



Careers Education Information & Guidance Policy

Lead Person:	Director of post-16 Studies & Personal Development
Governing Body Committee:	Resources, Staff and Pay
Required by:	Governing Body
Review:	Annually

Rationale and Commitment

It is the purpose of careers education, information, advice and guidance (CEIAG) at The Crypt School to provide all of its learners with an understanding of the world of work and equip them with the skills and knowledge to lead fulfilling personal and working lives and thrive and succeed, wherever their talents take them.

Young people are best prepared for their future roles in life, learning and work when they have a full understanding of the opportunities available to them and the pathways which are open to achieving their aspirations. They also require a range of skills in decision making and managing change within an increasingly competitive and fast changing world and which are representative and truly insightful of the modern workplace. Irrespective of race, gender, disability, sexual orientation or social circumstance young people at The Crypt School can expect an equal entitlement to high quality careers education, information, advice and guidance.

As a selective fully co-educational school we aim to inspire and provide a learning and social experience which reflects our founders' vision for academic rigour within a caring and nurturing environment. We promote and share high aspirations for our learners and will support them to make decisions in work and learning which are right for them, motivate and support their development and are appropriate to their achievements and capabilities.

The Crypt School is committed to achieving the eight benchmarks (see appendix, The Gatsby Benchmarks) of excellence in careers guidance identified by the Gatsby Foundation in its publication 'Good Career Guidance' supported by the Careers & Enterprise Company and endorsed by Government in statutory guidance to schools. This policy also therefore

embraces the responsibilities outlined in the Department of Education publication 'Careers guidance and access for education and training providers', May 2025. Our programme and policy also take full account of the 'Career Development Framework for careers, employability and enterprise education' developed by the Careers Development Institute (CDI).

The Programme of Careers Advice Information and Guidance can be found on the school website <https://cryptschool.org/student-life-and-personal-development/careers-advice-information-and-guidance/> and aims to provide our students with the knowledge, inspiration and ability to take ownership of their own career action plans which will enable them to succeed in their chosen career paths.

Aims

We commit to provide a planned programme of activities which will enable our learners to:

- confidently choose pathways through work, life and learning
- develop and sustain employability
- understand and prepare for the modern workplace
- manage change and uncertainty
- achieve personal and economic wellbeing throughout their lives.

The CEIAG programme at The Crypt school aims:-

- To inspire young people and provide the very best careers guidance throughout our students' school journey, starting from Y6 transition events through to Y13 choices to enable them to make well informed decisions, with developed plans, to achieve their career aspirations and improve social mobility
- To encourage all students to recognise and value their own skills and abilities and to appreciate their relationships with, and responsibilities towards, other people, the community and environment. (Gatsby Benchmark 1)
- To develop the skills which will help them to make informed and realistic choices for their future by linking curriculum learning to careers (Gatsby Benchmark 4)
- To enable students and parents to be aware of the alternatives and opportunities open to them at different stages of their life and to raise aspirations (Gatsby Benchmark 3 and 7)
- To develop the skills, including communication and confidence that will be needed in new roles and situations.
- To encourage understanding and experience of the world of work through work-place visits and enterprise activities (Gatsby Benchmark 5 and 6)
- To promote equality of opportunity in respect of the protected characteristics of The Equality Act 2010 including age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership, and pregnancy and maternity. To challenge stereotypical thinking and raise aspirations (Gatsby Benchmark 3)
- To encourage students to investigate career opportunities both locally and nationally using information about career paths and the labour market and through direct

experience of the world of work, work related learning and enterprise activities (Gatsby Benchmark 2)

- To encourage students to implement their career plans by providing personal guidance with a Careers Adviser. To review and evaluate in order to make improved decisions and manage the transition processes effectively (Gatsby Benchmark 8)
- Have the opportunity for at least one meaningful encounter with an employer every year from the age of 11
- Have a meaningful encounter with a provider of different learning opportunities (academic and vocational route and learning in schools, colleges, university and the workplace). This will entail at least one meaningful encounter by the age of 16 and one further encounter for those in Post 16 considering applying for university.
- Have at least one experience of a workplace either through work experience or a work-place visit by the age of 16 plus one further such experience by the age of 18 (additional to any PT jobs)
- Have knowledge of the various pathways available to them at the age of 16 years and 18 years.

Roles and Responsibilities

Programme delivery will be assisted by the following members of staff and their roles:

Senior Leadership Team

Careers Leader

Careers Advisor

Teachers to link careers in the curriculum

Associate member of SLT for personal education development: responsible for the design of a scheme of work.

PSHE/Personal Development teachers: teaching of programme elements including careers.

Heads of Year/Form tutors: to monitor learner IAG needs and assist in evaluation of impact

Competitive Courses Coordinator: A dedicated tutor will lead in the support of identified learners to raise and maintain high aspirations towards competitive pathways appropriate to them.

Sixth Form Administrators: Provide administrative support for key events, communication with students and tutors and contribute to maintenance of noticeboards in the Sixth Form.

Finance Manager: Provide support to monitor and manage a dedicated careers budget.

School Secretary: provide administrative support for the arrangement of individual student interviews.

Personal Development Student Parliament

School Governor

Accountability

Final responsibility for the programme remains with the Head teacher, Governors and School Leadership Team. However, implementation of this policy is primarily the responsibility of the designated Careers Leader.

The Director of Post 16 Education and Personal Development will provide strategic oversight to ensure compliance with statutory requirements, monitoring and evaluation in order to ensure it meets learner and other stakeholder needs based on the Gatsby benchmarks. This includes evaluation to ensure guidance is provided in the best interests of learners by a qualified, impartial, professionally qualified Careers Adviser.

Learner Entitlement (see Appendix)

The specific elements of our Careers offer to learners at The Crypt School are described in the Appendix to this document entitled Learner Careers Entitlement and expressed as expected learning outcomes which broadly aim to provide self-awareness, career exploration and career management.

Implementation

Careers Education

Careers Education will be delivered as follows:

- Personal Educational Development lessons - one to three lessons per fortnight per year in Years 7 – 13 with a focus of helping students to develop an understanding of their own and others' strengths, limitations, abilities, potential, personal qualities, needs, attitudes and values. In addition helping young people investigate opportunities for further learning and employment, make decisions and manage transitions across key stages and ensure that, wherever possible, all young people leave the school with employment, further education or training (Gatsby 1, 2)
- Career sector assemblies/ talks led by local / national public and private sector employers (Gatsby 5,7)
- Information on Apprenticeships, Traineeships, FE, HE, T levels and UTC's via assemblies/ Personal Development lessons
- Drop-down Career/ Personal Development Days (8 and 10), incorporating Enterprise activities to develop employability skills (Gatsby 2, 3, 4, 5, 8)
- Encounters with further and higher education (Gatsby 7)
- Motivational speakers, including former students and others to provide a rich diversity of role models (Gatsby 2, 3, 5, 7)
- Use of Unifrog across all year groups (7 to 13) to help informed decision making and to record in and out of school activities and skills development (Gatsby 1, 2, 4)
- Focused Careers Day/s where all teachers focus their lessons on Careers that studying their subject could lead to and LMI data (Gatsby 2, 4)
- Parents evenings (Y9/11,12) (Gatsby 2)
- Work experience (Y12) (Gatsby 6)
- Experience of Work (Y10)
- Linking curriculum learning to careers wherever possible (Gatsby 4)
- 1 -1 focused Career interview (Y11/13). All students receive at least one careers interview with our qualified Careers Advisor during KS4 and additional intervention strategies are introduced for those students. Post 16 will also get the opportunity for a

further interview. Our Careers Advisor is central to providing guidance to students on routes beyond school and those students who are unsure of their destination after Year 11 are given further support in groups or as individuals to provide the best possible guidance. Potential NEET students in Y11 and Year 13 supported (Gatsby 3,8).

Advice and Guidance

We will encourage guidance at the point of need. Individual guidance interviews are available through tutor and student self-referral and conducted with a Level 6 or higher qualified Careers Adviser/Careers Leader directly employed by the school. Guidance will be delivered impartially and in the best interest of learners with the commitment to provide the full spectrum of options which are open to the young person. This will be supplemented with access to suitably qualified staff from external providers with due regard to the usual safeguarding arrangements.

Careers Information

The Careers Leader and Careers Adviser will work in partnership with the school to ensure;

- occupational information for competitive sectors (e.g. medicine, law, veterinary science)
- students can effectively use resources to meet individual needs
- Introduction to resources from Year 7 and refreshed at key transition points (9, 11, 12)
- Careers events and opportunities will be published in weekly bulletins.
- The Careers Leader will lead responsible use of school social media.
- Arrange acquisition of suitable careers software and training for students and staff
- Careers information includes diverse role models who inspire and challenge stereotypical assumptions.

World of Work Understanding

The Crypt School is committed to achievement of the Gatsby benchmarks which include meaningful encounters with employers and employees. We will ensure opportunities within the programme for each year group including an annual Careers Convention, regular visiting speakers from a diverse range of backgrounds and experiences and employer involvement in mentoring and enterprise activities with assistance from the Careers & Enterprise Company (CEC). In addition, we will seek where possible and practical to provide our learners with experience of the workplace which provide a real insight into the modern world of work. We will encourage work experience/shadowing with learners and year groups agreed as appropriate with senior leadership team and subject to consent and risk assessment. Supervised workplace visits will also be encouraged to assist curriculum learning where this is possible in pursuit of the Gatsby benchmarks.

Other Internal and External Links

Other than those already described The Crypt School will collaborate with a range of other partners including a rich and diverse portfolio of business relationships with the long-term aim of cultivating partnerships with employers across a range of industries within Gloucestershire. We will also develop partnerships with the Local Authority (or its appointed agents), other Education-Business organisations, and Job Centre Plus where their involvement will support positive learner outcomes into work and learning. The School is now also part of the Glos Careers Hub. Close liaison will also be maintained with partners internally and externally to support the transitions of young people subject to an Education Health and Care Plan (EHCP) as well as Children in Care. We have also established an Alumni Network of former students to help develop deeper partnerships with business to foster new opportunities for students across our year groups.

Monitoring, Review and Evaluation

Review will be supported annually by the Senior Leadership Team and be accompanied by a report to governors in Term 6. Evaluation will take place regularly by a number of means and include reference to existing stakeholder channels. This will include Student Voice and teaching staff and extend to all year groups. Specific events supported by external providers will also involve evaluation which will be shared to inform future planning. Opportunities will be regularly exploited to seek parent/carer views including consultation events and the formation of a focus group to meet annually. The process required to gain and maintain the Quality in Careers Standard will also contribute to all aspects of monitoring, review and evaluation.

Training and CPD

Staff training needs are identified annually in conjunction with the Senior Leadership Team and supported by a termly programme of INSET events which may include components directly related to the Careers, PSHE and the Personal Education Development curriculum. We will look to invite business leaders and other speakers from careers advisers to these events in order to provide practical insights for staff. All staff responsible for delivery of elements of the programme are encouraged to participate and may provide appropriate peer support on themes and topics which improve knowledge and understanding. e.g degree apprenticeships, student finance.

Reviewed: January 2026

Approved by Full Board of Trustees: February 2026

Next Review: January 2027

Appendix - Learner Careers Entitlement

The Crypt School seeks to ensure all our learners, irrespective of gender, disability, sexual orientation, ethnicity, and social background, receive the maximum support possible to make informed decisions concerning future choices of work and learning. This document outlines for you and your parents/carers what to expect from our programme of careers education and guidance. It summarises at each Key Stage what we expect you to learn and experience to help you gain the skills, knowledge and understanding you will need to be successful in future work and learning.

Key Stage 3

By the end of Key Stage 3 (Years 7, 8 and 9) you should be able to:

- Understand what is meant by skills and qualities and know how you can improve and apply them to choices in work and learning.
- Know about job families and a range of occupations within each by job title and description.
- Understand what is meant by the labour market, how it changes and affects future choices.
- Select and use a range of printed and online resources to help you research opportunities in work and learning for the future.
- Understand all about qualification levels and their importance to future choices.
- Identify your subject options for Key Stage 4 and their impact on future pathways.
- Meet employers, training and learning providers including universities.
- Know who can help you with choices including tutors, parents, and Careers Advisers.

In order to achieve these objectives we will support you in Key Stage 3 as follows:

- You will have regular lessons as part of Personal Development to build your self-awareness, increase your knowledge of the world of work, and coach you in decision making skills
- You will be introduced to and instructed in the use of our learning resources which include some online you can access from home via the intranet (Careers Companion, and EClips).
- A dedicated Careers@Crypt noticeboard located on the lower corridor of the school.
- A programme of presentations and lessons to support GCSE option choices in Year 9.
- Access to an annual Careers Convention attended by employers, colleges and universities nationally.
- Assembly presentations from visiting speakers, including virtual talks using Google Meet or Zoom.
- Occasional workplace visits organised within curriculum subject areas by your teachers.
- Access to individual careers interviews with our school Careers Adviser. The Careers Adviser will also attend Consultation and Information evenings without appointment.

Key Stage 4

By the end of Key Stage 4 (Years 10 and 11) you should be able to:

- Identify the full range of post 16 options in further education including apprenticeships.
- Identify reliable sources of opportunity information and undertake careers research to support choices with assistance from the school Careers Adviser and librarian
- Determine a plan for progression beyond Key Stage 4 which is realistic, achievable and underpinned with guidance agreed in an Action Plan.
- Present yourself effectively to employers and others through a range of techniques including interview, CV and application form.

- Identify and develop employability skills to secure, maintain and transition between roles.

In order to achieve these objectives we will support you in Key Stage 4 as follows:

- Ongoing lessons as part of Personal Development with a greater focus on the skills required to make the transition from school to work or learning e.g. interviews, CVs, post 16 choices.
- Attend a specific Information Evening with your parents concerning Sixth Form choices.
- Provide presentations from visiting speakers particularly from industries known for competitive entry e.g. law, accountancy, medicine.
- Access to an annual Careers Convention attended by employers, colleges and universities nationally.
- Assembly presentations from visiting speakers.
- Undertake taster days (Summer School) to experience learning beyond GCSE.
- Access to external events if appropriate (with consent of school and parents).
- A dedicated Careers@Crypt noticeboard located on the upper corridor of the school.
- Access to individual careers interviews with our school Careers Adviser. The Careers Adviser will also attend Consultation and Information evenings without appointment.

Sixth Form

By the end of Years 12 and 13 you should be able to:

- Make an informed decision based on sound knowledge of post 18 options including higher education, apprenticeships and gap year alternatives.
- Complete an effective personal statement to support an application to higher education or an application for an apprenticeship.
- Demonstrate employability through work experience/shadowing.
- Gain a firm insight to a range of career areas, progression pathways and encounter employers and other providers.
- Acquire experience and knowledge to deal competently with common recruitment practices which may include interviews, assessment centres, and occupational testing.

In order to achieve these objectives we will support you in year 12 and 13 as follows:

- Personal Development lessons with an emphasis upon higher education, apprenticeships, and gap year personal development opportunities.
- A structured programme of support with UCAS application procedures including personal statements, student finance, alternatives to traditional higher education.
- Access to individual careers interviews with our school Careers Adviser, regular tutor meetings and group work on selected themes e.g. CVs, career interest guides.
- An Introduction in Year 12 to the Unifrog programme to assist and manage applications.
- Specific support for Oxbridge and other competitive entry applicants including visits.
- Mock interviews to support Employability with business partners.
- Support to undertake work experience/shadowing subject to reasonable limits.
- Access to an annual Careers Convention attended by employers, and universities nationally.
- Attendance to a regional UCAS HE Fair and encouragement to attend other open days.
- A programme of visiting professionals to support enrichment in year 12.
- Notification by noticeboard, social media and email of opportunities.

Appendix- The Gatsby Benchmarks

Benchmark	Summary	Criteria
1 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 and employers.	- Every school should have a stable, structured careers programme that has the explicit backing of the senior management team, and has an identified and appropriately trained person responsible for it. - The careers programme should be published on the school's website in a way that enables pupils, parents, teachers and employers to access and understand it. The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.
2 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 the best use of available information.	- By the age of 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options. - Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.
3 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.	- A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations. - Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions. All pupils should have access to these records to support their career development. - Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations for at least three years after they leave the school.
4 LINKING CURRICULUM LEARNING TO CAREERS	All teachers should link curriculum learning with careers. For example, STEM subject teachers should highlight the relevance of STEM subjects for a wide range of career pathways.	By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers.
5 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 opportunities including visiting speakers, mentoring and enterprise schemes.	Every year, from the age of 11, pupils should participate in at least one meaningful encounter¹ with an employer. ¹ A 'meaningful encounter' is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace.
6 EXPERIENCE 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.	- By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have. - By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.
7 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.	- By the age of 16, every pupil should have had a meaningful encounter² with providers of the full range of learning opportunities, including sixth-forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and pupils. - By the age of 18, all pupils who are considering applying for university should have had at least two visits to universities to meet staff and pupils. ² A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.
8 PERSONAL GUIDANCE	Every pupil should have opportunities for guidance interviews with a Careers 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.	Every pupil should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.