



Beaconhouse Private School Al Ain

Career Counselling and Guidance Policy

2025-2026

(Reviewed in August 2025)

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Table of Contents

1. Rationale	3
2. Definition of Terms	3
3. Aim	4
4. Confidentiality	4
4.1 Stake Holders for students Well-Being	4
5. Record Maintenance	5
6. Career Counselling	6
6.1 Aim	6
6.2 Practice	6
6.3 Requisites of Student Career Counsellor	7
6.4 Reports to	7
6.5 Teams to be involved: (Internal)	7
6.6 Access to Information and Guidance	8
6.7 Confidentiality	8
6.8 School Career Counsellor One-to-one sessions:	8
6.9 Role of Career Counsellor:	9
7.0 Career/University Fairs	9
7.1 Interaction with University Representatives	10
7.2 Internships	10
7.3 Links to other policies	11
7.4 Career Year	11

1. Rationale

We at Beaconhouse Private School Al Ain aim at providing counselling services that meet Education goals and to ensure that the transition of students from Primary to Secondary and from Secondary to Higher Education is smooth so that all students achieve their best by focusing on their well-being.

We focus on:

- Supporting emotional, social and Academic needs.
- To work collaboratively with all stake holders
- Not interacting with students over social media platforms/accept friend requests.

2. Definition of Terms

1. **Counselling** – It is a goal-oriented relationship between a professionally trained, competent counsellor and an individual seeking help for the purpose of bringing about a meaningful awareness and understanding of the self and environment, improving planning and decision-making, and formulating new ways of behaving, feeling, and thinking for problem resolution and/or development growth. (Gibson & Mitchell, 1999; Villar, 2009).
2. **School Counsellor** – School counselors are an important part of the educational leadership team and provide valuable assistance to students regardless of whether they work in an elementary school or middle school, high school, or beyond. They are educated and trained in addressing all students' academic, career, and social/emotional development needs by designing, implementing, evaluating, and enhancing a comprehensive school counselling program that promotes and enhances student success.
3. **Confidentiality** – Confidentiality is a professional's promise or contract to respect clients' privacy by not disclosing anything revealed during counselling, except under agreed-upon conditions. (Journal of Professional School Counselling, 2002)
4. **Counselling Programs** – School should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers and governors. School should have a stable, structured careers programme that has the explicit

backing of the senior leadership team and has an identified and appropriately trained person responsible for it. A stable careers programme allows school to meet their legal or contractual careers requirements by offering a range of high-quality and inspiring, progressive careers activities that enable students to make well-informed decisions about education, training, apprenticeship and employment opportunities. (Department for Education, January 2023).

3. Aim

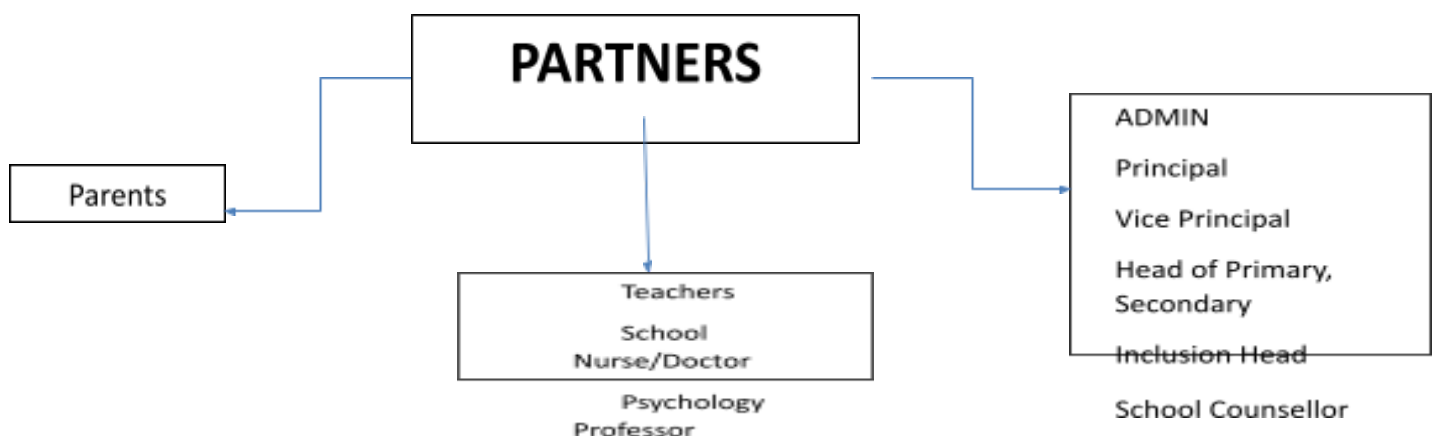
The aim of the policy is to ensure the well-being of the students. To provide them with support and inculcate a positive environment for them to grow and to be able to promote a pattern for well-being that will help them to contribute back to society and for generations to come. We focus on empowering students with equity and a compassionate environment and building their resilience.

4. Confidentiality

Counselling session information will be held confidential and will only be shared with the consent of the student. However, counsellor to specify that in case of any significant risk to student, confidentiality will be broken. Parents will be briefed about the limits of confidentiality.

All staff concerned should be informed about the process of counselling the student.

4.1 Stake Holders for students Well-Being



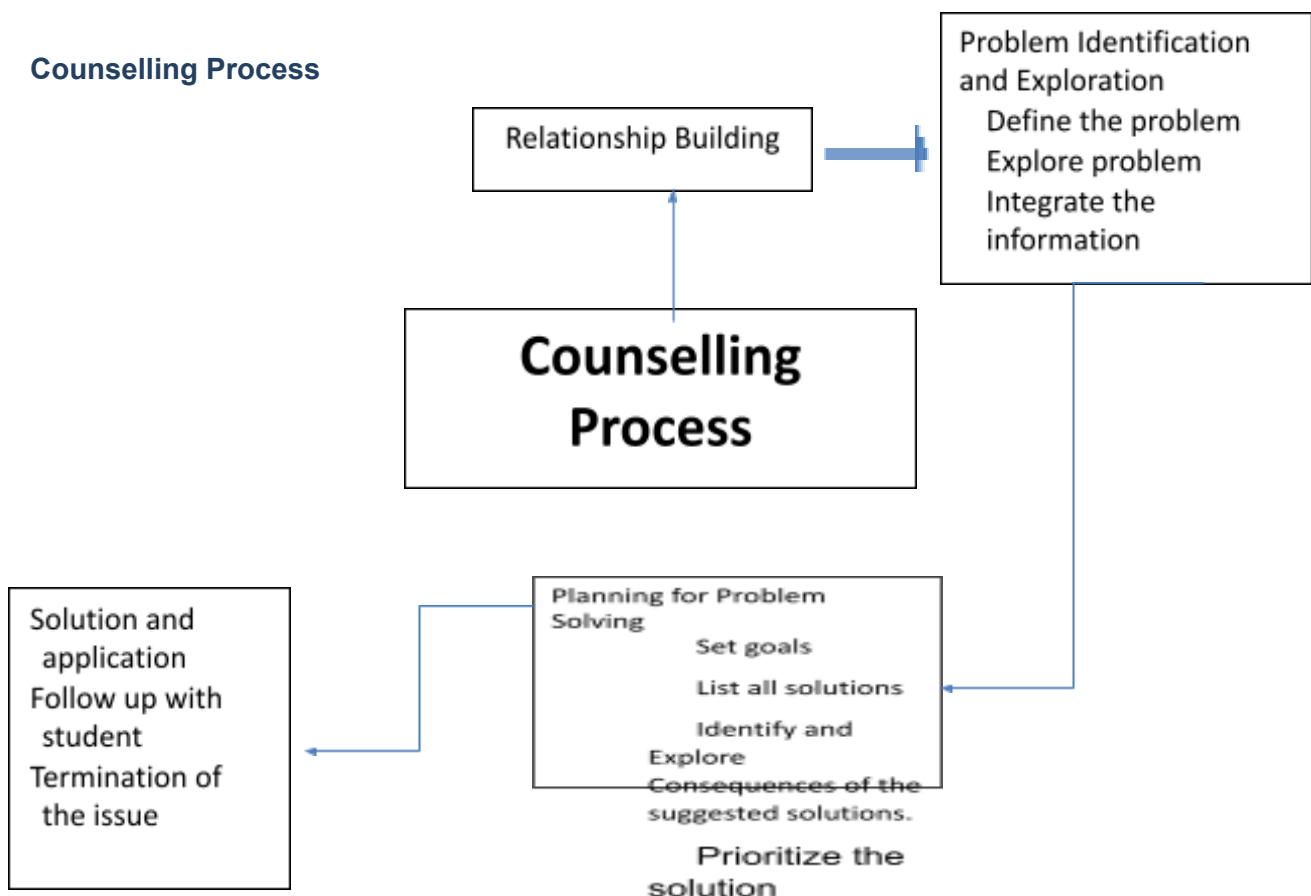
5. Record Maintenance

Formal record of the session with issue being highlighted. Parental consent to be attached with the form. Class teachers to be taken in loop for evidence gathering.

Sessions

- One-to-one sessions with students on school premises.
- Parents/ students can reach out to the counsellor via email/Zoom/Google Meet/DOJO.
- The school platform can be used for the sessions.
- Online sessions will be provided with reference to the school's policies.
- Online sessions plan will be devised after a detailed discussion with Vice Principal and Inclusion Head.
- For the Primary level, one-to-one counselling sessions can include play or any art-based activity to gain the confidence of the student.

Counselling Process



6. Career Counselling

6.1 Aim

To empower students to achieve academic excellence and become active, engaged citizens by providing impartial, comprehensive career guidance that supports their individual needs, aspirations, and potential.

Specific objectives include:

- Fostering a supportive and motivating environment for students' academic growth.
- Offering personalized career guidance aligned with students' interests, strengths, and goals. To ensure our guidance aligns with our mission and meets the unique needs of each student.
- Facilitating successful university placements within the framework of company policies and academic guidelines.
- Equipping students with the knowledge and skills necessary to make informed decisions about their future educational and career paths.
- Create a mentorship program designed to inspire students, guide their career paths, and equip them with decision-making skills.
- Promoting a culture of lifelong learning and personal development.
- Enhance our in-house guidance with insights from external experts to broaden students' horizons.
- Promote gender diversity in career exploration to prepare students for a more inclusive workforce.

6.2 Practice

The above-mentioned aims will be achieved by:

- Offering a career program that equips students with the skills and knowledge needed for technical education.
- Providing personalized career counselling to Year 9 students to assist them in selecting appropriate iGCSE courses and offer a range of options to cater to their individual needs.

- Ensuring all Year 10 students participate in hands-on work experience to develop practical skills and explore career paths.
- Integrating entrepreneurship skills into the curriculum through various activities like entrepreneurship day, across subjects to enhance student capabilities.
- Offering targeted career development opportunities for select KS4 students to expand their horizons.
- Ensuring to maximise the student participation from KS3-KS5 in international events and in school activities like themed days, entrepreneurs' day, guest speaker sessions, career fairs etc.

6. 3 Requisites of Student Career Counsellor

- Proficiency in MS Office suite.
- In-depth understanding of human behaviour including individual differences, motivations, etc.
- Conversant understanding of the principles, methods, and procedures of student counselling.
- Knowledge of the admission application process for international and local universities.
- Providing impartial, comprehensive, and age-appropriate career advice to secondary school students, ensuring that guidance is presented without bias towards any particular education or work option.

6.4 Reports to

- Principal
- Phase Head

6.5 Teams to be involved: (Internal)

- Administrative staff: Liaise with all stakeholders for building student profiles and matching them to best-suited universities.
- Teachers: Establish communication to discuss student academics, subject combinations, and career prospects.

- Vice Principal: Monthly meetings discussing progress.
- Students & Parents: Arrange meetings to discuss students' personal development, admissions criteria, grades, social work, and career prospects.
- (External)
- University Representatives/International Academic Officers: Communicate for gathering information for student admissions requirements.
- Community: Establish connections with organizations for internship and community service opportunities for students
- Relevant organizations (E.g., USEFP, British Council): Liaise for external training of counsellors and network with councilors of different institutes.

6.6 Access to Information and Guidance

- Align Beaconhouse Private School Al Ain' career program with commitment to equity and inclusion by ensuring that our career program is accessible to all students, regardless of their background or abilities.
- To offer personalized career guidance to Year 11 and Year 12 students by career counsellor to support their individual goals and aspirations.

6.7 Confidentiality

Confidential / Important documents: Student Offer letters, Student admission-related documents, and Letters of recommendation.

6.8 School Career Counsellor One-to-one sessions:

School Career Counselors offer individualized sessions to guide students in their career planning and subject selection. These sessions focus on profile development, resume building, and

promoting overall well-being as it relates to career development. Counselors also provide support with personal essays, application forms, and ensuring timely completion of external tests required for university applications.

Careers guidance must be impartial, presenting a broad range of options without bias or favoritism. This includes timely advice on GCSE and post-16 courses and considering diverse career paths beyond those associated with specific faith communities or the school's demographics.

6.9 Role of Career Counsellor:

The goal of career guidance is to help students reach their full potential. This involves self-awareness, understanding how their skills and interests align with various careers, exploring different opportunities, receiving personalized guidance, gaining work experience, and acquiring information about education and training options beyond high school. School should actively work to prevent stereotyping in its guidance to ensure that all students, regardless of gender or background, consider a wide range of career possibilities.

School to demonstrate that the careers guidance approach enables students to make informed choices about their future careers. This includes students' ability to articulate their understanding of available career options and their potential to succeed in adult life. School should not discourage students from pursuing further education based solely on religious or cultural preferences.

School Career Counsellor also plays a vital role by promoting engagement in the school's online counselling platform like Unifrog and VESPA to provide students with access to essential tools for their development. Counsellor can arrange virtual university sessions to offer students comprehensive insights into various institutions.

7.0 Career/University Fairs

- Host International/National universities/ colleges' seminars at the campus as per Careers Advisor's Calendar.
- Coordinate with the Activity coordinator/Events team for inviting students and making necessary arrangements for the events.
- Publicise all career counselling related events on all relevant social media platforms.
- Active participation and ownership in the Beaconhouse Private School Al Ain College Fair & all counselling-related events.
- Fairs are organised within the school and off campus, and is, at times, the responsibility of the students to attend without the counsellor.
- Students, parents, and teachers get an opportunity to meet, interact and extract information about different courses across the globe. This aims at increasing students' awareness about international universities within and outside UAE along with their entry requirements, admission process, etc.
- To ensure timely execution of counselling events.
- To ensure to meet at least 70% of students turn out for the fair.

7.1 Interaction with University Representatives

To be in continuous communication with UAE and International University representatives regarding the changes in their offered programs and their visits to the school. All security protocols and approvals are to be followed prior to the visit.

Child Protection Policy and the School's Well-Being Policy are to be well kept in mind and reviewed prior to the visit of and university or career organisation representative. Online sessions are to be arranged keeping in mind virtual protocols.

7.2 Internships

- Counselling department uses a holistic approach to build career options in students.
- Main focus is on skill development through different internship programs.
- Individual needs are focused while suggesting any internship.

- Both Internal and External internship opportunities to be provided to students.
- For Internal Internship following Departments (are) be taken in the loop: Music, Art, I.T, Robotics, Clinic, and Peer Tutoring in any subject.

7.3 Links to other policies

This policy links to our policies on Child Protection and Safeguarding, Inclusion, Health and Safety and Well-Being Policy.

7.4 Career Year

Year 7 & Year 8:

- Integrate career exploration into pastoral assemblies.
- Promoting STEM.
- Provide students and parents with information on career development, planning, and opportunities in assemblies and PTCs.

Year 9:

- Explore career options by finalising subjects for iGCSE.
- Receive personalized career guidance and follow-up support in subject selection.
- Attend career advisor presentations in the assemblies.
- Attending university fairs organised at school.

Year 10:

- Receive personalized career guidance with action planning and follow-up support.
- Attending university fairs and guest speaker sessions.
- Explore career opportunities.
- On-going 1:2:1 guidance session.

Year 11:

- Explore career options through the Unifrog platform.
- Explore post-16 options through taster experiences, including for students with specific needs.
- Attend university career fairs and guest speaker sessions.
- Receive personalized career guidance with action planning and follow-up support.
- Workshops as required on stress management, exploring destination websites and community service.

Year 12 and Year 13:

- Discuss career options and universities during career intervention sessions.
- 1x CIAG lessons per week.
- Update CVs regularly.
- Attending university career fairs and guest speaker sessions.
- Receive personalized career guidance with action planning and follow-up support.
- Attend workshops on stress management, exploring university websites, and understanding the higher education process.
- Offer targeted university visits for selected students.
- Explore online university opportunities, internships, and summer schools.
- Working and updating Unifrog profile regularly.