



Academic and Career Guidance Policy

Introduction and Rationale

This policy establishes a whole-institution commitment to impartial, inclusive, and aspirational career guidance for all senior school students and those transitioning to, or already within, further education. It is aligned with international best practices.

Scope

Senior school students in the final years of secondary education Grades 9–12, including those preparing for public examinations, vocational qualifications, and university or college applications.

All staff involved in teaching, tutoring, pastoral support, and leadership, as well as parents and external partners engaged in career guidance.

Aims and Objectives

The aims of this policy are to:

- Raise aspirations and promote equal opportunities for all students, regardless of background, ability, or intended destination.
- Develop students' self-awareness, decision-making, and career management skills so they can navigate an evolving employment opportunity.
- Provide structured, progressive careers education that builds from foundational awareness in earlier years to specialised decision-making in the senior phase.
- Ensure every student has access to, expert guidance at key transition points.
- Facilitate smooth transitions to further education, higher education, apprenticeships, and employment, with a planned destination for every leaver.
- Foster future-ready skills—adaptability, resilience, digital literacy, collaboration, and entrepreneurship—through curriculum and co-curricular experiences.
- Address the needs of each student, including those with special educational needs and disabilities (SEND)

Impartiality and Inclusion

Guidance must be impartial, showing no bias toward academic or technical routes, and must actively challenge stereotypes related to gender, ethnicity, disability, and socioeconomic background. All students, including those with additional learning needs, must receive tailored support to access the full range of pathways.



Leadership, Roles, and Responsibilities

Role	Key Responsibilities
Principal	Set strategic direction, ensure legal and statutory compliance. Allocate resources; monitor impact through a designated careers leader.
Senior Leadership Team	Coordinate the whole school, college careers programme; manage the careers budget; maintain quality assurance.
Careers Adviser / Counsellor	Deliver one-to-one personal guidance; support applications: provide employment opportunity information; maintain impartiality.
Teachers	Embed careers learning within curriculum delivery; link subject content to future pathways; reinforce employability skills; support students in academic decision making.
Parents	Engage in key transition decisions; attend options evenings and guidance sessions; support work experience and application processes.
External Partners	Employers, apprenticeship providers, and alumni contribute to encounters, mentoring, and work-based learning.

Objectives

Align subject choices with interests and strengthen study skills; build awareness of further education, apprenticeships, and technical routes.

Strategies

- Individual and group career counselling sessions.
- Psychometric and self-assessment tools to identify strengths and interests.
- Work experience placements (Internship Programmes) and employer encounters, including meaningful preparation and reflection.
- Visits to further education colleges, training providers, and universities.
- Workshops on CV writing, cover letters, and interview skills.

Senior School Transition to Higher Education, and Employment

- Provide personalised support for university and college applications, apprenticeships, scholarships, and direct employment.
- Develop employability and financial planning skills; prepare for interviews and transitions.
- Guidance on student finance, budgeting, and independent living.



Partnerships and External Engagement

- Careers guidance cannot be delivered by schools and colleges alone. The institution will:
 - Develop sustained partnerships with employers to provide meaningful encounters, work experience, and industry insights.
 - Engage further and higher education providers to deliver talks, campus visits, and application workshops.
 - Work with apprenticeship and technical education providers to ensure students understand vocational routes and are not disadvantaged by bias toward academic pathways.
 - Leverage alumni networks for mentoring, career talks, and role modelling.
 - Collaborate with local authorities and careers hubs for labour market information and quality assurance.
- The institution will comply with all relevant statutory guidance, including (where applicable) the Department for Education's careers guidance for schools and colleges, the Skills and Post-16 Education Act, and jurisdictional requirements such as KHDA frameworks in the UAE or NEP 2020 in India

This Career and Guidance Policy sets out a coherent, evidence-informed framework for supporting senior school students and further education learners through critical transitions: subject to annual review and continuous improvement in response to student needs, employment opportunity changes, and evolving best practice.

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Approved By: Mr. Donald Weilson (Principal)