



St Andrew's School, Turi

---

Career Guidance Policy

---

<b>Compiled by:</b>	Head of Careers
<b>Approved by:</b>	SS Deputy Head Academic PS Deputy Head Academic
<b>Date of review:</b>	June 2025
<b>Date of next review:</b>	June 2027

## **1. Aims**

At St Andrew's Senior School, Turi we aim to provide students with a strong foundation to prepare them to be tomorrow's leaders by guiding them through the transition from youth to adult members of the society.

Successful transitions are vital and life-enhancing for every student. These interactions help them to make wise decisions about their higher education goals and possible career aspirations.

At the Senior School, these transitions include:

- From Year 9 to Year 10 (with IGCSE subject options)
- Year 11 to Year 12, including AS / A level subject options as well as a wider view of university degree courses
- Moving into work-based learning (Work Experience at Y10 and 12)
- Moving into university

In managing all these transitions, the students may change their overall plan once or several times and the aim of the career guidance structure is to allow students to either confirm their intended paths or make the required adjustments in the light of their academic performance or other valid reasons.

While the Senior School focuses on preparing students for major academic and career transitions, St Andrew's Preparatory School aim to lay the emotional, social, and cognitive groundwork for that journey—planting the seeds of leadership, self-awareness, and goal-setting in a way that is developmentally appropriate.

In Years 7 and 8, students are forming a sense of identity and beginning to look beyond themselves. Introducing early-stage leadership experiences and light-touch career exploration that can provide students with the confidence and curiosity to embrace future transitions.

## **2. Review**

This policy will be subject to annual review by Head of Careers in conjunction with the Deputy Head Academic, Prep School, or as need arises.

## **3. Requirements**

The Head of Careers, tutors and Head of College help students and parents, by discussing their concerns about career and educational choices. We assist individual students in identifying their uniqueness and clarifying their aspirations in the areas of education, career, and life. In practice, this involves:

- Students have the opportunity to participate in individual sessions, during which we conduct a personalised analysis of their thoughts, feelings, and choices. These sessions help us evaluate

their interests and strengths more effectively.

- Students are made aware of the new and diverse career options available worldwide to get a great start in their professional lives.
- These sessions empower the students to have a deeper perspective and a sense of career self-awareness. It provides essential support and boosts the morale of a student and builds their motivational level.
- In addition to this, students are also guided on possible destinations and through the application process and to determine next steps related to the admission process.

**Career Fairs:** Students are given the opportunity to meet universities from different countries through a series of annual fairs. These events take place within school and online. 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 along with their entry requirements, admission process, etc.

**Individual Career Counselling:** One-on-one sessions offered by the student's tutor and then followed up by the Head of College and the Head of Careers to help students in creating and implementing their own career plans and in developing a greater sense of self-awareness relevant to the career development process. This also includes support for personal essays, support when required for the application forms and assisting to ensure all necessary documentation and additional (external) tests required for the application is complete. Students check in with these members of staff regularly through the academic year.

**Career-related Workshops:** Throughout the academic year, the school arranges a range of workshops to equip students with the needed skills and to prepare them for higher education. These workshops are built into the school curriculum for Careers, PSHE and the tutor programme. These may include provision of information and/or appropriate written or digital resources to groups or individuals in situations such as:

- The A Level subject choices ('Informed Choices') series during Enrichment days
- Work Experience preparation
- University application procedures UCAS (UK), the OUAC and EPBC (Canada) as well as the Common App and Coalition App (USA) among others. This includes insight into admission processes and criteria from a university perspective as well as setting up preparation for university interviews where required
- Building up an awareness of transferrable professional skills learnt through academic and co-curricular activities as well as development of a CV
- Preparing for university entry exams such as SAT, ACT, UCAT, IELTS etc.

**University Preparation**– Different universities visit the school to orient students about their universities, the courses and service offered by them. Also, information about eligibility criteria, entrance exams, expenditure and time of application is given to students.

**Enrichment day-** All students will be given the opportunity to participate in one or more careers sessions, where visitors present to students about their jobs, careers, pathways and personal experiences.

**Careers Afternoon-** University representatives will speak to students about an individual university and the programmes offered. This will mainly take place over the lunch break (working lunch).

**Careers Expo** – Parents are given the opportunity to speak to students during the Friday VISO afternoon and share their knowledge and experience on their professions.

**Community service/ Work Experience:** Students are involved in a variety of activities which enable them to get an overview of working in a professional environment such as:

- A structured Work Experience Programme for Year 10s and 12s
- Organising School events
- Volunteering at local organisations
- Peer mentoring
- Participation in co-curricular activities such as the Model United Nations, community service, internships, student essay competitions, Law Society debates etc.

These and many other similar activities are also highly encouraged, where they have the opportunity to hone their interpersonal skills and to put to good use.

**In-house Support** – Students are assisted in their application for UCAS, OUAC, Common Application, etc. Personal statements and essay drafts done by the students go through a process of reviewing and proof-reading by tutors and the Head of Careers to ensure that the documents portray the most accurate representation of each individual student.

### **In the Preparatory School:**

In Years 7 and 8, careers and leadership development are embedded into the wider curriculum and co-curricular life of the school through the following approaches:

- **Leadership Opportunities:** Pupils may take on structured leadership roles such as prefect (Year 8), committee member (Year 5-8), Good Citizen (Year 8) or be part of the Junior Council (Year 2-4). These positions help develop core skills such as communication, responsibility, and teamwork.
- **Self-Discovery Activities:** Pupils engage in reflective exercises such as strengths journals, interest inventories, and goal-setting activities that build self-awareness and lay the groundwork for future career discussions.
- **Exposure to Future Pathways:** Pupils may participate in introductory sessions or events where they interact with older students or staff who share experiences of subject choices, leadership journeys, and career insights.

- **Mentoring and Peer Learning:** Opportunities are provided for informal mentoring between Year 8 and older students, helping to foster a sense of belonging and a greater understanding of future academic pathways.
- **Enrichment Days and Career Awareness Activities:** Events such as Career Curiosity Days, themed assemblies, or visiting speakers introduce the world of work in an engaging and exploratory manner, without the pressure of decision-making.

#### **4. Student entitlement**

All students in Years 9 to 13 at St Andrew's School 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 providers about the opportunities they offer, including technical education and university courses of a more vocational nature
- Understand how to make applications for the full range of academic and technical courses

These opportunities are made possible during Head of Year assembly, during 'Enrichment days' or 'Taster' days as well as other occasional situations where the timetable is collapsed for specific events (the Year 12 Life Skills Programme where the students are enlightened on university choices and allowed to meet various university representatives online).

Pupils in Years 7 and 8 are entitled to:

- Develop a positive and proactive mindset toward personal growth and future planning.
- Gain confidence in expressing their interests and aspirations.
- Build the interpersonal and organisational skills needed for more formal leadership and career planning in later years.
- Transition into Year 9 with a clearer understanding of the opportunities ahead and a stronger sense of identity and purpose.

This early provision ensures that career-related learning is not viewed as a standalone stage, but rather as a continuous and age-appropriate journey that evolves throughout a student's time at St Andrew's.

#### **5. Management of provider access requests**

##### **5.1 Procedure**

All university officers/representatives and education providers are in constant communication with the Careers' Support Team. In order for the providers to visit the school, they should have made prior

contact with the team. They then will have to confirm their visit one day before. Then in turn, the team will inform the main gate prior to their arrival.

A provider wishing to request access should contact:

- Ms. Carol Nyagah, Head of Sixth Form College Email [carol.nyagah@turimail.co.ke](mailto:carol.nyagah@turimail.co.ke)
- Mr. Mike Field, Head of Careers Email: [mike.field@turimail.co.ke](mailto:mike.field@turimail.co.ke)

## 5.2 Nature of access

- In keeping with School safeguarding policies, all physical contact between external providers and School must take place in the presence of a member of staff from the School (preferably a member of the Careers Team). A list of university representatives and their email addresses is sent to the Head of Careers prior to the event and the same is verified by the security team at the point of entry into the school
- For both in-person and virtual events, the students should not be filmed or photographed nor should their images be captured or shared unless this is done by the School's Marketing office or an appropriate appointed representative of the school
- At no point should students be asked to/persuaded to provide their phone numbers. All contact with higher education institutions or any agencies must be carried out primarily through the student's school email account.

## 5.3 Opportunities for access

Our careers programme offers an opportunity for internal and external speakers to connect with students and/or their parents/guardians:

	Christmas Term	Easter Term	Trinity Term
Year 7		Reflect on your interests	Explore Dream jobs
Year 8	Mentoring with Year 10 pupils Self-discovery activities	Learn to manage your money Entrepreneurs	Career Curiosity Day
Year 9		IGCSE options events including at VISO 3 Enrichment Day 2 Enrichment Day 3	Subject selection for IGCSE
Year 10	Careers Programme in tutor time	Work Experience presentation(s)	Work Experience presentation(s) Community service Work Experience Programme (in

	Career options information	Enrichment Day 2	the first week of the holiday)
<b>Year 11</b>	A Level subjects 'Informed Choices' University Fair (s) Enrichment Day 1	University Fair AS Taster Day AS options presentation to students and parents by Head of College	IGCSE Exams
<b>Year 12</b>	University Fair(s) 'Introduction to Higher Education' workshops Community service Work Experience preparation Peer mentoring	University application workshops Enrichment Day 3 Work Experience preparation Peer mentoring AS Mock Exams	AS Level Exams Life Skills Programme (including career exploration, university application seminars, work experience preparation) Work Experience Programme (in the first fortnight of the holiday)
<b>Year 13</b>	University Fair(s) University applications University entrance tests and interviews Community service Peer mentoring Enrichment Day 1	University Fair(s) University applications 'Preparation for university' series Mock Exams Enrichment Day 3	Graduation ceremony Presentation on next steps (student visas, UCAS Clearing etc.) A Level exams

#### **5.4 Granting and refusing access**

It is mandatory for students to access the Career Counselling Support from Year 9 to Year 13. Activities for the mentioned years to the university courses, entry requirements, various fairs and presentations will be conducted primarily for Key Stage 4 and Sixth Form students, with some access for Year 9 students where necessary.

#### **5.5 Safeguarding**

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

### **6. Links to other School policies**

Due consideration in formulating this policy is given to important aspects of the School's overall guidance and policies, including the following:

- Safeguarding/child protection policy
- Health and Safety policy
- Curriculum policy

#### **5. Monitoring arrangements**

The school's arrangements for managing the access to education and training providers to students is monitored by the Head of Sixth Form annually.

#### **6. Gatsby benchmarks**

The School plans to meet the Gatsby benchmarks for good practice in the Careers Guidance field and we use this as an evaluative framework as part of our SEF.

*(a) **A stable careers programme-** Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, parents, teachers, governors and employers.*

*(b) **Learning from career and labour market information-** Every pupil, 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.*

*(c) **Addressing the needs of each pupil-** Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout.*

*(d) **Linking curriculum learning to careers-** All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.*

*(e) **Encounters with employers and employees-** Every pupil 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.*

**(f) Experiences of workplaces-** *Every pupil 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.*

**(g) Encounters with further and higher education-** *All pupils 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.*

**(i) Personal guidance-** *Every pupil should have opportunities for guidance interviews with a career 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 pupils but should be timed to meet their individual needs.*