

HAMMERSMITH ACADEMY WORK EXPERIENCE POLICY

POLICY AND REVIEW DOCUMENT

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 Year 10 work experience is the Student Achievement Manager, who works closely with the Careers Coordinator.

Responsibility for own-find and supported work experience in Year 12 and Year 13 is with the Careers Coordinator.

Line management responsibility lies with Sophie Harrowes, Head of Careers.

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. Safeguarding
2. Safety considerations

Safety considerations are reviewed by Spark! for Year 10s. The HSE guidance for work experience and placements is invaluable and should be shared with staff and placement providers. It can be found at <http://www.hse.gov.uk/youngpeople/workexperience/index.htm>

2.1 Considerations for School

“[For] those organising placements, [they] should simply ask sensible questions, in proportion to the level of risk, to satisfy themselves that those arrangements are in place. They should not be second-guessing employers’ risk assessments or requiring additional paperwork. This means that schools do not need to complete extensive health and safety checks or risk assessments of their own, nor do they need to hire third parties to do so.” HSE Guidance on Work Experience

2.2 Considerations for the placement provider

Under HSE guidance (the Health and Safety (Training for Employment) Regulations 1990), students on work experience are treated as employees for health and safety purposes. The placement provider has the same duty of care to the students as it does to its own employees. The provider must ensure that any young person on placement is protected from any risks which are a consequence of their lack of experience or an absence of awareness of existing or potential risks or the fact that a young person has not fully matured. An employers’ existing workplace risk assessments may already cover the risks that work experience students may be exposed to. Their existing Employer’s Liability Insurance will cover such placements.

2.3 Assessing the risk

For the Year 10 programme, Spark! are responsible for risk assessment. Employers are required to have risk assessments for their employees, although small employers (with fewer than five employees) do not have to have them written down. We will ask placement providers to carry out an appropriate workplace induction, which may include undertaking the risk assessments with students, in accordance with the HSE guidance.

We will ask that the risk assessments take into account the student's potential inexperience, lack of awareness of risks and their stage of development. Where it is appropriate to do so, relevant information (such as a care plan) may be sent to the employer to allow them to consider how best to provide safe methods of working. The advice of the SENDCO, Student Achievement Manager and other relevant staff shall be sought in such cases before information is sent from the school. Where deemed appropriate, for instance if a placement is in a higher risk environment or insufficient information has been provided by the placement provider, we may decide not to authorise the work experience.

3. Whole school structure for work experience

Work experience briefing and debriefing are integrated into Year 10, including preparation sessions. Pupils are expected 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. It should be noted that Covid has necessitated revisions to the programme for the past three years and that as a result of challenges for employers, work experience in the current academic year is a three working day mixed work experience.

For Year 12 and Year 13, work experience is based on an own-find model, with extensive personalised support from the Careers Coordinator and Head of Careers. Students are encouraged to secure work experience during holiday periods, but may be given permission to take a week's work experience during term time if they are on-track with academic progress. The school promotes online opportunities (especially during Covid) widely and supports students with applications and references.

4. Curriculum Links

Activities for work experience are provided to 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.

5. Guidance Provision

Preparation and debriefing activities by Student Achievement Manager, Careers Co-ordinator, tutors, subject teachers and Spark! Work placement visits by staff. Support from supervisors in the work place.

4. Provision of Information

Pupils are encouraged to apply for own-find work experience and if they are unable to source an appropriate placement, are subsequently offered a placement sourced by Spark! Career choices are not guaranteed. Work packs will be completed and staff discuss the information with pupils to ensure that 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.

6. Involvement of Parents

Parents are informed and encouraged to discuss work experience with their children at all stages of the process and to help them source an own-find placement. 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 Spark! All own-find placements are checked for health and safety purposes by Spark! and insurance checked before placements start.

10. Quality Assurance

The school works very closely with Spark! 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 with students, employers and the team involved in organising the work experience programme.

Next review date: 31 January 2022