



Careers Education, Information, Advice and Guidance (CEIAG) Policy

Introduction

Repton School Dubai is committed to offering students high quality career learning opportunities. All young people need help to make progress through their learning and to prepare for adult life. They will benefit from a planned programme of activities to help them make decisions, choose 14-19 pathways that are right for them and plan their careers both in school and after they leave. We provide a programme of internal careers education and independent and impartial careers information, advice and guidance (CEIAG). It is very important to us to know that all leavers, whether at the end of year 11 or year 13, have an appropriate plan in place for their next step.

Our careers programme is supervised by our Careers and Higher Education Advisor. This policy sets out the school's approach to careers education.

Guidance for careers

At Repton School Dubai we are committed to providing careers education in Years 7 to Year 13 and to giving students access to impartial careers information, advice and guidance. We are committed to providing a careers education and guidance entitlement for all students that will enable them to manage their careers and sustain employability throughout their lives.

Gatsby Benchmarks

There are eight UK Gatsby Benchmarks are incorporated into our careers programme. The benchmarks are listed below:

- ***A stable careers programme*** - Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, and employers.
- ***Learning from career and labour market information*** - Every student and their parents should have access to good-quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.



- ***Addressing the needs of each student*** - Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.
- ***Linking curriculum learning to careers*** - All teachers should link curriculum learning with careers. For example, STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.
- ***Encounters with employers and employees*** - Every student should have multiple opportunities to learn from employers about work, employment, and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.
- ***Experiences of workplaces*** - Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.
- ***Encounters with further and higher education*** - All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.
- ***Personal guidance*** - Every student should have opportunities for guidance interviews with a careers adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all students but should be timed to meet their individual needs.



Commitment

Our CEIAG promotes the personal and social development of our students, and encourages students to value their own interests and goals. We provide guidance for our young people in a world of ever more flexible pathways into further education, training or employment. In ensuring our CEIAG programme is effective, we:

- work with our careers advisor and provide them with facilities and relevant information about students so that they carry out their statutory duties effectively;
- ensure that impartial information is made available to students about educational choices, careers options and employment and training opportunities;
- provide a planned programme of careers education and information, advice and guidance (CEIAG) for all students in Years 7-13, incorporating the Gatsby benchmarks, and working in partnership with our careers advisor;
- consult with students and involve them in the planning, implementation and monitoring of the programme;
- work with parents by sharing relevant careers information, and look for opportunities to involve parents in delivering and/or supporting our programme

Objectives

The Careers Education, Information and Guidance programme (CEIAG) is designed to meet the needs of students at Repton School Dubai. It is differentiated and personalised to ensure progression through activities that are appropriate to students' stages of career learning, planning and development. The primary aims of the CEIAG are to:-

- prepare young people at Repton School Dubai for the opportunities, responsibilities and experiences of adult life;
- help young people develop an understanding of their own and others' strengths, limitations, abilities, potential, personal qualities, needs, attitudes and values;
- help young people investigate opportunities for further learning and employment, make decisions and manage transitions across the three key stages;
- ensure that, wherever possible, all young people leave the school to employment, further education or training.



The programme also:

- contributes to improving achievement, by raising aspirations and motivation;
- supports inclusion and English as an Additional Language
- encourages participation in education and/or training beyond the key stages at 16+ and 18+;
- develops enterprise and other skills valuable in the world of work;
- contributes to the economic and personal well-being of young people and their community.

Learning Outcomes

The CEIAG programme provides students with a wide range of experiences to help them progress effectively through their education and on to successful careers. The main learning outcomes at each Key Stage are outlined below.

By the end of Key Stage 3, students:-

- can identify which subjects they are good at;
- can discuss their strengths and weaknesses with their tutor;
- know what subjects they can study at KS4 and the implications of their choices;
- can discuss their choices with their tutor and parents.

By the end of Key Stage 4, students:-

- can confidently plan for their options Post 16;
- know the options available to them and where to get further information;
- know which subjects, skills and qualities are useful for career options they are considering;
- know their strengths and weaknesses.



By the end of Key Stage 5, students:-

- can identify the range of options available to them and where to get further information;
- know how to capitalise on strengths and improve upon weaknesses;
- can apply for further courses or employment and prepare effectively for interviews.

Management and Delivery

We have a whole school approach to careers with all staff contributing to the delivery of CEIAG through their roles as tutors and subject teachers. We have our Careers and Higher Education Advisor, who manages, co-ordinates and monitors the delivery of the school's careers plan. Careers information is also available to all students on the Unifrog platform, an impartial, comprehensive destinations platform of post 16 and post 18 opportunities. It is also delivered through the STEPS Careers Programme, which is taught through PSHE sessions. A wide range of prospectuses for further and higher education as well as information on a large number of careers and training paths are available in the Sixth Form Centre as well as online.

Implementation

The CEIAG programme is provided to students through:-

- the PSHE curriculum;
- tutor and mentoring activities;
- careers interviews;
- careers presentations and activities;
- assemblies and workshops from external speakers;
- the Unifrog platform;
- the STEPS careers programme
- higher education and further education fairs;
- the work experience programme for Year 10/12 students.

