



مدرسة الدوحة البريطانية
DOHA BRITISH SCHOOL

Careers Education and Guidance Policy



Last Review: September 2021

Next Review: June 2022

Reviewer Principal





1. Purpose

The purpose of this policy is to guide the provision of Careers Education and Guidance at the Secondary level to provide high quality careers education and guidance in schools that is perceived critical to young people's futures.

This policy will guide CEG to prepare students for the workplace by providing a clear understanding of the world of work including the routes to jobs and careers that they might find engaging and rewarding.

Career Education and Guidance Programs support students in acquiring self-development and career management skills that will support them in choosing their career pathways, improve their life opportunities and contribute to a productive and successful economy.

2. Scope

The school is committed to providing a planned programme of careers education, information and guidance for all students in Years 7-13.

3. Definitions

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:

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.
2. Career exploration
To help young people to identify, investigate and weigh up opportunities in learning and work.
3. Career management
To help young people to make and adjust plans to manage education and career choices, changes and transitions.
4. Work Experience
Access experiences with employers and education and training providers, mentors and work-related activities.

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.

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



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.

4. Policy statement

The school recognises that career paths present people with choices for learning, work and career breaks (both planned and unplanned) throughout their lives. Consequently, the Careers Education and Guidance Programme will emphasise helping young people to build their knowledge and self-help skills to:

- grasp opportunities;
- manage change; and
- deal with success, disappointment and the unexpected.

The Careers Education and Guidance programme will be founded on equality of opportunity, diversity and inclusion.

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.

Provision

Accordingly, the school will:

- include Careers Education in the PSHE course from Key Stage 3;
- develop pupils' abilities and opportunities to find out for themselves about possible occupations and education options;
- develop pupils' decision making skills, particularly their ability to identify the various factors involved in choosing careers;
- provide opportunities for pupils to learn about short and long term further education and training, how to access them and where they might lead;
- provide learning that supports pupils to understand the financial and lifestyle implications of their education and career choices;
- develop pupils' abilities to present themselves to educational institutions and to future employers;
- offer academic coaching to pupils to support them through the transitions from Key Stage 3 to 4, into the Sixth Form and into a post-Secondary pathway;
- keep parents informed about the education and career choices that their children have to make.



Outcomes

The school undertakes to provide Careers Education and Guidance through a programme that is appropriate for the different stages of pupils' career learning, planning and development. Intended outcomes of the Careers Education and Guidance Programme at each stage will include:

Key Stage 3 pupils will:

- have a greater awareness of themselves (e.g. qualities, abilities, areas for development);
- be more aware of the implications of their I/GCSE subject options.

Key Stage 4 pupils will:

- choose appropriate subject options, having researched necessary information;
- be more aware of pathways available to them through Sixth Form and which may be suitable for them;
- have increased awareness of post-Secondary options and which are suitable;
- understand the financial and lifestyle implications of their long term choices;
- know of sources of information that can guide their choices.

Sixth Form pupils will:

- have specific awareness of post-Secondary options and which are suitable;
- be aware of specific sources of information and how to access them;
- know how to apply to tertiary institutions and associated deadlines.

5. Roles and responsibilities

The school will:	<ul style="list-style-type: none"> • deliver a Careers Education curriculum; • provide Sixth Form pupils with a timetabled opportunity to discuss their post-Secondary choices; • provide information to parents at the Key Stage 4, Sixth Form and post-Secondary transition points; • house, update and make available related brochures and career / guidance help books; • update related website inclusions; • provide workshops to pupils on writing personal statements for University applications; • provide pupils with reference letters / letters of recommendation within 2 weeks of receiving a pupil's personal statement; • organise practice ACT / SAT and IELTS / TOFL examinations; • submit predicted grades that are supported by evidence in a timely manner; • inform parents each term of global deadlines.
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	<ul style="list-style-type: none"> Inform Qatari students about post-secondary education pathways i.e. National Service and Sponsorship options.
Qatari Students are	<ul style="list-style-type: none"> Ensure they are aware of and understand the guidelines of compulsory National Service Duties for the next academic year and the impact on their post-Secondary Education options. Meet academic success criteria for sponsorship by the Ministry of Education for specialized programs as set out by the Ministry of Education.
Non Qatari Students are to:	<ul style="list-style-type: none"> actively participate in decision making about their education and career options, being responsible for accessing related information through channels offered to them; request and pay for transcripts (allowing 2 weeks for processing); organise and pay for ACT / SAT and IELTS / TOFL examinations independently of the school; provide personal statements and request references / letters of recommendation; research exact requirements for chosen universities.
Parents are expected to:	<ul style="list-style-type: none"> support their children in decision making; attend information sessions offered by the school; track their child's application processes and adherence to deadlines. Support students in arranging external testing, visas, attestation of documents and transcripts

The Principal is to:	<ul style="list-style-type: none"> Monitor the Careers Education and Guidance programme.
Senior Leaders in Secondary are to (as assigned through line management processes):	<ul style="list-style-type: none"> Facilitate the planning, coordination and evaluation of the Careers Education and Guidance programme, reporting to the Principal. Ensure that appropriate related resources are available to pupils.
Progress Leaders are to:	<ul style="list-style-type: none"> Ensure appropriate coverage of careers themes through the PSHE programme at their Year level.
Teachers are to:	<ul style="list-style-type: none"> Contribute to the Careers Education and Guidance Programme through their roles as Form Tutors and Subject Teachers.

6. Related documents

Careers Education and Guidance procedure



Thank you