



Secondary Careers policy

1. Purpose

To inform staff, students, parents/guardians and all other service users of the central careers policy and provision Newton International Academy has in place for students.

2. Introduction

Newton International Academy is committed to providing students & potential students with quality impartial careers advice. The staff at NIA is working towards the Gatsby Benchmark's Framework in order to provide the best possible assistance to students.

This policy is underpinned by our long-term vision and core values of 'Support'; ensuring the development of each individual to his/her fullest potential and that all our students receive the correct guidance and support to enable them to flourish within and beyond their school years.

We are committed to implementing a careers programme that allows students to be aspirational in their pursuit of their chosen career paths which helps foster wellbeing and promote success. Newton International Academy uses the Gatsby compass which is a self-evaluation tool to help schools evaluate their careers and enterprise provision and benchmark against the Gatsby Benchmarks.

This is achieved by providing access to information resources, impartial individual guidance, and a range of activities designed to develop skills for employability and secondary education, and assisting in decision-making.

3. Aim

Newton International Academy's policy has the following objectives in line with the Eight Gatsby Benchmarks for Careers Excellence when delivering the careers programme in school:

- To plan and provide a stable careers programme for our learners
- To expose students to relevant labour market information
- To address the needs of all students
- To link curriculum learning to careers
- To provide opportunities for student to encounter employers and employees
- To support students to obtain work experience placements
- To provide opportunities for students to encounter further and higher education
- To provide personal guidance to students on careers education

4. Activities, resources and tutorials

The Head of Sixth Form provides support to tutors and Year 12 and 13 students by delivering targeted careers educational presentations and workshops delivered by internal and external providers. These are supplemented by a range of generic presentations developed for each term. These are detailed below.

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Term 1

- Delivery of “Which subject to choose?” presentation as well as an introduction to Unifrog; which brings all the available information into one single, impartial, user-friendly platform that helps students to make the best choices, and submit the strongest applications. It also empowers teachers and counselors to manage the progression process effectively.
- University checklist workshop during which students are informed on deadlines, university requirements; and information session on IELTS/Toefl & SAT/ACT
- Early-bird application process.
- University application survey created to understand the needs and wants of students and the necessary steps they need to take with regards to their university application.
- University week with the following programme:
 - a) *University Fair*
 - b) *Unifrog workshops*
 - c) *IELTS sessions*
 - d) *Personal statement workshop*
 - e) *SAT/ACT specialists’ session*
- Careers' week – opportunity for students to engage with employers and for them to understand the labour market information and the different career pathways – with the following programme:
 - a) *Career Fair*
 - b) *Unifrog career research*
 - c) *Volunteering programmes*
- Employability presentation
- Time Management presentation
- INJAZ programme (INJAZ Qatar is a member of Junior Achievement Worldwide (JA), the world’s largest organization dedicated to educating students about workforce readiness, entrepreneurship and financial literacy through experiential, hands-on programs.)
- Ongoing support to students applying through UCAS
- Scholarships nominations

Term 2:

- Ongoing support to students applying through UCAS
- Volunteering opportunities
- SAT/ACT diagnostic test to assess the areas of work of students; as well as test reviews, various workshops and on-campus preparation. All of these are organised in collaboration with the Score Plus centre.
- Interview preparation through mock interviews. The latter are catered to the field in which students would like to study.

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- Usage of know-how library guides on Unifrog in order to prepare students for settling into universities. These are catered to the students' destinations with practical information such as cost of living, budgeting, reviews from individuals living there.
- Revision techniques and tips presentation aimed at helping students optimise their time and preparation for their external exams.
- Volunteering programs
- Special provision for Qatari male students going to the military and potential career choices.
- Special provision for Qatari students on how to receive a scholarship and the process to complete.

Term 3:

- Ongoing support to students applying through UCAS
- Revision techniques and tips presentation aimed at helping students optimise their time and preparation for their external exams.
- Delivery of "Coping with changes" presentation series aimed at informing students of the changes they will face once they will be going to university.
- Students will update their university status. Individualised help will be offered to students
- Special provision for students continuing to Year 13. How to prepare for the upcoming academic year and management of the university requirements.

Careers resources are provided to tutors to help deliver employability skills.

Information about forthcoming events will be notified to students through their personal tutors, tutor class google classroom, newsletter, posters, Unifrog and year group assemblies.

Advice, help and support is available to students and their parents through Unifrog, school emails; information about the Careers service is available at parents' evenings, one-on-one meetings and recorded workshops.

Year 7-10:

Every year students from Year 7-10 participate in a variety of PHSE activities related to target setting and careers during Careers week.

Year 11:

Year 11 students also participate in PHSE activities related to target setting and careers during careers week. They also attend University EXAPO at NIA together with Year 12 and 13 and are invited to a Options evening workshop for students and parents where they can discuss the options for Year 12 and 13 with senior management and Secondary staff.



5. Activities, resources and tutorials

Newton International Academy also has productive partners with INJAZ, Score plus, local organizations and local employers which help us meet the needs of the economy, education and the community.

6. Parents, Carers and Guardians

Newton International Academy aims to work in partnership with parents, careers and guardians to raise students' aspirations and support them in helping young people make informed decisions when planning their learning and career pathways.

This is achieved through several interactions during the learner journey.

- Application, admissions and enrolment processes
- Schools Liaison
- Careers guidance interviews
- Parental engagement events
- Information on Open days

7. Gatsby Benchmark for Careers Guidance

The Gatsby benchmarks form part of the government strategy and guidance that all schools and colleges have to follow to ensure that every student gets good quality careers guidance whilst in education.

1) A STABLE CAREERS PROGRAMME

Every college should have an embedded programme of career education and guidance that is known and understood by learners, parents, teachers, employers and other agencies.

2) LEARNING FROM CAREER AND LABOUR MARKET INFORMATION

Every learner, and their parents (where appropriate), 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.

3) ADDRESSING THE NEEDS OF EACH STUDENT

Learners have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each learner. A College careers programme should embed equality and diversity considerations throughout.

4) LINKING CURRICULUM LEARNING TO CAREERS

All subject staff should link curriculum learning with careers, even on courses which are not specifically occupation-led. For example, STEM subject staff should highlight the relevance of STEM subjects for a wide range of future career paths. Study programmes should also reflect the importance of maths and English as a key expectation from employers.

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5) ENCOUNTERS WITH EMPLOYERS AND EMPLOYEES

Every learner should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace.

6) EXPERIENCE OF WORKPLACES

Every learner should have had at least one experience of a workplace, in addition to any part time employment.

7) ENCOUNTERS WITH FURTHER AND HIGHER EDUCATION

All learners 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.

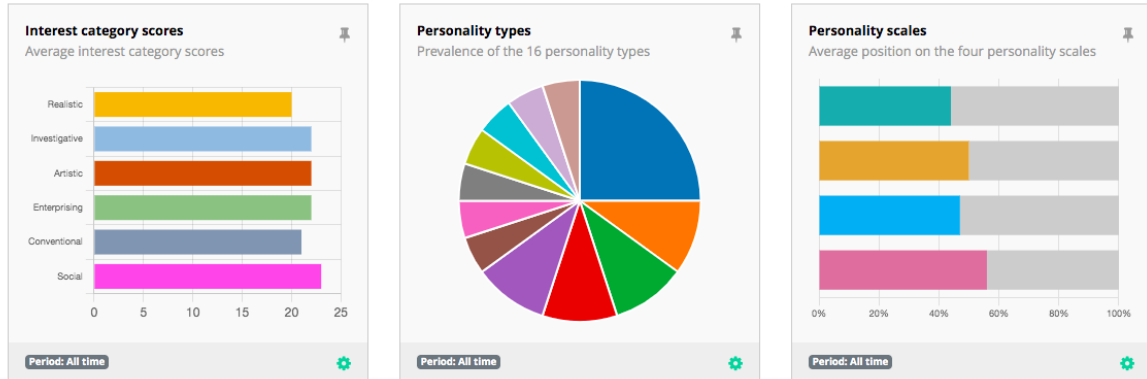
8) PERSONAL GUIDANCE

Every learner should have opportunities for guidance interviews with a careers adviser, who could be internal (a member of college staff) or external, provided they are trained to an appropriate level.

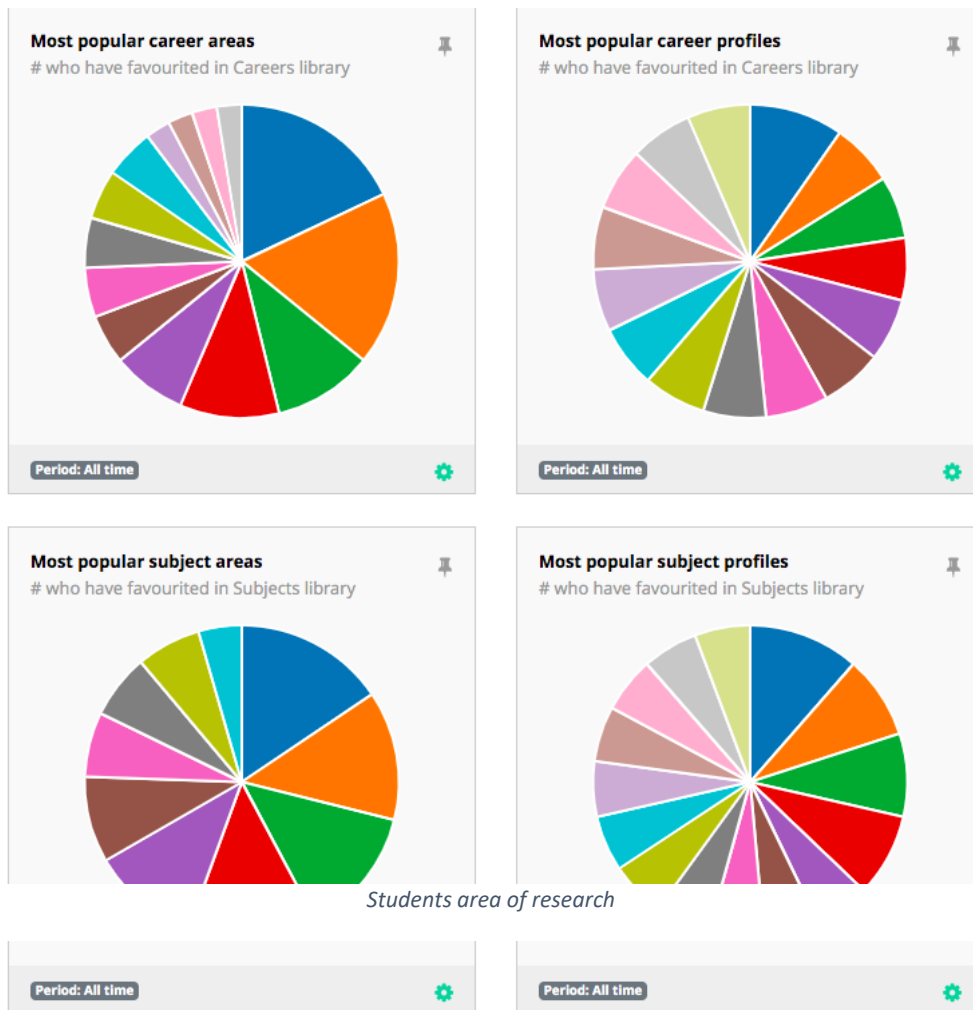


8. Current Data

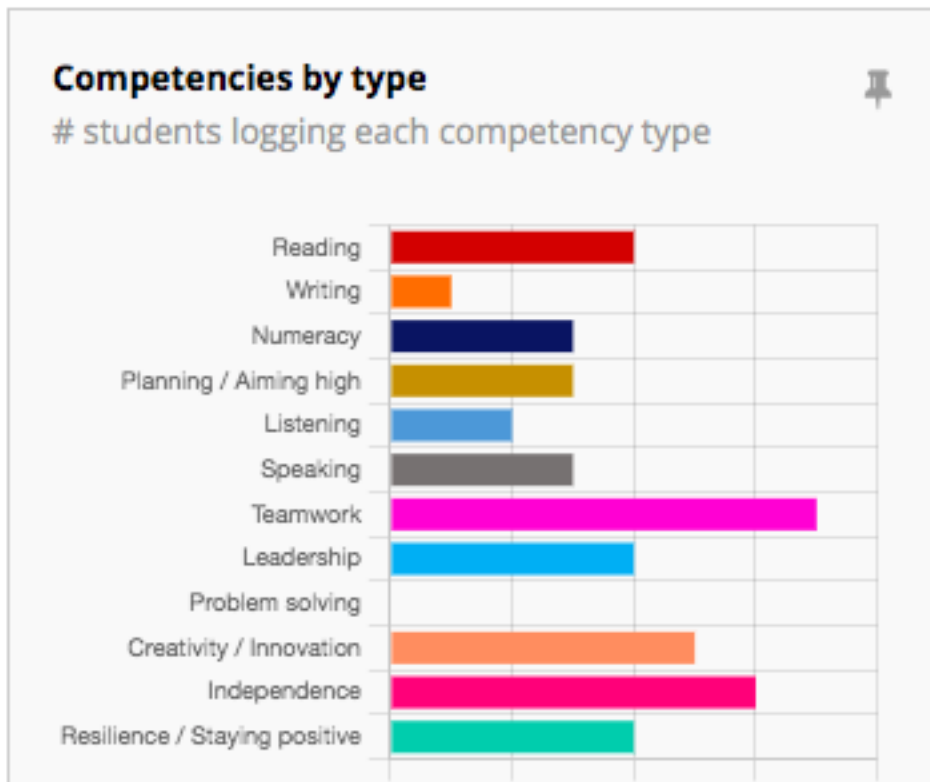
Exploring pathways



Personality types of our students

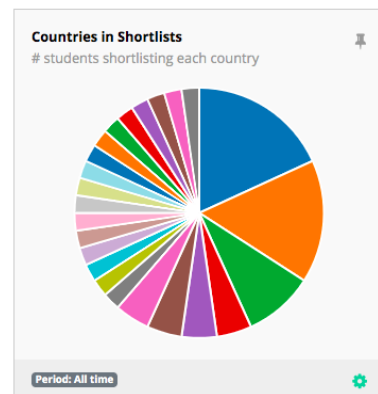
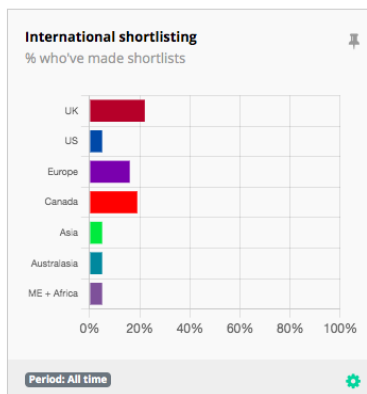
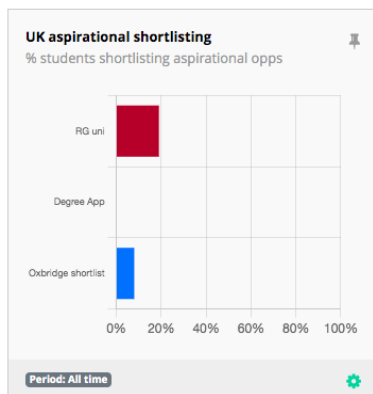


Students area of research



The competencies of our students

Searching for opportunities



Where students are looking to apply