excellence, creating an environment in which staff can communicate effectively about teaching strategies and classroom practice.

Sharing the principles with headteachers and the Trust's executive leadership team has helped foster a sense of common purpose and a culture of continuous improvement, as well as a common language to use in building a culture of leading teaching.

Once established, the principles and one-pagers have become a framework

for improving classroom practice within and across schools. The shared framework and language guide individual classroom practice and contribute to building a broader culture of continuous improvement. They enable teachers and leaders to find strong practice and identify where improvements need to be made.

By fostering a culture of leading teaching, schools have created environments that encourage and enable educators to innovate, collaborate and continually refine their skills. As teachers become more familiar with the principles, they can share their expertise with colleagues. The shared framework acts as a catalyst to ensure all teachers are working towards the common goal of delivering outstanding education for all their students.

The principles also serve as a tool for professional development, ensuring all teachers are equipped to meet the school's standards for excellence. Each school now has a strategy to capture effective practice, identify areas for improvement and celebrate achievements in the classroom.

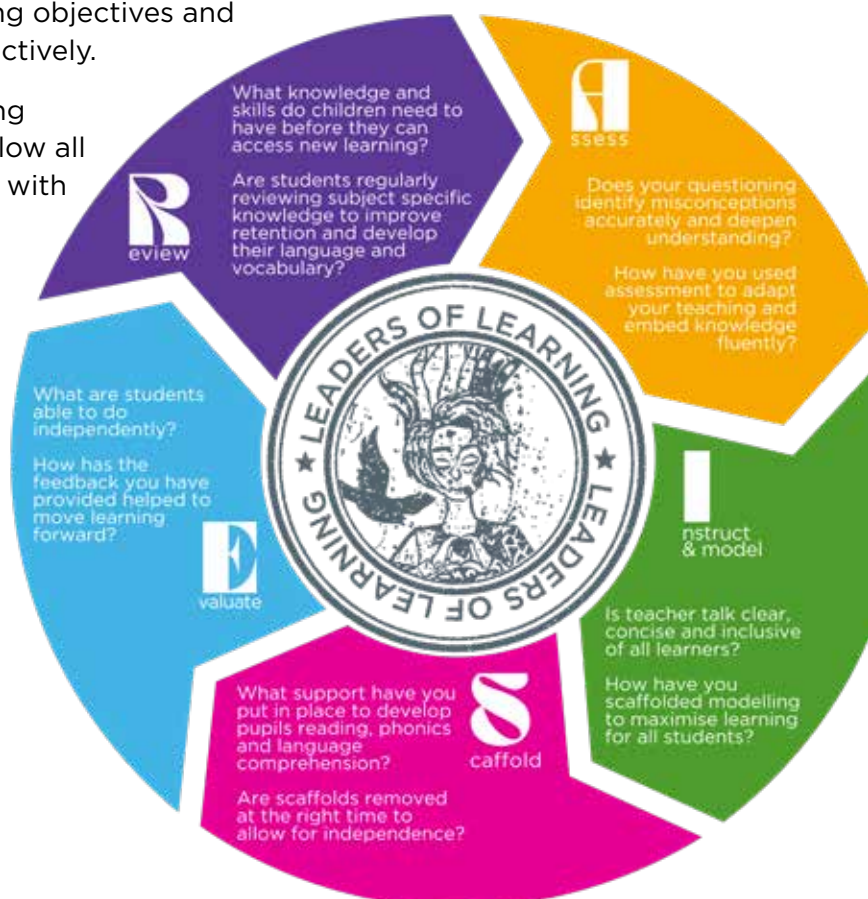


RAISE

Mulberry School for Girls has developed a whole-school teaching framework, RAISE, which embodies five pedagogical principles to ensure high-quality learning and progress. This evidence-based approach guides the school's Mastery of Formative Assessment (MFA) strategy, ensuring systematic understanding checks and effective feedback.

1. Review: Teachers regularly reinforce prior learning to enhance retention, enabling automatic recall of concepts and procedures.
2. Assessment for learning: Utilising techniques like questioning (no hands, cold calling), show me (whiteboards/fingers), and monitoring (via seating plans), teachers promptly identify and address student misconceptions.
3. Instruct and model: Clear instructions and modelling ensure all students understand the learning objectives and how to apply their knowledge effectively.
4. Scaffold (guided practice): Learning support is gradually adjusted to allow all students access to the curriculum, with feedback aiding guided practice.
5. Evaluate (independent practice): Tailored feedback empowers students to develop independent learning skills, actively engaging in MFA tasks to build on prior knowledge and address misconceptions promptly.

This structured approach fosters a supportive learning environment where students continuously improve their understanding and skills.



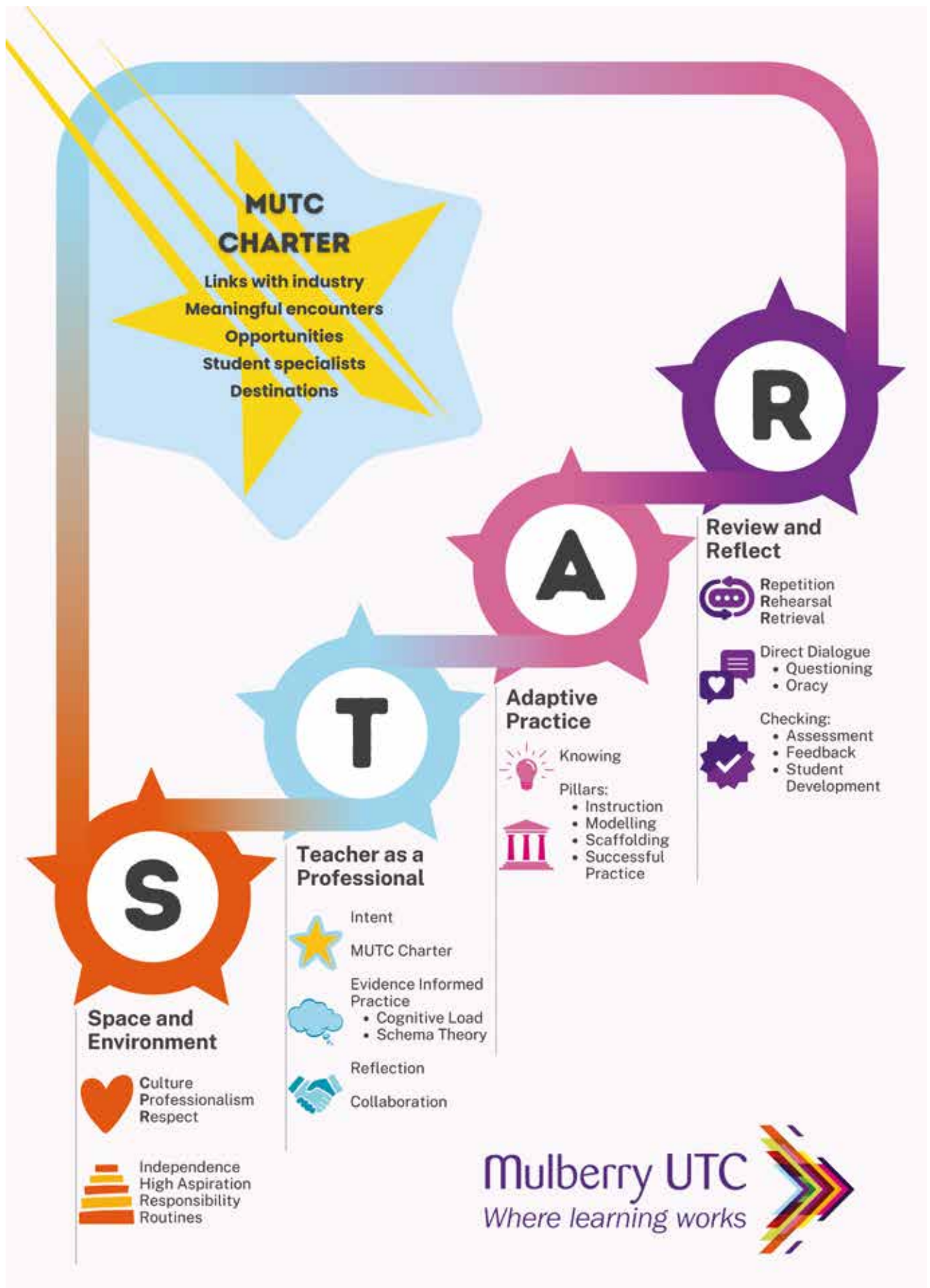
STAR framework

The development of Mulberry UTC's teaching framework began with an INSET day focused on identifying what constitutes great teaching, grounded in current research. Staff volunteered for a collaborative working group to design the framework, which met weekly. This used consultation to co-construct a framework that was not only research-informed but also unique to Mulberry UTC, reflecting the school's specific context and needs.

The STAR framework encompasses more than just classroom practice, reflecting the unique nature of the UTC and its focus on technical and vocational learning. It emphasises the importance of staff as professionals, particularly within the UTC environment, where teachers are expected to be up to date with developments in industry as well as academia.

The consultative process ensured that the framework was shaped by the collective insights and expertise of staff. The teaching and learning working group engaged in rich discussions and debates about what teaching excellence should look like within this particular school. The final design of the framework represents a wide range of views from staff across all areas of the school.

The focus has now shifted to implementing and integrating the framework. Organised into four strands – each with levels of 'Developing,' 'Securing' and 'Mastering' – it now forms a central part of the appraisal process, including lesson observations. Observed lessons are not graded; instead, teachers receive feedback based on the framework's STAR criteria, which helps them identify strengths and areas for growth. Before each observation, staff are encouraged to highlight something they want to showcase and an area they wish to develop, fostering a reflective and growth-oriented culture.







ASPIRE

Mulberry Stepney Green Maths, Computing and Science College recently launched the ASPIRE framework, a new initiative aimed at enhancing teaching and learning across the school.

The framework was collaboratively developed by staff, both teachers and teaching assistants, following an INSET day led by senior colleagues. Together, staff identified the key principles of great teaching in their school. The principles are grounded in research, and staff drew on their knowledge about effective educational practice, as well as their professional experience, to develop and establish the guidelines.

The ASPIRE framework is not limited to teaching, but also incorporates principles of effective student learning. Student and staff planners feature the six principles of effective practice, along with space for reflection. The aim is to capture and articulate existing good practice and share it widely, through a common language that enables both students and staff to have a more consistent approach to teaching and learning.

The framework also forms the basis for evaluating lessons, including informal drop-ins, and helps staff communicate clear expectations to students. It aligns with the school's broader aim of empowering students to take greater ownership of their learning. It also links with staff professional development, with staff encouraged to identify areas where they feel less confident and want to develop. This encourages teachers to take ownership of their own professional learning and makes explicit the link between professional development and the improvement of classroom practice.

MAS principles of effective practice

Mulberry Academy Shoreditch has established six key principles that underpin teaching and learning in all year groups. In Sixth Form, the principles are tailored to address the unique needs of post-16 education. Over the course of the 2023-24 academic year, staff were introduced to these principles and given clear bullet points to guide their understanding, which they shared with students in the classroom.

To ensure consistency, staff started by self-assessing their practice against these principles, building a comprehensive profile of their own strengths and areas for development. This informs CPD and lesson evaluation, including learning walks, drop-ins and formal observations. The school's Teaching and Learning group plays a key role in this process, identifying areas for staff development and pairing those who excel in specific principles, such as modelling and exposition, with colleagues who seek to improve in those areas.

A common language has been developed around these six principles, supported by a structured learning walk form where staff are assessed as 'Emerging', 'Developing' or 'Secure' in each area. Joint feedback sessions are also held, modelling how feedback is provided based on these principles.

To ensure fair and consistent evaluation, the school took time to establish clear criteria for judgments. Each year, three of the six principles are highlighted for focused development. For example, academic writing is one such area, with senior leaders delivering expert sessions on the subject. The Teaching and Learning group, composed of representatives from each subject area, meets once a half-term to focus on specific areas such as independent learning.







Pillar 2

Learning beyond the classroom

The transition from GCSEs to A Levels or technical/vocational qualifications brings greater academic rigour, with a need for deeper analysis, critical thinking and self-discipline. The extensive support provided by Trust schools, to help students to develop study skills and undertake independent learning, is therefore a crucial aspect of their post-16 provision. Study skills encompass a wide range of techniques and strategies that help students learn more effectively. This includes time management, note-taking, revision methods and exam techniques. By supporting students in developing these skills, schools enable them to manage their workloads and approach their studies more effectively. This can also alleviate academic stress, as students feel more in control of their learning journey.

Unlike earlier school years, Sixth Form requires a higher degree of autonomy. Students are expected to take responsibility for their learning, conducting research, completing assignments and preparing for exams with minimal supervision. They have to be able to use feedback from teachers to inform their learning and improve their future work. By fostering a culture of independent study, Trust schools prepare students for the demands of higher education and the workplace, where organisation, self-motivation and initiative are key.

Support for study skills and independent study also promotes long-term benefits. Students who develop strong study habits are more likely to succeed in university and their careers. Improving study skills empowers

students to manage their academic responsibilities, builds their confidence, and prepares them for future educational and professional challenges. It also encourages lifelong learning and adaptability, skills that are increasingly important in a rapidly-changing world.

Trust schools employ a range of strategies to help students develop independent study skills. This includes the use of online tools and the explicit teaching of revision skills, as well as CPD for staff about how to give feedback to post-16 students in a way that supports their learning. Trust schools also facilitate study outside of lessons for students experiencing socio-economic disadvantage, who may not have access to a quiet space for studying at home.

Supporting independent study

Mulberry Stepney Green has invested in support for independent study because it knows that, for Sixth Form students, mastering study skills and embracing independent study is crucial for academic success. To build students' capabilities, the school has implemented a structured, supervised programme to foster greater student independence and encourage more effective use of time during study periods. This involves dedicated spaces with clear themes: one silent study room, one group work room and two quiet study rooms. Each room is supervised by dedicated staff who have received specific training in how to support students during independent study sessions.

One of the ongoing challenges has been tracking how effectively students use their study time. To address this, teachers are actively involved in monitoring students' progress, ensuring they complete homework, engage in wider reading and stay on top of their studies. Over time, the emphasis has shifted toward encouraging quiet individual work rather than group tasks during independent study time, as staff recognised the need for students to avoid distractions and focus more on personal learning.

This year, the school introduced UpLearn, an online learning platform that offers additional resources, particularly in subjects like science, psychology and economics. This gives students access to materials that supplement their classroom-based learning. One benefit is that the platform allows the school to track student engagement, providing insights into how often they access and revisit materials. Additionally, as it flags when content needs to be reviewed, the system encourages students to revisit their learning regularly.

This initiative has contributed to a significant culture shift within the Sixth Form. Study time is no longer viewed as free time, but rather as an essential part of the learning process, with a strong culture now established around what effective study looks like during Sixth Form.







The Global Super-Curriculum

The Global Super-Curriculum offers students an enriched learning experience that extends far beyond the standard school curriculum. It emphasises independent research, critical thinking and problem-solving, encouraging students to explore subjects in greater depth, as they align their studies with personal interests and global issues.

At the heart of the programme is its student-centred approach. Each half-term, students are surveyed to identify their preferences, and the programme is tailored around their interests. This flexibility ensures that every student is engaged and excited about learning. They receive personalised support, such as help with personal statements and references, and are guided toward relevant opportunities, like university mentoring schemes.

A key component of the programme is its partnership with Gresham College, which hosts lectures at schools and live-streams them to others. These lectures cover topics in STEM, the arts and social sciences; students can choose areas that complement their post-16 studies. The lectures foster interdisciplinary learning, with many students attending sessions outside their chosen field of study. Networking opportunities are also built into the programme, giving students the chance to engage directly with academics in informal settings.

Additionally, partnerships with top universities, such as Queen Mary University of London, UCL, SOAS, and City University, provide students with access to masterclasses. These sessions mimic university lectures, allowing students to engage in discussions and Q&A sessions with academics. This helps build confidence and break down barriers to higher education, providing students with a glimpse of what university life is like and preparing them for future applications.

Through initiatives like Queen Mary's 'Realising Opportunities' programme and other university collaborations, the Global Super-Curriculum ensures that all students have access to academic development and opportunities to reach top universities and apprenticeships. The programme empowers students to deepen their subject knowledge while developing the skills and values necessary to advocate for justice and positive change in the world.







Making Mocks Matter

The 'Making Mocks Matter' initiative was designed to ensure that mock exams are meaningful for both students and staff, with a particular focus on the importance of teachers giving effective feedback to Sixth Form students. Recognising the significant effort involved in the mock exam process, the school has sought to make the feedback process more effective in supporting student learning and progress.

A key element is providing bespoke, personalised feedback for each student, based on their specific exam performance. Teachers are given flexibility in how they deliver this feedback, with a variety of options that allow them to tailor their approach to meet the needs of their students. This includes both individual and group feedback, so that teachers can address common strengths and areas for improvement within different classes.

Professional development for post-16 teachers has been central to this effort. Staff received training in different feedback methods, including how to conduct question-level analysis and expand upon it in ways that make the feedback more meaningful for students. The training emphasised how feedback should not only be informative but also supportive of students' learning and progress.

The school has also been mindful of staff workload, ensuring that feedback practices are streamlined. Teachers are not required to input data that isn't relevant or meaningful, allowing them to focus on feedback that genuinely drives improvement. This has created the space for subject teams to create their own bespoke action plans, supporting both class-wide and individual student progress by taking a targeted approach to feedback.

This initiative builds on previous work related to marking, feedback and assessment, reinforcing the school's commitment to high-quality, meaningful feedback that supports student success in the Sixth Form.





Pillar 3

Careers, destinations and progression

Providing good careers advice is a crucial element of Sixth Form provision. At this important stage in their academic journey, students are faced with a multitude of choices that will shape their future pathways. Careers advice and guidance play a pivotal role in helping Sixth Form students to navigate these choices effectively and make informed decisions about their next steps.

Schools within the Trust have a range of programmes to provide students with the tools they need to explore different career paths and understand the qualifications and skills required for various professions. This does not start in Sixth Form, but it is particularly crucial during Year 12 and Year 13, when students are applying for university and apprenticeships.

Beyond helping students to choose a career path, the careers advice and guidance provided by Trust schools also aims to boost students' confidence and motivation. This can also support academic achievement, as students who have a clear sense of direction are more likely to engage with their studies and work enthusiastically towards their goals. It also helps them develop essential life skills, such as networking, CV writing and interview techniques.

The high quality of careers guidance is critical to improving social mobility. Exposing students to a wide range of career options helps to challenge stereotypes and encourages them to explore opportunities they might not have previously considered. This broad perspective can be transformative, opening doors for students from all backgrounds and fostering a more inclusive and diverse workforce.

Read on for examples of how Trust schools are empowering young people to take control of their futures, make informed decisions and develop the skills they need to succeed in an ever-changing world.

Integrating the Mulberry STEM Academy

The Mulberry STEM Academy, a Trust-wide initiative in partnership with Mercedes-Benz Grand Prix Ltd, has become a core part of the Mulberry Academy Shoreditch (MAS) identity and one of the ways the school creates a vibrant, dynamic and aspirational learning environment for Sixth Form students. There is a strong sense of energy and commitment behind the programme, with deeply-involved staff providing hands-on support to students.

The Mulberry STEM Academy is heavily publicised to prospective students before they apply, and many choose MAS Sixth Form specifically for this exclusive programme and its reputation for excellence. Participating in the programme fosters confidence in students, making them feel that they are part of something special. It offers them an experience that puts them on an equal footing with students from more advantaged backgrounds, and a sense of participating in an elite endeavour which might not otherwise have been available. The prestigious partnership with Mercedes-Benz Grand Prix Ltd enhances this feeling, as students can associate themselves with a globally recognised brand.

The impact of the STEM Academy is clear in student outcomes, with tangible improvements in post-school destinations for those that have completed the programme in previous years. It also fuels students' drive and enthusiasm for their STEM subjects. Alongside academic growth, the Academy provides numerous additional experiences that strengthen students' CVs, personal statements, applications and interviews for internships or university admissions.

A key aspect of the success of the STEM Academy at MAS is the strong relationship built between staff and students. Teachers are deeply invested in the programme and committed to the success of the students, working closely with them to ensure they make the most of the opportunities available. This hands-on approach has been crucial in making the Mulberry STEM Academy a prestigious and high impact part of the school's provision.



COMPARABLE TITLES

Movie Title	Box office	Release Date
	\$1.382 billion	April 1, 2023
	\$839.8 million	July 1, 2022
	\$484.8 million	December 13, 2022
	\$1.119 billion	June 11, 2015

A COMCAST COMPANY





Future Leaders programme

Mulberry Stepney Green set up the Future Leaders programme to support students to access top-tier universities. The programme starts in Year 11 and becomes more intensive from Year 12. It is aimed at students with the potential to apply to highly competitive universities like Oxbridge, and those pursuing highly selective courses like medicine.

In Year 12, the school identifies students with the academic potential to apply to top universities and ensures they are aware of the tailored support available to them. Engaging parents/carers early in the process is crucial, as many may not be familiar with the complex application requirements for top-tier institutions. Parent/carer meetings explain the process and implications of these highly competitive pathways, as success is dependent on the school securing crucial support from parents and carers for the demanding additional commitments for the students, such as attending external sessions during evenings and weekends.

From the start of Year 12, students within the Future Leaders group enter a year-long mentoring programme that introduces them to key aspects of university preparation. This includes personal statements, the importance of the importance of extra-curricular activities and how to make productive use of summer holidays. The school also partners with external organisations like the Elephant Group who provide additional resources and support.

The school has also appointed a dedicated staff member to oversee the programme, to ensure that students are fully prepared for the entrance exams and tests required for these prestigious universities. This is supported by external specialists, Keystone Tutors, who provide tailored support for students every fortnight to help them prepare for the exams. The school also invests in textbooks and materials to help students prepare, and Keystone arranges mock interviews to help ensure students are confident and well-prepared.

Future Leaders aligns its activities with the Trust's Scholars Academy, offering some students an experience of both programmes, further enhancing their preparations.

Mulberry Scholars Academy

The Mulberry Scholars Academy is a prestigious university preparation programme created by the Mulberry Schools Trust to support high-achieving students on their path to admission at leading universities around the globe. A Mulberry Changemakers initiative, this programme provides a comprehensive, tailored approach that combines academic excellence with personal guidance, ensuring that students are fully equipped to meet the demands of top-tier higher education institutions.

Through the Scholars Academy, we offer an extensive range of support services, including academic enrichment, mentoring and tailored support for university preparation, all aimed at helping students realise their full potential. We also offer extensive extra-curricular and super-curricular opportunities designed to enhance students' cultural capital and develop their intellectual and personal growth.

Driven by a deep moral purpose, the Scholars Academy seeks to promote equity and opportunity for all students, particularly those from under-represented backgrounds. We are dedicated to breaking down barriers and empowering our students to excel in spaces where they have traditionally been under-represented. Our bold ambition is to match or surpass the success rates of the country's most selective schools, positioning our students for the highest levels of success in the competitive university admissions process.

Through these targeted efforts, the Scholars Academy is committed to changing the narrative, helping our students overcome barriers and realise their full potential.





Pillar 4

Extra-curricular activities and enrichment

Extra-curricular activities and enrichment are vital components of the educational experience the Trust schools provide for their Sixth Form students. These encompass a wide range of interests, offering students opportunities to develop skills, build relationships and explore their passions beyond the academic curriculum.

A primary benefit is how these activities enhance students' broader social skills. By participating in club, teams, societies and other enriching activities, Sixth Form students learn to collaborate with peers, work as part of a team and communicate effectively with others. These interpersonal skills are invaluable, not only for their current school experience but also for their personal lives and future careers.

For many, extra-curricular activities are a way to explore potential career interests. By engaging in a range of activities, students can discover new passions and gain hands-on experience in fields they might pursue professionally. This can be instrumental in guiding their onward journey and career choices after Sixth Form. Universities and employers also often look more favourably on candidates who have demonstrated a commitment to extra-curricular activities. These experiences indicate that a student is likely to be well-rounded, with a breadth of interests and skills, and able to manage time effectively.

These activities also play a significant role in personal development. Through their experiences, students build confidence and resilience. They learn to set goals, overcome challenges and celebrate achievements. They foster personal growth, social skills and wider career exploration. These enrichment activities offer students access to a richer educational experience and help build a more durable foundation for success in their future endeavours.

As well as the wide range of activities provided within each school, a portfolio of Trust-wide programmes is also available to Sixth Form students, meaning they can benefit from insight and support from the whole Trust family, wherever they study.

Extra-curricular activities and enrichment

At Mulberry Academy Shoreditch, extra-curricular activities and enrichment are central to the student experience, with the MAS6 Diploma serving as a key motivator. At the end of each year, students' achievements beyond the academic are celebrated in a formal rewards assembly attended by parents and carers, recognising and celebrating their commitment to activities outside their studies. Following a successful pilot, the initiative is now fully embedded into the school's culture and calendar.

The MAS6 Diploma sets out the variety of activities on offer to all Sixth Form students. The school tracks each student's involvement across the categories, ensuring they engage meaningfully in activities that contribute to their learning and personal development. Students appreciate the Diploma as a tangible goal, rather than just a box-ticking exercise, giving them a sense of purpose and achievement as they work towards it.

The proactive development of partnerships with employers plays a key role in the programme, ensuring that students have opportunities that not only enrich their experiences but also enhance their university applications. The school strives to provide a broad range of opportunities that align with students' future study interests, making these experiences highly relevant.

On Wednesday afternoons, students rotate through the diverse range of enrichment activities on offer, all designed to broaden their skills and experiences while they work towards the Diploma.

The school provides guidance on what makes a well-rounded student in terms of completing the MAS6 Diploma. This helps them see how their engagement supports their overall growth and future success, making the Diploma a meaningful part not only of their Sixth Form journey but also their learning and working life beyond.

Mulberry UTC Charter



The Mulberry UTC (MUTC) Charter makes explicit the school's commitment to providing students with a holistic experience, preparing them to be professionals ready for the world of work. A key promise is that each student benefits from a wide range of enrichment and extra-curricular activities. This includes industry visits, work experience, visits to universities, trips and access to specialist equipment. Additionally, students are encouraged to participate in Trust-wide projects and volunteering, they receive careers advice and have access to mental health training and support.

This initiative is embedded in the fabric of the school and every staff member is responsible for contributing to students' career readiness. It is even built into the staff appraisal process, helping ensure that supporting students' involvement with the Charter, and their progression to excellent destinations, is everyone's responsibility.

Rather than an add-on, the Charter is integral to the school's curriculum offer. When it was introduced, staff had CPD sessions to help them develop their skills in providing career guidance, and linking it with

their teaching. Teachers have re-written their curriculum plans to ensure they are aligned with the Charter, embedding career-focused elements into their lessons. To track student engagement, the school uses digital platforms to monitor their participation in trips, visits and other enrichment activities. This helps ensure that all students benefit from the wide range of opportunities on offer, and enables them to document their progress for future university or apprenticeship applications.

The Charter is introduced to students as soon as they start at MUTC, with an assembly on the first day of school explaining its importance and how it works. Weekly career sessions are also embedded into tutor time, encouraging students to take ownership of their learning and progression. This purposeful integration ensures that career development is embedded in every student's overall learning experience and future success.

Mulberry UTC
Where learning works

STUDENT CHARTER

As a Mulberry UTC student you will:

- ✓ Attend at least 5 talks given by professionals who currently work in an industry that interests you
- ✓ Visit at least 3 universities
- ✓ Complete at least 5 days of work experience in an industry that interests you
- ✓ Participate in 10 school trips that are connected to the world of work and aid your professional growth
- ✓ Use specialist equipment related to your courses that is of the same standard as that used in industry
- ✓ Apply to join Mulberry Changemakers projects- Mulberry STEM Academy, Mulberry Production Arts Academy and Global Girl Leading
- ✓ Participate in Trust-wide enrichment offers for example Model UN, MST sporting events and the Societies programme.
- ✓ Attend careers guidance interviews and talks that give you information about the full range of progression opportunities available to you, including apprenticeships
- ✓ Take part in volunteering activities in your community that give you the personal and professional skills employers value
- ✓ Undertake 5 cross-curricular projects with fellow students that show you how your learning can be applied in the real world
- ✓ Record all your experiences in an e-portfolio that you can use for a UCAS personal statement and other career-related applications

Enrichment

At Mulberry School for Girls, learning outside the classroom is key to student achievement, confidence and personal growth. The school's enrichment programme is extensive, offering more than 50 extra-curricular activities each week, from the arts to athletics.

These activities not only teach valuable skills – such as first aid, debating and creative techniques – but also enhance student well-being and help them pursue personal goals. The skills and qualifications gained through these experiences strengthen students' CVs, making them more competitive when applying to higher education or employment. Additionally, students develop essential leadership qualities like communication, teamwork, responsibility and commitment.

The enrichment programme also plays a critical role in academic success, offering targeted revision and intervention sessions to ensure every student has the support they need. Even non-academic activities contribute by building self-discipline, creative thinking and a positive attitude toward learning.

The school is dedicated to raising students' aspirations and providing opportunities they might not otherwise have been able to access. Through our enrichment programme, students engage in activities that promote community, national and global cohesion, with a focus on empowering young women to become future leaders.





Pillar 5

Support for personal development, mental health and well-being

Trust schools provide comprehensive support for Sixth Form students' mental health and well-being. There are significant pressures on students during this crucial time in their educational journey. Creating a nurturing and supportive environment, and foregrounding the importance of physical and mental health, is key to ensuring students can thrive academically and personally.

Academic stress is a significant challenge for Sixth Form students. As they prepare for exams, complete coursework and consider their post-school futures, the pressure to achieve and succeed can become overwhelming. Sixth Form students are also exploring their identities, forming new relationships and preparing for greater independence. These pressures can trigger feelings of uncertainty, self-doubt and loneliness. Providing adequate support, through counselling and other complementary services, within a supportive school culture, is therefore a key priority for all Trust schools.

Promoting well-being provides broader benefits for the school community. When students feel supported in their mental health, they are more likely to engage positively in school activities, collaborate with peers and contribute to a positive learning environment. It also reduces the stigma around mental health challenges, encouraging open discussions and creating a culture of empathy. It not only addresses immediate emotional needs but also equips students with coping mechanisms and resilience that will serve them throughout their lives.

Mental health and well-being hub

The Sixth Form team at Mulberry Academy Shoreditch provides comprehensive support for students' pastoral care and well-being, delivered by tutors, the pastoral team and other school colleagues. This provision is crucial for ensuring that students have access to the support they need to navigate the pressures of Sixth Form life.

One key initiative is a student well-being week, introduced alongside the staff well-being week, at the request of Sixth Form students. During the summer term, students designed their own well-being activities, including a student-led sports day, mindfulness sessions, Pilates, art therapy, trips and even an ice cream van. Students also took the lead in running sessions for their peers, fostering a sense of community and mutual support.

To address the increasing needs of its student body, the Sixth Form team holds a dedicated weekly safeguarding meeting. This helps ensure that students receive the same level of care and support as those in lower years. A daily pastoral update, specific to the Sixth Form, is sent to all staff to keep them informed and connected.

Prioritising support reflects the school's commitment to taking mental health and well-being issues seriously, and for providing what's necessary for everyone. This is reflected in the recent creation of a well-being hub, which offers professional counselling services including a Sixth Form-specific counsellor. The school has also partnered with THEWS, Tower Hamlets Education Wellbeing Service, ensuring that students have access to a wide range of mental health resources locally.

Students self-refer to the well-being hub by scanning a QR code displayed around the school, making it easy to access help when they need it. This initiative has encouraged a significant increase in student engagement over the past year, with more students drawing the school's attention to safeguarding concerns in their personal circumstances. This year, the school is also introducing a new programme training Year 12 students as mental health ambassadors, empowering them to provide support to their peers.

Golden Lanyards



The Golden Lanyards initiative is designed to foster independence and reward Sixth Form students at Mulberry UTC for their commitment to attendance and learning. Students are allocated independent study sessions when they enrol at the start of the year, and their attendance to these, as well as to lessons and tutor time, is carefully tracked. If a student maintains at least 95 per cent attendance, they are awarded a golden lanyard to serve as a visible symbol of their dedication.

This golden lanyard is not just a reward but also a sign of responsibility. Students wearing them are seen as role models, particularly when studying in The View, where their commitment is visible to others. Having a golden lanyard also grants students more freedom in how they use their independent study time – they can go home, rehearse, do practical work, or study in designated areas.

The golden lanyard can be revoked if a student's attendance drops below 95 per cent. In such cases, students hand back the lanyard and receive a new timetable that places them back into structured independent study rooms, limiting their freedom until they meet the criteria again. Currently, about half of the Sixth Form students qualify for the golden lanyard.

This system helps staff identify students who may need additional support, as those without the lanyard are more likely to need focused attention during independent study sessions. The initiative also encourages students to take responsibility for tracking their own attendance using Edulink One, motivating them to be proactive in ensuring they are marked 'in' and eligible for recognition. The scheme is celebrated in assemblies, when participants' names are read out and students recognised for their achievements.





Pastoral care

Sixth Form students are supported by Heads of Year who oversee their care and support. They lead the delivery of the pastoral curriculum, which is designed to be comprehensive and tailored to meet the unique needs of Sixth Form students. It focuses on preparing students for the real world, with a strong emphasis on healthy relationships and consent, since these are issues which particularly affect Sixth Form students

One aim of the pastoral curriculum is to provide young people with a safe space to discuss sensitive topics that may not be addressed at home. Sex and relationships education (SRE) is part of the programme. There are specific discussions about forced marriage and arranged marriage, as well as navigating conflict in parental relationships and sensitive topics such as child-on-child abuse and domestic violence.

A school counsellor is available, and regular sessions are held for students who need extra support. The Place2Be counselling service provides drop-in sessions for students who need a safe space to talk. Additional support comes from academic mentors, and a teacher who works one-on-one with students at risk of leaving school or becoming NEET (not in education, employment or training).

The curriculum also promotes leadership development and confidence-building, supporting students in understanding their rightful place in the world and preparing them for life beyond school. It addresses the prejudice and discrimination which some students experience, including Islamophobia.

Students also receive additional support and guidance about how to manage stress and anxiety around exam time, since this is a particular challenge for many Sixth Form students.

Next steps

Our priority is to ensure that all Sixth Forms within the Trust continue to strengthen their provision and drive sustained improvement. Each school will focus on delivering high-quality teaching alongside personalised academic and pastoral support, empowering students to achieve their best outcomes.

We will also enhance opportunities for leadership development and enrichment, creating well-rounded experiences that prepare students for life beyond school.

By maintaining this strong focus, we aim to ensure both consistency and excellence across the Trust while allowing each Sixth Form to build on its unique strengths and respond to the needs of its community. This commitment to continuous improvement will elevate the quality of post-16 education, ensuring our students thrive academically and personally.





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