



# Careers & University Guidance Policy

August 2025

## Policy Rationale

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Brighton College, Al Ain (BCAA) Careers Programme is to provide careers education, information and guidance that is effective in raising pupil aspirations for the future; as well as meet individual pupil needs in order to make informed decisions about future studies and career pathways. This will be achieved by providing extensive opportunities in and around the College, (and externally) that promotes knowledge and personal development across all Key Stages/Year Groups. Resources, materials and Brighton College Al Ain staff involvement are to envelop valuable, rich, meaningful and informative experiences alongside a Career study programme which is embedded in the already existing College curriculum. The programme and policy is developed in line with ADEK's renewed focus in this area and their specific Career and University Guidance Guidelines.

## Policy Statement

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Brighton College Al Ain will support pupils in making informed decisions about their career choices based on their ability, aspirations and overall market needs. This will be achieved by providing opportunities to develop the skills, attitudes and qualities needed to aid successful transitions in the future; as well as achieve one's full potential.

The Brighton College Al Ain Careers and University Guidance Policy has been developed by the designated Careers Counsellor, College Leadership Team (CLT), Senior School Leadership Team (SSLT), along with guidance and input from the ADEK Careers and University guidance.

This policy reflects and takes into account the needs of the Brighton College Al Ain community and has sought to comply with the following frameworks, policies and organisations:

- Abu Dhabi Department of Education and Knowledge (ADEK) Inspection Framework, ADEK Private School Careers and University Guidance Policy (2022) and implementation Guide (Effective 2022 & compliance from AY 2024/25)
- Bloom Education
- Standards for British Schools Overseas (DfE/BSO)
- COBIS Accreditation and Compliance (2020) - Standards 1, 2, 7, 9 and 10
- MOE United Arab Emirates School Inspection Framework (2021) - Performance Standards 1, 2, 4 & 5
- Gatsby Benchmarks
- The International School Counselling Association (ISCA)
- Career Development Institute (CDI) Framework

***\*The policy will be regularly reviewed and updated to comply and reflect any regulations that change or are revised to ensure continuous alignment.***

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## Policy aims and objectives

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Brighton College Al Ain seeks to provide an outstanding programme which provides relevant and effective careers education, information, advice and guidance. This is to be led by the designated Careers and University Guidance Counsellor in partnership with other Brighton College Al Ain staff members, other educators, parents, employers, learning providers and any relevant career support agencies. The aim is for pupils to transition throughout the College and graduate with the relevant skills and knowledge needed to be successful and thrive in their future endeavours. Thus, the Brighton College Al Ain careers provision aims to offer pupils:

- Tools and resources that aid the elevation of pupils' confidence and aspirations for the future
- A rich platform which provides extensive opportunities to develop personally, gain valuable experiences and future skills
- An effective careers programme which promotes knowledge and personal development across all Key Stages at Brighton College Al Ain.
- 'Self-Development Arenas' – targeted activities and resources which enable pupils to understand themselves, their strengths and influences; plus, the opportunity to acquire core competencies and skills necessary to fully access opportunities available to them
- Strong action plans that are individually tailored to pupils' future goals and plans whilst in College and Post-16 education
- 'Career Exploration' – the scope to be able to investigate opportunities in education, learning and employment; as well as access to tools which help pupils understand the changing 'world of work' and the labour market
- Career Management – pupils will develop skills enabling them to make and adjust plans in order to successfully manage change and transitions during their academic career and beyond

The Brighton College Al Ain Careers and University Guidance programme is also based on and underpinned by the College's Core Values, the Eight Gatsby Benchmarks and best practice.

### Scope

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This policy applies to all pupils in the Senior School and all College staff. Further, SLT, CLT, Board of Directors, UAE Universities and UAE Companies are also affected by this policy.

#### 1. Responsibilities

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The Careers and University Guidance Counsellor will be responsible for:

- Ensuring compliance with the legal requirements by ADEK Designing and developing a Careers Programme which measures against the eight Gatsby benchmarks, CDI framework, ISCA standards and meets the needs of Brighton College Al Ain pupils.

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- Working alongside the Assistant Head Master (Head of Sixth Form) in the transition of careers and university guidance into Year 11 and beyond; as well as support, contribute and collaborate on the duties listed under the Assistant Head Teacher responsibilities detailed in the relevant section of this document.
- Ensuring all pupils receive careers education that prepares them for the next stage of their education.
- Providing access to a range of activities that inspire young people, including meaningful encounters with employers, experience of the workplace, careers fairs, visits and encounters with further and higher education providers.
- Providing access to relevant and updated Careers and Labour Market Information (LMI) including post 16 and 18 options.
- Understanding and providing each individual pupil with appropriate guidance based on their aspirations.
- Work closely with the Inclusion Team to ensure pupils with EAL, additional educational needs and pupils identified as HLP, have access to careers curriculum, related opportunities, are supported and have tailored support and actions plans.
- Preparing and delivering targeted/ focused sessions to do with future careers and further studies.
- Build a continuously increasing and relevant network of parents, community members and external providers who can engage pupils in developing their career pathways by offering them opportunities to see clear links between their subject learning and the 'world of work'.
- Collecting, analysing and evaluating pupil information about future destinations for study and university.
- Offering guidance and support with GCSE subject choices so pupils are prepared to make the right selections.
- Ensuring all pupils have had opportunity for 1:1 guidance interview by the end of Year 10.
- Introducing broad concepts of careers, universities and planning for life beyond senior school.
- Organising career and university visits/talks, workshops and tutor time/PSHE activities which is implemented in the senior school calendar.
- Working with Heads of Department to embed career links within subjects.
- Encourage pupils to take part in a wide range of co-curricular activities which links into their careers interest.
- Organising work experience for Year 10 and 12 pupils.
- Ensuring that the careers programme links into the wider school improvement plan.
- Ensuring a consistent approach to careers is evident across the College.
- Regularly monitoring and evaluating the careers education provision and experience pupils receive.
- Leading the creation and implementation of an action plan for both pupils and as part of a whole school development.
- Identifying training needs of staff regarding the support of pupils and implement strategies to support their continual professional learning.
- Presenting to SSLT and CLT and advise on key updates regarding careers and universities.
- Offering advice and guidance on financial aid and other scholarship opportunities.

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- Internally tracking and monitoring the access of pupils to the programme with the long term aim of all pupils accessing overseas study, scholarships, post-secondary placements; as well as HLP provisions which provide support for receiving offers from top-ranked universities.

## 1.2 Other members of staff

### The House Masters/Mistresses and House Tutors will be responsible for:

- Promoting career learning, events, visits and opportunities.
- Assisting with the identification and support of pupils who require career guidance.
- Supporting opportunities for staff involvement in careers events and learning activities.
- Sharing weekly tutor group careers activity and delivering PSHE lessons/activities
- Monitoring and encouraging the use of careers tools and platforms, such as Unifrog.

### The Assistant Head Teacher (Head of Sixth Form) alongside the Careers and University Guidance Counsellor will be responsible for:

- Promoting and supporting career learning, events visits and opportunities.
- Ensuring the provision of appropriate guidance and support through the team of tutors.
- Working with relevant staff to arrange individualised support and intervention as required.
- Training staff to use online resources such as Unifrog and UCAS to support pupils' research of options.
- Providing whole group sessions on the application process and likely entry requirements for universities across the world.
- Offering bespoke advice and guidance to individual pupils during the application process.
- Providing more specialised support for applications to Oxbridge Colleges and to those applying for places at medical school.
- Completing the necessary transcript and reference requirements as and when the need arises.
- Having oversight of the UCAS process - writing references and editing those provided by other staff.
- Having oversight of the common application process, chiefly by writing the counsellor reference.
- Providing staff with materials to support the writing of references and tailoring them to the demands of different systems.
- Monitoring staff completion of online references and predicted grades.



**The Senior Leadership team and College Leadership Team will be responsible for:**

- Develop and oversee the strategic vision for the careers programme, ensuring alignment with the school's overall educational goals.
- Allocate resources, including budget and staff, to effectively implement and sustain the careers programme.
- Review, and update careers-related policies to reflect current best practices and legislative requirements.
- Ensure the careers programme complies with national standards, relevant framework and guidelines including reviewing benchmarks to assess the effectiveness of the careers programme.
- Regularly review programme outcomes and make data-driven decisions for continuous improvement.
- Support and/or provide training and professional development opportunities for staff involved in delivering the careers programme.
- Support the fostering of a culture of career education across the College, ensuring all staff understand their role in supporting pupils' career development.

**Stakeholder Engagement:**

- Support the effective communication and collaboration between the College, parents, and external partners regarding career opportunities and resources.
- Support the facilitating of the distribution of information about careers events, workshops, and opportunities to students and parents
- Data collection and analysis.
- Support the development and maintenance of partnerships with local businesses, industries, and educational institutions to enhance the careers programme.
- Support the implementation of changes based on feedback to ensure the programme remains relevant and effective.

**1.3 Continuous Professional Development**

The College shall include the following elements as part of their CU Guidance Counsellor's CPD:

1. Annual membership in at least one professional organization for CU Guidance Counsellors, with recommended accountability measures to benefit from the membership.
2. Completion of at least 25 hours of professional development annually (linked as much as possible to the role), at no cost to staff as per UAE Labour Law, with dedicated days to attend professional development events. All CU Guidance Counsellors shall undergo specific CPD on the provision of CU guidance for gifted students and students with additional learning needs.

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3. Access to peers through community groups to avail of local best practices, and measures should be in place to safeguard and retain these best practices within the school's CU guidance program

## 2. Monitoring and Evaluation

The College shall monitor and evaluate their CU guidance program by developing internal qualitative and quantitative indicators and mechanisms to measure the adequate delivery of the program's services.

### 2.1 Program Indicators for ADEK Reporting:

Schools shall report the following indicators to ADEK annually:

1. Student Coverage: The percentage of students in Cycle 3 (and any in Cycle who are receiving CU guidance.
2. Counsellor-Student Ratio: The number of students being served by each FTE CU Guidance Counsellor.
3. Graduate Destination: The percentage of graduates of the current academic year entering higher education, TVET, or employment by the start of the following academic year.
4. Top 3 Destination: The percentage of graduates of the current academic year accepted to at least one of their top 3 choices of postsecondary institutions or employers

### Review

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This policy will be reviewed annually by the Careers and University Guidance Counsellor and the BCAA SLT team.

### Approved by

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On behalf of the College Oliver Bromley-Hall -Head Master

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On behalf of the Board of Governors Craig Lamshed - General Manager, Bloom Education

### Change History Record

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Version No.	Description of Change	Owner	Date of Issue
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1.0	Policy Written	Rose-Marie Lewis	August 2024
2.0			

## Brighton College Al Ain's Policies and Guidelines

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Brighton College Al Ain policies have been developed by the College Leadership Team (CLT) with input and guidance from the Brighton College network, including Brighton College UK.

Policies reflect current best practice. At the time of writing, policies aligned with the following:

- MOE United Arab Emirates School Inspection Framework
- Standards for British Schools Overseas (DfE)
- COBIS Accreditation and Compliance
- Bloom Education and Bloom Holding policies where applicable
- Gatsby Benchmarks
- The International School Counselling Association (ISCA)
- Career Development Institute (CDI) Framework

Should any regulations change or develop further, the policies will be reviewed to ensure continued alignment.

### Policy Structure

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Policies will show the date of writing and reviews on them. Version control will also be in place. Should there be an error or inaccurate fact in any policy, a CLT member should be notified.

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