



مدرسة جيمس متروبول الواحة  
GEMS Metropole School  
AL WAHA

# GEMS Metropole Al Waha Secondary Careers Curriculum Handbook

2025 -2027



## MISSION

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Lead, nurture and succeed.

## VISION

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A sustainable and inclusive community hub, nurturing future leaders.

*Nurturing*  
LEADERSHIP

## Introduction

At GEMS Metropole School, Al Waha, we believe that every student's journey should be one of discovery, aspiration, and purpose. Our Careers Education, Information, Advice and Guidance (*CEIAG*) programme is designed to empower learners across all phases of secondary education to make informed, confident, and ambitious choices about their future. Grounded in the Gatsby Benchmarks of Good Career Guidance, our approach provides a stable, structured, and fully embedded programme that connects curriculum learning with real-world experiences and future pathways.

### Our Careers Framework

In line with our British curriculum model, our careers programme draws inspiration from the Career Development Institute (CDI) Framework and the Gatsby Benchmarks, whilst written in the truly global context of a UAE-based school. This ensures that all students:

- Access a **stable careers programme** that evolves with their needs.
- Learn from high-quality **career and labour market information** to make informed decisions.
- Receive **personalised guidance** and support that recognises their individual strengths, aspirations, and challenges.
- Understand how their classroom learning connects to meaningful **career pathways**, especially in areas such as **STEM, business, and creative industries**.
- Benefit from multiple **employer encounters, university visits, and workplace experiences** across the academic year.

Furthermore, we are proud to align our planning with the national expectations outlined in the *Careers Programme of Study (2022)* adapted to suit the aspirations of our learners and the UAE context.

### Unifrog: Your Personal Careers Platform

Central to our careers strategy is **Unifrog**, a world-class digital platform used across all secondary phases at MTW. Unifrog enables students to:

- Explore global career profiles, university courses, and apprenticeship opportunities.
- Track their achievements, skills, and reflections throughout their secondary journey.
- Complete guided activities that align directly with the Gatsby Benchmarks, helping them plan meaningful next steps and build strong digital portfolios.

Weekly tutor-time check-ins and PSHE sessions ensure that every student is confident in using Unifrog to set targets, research pathways, and reflect on their evolving interests.



## Careers in Action at MTW

### Careers Education in Years 7–9 (Key Stage 3)

The foundation for career readiness begins early. In **Years 7 to 9**, our students embark on a structured journey of self-discovery and exploration. Through **PSHE, curriculum integration**, and **Unifrog activities**, students begin to understand their strengths, values, and the wide range of opportunities available to them.

Throughout Key Stage 3, our programme focuses on:

- **Exploration and awareness:** students learn about different industries, emerging technologies, and global career trends.
- **Skills for success:** emphasis on teamwork, communication, creativity, and problem-solving across subjects.
- **Employer encounters:** at least one meaningful encounter each year through visiting speakers, enterprise events, or work shadowing experiences.
- **Decision-making and reflection:** guided support on selecting GCSE / IGCSE and vocational pathway options that align with students' long-term goals and interests.
- **Inspiration and aspiration:** building confidence and ambition through exposure to positive role models and real-world examples of success.

By the end of Year 9, every student will have developed a strong sense of self-awareness, an understanding of labour market expectations, and a foundation for making informed choices as they transition into Key Stage 4.

### Careers Education in Years 10–11 (Key Stage 4)

In **Year 10**, our structured careers plan includes:

- **Monthly Career Talks** with professionals from diverse industries.
- **University Visits** across the UAE to explore higher education opportunities.
- **Individual Guidance Meetings** with our Careers and Futures Advisor.
- **Curriculum-integrated careers links**, with all subjects highlighting their relevance to future pathways.
- A bespoke **6–7 week Careers Programme as part of curriculum time** designed to meet the Gatsby Benchmarks and build core employability skills.

This holistic approach ensures that every student can see a clear line of sight between their learning today and the opportunities of tomorrow.

At GEMS Metropole Al Waha, we prepare learners not only for their next educational step but for life beyond school, equipped with curiosity, resilience, and purpose

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## What are the GATSBY Benchmarks?

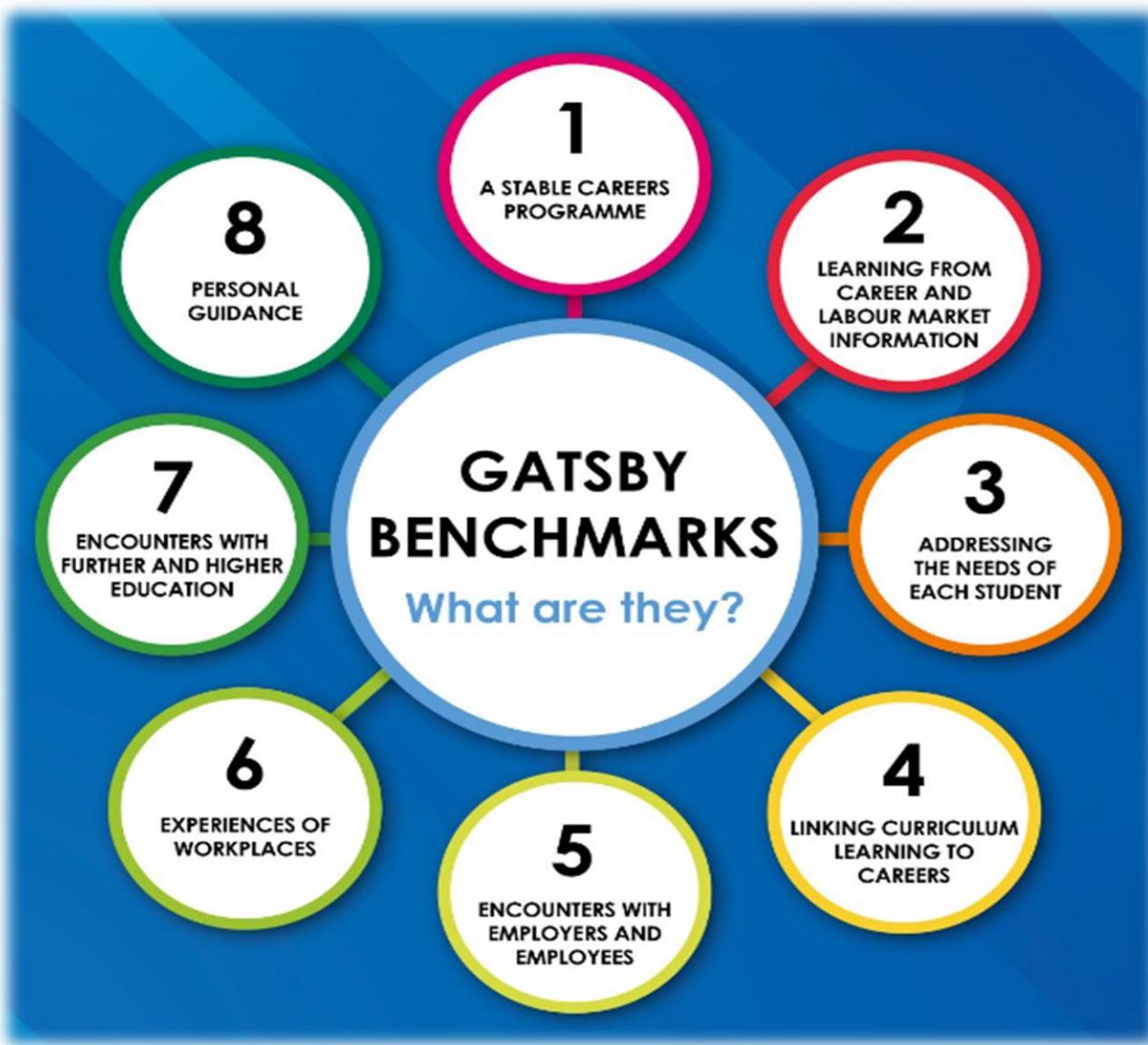
Developed through extensive research by the **Gatsby Foundation** in the UK, these benchmarks form the **international gold standard** for delivering meaningful, high-quality careers education. They ensure that every student receives consistent, impartial and effective guidance as they prepare for life beyond school.

### The Eight Gatsby Benchmarks

1. **A Stable Careers Programme:** Every school should have a structured, planned and regularly evaluated careers programme that is shared with students, parents, teachers, and employers. At MTW, our careers journey is mapped across all year groups and reviewed annually to ensure maximum impact.
2. **Learning from Career and Labour Market Information:** Students and families should have access to accurate and up-to-date information about future study options and labour market trends. *Through Unifrog, our digital careers platform, students explore pathways linked to real-world data and opportunities.*
3. **Addressing the Needs of Each Pupil:** Careers education must recognise the diverse backgrounds, aspirations, and needs of every learner. *We ensure personalised support through one-to-one guidance, mentoring, and tailored action planning.*
4. **Linking Curriculum Learning to Careers:** Teachers help students connect their subjects to future career pathways and skills for employment. *Our curriculum embeds careers learning in every subject, showing the relevance of classroom knowledge to the wider world.*
5. **Encounters with Employers and Employees:** Students should have opportunities to meet and learn from professionals across different industries. *We host monthly Career Talks, industry panels, and work-related learning experiences.*
6. **Experiences of Workplaces:** Hands-on experience helps students understand the workplace environment and expectations. *Our partnerships with leading UAE employers provide opportunities for workplace visits, internships, and shadowing.*
7. **Encounters with Further and Higher Education:** Students need exposure to the full range of learning opportunities available post-16 and post-18. *University visits, international fairs, and guest sessions from higher education institutions are integral to our programme.*



8. **Personal Guidance:** Every student should receive impartial and personalised advice from a qualified careers professional. *Our Careers Advisor, Ms. Priscilla Mathew, provides individualised guidance to help each student define their future goals.*

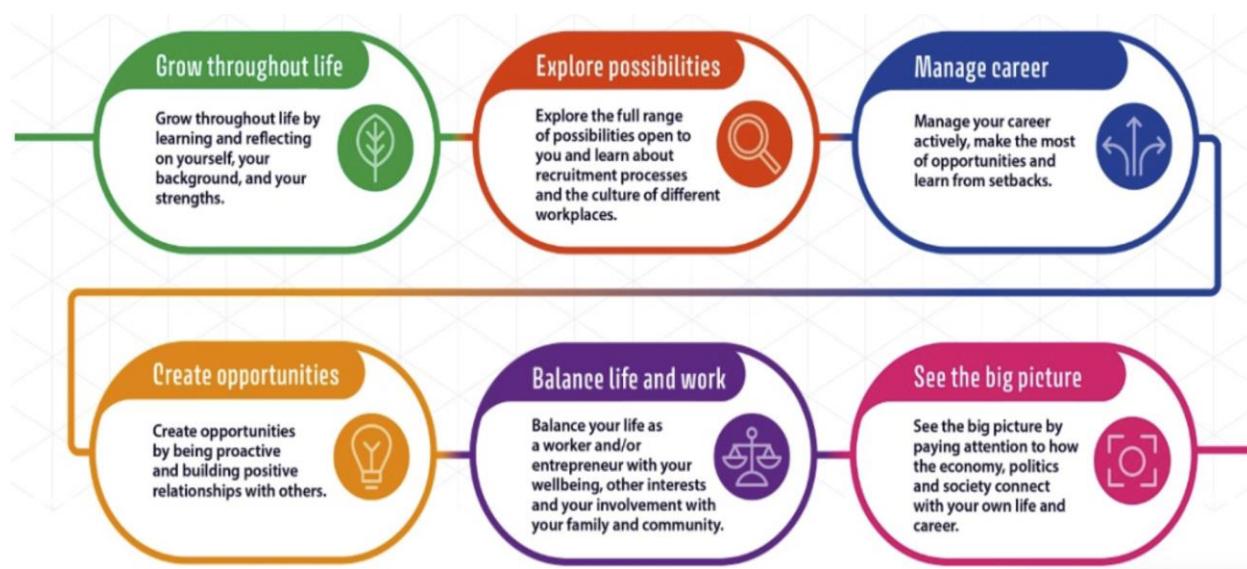


## Our goals and termly strategy

Throughout the academic year, students will focus on **six key skills** designed to prepare them for life beyond school. Each half-term, one skill becomes the central theme, guiding the tutor-time curriculum, core intervention programmes, and careers education focus.

These skills underpin our commitment to nurturing confident, resilient, and employable learners, young people who can thrive in any pathway they choose, from university study to entrepreneurship or industry.

By engaging in projects, reflections, and career-linked activities, students will develop both personal and professional competencies that align with the GEMS Metropole Al Waha ethos and the Gatsby Benchmarks. This structured approach ensures every learner leaves with the knowledge, behaviours, and mindset to **“Be a GEM”** and shine in the future.



## Key Stage 3 (Years 7-9)

### In year priorities

| Year Group | Contents   |
|------------|--|
| Year 7     | Unifrog introduction (KS3) and 1 employer/workplace encounter  |
| Year 8     | Unifrog continuation (KS3) and 1 employer/workplace encounter and 1 further education/apprenticeship /encounter  |
| Year 9     | Unifrog continuation (KS3) and 1 employer/workplace encounter and 1 further education/apprenticeship encounter. In addition, Careers guidance will form part of the symposium and YR9 into YR10 transition process as guided by Deputy Head and Head of Year |

## Key Stage 3 (Years 7-9) – Curriculum Map

| Learning area                                       | Year 7<br>Suggested Learning Aims  | Year 8<br>Suggested Learning Aims   | Year 9<br>Suggested Learning Aims   |
|---|--|---|---|
| <b>Term 1.1</b><br><br><i>Grow throughout life</i>  | Students learn to recognise sources of help and respond positively to feedback. They begin to understand that learning, skills, and qualifications are key to their future. They are encouraged to challenge themselves, try new experiences, and record achievements while reflecting on their heritage and values. | Students continue to develop self-awareness by exploring their strengths, areas for growth, and the importance of effort. They reflect on feedback, set personal goals, and learn how perseverance supports success in both learning and life.    | Students consolidate their understanding of personal development by tracking progress and achievements. They explore how identity, values, and personal choices shape career decisions and begin to build confidence in presenting themselves positively.             |
| <b>Term 1.2</b><br><br><i>Explore possibilities</i> | Students explore a range of jobs and understand that many careers require learning and qualifications. They are introduced to pathways such as university, college, and apprenticeships and begin to see how interests link to future opportunities.   | Students deepen their awareness of career pathways and industries, identifying key sources of labour market information. They begin to understand how skills connect to job roles and consider different ways employers recruit and select staff. | Students build on their understanding of the job market by exploring sectors in detail. They analyse how education, experience, and personal attributes influence employability and start to research potential career routes of interest.<br><br><b>(Transition)</b> |

|   |   |   |  |
|---|---|---|--|
| <b>Term 2.1</b><br><br><b>Manage Career</b>         | <p>Students begin looking ahead to their future, recognising that a career is a journey through life, learning, and work. They learn that different careers bring challenges and rewards and practice imagining their own future possibilities.</p> | <p>Students explore decision-making and transitions, considering how choices affect their career journey. They learn strategies for managing change and understand how resilience helps them handle challenges and setbacks.</p>                          | <p>Students actively prepare for the next stage of their education by reviewing subject choices and their impact on future goals. They learn how to adapt to change, reflect on progress, and set realistic yet aspirational career objectives.</p> <p style="text-align: center;"><b>(Transition)</b></p> |
| <b>Term 2.2</b><br><br><b>Create opportunities</b>  | <p>Students learn about friendship, teamwork, and the value of taking initiative in learning and life. They begin to identify role models and recognise the importance of communication and leadership.</p>   | <p>Students develop interpersonal and communication skills to help them create opportunities in school and beyond. They learn to express their aspirations, show initiative, and understand how creativity and problem-solving contribute to success.</p> | <p>Students explore entrepreneurial thinking, leadership, and self-employment. They understand that being adaptable, proactive, and imaginative can help them create new opportunities and positively influence their future pathways.</p> <p style="text-align: center;"><b>(Transition)</b></p>          |
| <b>Term 3.1</b><br><br><b>Balance life and work</b> | <p>Students learn about work-life balance and its link to wellbeing. They develop awareness of money and the need for financial responsibility, as well as understanding how they contribute to their family and community.</p>                     | <p>Students explore the connections between personal wellbeing, family, community, and work. They discuss rights and responsibilities in society and consider how values influence life choices.</p>  | <p>Students examine how balancing different life roles impacts personal and professional success. They reflect on financial planning, wellbeing, and equality, recognising and challenging prejudice, stereotypes, and discrimination in the workplace.</p>  |
| <b>Term 3.2</b><br><br><b>See the big picture</b>   | <p>Students become aware of how different information sources and media shape understanding of careers. They begin to explore how the economy and environment connect to future work opportunities.</p>   | <p>Students investigate labour market trends, including how technology and global events affect careers. They start to understand how personal choices can contribute positively to society and the environment.</p>                                      | <p>Students analyse how global, political, economic, and environmental factors influence careers. They consider how their future choices can make a difference within their community, society, and the wider world.</p>   |

## Key Stage 4 (Years 10-11) – Curriculum Map

| Learning area                                       | Year 10<br>Suggested Learning Aims  | Year 11<br>Suggested Learning Aims   |
|---|---|--|
| <b>Term 1.1</b><br><br><i>Grow throughout life</i>  | <p>Students learn to respond positively to feedback and recognise the importance of seeking help and support. They are encouraged to engage actively in their learning, challenge themselves, and take pride in their achievements. Students reflect on their strengths, heritage, and values while considering which learning pathways best suit their future goals.</p> | <p>Students demonstrate increasing independence in managing their learning and personal development. They review feedback constructively, refine their goals, and take purposeful action toward achieving strong outcomes. They consolidate their understanding of how personal identity, motivation, and resilience shape their post-16 and long-term career plans.</p> <p><b>(Transition – Sixth form options)</b></p>     |
| <b>Term 1.2</b><br><br><i>Explore possibilities</i> | <p>Students begin researching the labour market and education system, exploring which careers, roles, and sectors align with their interests and aspirations. They learn about different pathways such as A Levels, BTEC, apprenticeships, and university study, and consider the skills and qualifications required for success.</p> <p><b>(Unifrog launch)</b></p>      | <p>Students apply research skills to refine their understanding of future pathways. They investigate specific career routes, entry requirements, and workplace expectations. They gain insight into recruitment processes, interview preparation, and how to make themselves stand out when applying for opportunities.</p> <p><b>(Transition – Sixth form options)</b></p>  |
| <b>Term 2.1</b><br><br><i>Manage Career</i>         | <p>Students develop confidence in talking about career as a lifelong journey, identifying their ambitions and mapping the steps to achieve them. They reflect on the risks and rewards associated with different routes, stay motivated toward GCSE success, and begin forming a clear post-16 action plan.</p>   | <p>Students take ownership of their career management process by finalising post-16 decisions and preparing applications for colleges, sixth forms, or apprenticeships. They demonstrate resilience, self-belief, and adaptability, learning how to manage challenges and setbacks positively as part of personal growth.</p> <p><b>(Transition – Sixth form options)</b></p>  |
| <b>Term 2.2</b><br><br><i>Create opportunities</i>  | <p>Students explore how relationships, networking, and teamwork influence career success. They take initiative in shaping their own career journey, reflecting on leadership, communication, and the role of creativity in creating opportunities. Entrepreneurial thinking and self-employment are introduced as alternative career pathways.</p>                        | <p>Students actively pursue opportunities through work experience, volunteering, or enterprise activities. They take responsibility for shaping their own career story, refine communication skills, and advocate for themselves and others. They evaluate the qualities of effective leaders and explore entrepreneurship as a pathway for innovation and independence.</p> <p><b>(Transition – Sixth form options)</b></p> |
| <b>Term 3.1</b><br><br><i>Balance life and work</i> | <p>Students reflect on the importance of wellbeing, both physical and mental, and its role in achieving balance between life and work. They begin to understand how financial choices, family commitments, and social responsibilities influence career decisions and lifestyle.</p>  | <p>Students evaluate how personal values, financial planning, and wellbeing affect future career and life choices. They consider rights and responsibilities in the workplace and society, and explore how they can challenge prejudice, stereotyping, and discrimination to create fair, inclusive environments.</p>  |



|   |  |   |
|---|--|---|
|   |  | <b>(Transition – Sixth form options)</b>  |
| <b>Term 3.2</b><br><br><i>See the big picture</i> | Students explore how global and local factors influence work, including trends in technology, science, and environmental change. They examine how career connects to society and community, recognising their potential impact on the wider world. | Students evaluate multiple perspectives on global employment trends and technological innovation. They explore the links between career, sustainability, and social responsibility, understanding how their choices can contribute positively to the environment, economy, and community.<br><br><b>(Transition – Sixth form options)</b> |