

Work experience policy

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1 Introduction

Experience forms an integral part of the Careers, Education, Information and Guidance (CEIAG) programme at Caroline Chisholm School. It is often very successful in providing a positive sense of direction for students about their future, providing our students with a real insight into the world of work whilst they are still at school, through participating in and/or observing work-related activities in the workplace. We believe it will help our students to appreciate the relevance of their school-based studies.

2 Aims

Our aim is to offer our students a high-quality and meaningful engagement with employers to give students a valuable experience of the work environment and develop their employability skills. We aim to ensure that every student can undertake a work experience placement by the end of Year 11 and at least one further opportunity by the end of Year 13. We aim to fully involve students in this experience by encouraging them to seek their own relevant work experience.

Work experience enables students to:

- Gain an insight into industry, commerce, and business
- Understand the importance of health & safety regulations
- Meet with and talk to people who are working for a living
- Be given the opportunity to develop some of the key skills that employers are looking for in their future employees - communication, the application of number, information technology, problem solving and working with others
- Be helped in making decisions about their future career.

3 Period and timing of work experience

It is our intention that year 10 students will complete a one-week period of work experience (5 school days) and year 12 students will complete a two-week placement (10 school days).

We will ensure that the timing and duration of work experience is set so that the students can achieve maximum benefit from this experience. However, care will be taken to see that this experience is balanced against any disruption to their learning and school life.

4 Work experience procedure

School will provide a comprehensive guide and series of assemblies about work experience so students can be properly prepared and be ready for the challenges of this experience. This will include information about Health and Safety.

Preparation will include support in updating students' curriculum vitae on the Unifrog CV writing tool during PSHE lessons and form time. The parent seminar and student assembly briefing will include reference to the relevance of work-related learning to the curriculum, the supervision of students during work experience, aspects of Health and Safety and the students' rights and responsibilities with respect to all aspects of equal opportunities and how the Unifrog Placement tool will govern this process.

Work Experience placements will be arranged by the students, with the support of their parents, but must conform to the requirements of the 1974 Health and Safety at Work Act. Before a placement takes place, the school needs to be satisfied that the provider is competent to manage health and safety in relation to the placement. This will be conducted via the Unifrog placement tool, with details [here](#). All necessary insurance must be arranged, and reference will be made to the legal department where there are concerns.

The careers leader and performance leader will check that all placements are permitted by law and will check the associated occupational risk attached to the placement. Students should not be asked to work excessively long hours or unnecessarily unsocial hours. When in the workplace, the responsibility for a student's safety is taken on by the employer.

The Performance leader and careers lead will follow-up tutor groups on a rota basis, throughout the winter, autumn, and spring terms; conducting interviews with students who are unable to find a placement or have no ideas, to assist in them in making suitable contacts. Students may approach the Performance leader or careers leader to seek information or advice about previous placements used by the school to generate ideas.

The PSHE / Tutor programme allows for a thorough debriefing session where students will be encouraged to share their experiences and match them to their expectations. The debriefing will link to skills of employability such as further development of their curriculum vitae, the development of sound interpersonal skills and the development of good working practice.

The suitability or otherwise of different work experience placements should be reviewed annually and the findings taken into consideration for the following year. Employers will be requested to give feedback on all placements via the Unifrog Work placement tool.

5 Special educational needs

Where a student has special educational needs, a disability, an illness, or any other condition that might affect his/her wellbeing on work experience, the school will inform the employer of this condition in writing. In each case, permission to disclose this information to the employer will be sought from the parents/guardians of the student concerned.

6 Work experience agreement Form

Parents are fully informed of the purpose of and arrangements for work experience placements. Parents will be required to sign a virtual consent form before the placement can be authorised by the school. Where parents arrange placements, the placement will be treated in exactly the same way as any other in terms of checks – **UNLESS THIS TAKES PLACE OUTSIDE OF SCHOOL TERM.**

7 Student's reporting absence/illness or any problems:

Students are told to telephone the workplace and school if they are going to be absent for any day and are told to contact school if any problems arise. The Performance leader will notify the relevant staff regarding absence or any problems.

8 Work experience workbook and certificate

The aim of the work experience workbook is for students to assess the value of their placement reflecting on the key skills they have developed over one week. The workbook includes a health and safety section, to be completed by the student and employer on the first day, a diary, an employer's report and feedback, personal evaluation, etc. At the end of the work experience programme students' workbooks are reviewed by their tutors. All students are given a work experience certificate for their record of achievement.

9 Staff visits

The school will contact students via a telephone call during the first two days of their placement. If there are any concerns a visit will be arranged with the employer. Staff will leave their name, contact number and email address with the employer should the employer wish to contact them at any given time during the student's work experience placement.

All vulnerable students will be visited whilst they are at work experience. These visits will enable the school to check on the welfare of students and to collect information about the suitability of the placements, particularly in terms of its impact on student learning.

10 Troubleshooting

The careers lead will, in the first instance, be responsible for resolving any problems or difficulties that arise during the period that work experience runs, i.e., from planning through to evaluation. They will be required to refer any serious or significant problems to the performance leader, member of SLT or principal as appropriate. Employers, parents, and students will be given the name and contact details (school based) of the career's leader.

11 Evaluation

Each year the school will evaluate the impact of work experience on student learning. Information for this evaluation will be collected in part from students and employers. The school will ensure that any important/useful feedback from the evaluation process is used in subsequent years to continue to improve policy and practice in the area of work experience.

1 2 Work shadowing for years 12/13 students

Work experience opportunities are also available to students in years 12 and 13 although students need to be aware of forthcoming examination and/or coursework pressures. Enterprise week is allocated for students to prioritise their work shadowing placement.

A presentation is given to the whole year group and handouts are given to students for their information. Students are encouraged to make their own contacts, referring to Library, local newspaper, internet etc. are key sources of information

1 3 Vetting employers, visits, health and safety, child protection and insurance

The careers leader will undertake the tasks of vetting employers, checking health and safety at the placement, checking an employer's insurance cover, and checking that the experience will be suitable and meaningful for a young person. Companies already on the CCS database are vetted every three years.

1 4 Frequency of visits

From year to year many students will choose to do their work experience at companies that are known to us in the sense that these placements have been visited and checked by the performance leader in the recent past. During a visit to an employer's site the careers leader will check the company's insurance details, health and safety provisions, risk assessment and other matters to ensure that the health and safety needs of a young person (i.e., who has not yet reached the official age at which they may leave school) are met for the purposes of work experience.

'New' placements will be checked and approved in accordance with this policy document and thereafter all companies will be revisited and rechecked within a three-year period. This 'three-year rule' is a minimum standard and will apply regardless of when the company was first visited. However, in certain situations this standard may not be sufficient or adequate; for example, if the student going out on work experience is disabled or has special educational needs. In these circumstances, an additional visit may be set up by the performance leader in order to check the company's arrangements against the specific needs of the individual student. An additional visit to a company will also be needed if the nature of the work offered by the company changes and therefore the risks to the student change (for example, from clerical work to shop-floor work). In 'higher risk' placements such as garages or engineering companies' visits must be made annually. The careers leader will categorise each placement as either 'revisit within three years' or 'revisit annually'.

1 5 Training and qualifications

The careers leader is trained and qualified (at least to IOSH, Health and Safety entry standard) to enable them to assess competently an employer's circumstances.