



WORK EXPERIENCE POLICY

Policy statement:

Aims

- To provide all learners with opportunities for first-hand experiences of workplaces to help their exploration of career opportunities and expand their networks.
- To promote experiential learning linked to student development, recognition and identification of key employability skills and social skills essential for working life.

Rationale

- The Trust is committed to developing meaningful partnerships with industry and commerce which will support work related learning in preparing our students to become responsible members of the community in preparation for working life.
- It is essential that all students have an equal opportunity to develop their understanding of the working world and experience first-hand the responsibilities and commitments involved. Students must then reflect on the experience and be able to identify their own personal development and learning needs in preparation for working life.

Procedures

- The Trust will work actively to develop and foster relationships with business, industry, and work-related providers to build, develop and maintain a range of opportunities where students will be able to be placed in appropriate work placements during Year 10 and for a minimum of one week in Year 12 where appropriate. There may be other opportunities for some selected students to engage in work-related learning opportunities and, in line with the strengthened Gatsby Benchmarks and the statutory guidance for Careers Guidance and Access for Education & Training Providers (May 2025), the Trust is reviewing the work experience opportunities for students in Years 7 to 9 in order to provide the equivalent of one weeks' worth of work experience across by the end of Key Stage 3.
- Arrangements for work experience are shared by the Trust and the employer.
- Permission from parents is sought prior to the work experience week.
- Students are encouraged to make their own arrangements to go to a particular place of work.
- For those students who may have difficulties in organising their own placement, the Trust Director of Progression will seek suitable places through our relationships with our contact links in businesses. However, some of these placements involve travelling further afield e.g. Washington and Newcastle.
- Parents must approve the details of the placements the student is intending to take part in.
- Students are encouraged to choose placements relevant to their aspirations and employability needs: where appropriate, challenging gender stereotyping and supporting equal opportunities.
- Final checks are carried out by the person responsible for CEIAG to ensure students are matched to an appropriate placement, consulting with the Designated Safeguarding Lead and Special Educational Needs Coordinator where necessary. Any additional support needs identified are discussed with the employer and medical care plans sent where appropriate with pupil/parent permission.

- Preparation – students research their own placements before contacting the workplace provider by phone / letter / email. Students are supported in this through preparatory assemblies and with guidance from their form tutors.
- Briefing – being a placement begins, there will be a briefing so that students are fully prepared for their placement. Students are encouraged to plan their journey, revisit Health and Safety regulations, ensure that they have appropriate knowledge of times, clothing etc.
- Placement – students are responsible for themselves during the placement. Discussion takes place over the various tasks they may be asked to perform. Any concerns should be referred back to the relevant Academy. Employers may set a programme of work. A member of school staff visits / contacts each student in placement and provides feedback.
- De-briefing – this occurs on the student's return to school. Discussion takes place, each student reflecting on their time spent at work, completion of diaries, writing letters to thank employers and recognition and recording of learning outcomes.

Student Objectives

- To develop work-related learning through experiential opportunity
- To transfer skills learned in the classroom to the world of work.
- To understand and apply the procedures necessary in seeking employment.
- To demonstrate their ability to cope in a place of work and learn what it is to become a responsible employee.
- To allow them to understand fully the skills attributes and qualifications needed in an area of work of their choosing.
- To allow them to develop their personal and social skills.
- To help them make the transition from school to work or further education.
- To gain references for future study and employment applications.

Roles and responsibilities

SLT

The Assistant Headteacher will take overall responsibility for the application of the policy, monitoring of the quality of provision in relation to individual student learning outcomes.

Careers Leader

The Careers Leader will take responsibility for the implementation of the policy to ensure equal opportunity for all students. The Careers Leader will ensure that all aspects of the statutory requirements are met in relation to current government policy in relation to work-related learning and report to the Senior Leadership Team in relation to changes required to policy or practice.

Trust Director of Progression

The Trust Director of Progression will take responsibility for organisation of work placements, including ensuring that relevant paperwork is completed, organising health and safety visits, monitoring completion of risk assessments, keeping records of placement details and registers of placements, communicating directly with employers.

Last review date: 25.03.26

Next review due: Spring 2028

Person Responsible: Mr A Blake (Assistant Headteacher – Sandhill View Academy)
Mr S Wareham (Assistant Headteacher – Southmoor Academy)

Associated Policies: Careers Policy