

**DOVE HOUSE SCHOOL ACADEMY TRUST**

**Work Experience Policy**

Policy issued July 2014
Approved by Colin House, Headteacher, Gail Everson, Vice-Chair of Governors
Signed .....Colin House.....Gail Everson.....
Approved at Governing Body on 15 <sup>th</sup> July 2014 Next Review to be July 2017

**Policy Statement**

*The following Work Experience Policy should be read and used to assist in identifying and reviewing specific arrangements and responsibilities for Work Experience at Dove House School and adapted as necessary.*

**Introduction**

This policy is intended to complement the overall aims of the school and to give all Dove House pupils the opportunity to experience the ‘World of Work’ through an appropriate work placement. It reflects the school’s aims to ensure that pupils receive equal opportunities regardless of race, gender, religion or disability.

**The Aims**

The aims for pupils through work experience preparation, placement and evaluation are:

- Practical application of career planning – self-assessment; job assessment etc.
- To gain experience of the interview process.
- To get a taste of life in the workplace.
- To understand the importance of health and safety in the work place.
- To use and develop skills that is relevant to the world of work/specific workplaces.
- To maintain a daily journal with a view to reflecting on the whole work placement experience.

- To complement careers education.

### **People involved**

The following people are involved in the delivery and success of the work experience programme:

- Parent/Partnership Manager/Independent Careers Advisor.
- Vocational Learning Team.
- Form Tutors.
- Parents/Carers.
- Work Placement Representative.
- Pupils

### **The Process for Block Placements (not including Vocational Pathway Pupils)**

- All pupils in Y11 will have access to a work experience placement, either employer based or in a sheltered environment.
- The Parent Partnership Manager is responsible for organising all work experience placements.
- Pupils are consulted about their job interests and where they might like to have a work placement. At this stage parents are also consulted.
- Tutors/Class Teachers are also consulted regarding their thoughts as to the appropriate work placement for each child.
- The Parent Partnership Manager will use the 'Work Experience Database' to identify individual work placements. The Parent/Partnership Manager will contact the employer by phone to discuss the possibility of specific work placements. At this time the employer will be informed of pupils' special educational needs.
- If an employer agrees to a placement the Parent Partnership Manager will generate appropriate paperwork including a job description and health and safety considerations. This paperwork will be shared with pupils and their parents before obtaining their approval.
- Approximately three weeks prior to the commencement of the work placement, pupils will telephone the employer to ask for an interview. The phone conversation will be conducted in school, with the support of the Parent Partnership Manager who will be in attendance throughout the phone conversation and will undertake a necessary follow up phone calls if required. The pupils will be briefed prior to making the phone call as to the relevant protocol and in some cases will be provided with a crib sheet.

- Pupils who have sufficient independent skills will attend interviews on their own. Those that do not possess sufficient independent skills to attend interviews on their own will be accompanied by the Parent Partnership Manager.
- The Parent Partnership Manager will ensure that all necessary paperwork is signed by both pupil and parent/carer and returned to school prior to placement.
- Prior to placement the Parent Partnership Manager will liaise with the school tutors to ensure that the pupils are briefed about health and safety at work. At the same time they will issue the 'Work Experience Journal' and explain how it will be used.
- On the first day of the placement the Parent Partnership Manager will contact all the participating employers to confirm that each pupil is in attendance. It is expected that during the rest of the work placement the employer will notify the school in the event of a pupil being absent. Additionally, the Parent Partnership Manager will arrange a monitoring visit which will usually to be held during the second week of the placement. The Parent Partnership Manager will liaise with tutors re sharing the work load for visits to work placements.
- During the monitoring visit the Parent Partnership Manager/Tutor will consult with both the employer and the pupil to obtain their views about how the placement is progressing. Relevant paper work will be completed and checks will be made to ensure that the pupils are completing their Work Experience Journal.
- On returning to the school following the placement, school tutors will take responsibility for debriefing the pupils regarding their placement. They will provide opportunities for the pupils to share their experiences with their peers.
- Tutors will then check that all Work Experience Journals have been completed.
- Certificates of achievement generated by the Basingstoke Consortium will be awarded to all pupils who have undertaken work experience placements.

### **The Process for Vocational Placements**

- The Vocational Pathway is a specialist route that caters for approximately one quarter of all KS4 pupils. The programme consists of three key elements in addition to the core subjects, these elements include; employability skills, practical vocational skills and work placements. The programme is designed to equip learners ready for vocational courses or apprenticeships at post-16, hopefully improving the employability of learners as they later move from education to life as an adult.
- Once the groups have been agreed by the Pathways Co-ordinator and Senior Leadership Team, the vocational team organise placements with local businesses or charities that support our Vocational Learning Pathway. These employers are part of an ever increasing bank and cover a vast range of careers and roles. Pupils are matched to placements and employers by character, skills, needs and interest. Our bank of placements are risk assessed annually by a Hampshire County Council under an agreement confined to our Vocational Learning Programme. Disclosure

checks are carried out by the school if a pupil will be working with an adult in a lone environment, for example; a self employed plumber or an office with only one staff member.

- Pupils are consulted about placement options and consent forms are sent home to parents, including details of transport to and from the placement.
- There is a meeting on the school site which all employers are invited to before pupils go out on placement, this is an opportunity for pupils to see the employer they will be working with and give them a tour around the school. The employers enjoy a breakfast and are given a presentation about the purpose of the pathway as well as information on how best to support our pupils.
- Pupils on the Vocational Pathway spend one afternoon every week on placement, term time only. Pupils change their placement each term so that they experience a variety of roles, skills and settings.
- All pupils are sent out to employers with an emergency contacts/consent form, as well as a programme of weekly focus tasks to complete whilst on placement.
- Pupils who get to their placements independently ring the school to check in and if they forget, a system is in place to contact their employer within the hour. If a pupil who is expected does not turn up at the placement it is procedure for the employer to notify the school. When a pupil is absent from school, a system is in place to notify the employer. All pupils meet and register before leaving the school premises.
- During timetabled work placement sessions one of the Vocational Team are always contactable via mobile or school to attend to any issues that arise.
- All pupils are visited at their placement during their term, an employer interview takes place along with a pupil interview to check that progress is being made. An assessment of pupils' strengths and weaknesses are made during this time, which are then focussed on in future sessions and subsequent placements. Together with the pupil evaluation each term, the review is an important monitoring process.
- Any issues that arise on placement are promptly discussed in the Vocational Team then fed back to leadership and parents as soon as possible. Where action needs to be taken or a pupil needs to be removed from a placement, this is done quickly to avoid a breakdown in relationship with our employers.
- The work placements feed into the Level 1 diploma that pupils are completing on the Vocational Pathway.
- All processes of the Vocational Pathway are carefully monitored by Leadership to ensure consistent and high quality across the programme.