

16. Careers Policy

Executive Principal	Head of Education
Karyn Walton	Dr Laura Hillman
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The BIST careers education programme provides our pupils with the opportunity to plan and manage their careers effectively, ensuring progression which is ambitious and aspirational. It promotes equality of opportunity, celebrates diversity and challenges stereotypes.

Aim

We aim to support pupils to make realistic and informed decisions about their future, by raising aspirations and providing impartial and independent information and guidance.

Objectives

To ensure that pupils:

- Develop the skills and attitudes necessary for success in adult and working life.
- Are aware of the range of opportunities which are realistically available to them in continued education and training at 16+ and 18+.
- Are equipped with the necessary decision-making skills to manage those same transitions.
- Develop an awareness of the wide variety of education, training and careers opportunities both locally and nationally.
- Use effectively the paper-based, virtual and staff resources available so they can make informed and appropriate choices throughout their school journey.
- Benefit from links fostered between the school, local businesses and further education establishments.
- Wherever possible leave the school to enter employment, further education or training.
- Experience a culture of high aspirations, equality of opportunity, in which diversity is celebrated and stereotypes are challenged.
- Receive extra assistance and guidance to reach their potential, where this is necessary.

Provision

The current careers programme (see Appendix 1) is delivered through a combination of methods, including explicit lessons provided within the taught PSHCE programme in Years 7 through to Year 13, which is predominantly form tutor led.

At Key Stage 3, this includes careers research, aiming to raise pupil aspirations, exploring stereotypes in the workplace, researching the history of the workplace, and developing personal, social and employability skills. Assemblies and a parent and pupil information evening on choosing options are also provided.

At Key Stage 4, pupils continue research into careers and pathways into the sixth form and higher education.

They develop skills in CV, letter writing, presentations and interviews. This includes a mock interview with an employer, assemblies on FE opportunities, A-level options and an A-level options evening for parents and pupils.

Individual interviews are held with an appropriate adult. Every pupil in Year 11 has the opportunity to meet with a member of the SLT to discuss their A-level options.

At Key Stage 5, a series of careers lectures are delivered from universities and employers. Some of these lectures, together with form time, are devoted to the topic of UCAS applications and interview skills

All staff contribute to the implementation of this policy through their role as tutors and as subject specialists. Subject specialists embed careers into their subject area.

Pupils attending the School are in their careers programme entitled to:

- Receive a stable careers programme from Year 7 that continues until they leave school (or attend University, if taking a gap year).
- Receive relevant careers guidance and have access to independent careers information and guidance, including labour market data (reflecting national or international job market needs) where relevant.
- Receive personal advice that helps pupils to achieve their individual careers goal – whether this is Higher Education (HE) or employment.
- Be equipped with the necessary skills to prosper in HE and employment.
- Have the relevant knowledge to make realistic and achievable goals based on their own interests and skills, whilst taking into account local/international job market information and relevant entry requirements.
- Receive up-to-date information about careers and skill-development opportunities.
- Understand how different subjects help keep different options open.
- Have access to additional help, whether this need is generated from a change of decision, personal circumstances or additional needs.
- Have meaningful and helpful encounters with employers and other education providers.

Pupils are expected to:

- Fully engage with careers lessons and activities.
- Utilise the available careers resources.
- Record careers-related skills, participation and research, reflect upon what has been learnt.
- Identify and set goals for the future.
- Actively participate in workshops, presentations and visits from external employers or providers.
- Attend informative events such as an Options Evening.

- Use study and research spaces such as the library appropriately and with respect for other users.
- Take advantage of opportunities offered outside school, such as school trips and projects.

Opportunities for access

We welcome input into our careers provision from employers, employees, Universities, and Further education providers. Our connections include former pupils, parents and local employers and providers and we are keen to widen this participation.

Review and Approval

This document will be reviewed annually by the **Careers Lead** in consultation with the **Executive Principal** and **PSHE Coordinator**.

Appendix 1

BIST Careers Programme provides a coherent and progressive framework of careers education, information, advice and guidance for all pupils. It ensures that every pupil is supported to make informed, ambitious and realistic decisions about their future learning and employment, in line with the BIST Careers Policy and the Gatsby Benchmarks. The programme promotes equality of opportunity, celebrates diversity and challenges stereotypes, preparing pupils for success in higher education, training, or the workplace.

Part 1: Strategic Overview

1. Aims

The aims of the BIST Whole-School Careers Programme are to:

- Equip Pupils with the knowledge, skills, and confidence required for success beyond school.
- Provide impartial information about a wide range of post-16 and post-18 opportunities.
- Encourage aspiration, resilience and global awareness.
- Ensure that all Pupils have meaningful encounters with employers, employees and higher education providers.
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- Ensure that pupils from KS1 to post -18 develop skills and knowledge to support them in future careers

2. Alignment with the Gatsby Benchmarks

The programme meets the eight Gatsby Benchmarks for good career guidance:

1. **A Stable Careers Programme** – reviewed annually and shared with staff and inspectors.
2. **Learning from Career and Labour Market Information** – Pupils access up-to-date global employment and university data.
3. **Addressing the Needs of Each Pupil** – individual guidance and mentoring ensure personalised support.
4. **Linking Curriculum Learning to Careers** – subject teachers embed real-world connections in lessons.
5. **Encounters with Employers and Employees** – visiting speakers, Careers Day and work experience.
6. **Experiences of Workplaces** – structured placements for Years 10, 12 and 13.
7. **Encounters with Further and Higher Education** – university visits, fairs, and online engagement.
8. **Personal Guidance** – ongoing mentoring by the Careers Lead and tutors.

3. Programme Structure (Years 7–13)

Key Stage	Focus	Delivery
KS3 (Years 7–9)	<i>Awareness and Aspiration</i> – understanding work, valuing skills, exploring strengths and interests.	Delivered through weekly PSHCE sessions and assemblies by the PSHCE Coordinator, with oversight from the Careers Lead.
KS4 (Years 10–11)	<i>Preparation and Decision-Making</i> – linking subjects to pathways, employability skills, and post-16 choices.	Delivered through PSHCE, form time, and targeted workshops.

KS5 (Years 12–13)	<i>Transition and Application</i> – work experience, higher education preparation, and readiness for life beyond school.	Delivered through tutor sessions, workshops, and one-to-one guidance.
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4. External Partnerships and University Engagements

BIST maintains a strong and growing network of international partnerships to enhance student exposure to global higher education and career opportunities.

- **Africa Webifair (October)** – virtual event connecting students to international universities.
- **Malaysia Universities Visit (20 November 2025)** – visiting delegation of Malaysian institutions.
- **Vistula University (Warsaw, Poland)** – partnership offering information on European study routes.
- **Kirsty (StudyIn UK)** – external higher education consultant providing UCAS and UK admissions support.
- **BIST Universities Fair (January 2026)** – annual on-campus fair hosting UK and international institutions.
- **European & Global Virtual Universities Fair (March 2026)** – online event featuring universities from Europe, Asia, and North America.

5. Roles and Responsibilities

- **Careers Lead (Mr Shah):** Overall coordination, Sixth Form and KS4 delivery, liaison with partners, and programme evaluation.
- **PSHCE Coordinator:** Leads KS3 provision and supports consistency across all year groups.

- **Tutors (Years 10–11):** Deliver employability and work experience preparation.
- **External Partners:** Provide workshops, university presentations, and application guidance.

6. Monitoring and Evaluation

The programme's effectiveness will be reviewed through:

- pupil and parent feedback following key activities.
- Annual evaluation of university and employment destinations.
- Internal review of PSHCE and Sixth Form guidance.
- Inclusion in the School Development Plan and SLT reporting.

Part 2: Implementation Plan (2025–26)

Term	Year Group(s)	Key Activities & Events	Lead / Partners	Outcomes
Autumn Term (Aug–Dec)	7–9	PSHCE: exploring strengths, teamwork, gender stereotypes, world of work.	PSHCE Coordinator	Self-awareness and career curiosity.
	10	Introduction to employability and career research.	Tutors	Awareness of job sectors.
	11	Post-16 guidance, interview practice.	Careers Lead	Confident transitions.

	12–13	CV Writing Workshop (Oct) and feedback (late Oct).	Careers Lead	Completed professional CV.
	12–13	Cover Letter Workshop (Nov).	Careers Lead	Ready to apply for placements.
	12–13	Africa Webifair (Oct).	External	Awareness of global options.
	12–13	Malaysia Universities Visit (20 Nov).	External	Exposure to Asian HE systems.
	12–13	Vistula University Presentation (late Nov).	Vistula University	Understanding European routes.
	12–13	UK Admissions Workshop (Nov–Dec).	Kirsty (StudyIn)	Support with UCAS and personal statements.
Spring Term (Jan–Mar)	7–9	PSHCE: workplace behaviour, communication, resilience.	PSHCE Coordinator	Core employability skills.
	10	Work-skills project and placement preparation.	Tutors	Ready for summer experience.
	11	Mock interviews and Sixth Form planning.	Careers Lead	Post-16 readiness.

	12–13	BIST Universities Fair (January) – annual on-campus event.	Careers Lead + Partners	Encounters with universities.
	12–13	Work Experience Search (Dec–Jan).	Careers Lead	Confirmed placements.
	12–13	Careers & University Fair (early February) – includes employers and alumni.	Careers Lead	Broader career insight.
	12–13	Work Experience Week (23–27 Feb).	Careers Lead	Real workplace experience.
	12–13	European & Global Virtual Universities Fair (March).	Careers Lead + Partners	International exposure.
	12–13	Reflection and Evaluation (March).	Tutors	Written reflection completed.
Summer Term (Apr–Jun)	7–9	PSHCE: financial literacy, enterprise projects, and options awareness.	PSHCE Coordinator	Early career awareness.
	10	Year 10 Work Experience Week (18–22 May).	Tutors / Careers Lead	Practical experience and reflection.

	11	Transition and Sixth Form induction.	Careers Lead	Post-16 transition secured.
	12	UCAS and Personal Statement Workshops (May–Jun).	Kirsty / Careers Lead	UCAS drafts ready for submission.
	13	Transition and life-skills sessions (finance, accommodation, wellbeing).	Careers Lead	Independence and readiness for next steps.

Career Primary Curriculum

British International School of Tunis

British International School of Tunis supports pupils in Years 1–6 (KS1–KS2) to develop curiosity, self-awareness, and understanding of the world of work through engaging, age-appropriate learning experiences. These sessions will be integrated into form time in each year group.

Term 1 – All About Me and My World

Theme: Understanding myself, my strengths, and people who help us.

Focus: Self-awareness, local community, teamwork.

Year Group	Unit Title
KS1 (Y1–2)	People Who Help Us
KS1 (Y1–2)	My Dream Job
KS2 (Y3–4)	Skills Superheroes
KS2 (Y3–4)	World of Work Bingo

KS2 (Y5–6)	Who Am I?
KS2 (Y5–6)	Interview a Professional

Term 2 – Exploring the World of Work

Theme: Discovering different careers and pathways.

Focus: Job families, industries, global connections.

Year Group	Unit Title
KS1 (Y1–2)	Jobs Around the World
KS2 (Y3–4)	STEM Explorers
KS2 (Y5–6)	Career Carousel Week

Term 3 – Dreams, Goals and Pathways

Theme: Setting goals and connecting learning to the future.

Focus: Aspiration, planning, reflection, enterprise.

Year Group	Unit Title
KS1 (Y1–2)	When I Grow Up
KS2 (Y3–4)	Enterprise Challenge
KS2 (Y5–6)	My Career Pathway
KS2 (Y5–6)	Transition & Reflection

Confirmed and Planned External Partners 2025–26

Partner / Event	Type	Term
Africa Webifair	International Virtual Fair	October 2025
Malaysia Universities Visit	University Presentation	20 November 2025
Vistula University (Warsaw)	European Partner Presentation	November 2025
Kirsty (StudyIn UK)	UK University Admissions Consultant	Throughout Year
BIST Universities Fair	Annual On-Campus Event	January 2026
European & Global Virtual Universities Fair	International Virtual Event	March 2026