

Hammersmith Academy Work Experience Policy

WORK EXPERIENCE - POLICY AND REVIEW DOCUMENT – REVIEWED 12/12/2016

The purpose of this policy document is to make clear to all concerned with the work experience provision exactly what the aims and objectives of the programme are, how it is to be implemented, and the part that can be played in making it successful.

The nominated senior teacher with responsibility for work experience is Student Achievement Manager who works closely with the Careers Coordinator. Line management responsibility currently lies with Jurita Bennett, Assistant Head, KS4.

Section 1 Policy Statement

Aims and Objectives

It is the policy of Hammersmith Academy that, through work experience, all pupils regardless of their race, class, gender, faith or special educational needs shall be given the opportunity to

(in relation to Self)

- develop positive attitudes towards themselves;
- know their own strengths and weaknesses and limitations;
- take increasing responsibility for themselves and their actions;
- develop the skills and confidence to make decisions for themselves;
- develop skills in order to set targets and to achieve their full potential on transition from full time education.

(in relation to Roles)

- understand the strengths and weaknesses of others;
- be made aware of the needs and value of the local community and local employers;
- develop a positive attitude to equal opportunity issues;
- understand the rights and responsibilities of both employer and employee.

(in relation to Work)

- understand the nature of paid and unpaid work;
- develop a realistic view of their work potential;
- gain a real insight into the employment opportunities available;
- appreciate the economic profile of London and realise how this effects employment across the region;
- understand the impact of technological and economic changes on the world of work;
- develop an appreciation of the need for adequate health and safety precautions in a workplace.

(in relation to Career)

- recognise the available options and the directions they may wish to take in their career;
- recognise the implications of gaining relevant qualifications.

(in relation to Transition)

- prepare for the transition from school to adult life;
- become aware that changes are inevitable in life;
- develop flexibility to cope with future changes;
- develop a willingness to accept new ideas, concepts and knowledge.

Statement of intent

- The aim of work experience is to offer young persons, whilst they are still in education, a practical experience of the circumstances in which adults work and which young people can relate to their studies at school.
- Work experience is first and foremost a learning experience and as such is supported by the whole school community. All staff are involved in promoting the correct attitude and atmosphere so that pupils appreciate its value and worth as a school learning activity.
- Work experience supports, impinges and interacts with every area of school life at Hammersmith Academy. It draws from and, in turn, gives strength and purpose to subject areas such as English, Maths and Technology. It is extremely important in the development of transferable key skills such as communication, application of number and ICT.
- Work experience draws upon parental support and on community involvement. Local industry plays their part and serve to show our pupils that school is not isolated from the world of work but an integral part of it.
- Work experience gives all pupils an opportunity to broaden their experience and to meet unfamiliar people in unfamiliar situations. Above all it serves to make them more mature and open-minded while breaking down stereotyped ideas of the workplace and career opportunities.
- Work experience aims to encourage pupils to return to school with renewed vigour, whilst encouraging independence and the will to go forward and succeed.

Section 2 Structure, Systems and Methods of Implementation

1. Whole school structure for work experience

Work experience briefing and debriefing are integrated into Year 10, including a whole drop down day of preparation. Pupils are encouraged to engage in 5 working days' work experience during Year 10. The experience focuses on the personal development of pupils rather than specific career choices.

2. Curriculum Links

Activities for work experience are provided through subject areas. All departments are encouraged to build on the positive attitudes developed by the pupils and to use the energy generated to enhance examination courses.

3. Guidance Provision

- preparation and debriefing activities by Student Achievement Manager, Careers Co-ordinator, tutors, subject teachers and One EBP;
- work placement visits by staff;
- Drop Down Day;
- support from supervisors in the work place.

4. Provision of Information

Pupils apply to go on work experience and are invited to apply for specific placements. Career choices are not guaranteed. "Before, during and after" work packs are completed and staff discuss the information with pupils to ensure than they are fully prepared and debriefed.

Information includes exercises on equal opportunities, health and safety, trade unions, work practice and personal development. Briefing sessions are held to ensure pupils are fully prepared.

5. Involvement of Parents

Parents are encouraged to discuss work experience with their children at all stages of the process. Parents are invited to ask questions and no pupil is allowed to go on work experience without written parental permission.

9. Involvement of Employers

Work experience placements are brokered by One EBP. All own placements are checked for health and safety purposes by One EBP and insurance checked before placements start.

10. Quality Assurance

The school works very closely with One EBP, to ensure a quality experience for pupils at all stages of the planning, briefing, debriefing and actual placement processes.

11. Equal Opportunities Strategies

Work experience is carried out in accordance with the school's equal opportunities policy. Students with disabilities have access to specialist advice and receive extra individual advice on available placements. Pupils are actively encouraged to consider non-traditional roles. Activities on stereotyping are part of the briefing and debriefing programme.

12. Monitoring, reviewing and evaluation

Monitoring, review and evaluation are undertaken during and after the work experience periods.

Next Review Date 10/09/2017