



**ARCADIA GLOBAL
SCHOOL**

مدرسة اركاديا جلوبال

Academic and Career Guidance Policy 2025-2027

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| Approved/reviewed by | Principal and Vice Principal |
| Policy Implemented | January 2026 |
| Date of review | August 2027 |

**Al Furjan
Dubai, United Arab Emirates**



Purpose and Scope of Policy:

This policy aims to set out our school's provision of impartial and informed careers guidance for our pupils. This includes the ways in which pupils, parents, teachers and employers can access information about our careers programme.

High-quality careers guidance is important for our pupils' futures, and our provision aims to:

- Help pupils prepare for the workplace, by building self-development and career management skills.
- Provide experience and a clear understanding of the working world.
- Develop pupils' awareness of the variety of education, training and careers opportunities available to them.
- Help pupils to understand routes to careers that they're interested in, and to make informed choices about their next step in education or training.
- Promote a culture of high aspirations and equality of opportunity.

Statutory Requirements:

This policy is based on the Department for Education's (DfE's) statutory [Careers guidance and access for education and training providers](#).

This guidance refers to:

- The Education Act 1997
- The Education and Skills Act 2008
- The School Information (*England) Regulations 2008

This policy is also in line with the more recent [Skills and Post-16 Act 2022](#), which came into force on **1 January 2023**. It explains that our school must provide a minimum of **6 encounters** with technical education or training providers to all pupils in years 8 to 13. This policy is also in line with the Education (Careers Guidance in Schools) Act 2022. This came into force on 1 September 2022 and amended the existing duty in The Education Act 1997, so that AGS must now secure independent careers guidance from Year 7 (instead of from Year 8, previously).

Roles and responsibilities

Careers and Guidance Counsellor:

Our Careers and Guidance Counsellor works closely with the senior leadership team (SLT) and will:

- Take responsibility for developing, running and reporting on the school's career programme
- Plan and manage careers activities
- Manage the budget for the careers programme
- Support teachers to build careers education and guidance into subjects across the curriculum
- Establish and develop links with employers, education and training providers, and careers organisations

- Work closely with relevant staff, including our Head of Inclusion to identify the guidance needs of all our pupils including those of special educational needs, determination and/or disabilities and put in place personalised support and transition plans.
Review our school's Provider Access Policy statement at least annually, in agreement with our governing board of directors.

Senior Leadership Team:

Our SLT will:

- Support the careers programme
- Support the careers leader in developing their strategic careers plan
- Make sure our school's careers leader is allocated sufficient time, and has the appropriate training, to perform their duties to a high standard
- Allow training providers access to talk to pupils in years 8 to 13 about technical education qualifications and apprenticeships, and set out arrangements for this in our school's provider access policy statement
- Network with employers, education and training providers, and other careers organisations

Board of Directors:

The governing board will:

- Provide clear advice and guidance on which the school can base a strategic careers plan which meets legal and contractual requirements.
- Appoint a member of the governing board who will take a strategic interest in careers education and encourage employer engagement.
- Make sure independent careers guidance is provided to all pupils throughout their secondary education (11- to 18-year-olds) and that the information is presented impartially, includes a range of educational or training options and promotes the best interests of pupils.
- Make sure that a range of education and training providers can access pupils in years 8 to 13 to inform them of approved technical education qualifications and apprenticeships.
- Make sure that details of our school's careers programme and the name of the Careers and Guidance Counsellor is published on the school's website.
- Make sure that arrangements are in place for the school to meet the legal requirements of the 'Baker Clause', including that the school has published a provider access policy statement.

Careers Programme at AGS:

Our school has an embedded careers programme that aims to inform and encourage pupils to consider their career options and take steps to understand their choices and pathways. We provide statutory independent careers guidance to pupils from year 7 onwards.

Our programme has been developed to meet the expectations outlined in the Gatsby Benchmarks:

1. A stable careers programme with a career's leader
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experience of workplaces

7. Encounters with further and higher education
8. Personal guidance

Our programme doesn't show bias towards any particular career path and promotes a full range of technical and academic options for pupils.

It is structured in a way that builds upon previous years, and the overarching aim is divided between the Key Stages so that pupils are encouraged to think appropriately about their future. We provide aims, objectives and activities for each year group.

Our careers programme is delivered through a number of methods, including:

- 1-2-1 sessions with Forward Thinking
- Careers programme delivered monthly through POSANA lessons
- Assemblies with guest speakers

Pupils with special educational needs or disabilities (SofD):

We expect that the majority of pupils with SEND will follow the same careers programme that meets the Gatsby Benchmarks as their classmates, with adjustments and additional support as needed.

Our Careers and Guidance Counsellor will work with teachers and, where appropriate, professionals from relevant organisations, to identify the needs of our pupils with SEND and put in place personalised support and transition plans. This may include meetings with pupils and their families to discuss education, training and employment opportunities, supported internships and transition plans into higher education.

Our careers leader may, as appropriate, invite adults with disabilities to visit and share their experience and advice.

No information will be given to pupils without SEND that is not also offered to our pupils with SEND.

Provider Access

Aims

This policy statement aims to set out our school's arrangements for managing the access of education and training providers to students for the purpose of giving them information about their offer. It sets out:

- Procedures in relation to requests for access
- The grounds for granting and refusing requests for access
- Details of premises or facilities to be provided to a person who is given access

Statutory Requirements

Schools are required to ensure that there is an opportunity for a range of education and training providers to access students in years 8 to 13 for the purposes of informing them about approved technical education, qualifications or apprenticeships. Schools must also have a policy statement that outlines the circumstances in which education and training providers will be given access to

these students. This is outlined in section 42B of the Education Act 1997. This policy shows how our school complies with these requirements.

Student Entitlement

All students in years 7 to 11 at AGS are entitled to:

- Find out about technical education qualifications and apprenticeship opportunities, as part of our careers programme which provides information on the full range of education and training options available at each transition point
- Hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships
- Understand how to make applications for the full range of academic and technical courses



Management of Provider Access Requests

Procedure

A provider wishing to request access should contact Philip Stainton – Vice Principal Email: philip.stainton@arcadiaglobal.sch.ae

Opportunities for access

Our provision includes various opportunities for students to access a range of events. These are integrated into our careers programme and curriculum, as well as attending or hosting specific one-off events. Our independent and impartial careers and guidance counsellor will meet Year 11, Year 12 and Year 13 at least once and a range of students from lower years throughout the school year. They will inform students about the opportunities the other providers have, and when needed, they will complete application forms together for these placements.

Granting and refusing access

At AGS we focus on providing key information at specific times and offer opportunities to students to attend a range of career and further education talks, whilst ensuring that they receive at least two presentations from external providers during the first term of Year 11. All providers' requests for access will be considered, however, access may not be granted if the timing is inappropriate or causes disruption to the school calendar and student learning. An alternative opportunity may be offered.

Safeguarding

Our safeguarding/child protection policy outlines the school's procedure for checking the identity and suitability of visitors. Education and training providers will be expected to adhere to this policy.

Premises and facilities

AGS has a range of venues and facilities to support external providers. Requests for specific equipment should be made in advance with at least three days working notice. Delivery could be to a small group of 4 or 5 or a full year group of almost 300 students.

Links to other policies and documents:

This policy links to the following policies and documents:

Child protection policy

Secondary School Curriculum Policy

DoE Guidance for Careers and Guidance