

Work Experience Policy

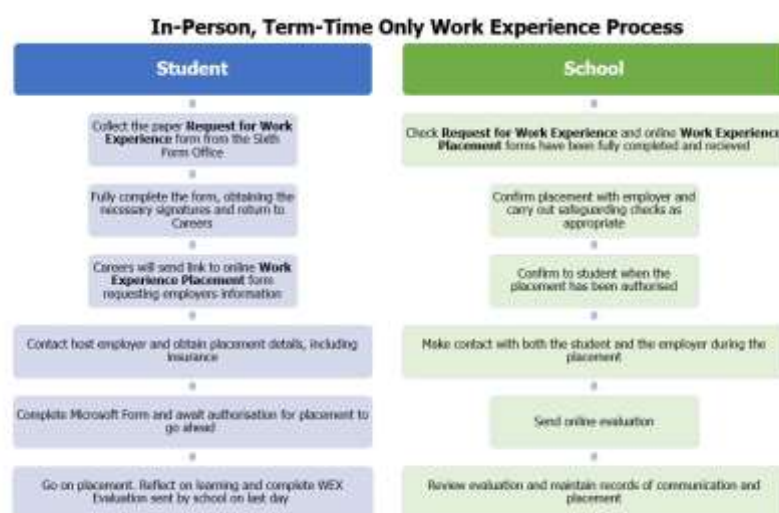
St. Aidan's Church of England High School, Harrogate

Vision and Values	<p>This policy is underpinned by our long-term vision and core values based on love, compassion and respect for each other as well as the world we live in. The core values of our school are at the heart of our careers programme:</p> <p>Wisdom Learning all we can about the world and how we can live well in it</p> <p>Aspiration Exploring our calling and achieving the best for others and ourselves</p> <p>Learning Well Together Putting good relationships at the heart of our community</p> <p>Kindness As God's children, upholding dignity and respect, justice and charity</p>
Statutory Requirements and Expectations	<p>Government Department of Education & Skills Guidance for Schools 16 – 19 Education states that:</p> <p><i>'All study programmes should include work experience and non-qualification activities, which complement the other elements of the programme and support the student to progress to further or higher education (HE) or to employment.'</i></p> <p>This is supported by the Good Career Guidance report commissioned by the Gatsby Charitable Foundation which outlines a framework of eight benchmarks that secondary schools and colleges can use to improve their career guidance programme. Gatsby Benchmark 6 'Experiences of Workplaces' states that:</p> <p><i>"...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..."</i></p> <p>The Health and Safety Executive (HSE) have produced a policy on safeguarding in respect of work experience placements. They state that:</p> <p><i>"...whilst education providers must satisfy themselves that an employer has assessed the associated risks to workers under 18 on their premises and has suitable and sufficient risk management arrangements in place, checks must be kept in proportion with the risk environment..."</i></p> <p>and that</p> <p><i>"...Schools and colleges, or those organising placements, should simply ask sensible questions, in proportion to the level of risk, to satisfy themselves that those arrangements are in place..."</i></p> <p>Cutting through the bureaucracy (hse.gov.uk)</p>
Learner Entitlement	<p>All students will be made aware of virtual work experience opportunities which are appropriate for their cohort. In addition, Year 11 students will have the opportunity to participate in at least one week of in person work experience by the end of Key Stage 4. A selected number of Year 10 students following an ASDAN qualification may also be offered the opportunity for up to one week of work experience in the 2nd half of the summer term.</p> <p>Decisions regarding appropriate support for students with Special Educational Needs or Disability (SEND), or any other additional needs, will be escalated to Senior Leadership Team for authorisation following liaison with parents, the Head of Learning Support, relevant staff members and the placement provider.</p>

	<p>In the Associated Sixth Form, there is an expectation that students will undertake up to 5 days of in person or virtual work experience as part of their non-qualification curriculum. This must take place within the UK during Year 12 or before mid-October in Year 13, avoiding all internal or external assessment dates and subject focussed trips. Term-time opportunities must be agreed two weeks in advance and will require formal written agreement between student, parent/carers, subject teachers, and Head of Year/Senior Tutor.</p>
Management and Delivery	<p>Key Stage 4 – Years 10 and 11</p> <p>We facilitate two types of work experience opportunities:</p> <ul style="list-style-type: none"> • In-Person • Virtual <p>In-Person Work Experience</p> <p>NYBEP are our chosen work experience partners for in-person work experience. They are contracted to carry out safeguarding and risk assessment for each placement in accordance with advice from the Health and Safety Executive (HSE). Their responsibilities are clearly set out on their website. NYBEP underpin their assurances by checking work experience providers as follows:</p> <p><i>"...If a work experience placement is new to our system or the previous H&S assessment on our records has expired, then NYBEP will arrange for a H&S Assessor to make an appointment to meet with the employer. The purpose of the H&S visit is to ensure that all parties are happy that young people are going into a safe environment and any risks and how they will be managed are highlighted and recorded..."</i></p> <p>Visits include:</p> <ul style="list-style-type: none"> • Checking the company has up to date Employers Liability Insurance ensuring the employer is covered against accident or injury caused to the student by negligence of the employer. • Drawing up a Young Persons Risk Assessment to highlight risks specifically related to a young person in the workplace. <p>Placement visit frequency:</p> <p>Low Risk – every 3 years (office, retail, school placements etc)</p> <p>Medium Risk - every 2 years (hairdressers, hospitality/kitchen work etc)</p> <p>High Risk - annually (trades roles, working with animals etc).</p> <p>In Year 11, students are allocated a window in which to carry out their work experience after GCSE exams. They are supported by the Work Experience Co-ordinator, the Careers Department and through the provision of additional resources such as the Work Experience Handbook. Members of staff will assist students through the process of securing an appropriate placement.</p> <p>Virtual Work Experience</p> <p>In recent years, many companies have created excellent, live and 'on demand' Virtual Work Experience opportunities, giving students access to professionals working with some of the UK's largest companies and nationally recognised organisations. The school ensures that before virtual opportunities are advertised to students the appropriate safeguarding procedures are in place.</p> <p>Records of attendance are maintained and post-placement evaluations requested</p> <p>Work Experience in the Associated Sixth Form</p> <p>In-Person Work Experience</p>

In the Associated Sixth Form, we recommend that where possible, all in-person work experience is organised in term time as part of the extended curriculum. Students must discuss opportunities and obtain signed agreement on the Work Experience Consent Form from their Parent/Carer, Senior Tutor/Head of Year and Subject Teachers in advance, to ensure their work experience dates do not clash with internal/external exams or other essential subject based activities. They should also complete the online Sixth Form Work Experience Placement Form at least 2 weeks in advance of the start date of the placement to ensure the appropriate safeguarding checks can be made. Failure to do this may mean that there is not enough time for the employer to respond with the information requested by school and result in the absence being unauthorised by the attendance officer. If the checks are satisfactory and dates are agreed by all required parties and supported by a parent/carer, students may be authorised to take part in in-person work experience for up to 5 term time days throughout the academic year. This allocation of 5 days should also include any virtual work experience. Any arrangement exceeding this will be considered on an individual basis.

Flow Chart / Timeline for In Person Sixth Form Work Experience



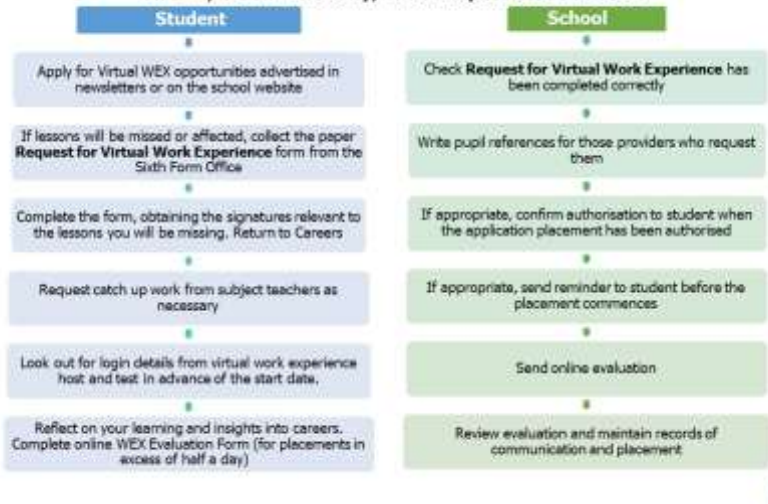
Before finalising an in-person placement we recommend that all students consider the policy documentation held by the employer. [Work experience students | ABI](#). Students must also complete the Associated Sixth Form Work Experience Consent Form for term-time placements.

Categorisation of Risk

The basic table below outlines a variety of work environments and common potential risks that students can reasonably expect to encounter whilst on work experience, categorising them broadly as low, medium and high risk. In deciding what the industry risk category of a work placement might be, the table should be used as a starting point only. Factors such as the location of the placement and the tasks which students will be expected to carry out, may increase the severity of risk

Risk Level	Work Environment	Common Potential Risks
LOW	Office Nursery, school or college Shops	Slips, trips and falls; some lifting and handling; contact with hot surfaces/sharp objects; potential interface with abusive customers etc

		Hotels, restaurants & cafes	
	MEDIUM	Hairdresser Warehouse Riding stables Veterinary practice Hospital Gym/Swimming Pool	As above plus the potential for limited contact with harmful substances; increased manual handling tasks; areas where vehicles/forklift trucks operate; unpredictable animal behaviour; exposure to biohazards etc
	HIGH	Farming Construction Trade work e.g. plumbing, joinery Engineering workshop Vehicle service or maintenance Heavy industry (vehicle, appliance, chemical, pharmaceutical etc) Manufacture	As above plus potential for contact with dangerous moving parts on machinery, exposure to higher quantities of hazardous chemicals, construction site risks e.g. falls from height, extreme heat from welding operations etc.
<p>Risk Assessment</p> <ul style="list-style-type: none"> • Low Risk placements (office, retail, school etc) – phone call/email • Medium Risk placements (hairdressers, hospitality/kitchen work etc) - phone call/email and/or visit as appropriate • High Risk placements (trades roles, working with animals etc)– workplace visit or NYBEP assessment <p>School will maintain records of relevant documentation and communications for term-time opportunities and post-placement evaluations will be requested for placements extending to 1 full day or more.</p> <p>Students wishing to undertake in-person work experience outside of the school term will be responsible for ensuring that all relevant documentation, such as employer liability insurance, is in place, as detailed above.</p> <p>Virtual Work Experience in the Associate Sixth Form</p> <p>Before virtual opportunities are advertised to students via the school website and the weekly newsletter, the school ensures that providers supply the appropriate Safeguarding and Privacy policies procedures. Parents/carers must notify the attendance officer if an opportunity takes place during lesson time. Records of participation are maintained and post-placement evaluations will be requested for placements extending to 1 full day or more.</p> <p>Flow Chart / Timeline for Virtual Sixth Form Work Experience</p>			

	<p style="text-align: center;">Virtual, Term time only, Work Experience Process</p>  <pre> graph TD subgraph Student S1[Apply for Virtual WEX opportunities advertised in newsletters or on the school website] --> S2[If lessons will be missed or affected, collect the paper Request for Virtual Work Experience form from the Sixth Form Office] S2 --> S3[Complete the form, obtaining the signatures relevant to the lessons you will be missing. Return to Careers] S3 --> S4[Request catch up work from subject teachers as necessary] S4 --> S5[Look out for login details from virtual work experience host and test in advance of the start date.] S5 --> S6[Reflect on your learning and insights into careers. Complete online WEX Evaluation Form (for placements in excess of half a day)] end subgraph School Sch1[Check Request for Virtual Work Experience has been completed correctly] --> Sch2[Write pupil references for those providers who request them] Sch2 --> Sch3[If appropriate, confirm authorisation to student when the application placement has been authorised] Sch3 --> Sch4[If appropriate, send reminder to student before the placement commences] Sch4 --> Sch5[Send online evaluation] Sch5 --> Sch6[Review evaluation and maintain records of communication and placement] end S1 --> Sch1 S2 --> Sch2 S3 --> Sch3 S4 --> Sch4 S5 --> Sch5 S6 --> Sch6 </pre> <p>Equal Opportunities</p> <p>We are committed to promoting equal opportunities and seek to challenge stereotypes and ensure our students achieve their full potential. We offer an inclusive service to all students from supporting high achieving students to fulfil their potential to working with our more vulnerable students to ensure they can access all opportunities available. A comprehensive programme is available to our students with special educational needs, and they receive specialist advice and guidance to help them to secure appropriate opportunities.</p>
	<p>Roles and Responsibilities</p> <p>The Work Experience Programme is developed and managed by Marian Farrar (Work Experience & Enterprise). She is supported by Jo Dukes (Careers Leader), Sally Richmond (Assistant Careers Leader) and Helen Jackson (Careers Adviser).</p> <p>Maggie Gee is the member of the Senior Leadership Team with responsibility for CEIAG.</p> <p>John Bushell is the School Governor with oversight of CEIAG, along with the whole Governing body who provide both input into, and support of CEIAG.</p> <p>Responsibilities of all Teaching and Support Staff</p> <ul style="list-style-type: none"> • Ensuring industry links and business partnerships are planned into lessons and shown in planning • Delivery of work experience and enterprise activities, (as appropriate), under the guidance of Careers staff • Attending any relevant CPD or training necessary to support the delivery of the school's Work Experience Programme • Promoting CEIAG in the classroom through visual aids • Creating a learning environment that both enables and encourages pupils to tackle real life challenges, manage risks and develop skills that can be applied to the workplace
	<p>Safeguarding</p> <p>Both our KS4 and Associated Sixth Form Work Experience Placement Forms require students to submit the following details regarding their host employers:</p> <ul style="list-style-type: none"> • Dates of the work experience • Company name and address • Contact name plus email and phone contact details

- Employers Liability Insurance details (Insurers name, policy number and expiry date) checking it is in place for the duration of individual in-person placement dates.

KS4 Work Experience: Placement Forms also check that the placement will not be exclusively with one member of staff, and that employers agree:

- That students are covered under the employers' and public liability insurance (ELI & PLI)
- To a health and safety check if needed and the production of the appropriate documentation for H&S visitors if requested
- To comply with requirements in law relating to young people at work as set out by HSE and the relevant risk assessment for persons under the age of 18 is in place
- To the student receiving a full Health & Safety briefing on the first morning of the placement

This ensures that each employer has satisfactorily considered and mitigated for all aspects of Health and Safety Law in respect of work experience placements.

Sixth Form Work Experience: Once the information above is submitted by the student, the school will contact the employer to request further information regarding the planned schedule of work and any additional activities the student may be expected to take part in. In addition, employers will be asked, if appropriate, to forward a copy of their Young Persons Risk Assessment which covers these activities. If the planned activities are high risk eg

- Construction site working (working at height or below ground, dusts, moving machinery, electrical)
- Operation of machinery with mechanical hazards (rotating parts, crushing or entanglement risks),
- Laboratory work with toxic/hazardous materials or hazardous equipment,
- Community work with known high risk groups of clients or locations (drug abusers, homeless, violent patients),
- Animal bedding or large or dangerous animals,
- Activities requiring specific licences or qualification (e.g. diving, flying aircraft, crewing an aerial device),

a pre-placement site visit will be arranged and/or an individual Risk Assessment carried out by NYBEP.

Safeguarding Considerations for School

As advised by the HSE:

- "...the placement provider (employer) has primary responsibility for the health and safety of the student and should be managing any significant risks..." Schools should 'take reasonable steps' to satisfy themselves that they are doing this
- The effectiveness of the employer's risk management arrangements is what matters. Employers should already be managing the risks in their workplaces and are best placed to assess whether they need to do anything additional for a new young person joining them
- "...Schools and colleges, or those organising placements, should simply ask sensible questions, in proportion to the level of risk, to satisfy themselves that those arrangements are in place..."

Safeguarding Considerations for Parents/Carers

As advised by the HSE:

	<ul style="list-style-type: none"> • <i>"..there are very few work activities that a student cannot do due to health and safety law</i> • If your student has any medical or behavioural conditions, for example asthma, you should let the organiser or the placement provider (who has the duties of an employer in law) know • Any employer must tell parents and carers if there are any significant workplace risks to a child and how they are controlled <p>Safeguarding Considerations for Employers</p> <p>As advised by the HSE:</p> <ul style="list-style-type: none"> • <i>"...there are very few work activities a student cannot do due to health and safety law..."</i> • <i>"Under health and safety law, work experience students are employees. You treat them no differently to other young people you employ"</i> • <i>"...existing Employers' Liability Insurance will cover work placements provided the insurer is a member of the Association of British Insurers or Lloyds, there is no need to obtain any additional employer's liability insurance..."</i>
	<p>Funding and Resourcing</p> <p>The school has a designated Careers Department located on the first floor in Bede House:</p> <ul style="list-style-type: none"> • Provision for the employment of 3 qualified Careers Advisers, a Work Experience & Enterprise Coordinator and Careers Administrator is secured through the school budget annually • Funding the CEIAG curriculum is allocated in the annual budget • Funding for the administration and delivery of the Work Experience programme is allocated annually from the school budget • Funding for additional CEIAG activities and events can be sourced from the CEIAG budget
	<p>Teaching, Learning and Assessment</p> <p>Work Experience forms an important part of meeting the recommendations laid out by Gatsby Benchmark 6:</p> <p><i>"...Every student should have first-hand experiences of the workplace through work visits, work shadowing or work experience to help their exploration of career opportunities, and expand their networks..."</i></p> <p>This is endorsed by the Careers and Enterprise Company:</p> <p><i>"...Work experience, job shadowing and workplace visits provide opportunities for young people to experience and gain an insight into real workplaces. Work experience in particular has been shown to be potentially effective in enhancing student's employability skills, motivation in education, career-decision making and knowledge of the world of work..."</i></p> <p>We recognise the importance of basing our approach to teaching, learning and assessment on these recommendations and dialogic teaching, enquiry-based learning, first-hand experiences and reflective learning are an important part of this.</p> <p>Our aim is to embed the teaching of careers across the curriculum through incorporating career learning into other subjects and cross-curricular activities designed to broaden horizons, promote informed decision making and increase career-readiness.</p> <p>Extensive information and resources on the dedicated Careers department section of the school's website supports our other teaching and learning methods.</p>

	Information, Advice and Guidance We will ensure that all students have access to impartial CEIAG delivered by careers advisers who professionally qualified to Level 6 and uphold the professional standards of the Career Development Institute (CDI).
	Evaluation, Monitoring and Review The implementation of the Work Experience Programme will be monitored and reviewed by the Careers Department team annually in conjunction with the SLT. Individual aspects of the programme will also be reviewed and evaluated throughout the academic year using methods including peer observation, professional discussion, questionnaires, surveys and the analysis of destinations data. We value feedback from the student voice, staff members, stakeholders and parents/carers.
Stakeholders and Partners	Parents/Carers We recognise the important role that parents/carers have in their child's career development, and we will look to actively collaborate with them to support each student's careers decisions and planning.
	Employers, Community Partners and Learning Providers We are committed to collaborating with: <ul style="list-style-type: none"> • Local and national employers and apprenticeship providers • Further Education providers, including local colleges and other local learning providers • Higher Education providers, such as universities and other local learning providers • The York and North Yorkshire Careers Hub • NYBEP, our Enterprise Co-ordinator • Other local schools This engagement emphasises our commitment to designing a careers programme to support students in their careers journey and reflect the needs of both the local and national labour market.
Date Approved	23rd October 2023
Review Date	23rd October 2024
Signed (Careers Link Governor)	J. Bushell
Signed (Chair of Governors)	J.Wicks
Signed (Head Teacher)	S Dover
Annexes	This policy should be read in conjunction with: School Development Plan Careers Development Plan Careers Provider Access Policy