



مدرسة الدوحة البريطانية
DOHA BRITISH SCHOOL

Careers Education and Guidance Policy



Last Review: September 2023

Next Review: June 2024

Reviewer Policy Review Committee





1. Purpose

The purpose of this policy is to ensure a high quality of careers, education and guidance support is available to all students. This is essential to support and encourage students to identify their strengths, goals and aspirations. This serves as a guide for the provision of careers and education guidance in an educational setting.

This policy will support the implementation of guidance to ensure students are aligning their educational choices with their chosen pathway. It will also support in-depth career exploration, prospects and labour market trends, and aims to ensure students are exposed to a variety of experiences to ensure their competitiveness. As a result, this will support positive educational, economic and social outcomes.

2. Scope

The school is fully committed to providing a planned careers education guidance programme adaptable to suit individual needs for all students.

3. Policy Statement

At Doha British School, our Careers Education and Guidance policy is grounded in our commitment to providing students with the tools and resources they need to thrive in their future endeavours. We are guided by the Gatsby benchmarks, ensuring that our careers program meets the highest standards of excellence. We foster an aspirational mindset, encouraging students to dream big and explore a wide range of possibilities. We firmly believe that there is no wrong path to success and focus on equipping our students with essential skills and knowledge to make informed choices. Our goal is to open up pathways to the future, empowering each student to discover their unique strengths and passions, and guiding them towards fulfilling and rewarding careers.

4. Definitions

4.1 Careers Education consists of planned and progressive learning experiences throughout a student's life. Often delivered in group settings or face to face, these interactions help to develop lifelong career management capabilities and competences students need to:

4.1.1 Self-development

To help young people to understand themselves and the influences on them, build a track record of their experiences and achievements and develop their capabilities.

4.1.2 Career exploration

To help young people to identify, investigate and weigh up opportunities in learning and work.

4.1.3 Career management

To help young people to make and adjust plans to manage education and career choices, changes and transitions.

4.1.4 Work Experience

Access experiences with employers and education and training providers, mentors and work-related activities.

4.2 Careers Development is a unique and lifelong process for each student and a means of managing learning, work, and transitions in order to move forward and participate effectively



in work and society. Successful career development is important to students' personal and economic well-being, and social mobility.

4.3 Careers Education and Guidance *does not* focus on matching individuals to specific opportunities in education and work.

4.4 Careers Education and Guidance is not the province of one staff member with an assigned responsibility. The school will, however, ensure that in the Sixth Form, one or more members of staff have current knowledge and understanding of University application procedures.

5. Aims

More specifically, the Careers Education and Guidance programme aims to:

- assist pupils to be prepared for the opportunities, responsibilities and experiences of adult life;
- help students to develop an understanding of their own strengths, abilities, attitudes and personal qualities;
- support pupils to investigate opportunities for further learning and employment; make decisions and manage transitions across the three stages to Key Stage 4, Sixth Form and post-Secondary;
- ensure that, wherever possible, young people leave the school with a pathway into further education, training or employment.

6. Provision

Doha British School will:

- Provide age and ability appropriate careers education in PSHE sessions from Key Stage 1 to Key Stage 5
- Support the development of students self exploration confidence
- Provide resources and support to allow students to make informed and realistic decisions.
- Encourage and support parental contributions of a positive nature
- Provide experience and opportunities for students to explore potential careers and pathways
- Support the development of students' soft skills and employability skills.

7. Outcomes

Doha British School is committed to undertake and provide quality career and education guidance through a concise and appropriately applied programme. Each stage will include;

7.1 Key Stage 1 and 2

- Targeted, age appropriate material incorporated into the curriculum focusing on aiming high and matching Job skills and qualities
- Awareness of gender stereotypes in the workplace



7.2 Key Stage 3

- Provide support to ensure students are in possession of a greater awareness of their soft skills such as team work, communication, leadership, problem solving and adaptability.
- Provide research resources to provide awareness of their pathway in relation to their considered GCSE subjects.

7.3 Key Stage 4

- Increase awareness of post-16 options available.
- Build upon soft skills mentioned in Key Stage 3 and identify how these skills align with pathways they are considering.
- Encourage and support transitional aspects into Key Stage 5 through exposure to career and university opportunities
- Provide guidance to ensure their chosen options for Key stage 5 align with their chosen pathway.

7.4 Key Stage 5

- Streamlined support to reflect chosen pathway with clarification of required skills
- Provide resources to provide students with goals such as required grades to achieve their higher education requirements
- Support opportunities that allow students to improve their skills through internships and organisational exposure
- Provide resources to increase students' versatility and competitiveness by way of subject research pertinent to their pathway
- Provide a platform to allow students to access online courses, journals, podcasts and articles.
- Provide training, guidance and documentation throughout the students applications to higher education

8. Roles and responsibilities

The school will:	<ul style="list-style-type: none">● Deliver a quality Careers and Education Guidance programme● Provide students with a platform to research and discuss their pathway● Provide concise and strategic information to parents throughout transition periods● Make available resources to allow self exploration and pathway research● Update student/ teacher communication channels with relevant information in a timely manner● Plan and deliver targeted workshops to provide students will necessary tools to ensure a successful higher education application● Provide students with recommendation letters to support their higher education application● Ensure students are aware of external examination that are required to allow access to their chosen major● Submit evidence of predicted grades when required● Communicate university deadlines
------------------	---



Qatari Students are to:	<ul style="list-style-type: none"> • Ensure they have a clear understanding and are aware of their compulsory National service Duties and how this may impact on their chosen pathway timeline • Meet academic success criteria for sponsorship by the Ministry of Education for specialised programmes as set out by the Ministry of Education.
Non Qatari Students are to:	<ul style="list-style-type: none"> • Actively participate in support sessions and workshops to secure knowledge to support decision making • Access information that has been made available to them • Discuss chosen pathway, limitations and requirements with Careers Counselor • Independently research majors, requirements and specific deadlines • Order an academic transcript in a timely manner in relation to deadlines • Independently organise, prepare and attend external examinations • Provide personal statements to support higher education applications • Provide information of any mitigating circumstances, personal achievements and extra curricular activities attended to allow for completion of overall recommendation
Parents are expected to:	<ul style="list-style-type: none"> • Support decision making, identify any personal limitations to a successful application • Attend all information sessions such as parents evening and transition meetings provided by Doha British School • Ensure application deadlines are achievable • Provide support in arrangement for external examinations required, Visa requirements and document attestation • Keep track of the higher education application process and support where necessary, adhering to deadlines
The Principal is to:	<ul style="list-style-type: none"> • Monitor the Careers Education and Guidance Programme to ensure targets are being met and students are receiving quality and precise guidance • Provide CPD where appropriate
Senior Leaders in Secondary are to:	<ul style="list-style-type: none"> • Facilitate planning, coordination and evaluation of the Career Education and Guidance Programme and report findings to the principal
Progress/Pastoral Leaders are to:	<ul style="list-style-type: none"> • Ensure appropriate coverage of the careers theme through the PSHE programme - Key stage appropriate
Teachers are to:	<ul style="list-style-type: none"> • Contribute to the Careers Education and Guidance programme throughout their role. • Subject teachers to produce a quality personalised recommendation per students directly linking with topical content and achievements in the subject • Form tutors to produce a quality overall recommendation reflecting subject achievements and contributions to the form group



Thank you