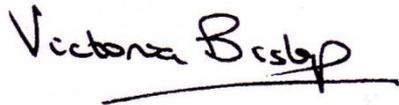




# Sir Christopher Hatton Academy

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<b>Title</b>	<b>Work Experience Policy</b>
<b>Reviewed</b>	<b>March 2017</b>
<b>Next Review</b>	<b>March 2020</b>
<b>Associated Policies</b>	<b>Careers Policy Safeguarding Policy Health &amp; Safety Policy Gifted and Talented Policy Special Needs Policy</b>
<b>Originator</b>	<b>A. Mitchell</b>
<b>Approved</b>	



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## 1. Definition

This policy provides a framework for preparing students for the opportunities, responsibilities and experiences of adult life through work experience. Work experience is defined as 'a placement on an employer's premises in which a learner carries out a particular task or duty, or a range of tasks or duties, more or less, as would an employee, but with an emphasis on the learning aspects of the work experience' (DfES, 2002).

In her review of vocational education (2011), Professor Alison Wolf described the unique role that work experience can have in helping young people develop employability skills and the value that employers place on this when they are assessing young people for employment. Wolf recommended increasing work-related provision for students aged 16 years and older. This is a critical stage for every young person because they are close to entering the labour market. Many young people appreciate the importance of improving their work-related skills in order to pursue their career aspirations.

## 2. Aims and Objectives

The policy seeks to achieve the aim of students experiencing work at first hand and in doing so meeting the following objectives:

- Consolidating and taking forward the work of careers education and guidance by giving students a better understanding of changes in the world of work and the implications these have for their own careers.
- Consolidating and taking forward the work of vocational subjects delivered in academy by giving students a better understanding of those vocational areas together with the opportunity to investigate real examples for coursework and the opportunity to gather evidence of vocational skills developed.
- Understand how an employing organisation functions
- Experience the social relationships at work and in doing so develop a sense of increased maturity, with improvements in aspects such as motivation, self-confidence and interpersonal skills.
- Appreciate the expectations that employees will have of fellow workers
- Assess how they will adapt to working patterns and relationships outside academy
- Gain the self-confidence needed in an adult world
- Develop practice and demonstrate both employability and wider skills and knowledge for adult life.
- Providing an experience that can be evidenced in and help with applications to college, apprenticeship training and university applications (through the Universities and College Admissions Service (UCAS) personal statement)



## 3. Delivery

### 3.1 In Key Stage 5

1. All year 12 students will attend a two week full time placement during the summer term.
2. Students are prepared for that placement during Lifeskills lessons by their form tutor
3. Year 12 Form tutors are briefed by the Work Experience Co-ordinator during the spring term re the procedures for booking work experience placements
4. Year 12 Form tutors are briefed by the Work Related learning Co-coordinator and the PHSE Co-ordinator at the start of the summer terms re the scheme of work preparing students for work experience
5. Students choose placements from a database provided by the academy or have the option to arrange their own placement.
6. The academy's Work Experience Co-coordinator and Work Related learning Co-ordinator undertakes risk assessments and health & safety checks for all placements.
7. Students are expected to arrange an interview with the employer prior to starting the placement.
8. Whilst on placement students will be expected to complete a work experience diary and log to record their experience. This also contains prompts and tasks/projects for students to undertake.
9. All students receive a visit (or telephone call if necessary) from an allocated member of staff during their placement. Immediately upon returning to the academy students are debriefed.
10. Staff must complete a Work Experience Visit Form for each student visited

### 3.2 In Key Stage 4:

1. Extended Work Experience may be offered to disaffected students in both Years 10 and 11.
2. For that extended work experience students will be allocated a Supervisory Tutor who would be either their Director of Year, the Coordinator of Alternative Provision, and/or a Learning Mentor as appropriate.
3. Students will choose a placement in tandem with their Supervisory Tutor and book directly with the Work Experience Co-ordinator. Students have the option to arrange their own placement if that placement is deemed appropriate by the Work Experience Co-coordinator and Work Related learning Co-ordinator in accordance with Health & Safety requirements.
4. The academy's Work Experience Co-ordinator and Work Related learning Co-ordinator undertake risk assessments and health & safety checks for all placements.
5. Students are expected to arrange an interview, supported by their Supervisory Tutor and/or Work Experience Co-ordinator, with the employer prior to starting the placement. They may be accompanied by an appropriate member of staff.
6. Whilst on placement students may be expected to collate evidence for assessment as directed by the Coordinator of Alternative Provision. Students may also be expected to complete a work experience log.
7. All students receive a visit (or telephone call if necessary) from an allocated member of staff during their placement. Immediately upon returning to the academy after the placement students are debriefed.



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Key Stage 4 students following vocational courses where there is a work experience unit of work may be offered the facility to attend a two week full time placement during November of the autumn term if agreed with the Vice Principal (Curriculum).

During the work experience placement the student is reasonably expected to:

- dress appropriately as defined by the employer
- maintain an interest in the work provided
- be punctual both on arrival, after breaks and leave the premises at a time agreed with the employer
- follow instructions
- accept suggestions
- ask for help when needed
- act in accordance with Health & Safety requirements
- keep personal problems at home
- have a good attendance record – notify both the employer and academy promptly if unable to attend
- behave in a way that reflects well on the student, employer, academy and fellow employees
- follow the routine of the workplace
- show respect for the employer's and other employees property

## 4. Payment

During the work placement students are classified as children in education, not as employees, and therefore have no right (under the Work Experience Act 1974) to expect or receive payment in any form. Consequently students must not be used in place of regular employees and must not undertake work of a repetitive or long-term nature beyond what would be classified as reasonable practice of a particular skill.

## 5. Hours of work

Generally students are expected to work the normal hours of the business rather than academy hours. Some students though may have commitments e.g. part-time paid work, sport, cadets etc. that may mean they will need to negotiate the hours of work with their employer. It may also be that a student is asked to work a day at a weekend, although no more than five working days should be worked in any week of work experience. Similarly, it may be the normal practice of an employer to work early or late shifts. Hours and days of work should be established prior to the commitment of the placement during the employer interview.

## 6. Meal breaks

Meal and other breaks should be negotiated prior to commencing the placement during the employer interview, or at the beginning of each day. Students should have meal breaks in line with the conditions observed by the organisation in which they are working. Students should strictly observe the allocated time for meal breaks, and this time is not to be included in the total number of hours worked.

## 7. Absenteeism

Students are to contact their employer and academy in the event of absenteeism prior to the



start of the working day.

Students must be informed by their form tutors or supervisory tutor as appropriate during their preparation for work experience that if they have any problems regarding their placement, they are to either contact the academy's Work Experience Co-ordinator or the member of staff allocated to visit them. Those problems must be recorded on the Work Experience Visit Form and followed-up within one working day.

## 8. Leadership and management

The work experience programme is co-ordinated by the Work Experience Co-ordinator who is responsible to the Work Related learning Co-ordinator.

## 9. Evaluation

The work experience programme is planned and evaluated by the Work Experience Co-ordinator, Work Related learning and Vice Principal. The evaluation forms part of the academy Self Evaluation Form.

There is also a formal Work Experience Evaluation lesson in the first available Lifeskills lesson following work experience.

## 10. Resources

Funding is allocated in the annual budget planning round in the context of whole academy priorities and particular needs in the Work Experience area under the Work Related Learning Budget. The Work Related learning Co-ordinator is responsible for the effective deployment of resources.

## 11. Equal Opportunities

No student is denied a placement for reason of Race, Religion, gender or sexuality. All applications are considered on availability and merit.

## 12. Special Needs

All Special Needs students participate fully in the work experience programme. Their individual needs are taken into consideration when placements are allocated, and, where necessary, employers are informed of their specific needs and provision discussed between the Work Experience Co-ordinator and the employer. This is reflected in the risk assessments and health & safety checks conducted all placements.

## 13. Safeguarding

DBS checks are not a requirement for adults working with students for work experience unless one of the following four criteria are met:

- it is residential;
- it lasts more than 15 days;



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- it is deemed by the academy that the student is vulnerable; and
- there is substantial 1:1 working alone with an adult. 1:1 working alone is defined as more than ½ a day.

With reference to those students who are sent to alternative providers of education for part of their timetable, those places are asked to provide:

- A statement that their employees who have direct contact with students have current DBS checks, written on that organisation's letter headed paper
- A copy of their current risk assessments that cover those students working on their premises or, if applicable, satellite sites.