YASMINA
BRITISH ACADEMY

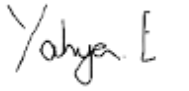
Careers & Universtiy Guidance Policy

Overview

Policy amended to reflect through-school implementation as per ADEK mandate.

- Effective from AY 2024/25 (Fall term)
- Compliance from AY 2025/26 (Fall term

Summary

Policy First Issued on	February 2022
Next Policy Review Date	June 2028
Policy Amended	August 2026
Lead Professionals	Yahya Elkhabouche, Careers Councellor Robert Coultas, SLT - Secondary
Signature(s)	
Approved by ELT	
Date	August 2026

Rationale

Our aim as a school is to provide an inclusive and effective CEIAG (Careers Education, Information, Advice and Guidance) strategy which raises our students' aspirations throughout the entirety of their school career. Our intent is to ensure that students are able to be adaptable, dynamic, innovative, flexible, resilient, self-initiating and collaborative to thrive in the future labour market in an international environment. We are committed to achieve this by addressing the needs of each student (GB1, GB8), providing them with enriching career and educational related experiences and guidance (GB2), to ensure they are fully equipped to make informed decisions about important life and school choices.

We are committed to meeting expectations in relation to CEIAG by:

-Adhering to and meeting the Aldar Education University and Careers "Quality Indicators"

- Developing students' self-awareness: Understand how a student's unique interests, talents and aspirations play a role in decision making and interpersonal relationships
- Developing students' career awareness: Know the difference between jobs, occupations, and careers. Articulate a wide range of local, national, and global career pathways and opportunities. Consider cultural influences and the impact of stereotypes on career choice.
- Empowering students through career exploration and access to higher education options: Participate in careers exploration activities centred on students' passions, interests, and perceived appropriate career options. Engagement with HE, TEVT institutes.
- Developing students' employability skills: Define, develop, and hone skills that increase the likelihood of becoming and remaining successfully employed.
- Developing students' academic skills: Develop and hone student's time management, research, public speaking, and presentation skills
- Developing an appropriate, flexible, and accessible Careers & University Guidance programme: Appropriate guidance so that students choose appropriate subject levels and complete the right subjects to meet their aspirational university choices. Ensuring all students have access to 1:1 career guidance. Engagement with the community and alumni.

- Providing independent and impartial careers guidance for students 11-18, including accurate information the range of education and training options, including apprenticeships and vocational pathways.

-Ensuring equality, diversity and inclusion is mainstreamed through careers provision, breaking stereotypes and raising aspirations for all students.

- Recognising the importance of providing young people with real-life exposure and experiences from the labour market.

-Working closely with Career Advisor, tutors and HOY to assist with raising aspirations and delivery of Careers Education.

-Meeting all 8 Gatsby Benchmarks:

- o A stable careers programme
- o Learning from career and labour market information
- o Addressing the needs of each student
- o Linking curriculum learning to careers
- o Encounters with employers and employees
- o Experiences of workplaces
- o Encounters with further and higher education
- o Personal guidance

Objectives

The following objectives cover a series of planned careers education and development activities that will enable students:

· To develop knowledge and understanding of themselves and others as individuals - their strengths andlimitations, abilities, personal qualities, potential, needs, attitudes and values.

· To raise aspirations and increase awareness of the labour market and the diverse range of education,training, employment and other career opportunities that are available.

· To make informed choices about their own continuing progression and development in education oremployment.

· To cope with change and manage effectively the transition and application process from Al YasminaAcademy to continuing education, working and adult life.

The Careers and Further Education Coordinator and Assistant Principal for Curriculum and Achievement will oversee the strategic vision, working closely with HOYs and tutors to ensure delivery of the strategy. In turn working closely with Heads of Departments, parents and external providers to ensure the above objectives are met. The Careers and Further Education Coordinator will collaborate with the Head of Post 16, and Deputy Heads of Post-16 to facilitate a robust and consistent HE provision to post-16 students. The review of the strategy and policy will be conducted biannually with the AP and Careers and Further Education Coordinator.

Comprehensive communication with staff ensures a continuous and consistent awareness of necessary information. This communication is coupled with targeted guidance for staff at specific of stages student lifecycle. The broad range of teaching and support staff are also expected to maintain their own knowledge base with regards to CEIAG.

Implementation:

All staff and departments have a responsibility to embed careers learning within their teaching (GB4), with intent toraise aspirations and provide students with an intrinsic understanding of the importance of their academic studies to their future career success. Post16 tutors will receive training and guidance on academic mentoring to support university applications, UCAS contextual references and all teachers will receive AYA guidance on how to approach subject recommendations for American or Canadian curriculum applications. The Careers and Further Education Coordinator will provide thorough guidance and coordination of a comprehensive HE programme.

The coordinator and post-16 team will work closely with external providers such as Universities and Colleges; Training providers of educational services such as Unifrog, as well as Employers, and delivery will be via shared workshops, whole class discussions, and external and internal events.

All year 11 students will have a 1-1 meeting with the Careers Coordinator, Head of Post 16 or Deputy Head of Post 16 Pastoral to discuss their option blocks upon enrolment at Post 16. Targeted guidance and intervention with specific cases where options will have an impact on their chosen pathways. Students and parents will be advised through PIMs and Assemblies.

Students will get the opportunity to attend several Careers and University Fairs to give them the opportunity to explore a range of different job roles and engage with different universities from all over the world.

University PIMS and Assemblies will take place throughout the year for both students and parents aimed atsupporting students in their decision making so they feel full equipped in making competitive applications to higher education.

Careers sessions are in place for all Year 13 students throughout the year. Students will:

Receive targeted academic mentoring with their learning mentor in the first instance with a focus on supporting their higher education intentions, through a guidance tutor time programme. This is recorded centrally in the academic mentoring logs and act as the first stage of intentions before further conversations with The Careers and Further Education Coordinator.

This will include:

- University/Higher Education intentions for course and regional choices
- Discussion of entry requirements and eligibility
- Guidance on Personal Statement writing - utilising the support provided by the Careers Coordinator
- Learning mentors can use the academic mentoring crib sheet of targeted questions to guide them through this process along with the exemplars of mentoring logs shared in training.

· Continue to receive one-to-one guidance through careers interviews with the Careers Coordinator, to support students throughout the year.

· Receive specific, high-quality mentoring and guidance for early entry applications (Medicine, Dentistry, Veterinary Medicine, Cambridge, Oxford)

· Receive tailored interview preparation for university admissions.

- Receive continued support and guidance to help students through the UCAS application process as well as UCAS Conservatoires, direct applications to any overseas universities made in a timely manner.
- Participate in focused 'Writing your Personal Statement' workshops during induction week and make use of the guidance, exemplars and step-by-step guide provided to them at this stage. See also flow diagram forPersonal Statement support.

Where appropriate, receive subject specialist support to write applications and essays for universities around the world. Note: this does not include external third-party organisations.

- Where appropriate, share their 'application' and alumni university experiences with younger students to share-knowledge and pass on useful support from a peer perspective.
- Receive a regular information via year group Teams to keep up to date with opportunities, events and-deadlines.
- Receive up to date and accurate information and guidance on MOE decrees, announcements or guidance for national students, including EmSat and equivalency/Thanawiya.
- Receive up to date and accurate information on available scholarships, for both national and international students.

Documentation Support:

In partnership with the Examinations Officer, The Careers Coordinator will provide documentation support for students applying to range of different curriculums. **Transcripts require at least 5 working days from the submission of the request to be created**. The Examinations Officer is responsible for filing previous examination certifications, for the Careers Coordinator to create transcripts, including:

· Accurate student details including full names, DOB and year of joining the school

· Qualifications and gradings for completed examinations including GCSEs and AS results

· Predicted final A Level grades

· Dates of result releases

· School Stamp

Letters of recommendation for the Academic Counselor, Deputy Head of Post16, Careers Counsellor and teacher recommendations for CommonApp or Canadian curriculum, **require at least 10 working days from the receipt of the students' CV** - a list of their extracurricular and academic achievements. Students should provide this in a timely manner when considering deadlines for universities to mitigate either volume or a teachers' own responsibilities within the school. All teachers will receive guidance and online workshops shared to best support their teacher recommendations.

Partnerships:

YBA will seek to form partnerships with Higher Education institutions, Employers or Careers Education suppliers to provide a programme of support that is independent and impartial whilst remaining tailored to the needs of our learners. Any provider access will be subject to school policy.

We do not share sensitive student information such as references or transcripts with third- party organisations; our responsibility lies directly with the students and their applications to university. Our policy is to work with students each step of the way to fully support them in their application. These partnerships involve students meeting internal and external deadlines and where required, Deputy Head of Post16 sending supplementary documentation directlyto university admissions or through appropriate portals such as Commonapp, Coalition, UCAS or EUNICAS.

We offer an extended duty of care to students who have left Yasmina to supply tutor references should they wish to apply to UCAS (or CommonApp) as an external student. In this instance, students can link their profiles for reference only' request using the school buzzword: alyasmina followed by the academic graduating year.

Extra-Curricular Activities and Enrichment:

The significance of the ECA and Enrichment programme is explicitly aligned with the Careers Rationale, and Aldar Education Careers Rubrics of: Developing students' self-awareness, Empowering students through career exploration, Developing students' employability skills, Developing students' academic skills. The ECA programme will continue to be managed by the ECA Team. Through a robust programme, Al Yasmina Academy students will have the ability to bolster their overall student portfolio, with a view to be more appealing to renowned universities and HE institutes.

Parental Engagement:

As a school within the heart of the local community, parental engagement is at the core of the CEIAG policy. PIMS and PTCs are held throughout the year for parents of children in each year group. In addition, information packs and further guidance are sent out to parents at key points in their child's CEIAG journey, such as GCSE options (Year 8, Year 9) or Post-16 University decision-making stages. PIMS are recorded and distributed to relevant parents. Channels such as AYA social media posts, monthly school newsletter or email may be used to present useful information to parents.

Appendix – Student/Parent Entitlement Statement

Student Entitlement Statement

All students at Al Yasmina Academy are entitled to high quality careers education, information, advice and guidance.

All	At the end of your time at Al Yasmina Academy, you will have:	• Had access to Uniform (careers software) to actively use through Year 9 to Year 13 to track participation in careers activities, access useful career information and explore the range of career options available. • Had access to the school Careers Counsellor for impartial information, advice and guidance during key decision-making stages. • Had access to the Careers Library • Attended regular careers assemblies. • Had the opportunity to participate in a careers-related sessions or workshops, either in-school or during an external visit. • Had an opportunity to complete at least one work experience placement. • Had exposure to a range of global Higher Education institutes.	**All parents and carers will:** • Have access to the school's Careers Counsellor for information, advice and guidance. • Take time to discuss with their child their aspirations and interests throughout KS3, KS4 and KS5. • Attend PIMs to stay informed with student context, particularly in decision-making moments. • Have the option to host work experience placements for AYA students or deliver a careers presentation at school. • Encourage their child to utilise their Unifrog profile to track participation in careers activities, access useful career information and explore the range of career options available.

KS3	**At the end of Year 7, you will have**	• Identified personal qualities, interests, and strengths. • Explored variety of career pathways during lessons or assemblies.
	At the end of Year 8, you will have:	• Identified the skills that employers look for and understand the world of work. • Identified subjects you wish to study at GCSE level, and develop an understanding of the possible pathways beyond GCSE.
	At the end of Year 9, you will have:	• Been provided with additional support on GCSE options through Parents Evening, career talks and an options assembly. • Made an informed decision about your final GCSE options. • Been provided with an opportunity to reflect on your previous GCSE choices.

KS4	**<u>At the end of Year 10, you will have:</u>** **<u>At the end of Year 11, you will have:</u>**	• Completed a formal work experience placement to gain first-hand experience of the world of work. • Had the opportunity to attend a global university fair. • Had a 1 to 1 guidance meeting with the Careers Counsellor on A Level choices and possible University destinations. • Explored the availability of Summer School opportunities or similar programmes. • Attended intervention classes set up by subject teachers (if allocated)
KS5	**<u>At the end of Sixth Form, you will have:</u>**	• Completed a formal work experience placement to gain first-hand experience of the labour market. • Have direct and tailored guidance on your university decision-making. • Had the opportunity to request a mock interview to support your applications. • Applied to university through UCAS, or CommonApp with the support of the Careers Counsellor. • Visited at least one university open day or explored other Higher Education choices through university fairs hosted at Al Yasmina Academy. • Received guidance on personal statement writing, and advice on how to make your application stand out. • Received support to complete admissions tests necessary for competitive universities. • Received up to date information on available scholarships, and how to apply. • Support with documentation and administration necessary for university applications worldwide. • Have access to Unifrog to help inform decisions, and organise application information.