: Learners Today.. Leaders Tomorrow :

The Gulf English School
Careers Guidance Policy

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Author: Leadership Team

Adoption / Review	Committee	Lead Personnel	Review Date:
April 2026	GES Leadership Team	Careers Guidance Counsellor / Head of Sixth Form	April 2027

This policy applies across all campuses:
GES Gharafa (Infants, Juniors, and Secondary)
GES Bin Omran

Policy Purpose

The purpose of this policy is to ensure that The Gulf English School (GES) provides a high-quality, inclusive programme of Careers Education, Information, Advice and Guidance (CEIAG), enabling students to make informed and aspirational decisions about their future.

Careers education supports the school's commitment to developing confident, independent and responsible learners. It helps students recognise their strengths, interests and aspirations while developing the knowledge and skills needed for further education, employment and lifelong learning.

The programme reflects the school's British curriculum, international community and the cultural context of Qatar, supporting the ambitions of Qatar National Vision 2030.

Policy Statement

GES is committed to providing a structured, progressive and inclusive careers programme that supports all students in making informed and independent decisions about their future education, training and career pathways.
The programme promotes aspiration, personal development and equal opportunities, recognising that students have different strengths, interests and ambitions, and that there are multiple pathways to success.

Careers provision is informed by internationally recognised good practice, including the Gatsby Benchmarks, and supports the expectations of British Schools Overseas (BSO), the Council of International Schools (CIS) and the Ministry of Education and Higher Education (MOEHE). It reflects the cultural values and educational context of Qatar while preparing students for opportunities both locally and internationally.

Scope of Provision

Careers education at GES is delivered progressively across all phases, from Primary through to Key Stage 5, ensuring that students receive age-appropriate, impartial and personalised guidance that reflects their individual needs and aspirations. The programme is integrated into the curriculum, PSHE, pastoral provision and enrichment activities, with structured guidance provided at key transition points, including subject choices, post-16 options and preparation for higher education or employment.
Guidance reflects the qualifications and pathways available at GES, including IGCSE, AS/A Level and BTEC where offered, while promoting awareness of academic, technical, vocational and employment opportunities in Qatar and internationally.

Through this progressive approach, GES aims to equip students with the knowledge, confidence and skills to make informed decisions, manage transitions successfully and prepare for future opportunities.

Aims

The GES Careers Education programme aims to:

- Prepare students for the opportunities, responsibilities and experiences of adult life.
- Develop confident, independent and reflective learners.
- Support students in recognising their strengths, interests and aspirations.
- Enable informed and independent decision-making at key transition points.
- Raise aspirations and promote awareness of academic, vocational and employment pathways.
- Ensure all students have access to inclusive, impartial and appropriate careers guidance.
- Equip students with the knowledge and skills to make successful transitions into further education, training or employment.

Programme Provision

Careers education at GES is delivered through a structured whole-school programme combining curriculum learning, PSHE, form time sessions, enrichment opportunities, personalised guidance and targeted transition support.

Students develop awareness of careers, progression routes, employability and transdisciplinary skills through age-appropriate activities. These skills are embedded within the GES curriculum and teaching and learning practices, enabling students to apply their knowledge and skills across different subjects and real-life contexts. Students are encouraged to reflect on their strengths, interests and aspirations and consider how these may influence their future educational and career pathways.

In Key Stage 5, Year 12 students follow a weekly programme, *Beyond GES*, which provides structured support for university applications, post-secondary transition planning and the development of future-ready and transdisciplinary skills. This includes guidance on applications, personal statements, higher education and alternative progression pathways.

Targeted support is provided at key transition points:

- Year 9: Structured guidance to support informed IGCSE subject choices.
- Years 10 and 11: Guidance on post-16 options, including AS/A Level, BTEC and other appropriate academic or vocational pathways.
- Years 9, 11 and 12: Individual one-to-one careers guidance meetings to support personalised decision-making and progression planning.

The programme is supported by Unifrog, which is being implemented progressively across GES to provide students with access to impartial careers information, educational pathways and progression opportunities. Its use is introduced in line with the needs of different year groups and supports the wider careers education programme.
Across all phases, careers education reinforces the transdisciplinary skills developed through teaching and learning, including communication, collaboration, critical thinking, problem-solving, adaptability and independent decision-making.

Key Stage Provision

Careers education at GES is delivered progressively across all phases, ensuring students develop the knowledge, skills and confidence needed to make informed decisions and successfully manage key educational transitions.
Primary
Students are introduced to the world of work through curriculum learning, PSHE, assemblies and enrichment opportunities. Provision focuses on raising aspirations, exploring different professions and developing an early understanding of how learning and transdisciplinary skills connect to real-life experiences.
Where appropriate, parents and members of the wider school community may be invited to share their professional experiences through assemblies, classroom visits and activities linked to relevant International Primary Curriculum (IPC) topics. These opportunities help students make meaningful connections between their learning and the world of work while broadening their awareness of different careers and professions.

Key Stage 3
Students explore their strengths, interests and aspirations while developing awareness of different careers and educational pathways. In Years 7 and 8, the focus is on broadening opportunities, personal development and understanding how learning and transdisciplinary skills relate to future careers.
In Year 9, the Careers Guidance Team provides structured support to help students make informed subject choices. This includes careers questionnaires, interest and aptitude assessments, and online careers guidance platforms, including Unifrog where available. These tools help students identify potential career interests and pathways based on their responses, strengths and aspirations, with findings used to inform personalised guidance discussions.

GES organises Year 9 Options Evenings, providing students and parents with information about the available Key Stage 4 pathways, including the traditional IGCSE route and a combined IGCSE and BTEC route for students interested in vocational learning. These sessions explain subject choices, qualification requirements and future progression opportunities.
To further support informed decision-making, a dedicated options experience week is organised, during which Year 9 students attend lessons in their preferred subjects. This allows students to experience the content, expectations and learning approaches of their potential options before making their final subject selections.
Together, these activities ensure that students and parents receive appropriate guidance and practical opportunities to make informed choices that reflect individual strengths, interests and future aspirations.

Key Stage 4

Provision focuses on preparing students for post-16 education and future progression. Students receive guidance on academic and vocational pathways, including AS/A Level and BTEC options, supported by careers education sessions, individual guidance meetings and engagement with universities, employers and other external providers.
Students interested in studying overseas are introduced to international entrance and English language assessments, including the SAT and IELTS, where relevant to their intended destinations. The Careers Guidance Team organises workshops and information sessions to help students understand assessment requirements, preparation strategies and their relevance to international university applications.

Key Stage 5

Students receive personalised guidance to support progression into higher education, training or employment. This includes university applications, personal statements, interviews, entry requirements, scholarships and alternative pathways, supported by structured programmes, individual guidance and enrichment opportunities.
Students intending to study overseas receive further guidance and preparation for relevant assessments, including the SAT and IELTS. The Careers Guidance Team supports students in understanding assessment requirements, registration procedures and preparation opportunities.

Students applying to universities in the United Kingdom are supported through the UCAS application process, including university and course selection, personal statements, references and application requirements. Guidance also includes information on scholarships, financial considerations and relevant entry requirements for universities in Qatar and internationally.

Personal Guidance

GES provides impartial and personalised careers guidance to students at key transition points, supporting them in making informed decisions about their future education, training and career pathways.
Students have access to individual one-to-one guidance meetings with the Careers Guidance Team, where they can explore their strengths, interests, aspirations and available opportunities for progression. Guidance considers each student's abilities, individual circumstances and additional learning needs, ensuring appropriate support is provided. Where necessary, external careers advisers or specialists may be engaged.

Students and parents may request additional guidance through the Careers Guidance Counsellor or relevant pastoral and phase teams. Priority is given to students approaching key decision points or requiring additional transition support.
Guidance meetings are recorded appropriately and securely, including options discussed, agreed actions and any necessary follow-up, in accordance with the school's confidentiality and data protection procedures.

Careers guidance remains advisory rather than directive, ensuring students are supported in making independent choices. Any safeguarding or welfare concerns identified during guidance sessions are referred promptly to the relevant Head of School or Designated Safeguarding Lead (DSL), in accordance with the GES Safeguarding and Child Protection Policy.

Partnerships and External Links

GES works collaboratively with universities, employers, government bodies and external organisations to enhance its careers education programme and provide students with meaningful exposure to further education and employment opportunities.

The school works with the Ministry of Education and Higher Education (MOEHE) and other relevant organisations to support students in accessing information about higher education, scholarships, entry requirements and progression pathways within Qatar and internationally. Guidance takes account of current eligibility criteria and application requirements.

GES also organises a Careers Fair, inviting local businesses, employers and representatives from universities in Qatar and internationally to engage directly with students. The event provides opportunities to explore different professions, higher education options, entry requirements and future career pathways. Invitations are also extended to other schools across Doha, promoting wider educational collaboration and access to careers information.

The GES Counselling Team also coordinates opportunities for students to attend university workshops, information sessions and careers-related events, both within and outside school. These provide valuable insights into university courses, admission requirements, career pathways and other aspects of higher education. Students are encouraged to participate in relevant workshops and activities that support their interests, aspirations and future progression.

Throughout the year, the school provides further opportunities for students to engage with universities, employers and industry professionals through guest speakers, presentations, workshops and educational visits. These experiences broaden students' understanding of the world of work and support informed decision-making about their future.

All external engagements are planned in accordance with GES safeguarding procedures, ensuring that activities are appropriate, inclusive and relevant to students' educational needs and aspirations.

Equality, Diversity and Inclusion

GES is committed to ensuring that all students have equal access to high-quality careers education and guidance, regardless of their background, abilities, additional learning needs or individual circumstances.

The programme promotes inclusion, challenges stereotypes and supports students in exploring educational and career pathways based on their strengths, interests and aspirations. Guidance respects the cultural values and context of Qatar while promoting awareness of local and international opportunities.

Appropriate adjustments are made for students with Special Educational Needs and Disabilities (SEND), English as an Additional Language (EAL) or other additional learning needs. These may include adapted resources, personalised guidance, parental involvement and collaboration with the Learning Support Team. EAL status alone is not considered an indicator of SEND.

All students are encouraged to explore a broad range of suitable academic, vocational and career pathways without assumptions based on gender, background, disability or academic attainment.

Roles and Responsibilities

Careers education is a whole-school responsibility, supported by effective leadership, coordination and collaboration across all phases of GES.

Leadership Team and Heads of School

The Leadership Team provides strategic oversight, ensuring careers provision aligns with school priorities, curriculum expectations and relevant external standards. Heads of School oversee implementation within their respective phases and ensure consistency across GES.

Careers Guidance Counsellor and Head of Sixth Form

The Careers Guidance Counsellor coordinates the whole-school careers programme, including guidance sessions, individual meetings, transition support, university engagement and careers events, supported by the Counselling Team.

At GES, careers guidance officers also serve as school counsellors, enabling them to provide integrated careers and pastoral support. This approach allows students to receive guidance that considers their academic aspirations, personal development and emotional wellbeing, particularly during important educational transitions and decision-making.

Working collaboratively with the Head of Sixth Form, the Careers Guidance Counsellor oversees higher education applications, UCAS, scholarships and international progression. Both are responsible for maintaining guidance records, monitoring participation and student destinations, evaluating programme effectiveness and identifying areas for improvement.

Form Tutors and Subject Teachers

Staff support careers education through curriculum learning, PSHE, pastoral activities and enrichment, reinforcing links between subject knowledge, transdisciplinary skills, employability and future pathways.

Where required, tutors and subject teachers may be requested to provide academic references, recommendations or supporting statements for students applying to universities or other educational institutions. These should accurately reflect students' academic achievements, personal qualities and suitability for their chosen pathways, in coordination with the Careers Guidance Counsellor and Head of Sixth Form.

Learning Support and Safeguarding Teams

The Learning Support Team supports appropriate guidance and transition arrangements for students with additional needs. Safeguarding concerns are referred to the relevant Head of School or Designated Safeguarding Lead (DSL), in accordance with the GES Safeguarding and Child Protection Policy.

Students

Students are expected to take an active and responsible role in planning their future educational and career pathways. This includes:

- Actively researching university courses, career opportunities and progression pathways, including relevant entry requirements and eligibility criteria.
- Ensuring that university and other educational applications, personal statements and supporting documentation are completed and submitted accurately within the required deadlines.
- Understanding and meeting additional application requirements, including entrance examinations, English language assessments, interviews and other relevant criteria.
- Maintaining regular communication with the Careers Guidance Team and Head of Sixth Form, seeking advice and support where necessary.
- Discussing their career aspirations, subject choices and future educational plans with their parents or carers.

- Taking responsibility for following up on applications, responding to requests for additional information and completing any necessary next steps.

Students are encouraged to demonstrate independence, organisation and initiative throughout the application process, while making appropriate use of the guidance and support available at GES.

Parents and Carers

Parents and carers play an important role in supporting students with their educational and career aspirations. They are encouraged to:

- Attend careers guidance meetings, options evenings, university information sessions and careers events.
- Support their children in researching suitable academic, vocational and career pathways while respecting their individual interests, strengths and aspirations.
- Remain informed about university entry requirements, application procedures, important deadlines and any additional assessments or documentation required.
- Work collaboratively with their children to ensure applications, personal statements and supporting documents are completed and submitted within the required deadlines.
- Maintain communication with the Careers Guidance Team and Head of Sixth Form, seeking clarification or additional support where necessary.
- Support students in considering financial requirements, scholarships, accommodation and other practical arrangements associated with further education, particularly when studying overseas.

GES encourages active parental involvement while promoting students' independence and responsibility in making informed decisions about their future.

Monitoring, Evaluation and Impact

GES regularly monitors and evaluates its careers education programme to ensure its effectiveness, relevance and continuous improvement.

The Careers Guidance Counsellor and Head of Sixth Form are responsible for monitoring provision and reviewing its impact, using evidence including:

- Student and parent feedback, including student voice.
- Participation in careers activities, guidance meetings and events.
- Feedback from university workshops, employer encounters and careers fairs.
- Student progression and destination data at Key Stages 4 and 5.
- The effectiveness of guidance provided at key transition points.

The programme is reviewed at least annually, with findings used to identify areas for improvement, inform future careers planning and contribute to relevant school development priorities.

Records are maintained securely and shared only with authorised personnel in accordance with GES confidentiality and data protection procedures.

Destination Data

GES collects and monitors student destination data at Key Stages 4 and 5 to evaluate the effectiveness of its career's guidance and support future planning. Where reasonably available, information is gathered on students' progression into further education, higher education, vocational training or employment, including destinations in Qatar and internationally.

The Careers Guidance Counsellor and Head of Sixth Form jointly review destination trends, identify areas requiring additional support and use findings to inform improvements to the careers programme.
Destination information is maintained securely and reported in an appropriately aggregated form to protect student confidentiality, in accordance with GES data protection procedures.

Work Experience and Employer Encounters

GES encourages students to explore work experience opportunities to develop their understanding of different professions, workplace environments and future career pathways.

Recognising the practical limitations of arranging formal work experience placements within Qatar, the school seeks to support and facilitate suitable opportunities where reasonably possible. Students and parents may also independently identify or arrange placements, with GES providing appropriate guidance or assistance where required.

Employer encounters are supported through careers fairs, guest speakers, university and industry workshops, workplace visits and other relevant activities. These experiences help students develop employability and transdisciplinary skills while connecting their learning to real-world opportunities.

Where work experience is facilitated or formally supported by GES, appropriate safeguarding arrangements, risk assessments and relevant local requirements are considered to ensure student safety and wellbeing.

Links to Other Policies and Supporting Documents

This policy should be read in conjunction with the following GES policies and supporting documents:

- Whole-School Curriculum Policy
- Teaching and Learning Policy
- PSHE Policy
- Safeguarding and Child Protection Policy
- Inclusion and Learning Support Policy
- Educational Visits and Emergency Action Plan
- Year 9 Options Booklet
- Key Stage 4 and Key Stage 5 Options and Pathways Booklets

The options booklets provide detailed information on subject choices, qualifications, entry requirements and progression pathways, supporting students and parents in making informed decisions at key transition points.

Policy Review and Approval

This policy will be reviewed annually, or earlier where necessary, to reflect changes in educational pathways, university admission requirements, relevant legislation, regulatory expectations and the evolving needs of GES students.

The Careers Guidance Counsellor and Head of Sixth Form will contribute to the review in consultation with the Leadership Team, ensuring that the policy remains relevant, effective and aligned with the school's educational priorities.

Any proposed amendments will be considered through the school's established policy review and approval procedures.