

# ***THE JOHN ROAN SCHOOL***

## ***WORK EXPERIENCE POLICY & PROGRAMME***

### ***Definition of Work Experience from Curriculum and Standards DfES***

***Work experience may be defined as ‘a placement on employer’s premises in which a pupil carries out a particular task or duty, or a range of tasks and duties, more or less as would an employee’, but with the emphasis on the learning aspects of the experience. It provides opportunities for learning about the skills and personal qualities, careers, roles and structures that exist within a workplace or company. Students gain insights into, and experience of, personal responsibilities, competencies, key skills and tasks within the workplace.***

### ***Policy and Procedures for Work Experience Programmes (GEBP) (Pre and Post 16 Students)***

***This documentation / manual was issued by Greenwich Education and Business Partnership (GEBP) It is kept in the Careers Office as a supplement to this policy (It is an important part of the school’s Work Experience Policy and Programme).***

***This document gives guidelines on the operation of Work Experience schemes within the London Borough of Greenwich.***

## **THE WORK EXPERIENCE PROGRAMME**

It is the policy of the school that all Key Stage 4 students are entitled to two weeks work experience providing they meet with acceptable standards of attendance, punctuality and behaviour.

### **THE AIMS**

To give students a taste of the world of work, including the experience of a longer working day, routine tasks, the importance of teamwork, abiding by rules and regulations and the need for consistent quality output.

To develop in students greater self awareness by giving them the opportunity to apply their prior knowledge and key skills to the world of work and to allow them to be responsible for part of their own learning and decisions.

To assist students to develop those key skills that will help them to mature in their working relationships with adults and thereby increase their self-confidence and self esteem.

To facilitate students in the investigation of particular careers for the future.

To help motivate students to improve their own performance by allowing them to make an informed choice of work experience placements.

*This document states clearly the procedure for the wex programme at The John Roan School.*

These arrangements have been put together in the light of previous development plans that incorporate experience, INSET, and developments initiated through The Greenwich Education and Business Partnership. (GEBP documentation and policy kept in the Careers Office.) These arrangements form part of school policy. They are intended to be relevant, effective and fully implemented.

### **The programme for organising the work experience programme.**

Student preparation for WEX is built into the CEG programme. All students will have had the opportunity to gain awareness, understanding and key skills development to prepare them for wex.

The briefing sessions within this programme build on the work carried out during CEG lessons.

#### **POST 16**

Development of a work experience programme for all Post 16 students is being investigated with possible links with the School's Work Related Learning Policy.

Recently only the GNVQ Business Studies group undertook the Post 16 work experience programme. Content and delivery follows a similar progression to the KS4 programme with more input from Business Studies Department.

## **AUTUMN TERM**

### **Meeting with Heads of College 10 and Year 10 Tutors to discuss WEX programme**

Placements are sought and confirmed in writing. Initially as a result of mailshot to those organisations who offered placements in previous years to the school and the CPS.

Cold calling letters are sent for additional placements

Any new placements to be logged and details forwarded to C.P.S. for H&S checks, etc. Computer database on Access and also Veryan is updated to ensure accuracy of all placement details.

New cohort of students logged onto database.

Job codes amended to conform to C.P.S system.

Students briefed in assembly to take advantage of family gatherings at Xmas for own find placements Flyer posted in tutor rooms as reminder of own find placements.

Importance of own find placements stressed in assembly.

Ø **1<sup>st</sup> Letter to parents/carers** reminding them that wex entitlement is conditional.

## **SPRING TERM**

WEX Coordinator meets with HOC & Yr 10 Tutors to assess year group.

Head of College and tutor team meeting with Coordinator to outline the scheme and the responsibilities for administering of first briefing.

Wex photographic display completed.

### **First Briefing.**

Whole year assembly students addressed by Coordinator (and if possible input from Yr 11 and/or Post 16 students who have completed Work Experience Programme!)

### **In tutor groups/Career lesson groups**

#### **TUTOR'S NOTES FOR FIRST BRIEFING SESSION**

**OWN FIND PLACEMENT FORM** to be returned by MAY/JUNE at the latest.

Those who have already approached Co-ordinator with their own placement **MUST** still complete this form to confirm placement.

### **WEX notes for students and parent/carers**

**STUDENT INFORMATION** section given to parents/carers.

Point out to students that further action planning / target setting for work experience will be carried out in their careers/citizenship lessons.

**Complete WEX questionnaire/info worksheet.** Collected end of the lesson for processing over half term.

Emphasise to students that their placement will be selected according to the information they provide so they do need to be sure of what they write.

“Possible problems” section must be considered carefully to avoid miss matching.

**Stress a TYPE of placement is more realistic than stating an actual job that may require years of training! Working in an environment where such a job is done is more realistic. E.g. I want to be a barrister = working in a solicitors office. Or spending a great deal of time watching barristers and writing up reports of what the student saw and heard.**

Important to make a note of those absent. Information will be posted to parents. Those who missed the briefing during careers lesson can complete the student questionnaire during morning registration.

### **Follow up to first briefing.**

Respond to parents/ carers’ questions, comments, using letter, phone or Planner/Record book

Log onto Access database own found placements

Forward details to C.P.S. for vetting.

Log students preferred choice onto database. Start initial matching

Assess preferred choice with placements available

Target placement needs with further cold calling

Advertise needs to staff in School Bulletin.

Arrange interviews with those with “No Idea” or unrealistic expectations.

Chase up non-returned forms.

Students to complete profile for employers

**Tutors to complete relevant confidential section on Student profile\***

**Address whole year in assembly throughout the term.**

## **SUMMER TERM**

Inform Employers of identified students for their placement offered

Include with this letter \* **Students profile** \*

Meet with tutors during Pastoral Time to out line **2nd briefing**.

This briefing will take place before the half term in order to give students plenty of time to arrange preliminary visits/ interviews with the minimum of disruption to schooling.

### **2nd Briefing (Founders Day!)**

Ø **2nd letter to Parents/ Carers \*(Consent Form for set placement)** and Information to Parents including H&S, insurance, etc.

Give out **WEX Diary**. Students to personalise and be responsible for diary.

Go through with the students the advice given for arranging preliminary visit/ interview

Issue student’s placement details, interview details if known and job descriptions supplied by C.P.S.

Complete *initial* Target setting for work experience. This will depend on work carried out in CEG/Citizenship lessons, the availability of job descriptions and subsequent prelim visits. Students will have ample time to amend or add to their Targets.

### **Follow up to 2nd Briefing.**

Check Parental / Carers consent forms are returned.

Deal with individual student concerns regarding placement offered or any other concerns.

Continue to look for outstanding placement needs.

Use assembly and/or tutor teams to reflect upon merits or concerns regarding the programme.

**The Coordinator, Line Manager / Deputy Head and Head of College to meet and organise a structured programme for those who do not start or do not complete the work experience. This should also include the careers service if possible.**

### **3rd Briefing**

Ø **3<sup>rd</sup> and final letter to Parents /Carers\*** including information on Debriefing Day, free school meals money, travel expenses, etc.

As part of the CEG programme watch Health and Safety Video "The Newcomers" plus follow on work. ***Check that all students have had health and safety induction in some format before commencement of placement.***

Give out **"Be Safe"** information Booklet.\*

Arrangements for travel expenses and free dinner allowances given

This briefing will also allow for updating Key Skills Targets and resolving any lingering anxieties not already dealt with in CEG/Citizenship lessons.

### **Briefing to Visiting Tutors/Teachers/Teacher Assistants.**

A meeting will take place with those involved in order to focus on the purpose and value of the visits and especially the legal requirement. To make tutors familiar with the students key skills targets and how this can be the basis for interviews with both student and employer.

### **During the two week programme.**

From day one placements where students for whom there may be concern will be contacted to ensure all is well. Any problems or difficulties will then be dealt with in the most appropriate manner.

Tutors, as far as possible, will make visits completing a placement report and student report for the NRA/Progress File.

Any problems identified will be noted and followed up by the co ordinator whose main role during this period is trouble shooting for students, parents, employers and tutors.

Students returned to school ('returnees') will be interviewed and a report written. Wherever possible positive learning from the experience will be drawn and a further individual action plan will be drawn up with the student and possibly the careers service.

## **DEBRIEFING**

On return to school, wearing the “uniform” of their workplace, students will: -

Have the opportunity for an informal gathering to exchange experiences.

In tutor groups they will the: -

- Ø Complete an evaluation of their placement experience for the benefit of the employer
- Ø Write a letter of thanks to the employer.
- Ø Complete a positive statement of achievement for Progress File with a clear focus on the Key Skills - see WEX Diary
- Ø Draw up an action plan identifying areas for raising Key Skills performance based on their Work Experience Action Plan. (To be completed with Connexions / Prospects Careers Adviser)

Students will receive help with this from tutors, available subject staff, careers officers and if possible employers.

The Co-ordinator will collate student responses to employers and send a certificate with a letter of thanks to all the employers who took part in the programme.

Students travel claims to be dealt with.

Employer’s assessments photocopied and originals issued to students for their Progress File. Copy retained for interview with careers officer thereafter passed to form tutor.

Students will be given Wex Certificate for Progress File.

### **Planning Team**

Maureen Glynn - Careers and WEX Co-ordinator

Carol Goodrich - WEX Administration

Roy Dagless – Assistant Headteacher & Line Manager

Head of Colleges and Yr 10 Tutors

Delivery Team – Citizenship Teachers/ MG

Additional teachers/TA’s to complete visits.

## HEALTH AND SAFETY

The John Roan School Work Experience Health and Safety Policy is to adhere, wherever practically possible, to the current guidance issued by DfES and HSE. These documents are available from WEX co-ordinator who will maintain an up to date copy of relevant guidance. (See [www.workexperience.co.uk](http://www.workexperience.co.uk) and wex section of [www.DfES.gov.uk](http://www.DfES.gov.uk) & [www.hse.gov.uk](http://www.hse.gov.uk) & [www.gca.org.uk](http://www.gca.org.uk).)

## WORK EXPERIENCE PROGRAMME HEALTH AND SAFETY POLICY

Students at The John Roan undertake a 2 week work experience placement in Key stage 4 and also some students in key stage 5. Work experience is the most important link activity between employers and secondary schools. This initial exposure to work is a significant step in preparing young people for adult and working life. It provides an opportunity to foster an early understanding of the importance of health and safety. This also gives them the opportunity to do a job alongside and to some extent in the same way as the other people employed at their work placement. However these young people may be at risk from:

- ◆ Their possible immaturity and inexperience of work
- ◆ Being unaware of the potential risks to their health and safety
- ◆ Being eager to impress or please other people in the placement.

The school is a key player in the work experience programme and is involved with responsibilities in regard to the health, safety and welfare of students. The school provides information for developing the students' health and safety awareness by effective preparation, support and debriefing along with their employers. Preparation includes briefings about their responsibilities, handout of DfES booklet 'Be Safe', and health and safety input via assortment of relevant videos.

Teachers (or other suitably experienced staff) visit students whilst on their placements. These visits can reinforce health and safety issues within the work place. Staff can also monitor that the health and safety is satisfactory.

The local education authority is a key player, the *Education Employer*, along with the other key players – the *Organisers* (Education Business Partnership) and the *Providers* (the employers). Close co-operation between all key players is need for successful management of health and safety at work experience placements.

No student can undertake a placement unless the company/organisation has the approved health and safety certificate. Risk assessment will be undertaken in connection with the work place so as not to put students at risk (Health and Safety at Work Act 1974)

*See 'Managing Health and Safety on Work Experience: Guide for Organisers – HSE  
Duties of Education Employers – Education Authority (School)*

Education employers have duties under health and safety law to both employees, such as teachers, and to others affected by their work activity, such as students. Health and safety responsibilities cannot be delegated, even where other management responsibilities have been delegated. This means that although the education authority can delegate management functions to establishments such as the school or to individuals, they still have legal responsibilities.

The education employer should ensure, so far as reasonably practicable, that the students on work experience are not exposed to risks to their health and safety. This duty extends to considering the suitability of the placement and to ensure that the organiser assesses the placement. However the placement provider – employer - has the chief responsibility for controlling the risks to students' health and safety arising from the work experience, and for their welfare. The education employer (education authority and school) is also responsible for providing the organiser and employer with any relevant information known to it about, for example, a student's health.

### ***Duties of Students***

Students participating in work experience have the same duties as other employees in the work place. They need to take reasonable care of their own health and safety and that of other people who may be affected by their actions. Also co-operate with employer in complying with legal duties.

### ***Duties of Parents/Guardians***

No duties under the health and safety law but can perform a helpful role by providing and relevant information relating to their child's medical or behavioural conditions.

*If parents/guardians are also providers of placement they will have the same health and safety responsibilities as other placement providers.*

*Reference: [www.hse.gov.uk/policy/workexp5.htm](http://www.hse.gov.uk/policy/workexp5.htm)*

### **Duty of Care**

*(Taken from 'Work Experience and the Law' p 137-8 & HSE – Duties of Education Employers section from 'Managing H&S on WEX')*

It is necessary to raise the awareness of managers and governors of schools of their role in ensuring high quality and safe work experience. Issues need to be re-enforced to enable them to fulfil their duty of care to students and their staff.

Identifying and appointing Work Experience Co-ordinator in itself is clearly not enough. The member of staff requires senior management support, which would include sufficient training and resourcing, particularly in time, to fulfil their role. The curriculum – Careers Education and Guidance, Work Related Learning, Applied GCSE's, will continue to require more 'work experience' in the world of work in the next few years.

Training therefore is important for co-ordinator and key personnel to fully understand the following:

- ◆ complex legal framework
- ◆ design of workable management framework
- ◆ communication of aims, objectives and health and safety responsibilities
- ◆ insurance framework
- ◆ method of assessing risk in variety of placements
- ◆ regular update and INSET.

## **Responsibilities**

### **Maureen Glynn ( and WEX Admin)**

#### **Ongoing contact with Line Manager**

Contact with employers both verbally and in writing  
Ensure every student has an agreed placement  
Match placements to pupils  
Input data on computer package  
Update data on computer package  
Rewrite all documentation used during the programme in the light of experience and developments.  
Interview students with needs and or difficulties.  
Respond to parental concerns or enquiries  
Plan and prepare briefing sessions for students and tutors  
Organise inset for form tutors.  
Negotiate service agreement with careers officers where relevant to wex programme  
Liaise with Greenwich EBP and CPS regarding placement details like job descriptions  
Health & Safety  
Design and order WEX diaries  
Liaise with planning team members to review policy and procedure.  
Attend all careers/ wex meetings arranged by EBP / CPS  
Attend relevant inset programmes  
Write an annual report on the wex programme.

Duplicate agreed documentation for students/tutors /parents  
Find placements by sending cold call letters.  
Sending confirmation letter of placement offer to employers  
Plan and agree and carry out arrangements for claiming travel expenses  
Match available teachers for visits during wex  
Produce documentation for visiting tutors  
Liaise with planning team to review policy and procedure  
Liaise with pupils, employers and parents.  
Attend Greenwich EBP WEX meetings.  
Visit a designated number of students during the wex period and complete reports.

Liaise with planning team regularly to review policy and procedure  
Organise times and rooms for briefing sessions  
Notify staff of briefings via Staff Bulletin  
Line Manager:  
Key contact person outside of school hours during the two-week placement.  
Liaise with pupils/parents/ employers if MG not available.

### **Year 10/11 Tutor Team**

Deliver the three briefing sessions if relevant

With MG keep record of student attendance to each briefing

Update absent students on necessary information and literature

Collect parent/carer consent forms

Attend INSET / meetings to ensure confidence in administration and principles of WEX programme.

Complete student profiles on tutor group for employers

Visit a designated number of pupils during the two-week programme and complete reports required.

Deliver debriefing programme.

### **Head of Colleges**

Liaise with planning team to review policy and procedure

Liaise with planning team about particular identified pupils who are having difficulties and help to overcome these.

Liaise with parents.

Monitor and oversee work set for students not given placements and 'returnees' during the allocated 2 week placement time!