



# MAMOURA

## BRITISH ACADEMY

### Careers & University Guidance Policy

<b>Policy Issued</b>	May 2023
<b>Policy Updated</b>	November 2025
<b>Next Review</b>	November 2026
<b>Lead Professional</b>	Careers Counsellor
<b>SGG Ratification</b>	December 2025

#### **Rationale**

To provide quality and impartial guidance to all students in Year 5 – Year 13 at Mamoura British Academy as required, enabling them to make informed and realistic choices relating to their educational and occupational goals to make a valid contribution to the economy. We further endeavour to deliver a dynamic, relevant career guidance programme utilizing Unifrog and appropriate support agencies.

## **Aim**

Our aim as a school is to provide an inclusive, effective, and stable careers strategy which raises our students' aspirations and commitment to lifelong learning, throughout the entirety of their school career. This is important to ensure that students can be adaptable, dynamic, innovative, flexible, resilient, self-initiating and collaborative to accommodate and thrive in workplaces, or to create work for themselves. To achieve this, we strive to address the needs of each student by providing them with enriching career and educational related experiences and guidance, to ensure they are fully equipped with the knowledge they are entitled to, to enable them to make informed decisions about important life and postsecondary education choices.

## **Our Commitment**

We are committed to meeting expectations in relation to Careers, University and preparation for life after Mamoura British Academy by:

1. Delivering independent and impartial careers guidance for students in Year 5 - 13, that includes information on the range of education and training options, including apprenticeships and vocational pathways.
2. Fostering awareness of broad career concepts during Year 7-9 and actively supporting student transitions into Year 10 and beyond where career pathways and concepts are explored in more detail and integrated into postsecondary preparation.
3. Meeting all 8 Gatsby Benchmarks. We have a statutory duty to secure careers guidance for all students in Years 7-13 and will be working towards achieving the eight benchmarks of good career guidance, developed by the Gatsby Charitable Foundation, to set a standard of excellence:
  - A stable career programme
  - Learning from career and labour market information
  - Addressing the needs of each student
  - Linking curriculum learning to careers
  - Encounters with employers and employees
  - Experiences of workplaces
  - Encounters with further and higher education
  - Personal guidance
4. Ensuring equality, diversity and inclusion is mainstreamed through careers provision, breaking down gender stereotypes and raising aspirations for all students.
5. Recognizing the importance of providing young people with real-life contacts and experiences from the world of work. Developing workplace- relevant soft skills via school activities and external enrichment programs and seminars.
6. Connecting with the school alumni and larger school community to engage with students on careers guidance and mentoring.
7. Working closely with Head of Senior School; and MSLT in charge of achievement and attainment at Mamoura and other providers to assist with raising aspirations.
8. Updating the school website with latest information to support both parents and students.

## **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 and limitations, abilities, personal qualities, potential, needs, attitudes, and values.
- To raise aspirations and increase awareness of the world in which they live 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 or employment.
- To cope with change and effectively manage the transition and application process from school to continuing education, working and adult life.

## **Management and Review**

The relevant MSLT Member/Line Manager will oversee the strategic vision, working closely with the Careers' Counsellor to ensure delivery of the strategy. In turn working closely with Heads of Years and Heads of Departments, parents, and external providers to ensure the above objectives are met. The review of the strategy and policy will be conducted annually with the MS SS Principal. relevant MSLT/Line Manager and the Careers' Counsellor.

The Careers and Guidance programme at Mamoura will be evaluated annually using ADEK's Career and University Guidance self-evaluation framework, alongside stakeholder surveys and destination data analysis, to inform continuous improvement and ensure ongoing alignment with ADEK and Aldar expectations.

## **Implementation**

The implementation will be achieved through a team approach, according to the activity and year group (see detail against each activity). All staff have a responsibility to involve careers within their teaching, to work towards raising the aspirations of students. Each department will map curriculum learning outcomes to relevant career pathways and transferable skills, reviewed annually during departmental audits and CPD planning. They have received training in the form of CPD linked to careers in the curriculum. The Careers Counsellor will work closely with external providers such as Universities and Colleges, Training Providers, Providers of educational services such as Unifrog etc. as well as Careers Providers, Connections etc. Delivery will be via workshops, whole class discussions, and external and internal events

## Student Entitlement

	Middle School					Senior school			
<b><u>Activity</u></b>	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Enterprise Week									
Careers' Day Access									
Industry partnerships linked to curriculum strands									
Unifrog access & Programme									
ADEK university preparation workshops									
Work Experience (2 weeks)									
University Fair									
Scholarship Talks									
External University Fairs									
NYUAD programs (Summer Academy, Zayed/Fatima programs, Film Makers workshop)									
Talking Tuesdays/ Thursday with counsellor									
1:1 counsellor meeting (weekly)									
Optional drop ins with the career counsellor									
Options selection support (Students & Families)									

## The Role and Responsibilities of the Careers Counsellor

### Leadership:

- Advise senior leadership on policy, strategy and resources for careers education, information and advice and guidance
- Provide requested data to ADEK and Aldar on an annual basis

#### Program indicators reported to Aldar annually:

- **Top 2 destination:** % students who are accepted at one of their top 2 choices of post-secondary institutions
- **Graduate Destination:** % graduates entering higher education, TVET, employment or other
- **Competitive Universities:** % students in 'Top 200' universities, % students in 'Top 50' universities
- **National Agenda:** % students eligible for university freshman course

#### Program indicators reported to ADEK annually (From 2023):

- **Student Coverage:** % of students in Cycle 3 (G9-12/Y10-Y13) and Cycle 2 (G6-8/Y7-Y9) who are receiving career guidance
- **Counsellor- Student Ratio:** The number of students being served by each FTE CU Guidance Counsellor
- **Graduate Destination:** % graduates entering higher education, TVET or employment by the start of the academic year
- **Top 3 Destination:** % graduates accepted to at least one of their top 3 choices of post-secondary institutions or employers

### Student Guidance:

- Meet with and understand the career aspirations of each student Year 9-13. Provide guidance on the planning and alignment of their choices to meet these aspirations (e.g., choice of subject, academic and extra-curricular profile)
- Provide guidance to students on the most suitable local and international post-secondary options based on their profile.
- Ensuring that each student is supported to help them meet all graduation requirements relevant to the curriculum and in accordance with the MOE equivalency requirements (if applicable)
- Ensuring that every student has submitted at least one post-secondary option
- Provide full administrative support to students in preparation for their post-secondary applications and pathways. For example, writing recommendation letters, reviewing personal statements and compiling relevant documents (e.g. transcripts, portfolios, attestations, etc.)
- Engaging with parents throughout the guidance process emphasizing the importance of student agency in the decision-making process
- Verifying that destination institutions have reasonable accommodations for G&T and PoD
- The Careers Counsellor will collaborate closely with Head of Inclusion to provide tailored career guidance and transition planning for Students of Determination and

Gifted and Talented learners. This includes ensuring access to inclusive opportunities, application accommodations and institution-level advocacy when required.

- All careers and university guidance activities must comply with ADEK data protection standards and school safe-guarding protocols. Personal information collected during the guidance process will be stored securely and used solely to support students' career and postsecondary progression

**Co-ordination:**

- Organise careers guidance events, share and keep an up-to-date careers guidance calendar with key dates and events
- Manage the provision of careers information
- Liaise with the Assistant Principals/Line Manager; Pastoral Team , and Heads of Year, to plan careers education

**Networking:**

- Establishing relationships with local post-secondary education institutions to facilitate local opportunities and support for students (e.g. admissions, visits, internships, partnerships)
- Establish and develop links with employers
- Manage links with other relevant external organisation
- Verifying that destination institutions have reasonable accommodations for gifted students, Students of Determination and/or those with special educational needs.
- All external partnerships with universities, employers, and industry providers where relevant; may be formalized through Memoranda of Understanding (MOU's) outlining commitments, review cycles, and measurable student engagement outcomes.

**Staff Development:**

- Ensuring that the Careers' Counsellor is a member of at least one professional organisation for CU Guidance Counsellors
- Staff training needs are identified in conjunction with the Director for Learning and Teaching as part of the CPD Programme. The school will endeavour to meet training needs within a reasonable period.
- The careers guidance counselling team participate in peer-to-peer network meetings as part of the wider Aldar and ADEK group meetings
- The Careers' Counsellor will complete at least 25 hours of training per academic year, including specific PD linked to provision for gifted students, Students of Determination and/or those with special educational needs.

## **Engaging Parents/Carers**

Parents/Carers are encouraged to be actively involved in the progress of their children through:

- Annual Information evenings aimed at key decisions points e.g. GCSE Options, Post-16 Options; Coffee Mornings; Exams Support Sessions for Post 16
- Access to school website with supporting information and resources.
- Annual parents' consultation evenings.

This policy is aligned with the Abu Dhabi Department of Education and Knowledge (ADEK) Private Schools Policy and Guidance Manual (2025), Section 11.2: Career and University Guidance.