

WORK EXPERIENCE POLICY

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WORK EXPERIENCE POLICY

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1. WORK EXPERIENCE AT SEVERN VALE SCHOOL

At Severn Vale School, Work Experience is part of the school’s curriculum for all students and in line with the Gatsby Benchmarks it ensures that Severn Vale School complies to Benchmark No6 (by the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time job they may have). It is prepared for, celebrated and reflected on, being reinforced by complementary parts of the curriculum, including Futures lessons.

Work Experience is an integral part of the Careers Education, Information, Advice and Guidance (CEIAG) programme. We believe that all students should appreciate the importance of lifelong learning and be actively involved in their own learning and action planning, and setting targets for improvement. All of these elements can be found within the Work Experience programme for Year 10 students.

In addition to Year 10, block week of Work Experience, the Employability Programme is a Key Stage 4 option choice for young people who are likely to move straight into apprenticeships upon leaving Severn Vale School. Occasionally students not on the Employability Programme, are supported with an extended work placement whilst in Year 10 and/or Year 11. These students attend work experience one, two and occasionally three times a week. The curriculum is personalised, so that the most advantageous balance of academic and vocational experience, and qualifications for each individual is achieved.

Related documents:

- Careers Education, Information, Advice and Guidance Policy
- Work Related Learning Policy

DofEdu Careers guidance and access for education and training providers	January 2018	Gatsby benchmarks
6.Experiences of workplaces	Every student 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.	By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have.

2. AIMS OF WORK EXPERIENCE

- To improve student self-esteem and self-confidence.
- To increase self-awareness, especially personal skills, talents, interests and potential.
- To increase future employability in the following areas:-
 - To raise aspirations and awareness of education, training and career opportunities, and to inspire students to achieve their full potential.
 - To assist in the development of a personal career action plan.
 - To give an understanding of employers' expectations.
 - To gain real life experience of working conditions.
 - To increase understanding of why services, industry and commerce are important in our society, and how they interact.

3. LINKS WITH EMPLOYERS

Severn Vale School continues to expand on excellent relationships with a wealth of local business. A wide variety of businesses are prepared to offer our students Work Experience placements each year. In addition to this, members of the local business community also give generously of their time and resources to assist with mock interviews, employability support, our own Careers Fair, taster days and career talks and information sessions.

4. ROLES AND RESPONSIBILITIES OF STAFF INVOLVED

A member of the Senior Leadership Team is nominated responsible for Careers and has oversight of the Careers Education Information and Guidance Programme and Work Experience. Severn Vale's Careers Leader has day to day responsibility for the Work Experience programme, and a member of the Support Team carries out the administrative duties and has day to day responsibility of Careers Assistant duties and as the Work Experience Co-ordinator.

5. CURRICULUM LINKS AND RESOURCES DEVOTED TO THE PROGRAMME

Work Experience is an integral part of the CEIAG programme. It is viewed as a key experience in the Curriculum Support and Pastoral Care Programme. There are six stages to the Work Experience programme.

<p>1. Preparation</p>	<p>Planned programme through assemblies, with Tutors in registration, in Futures lessons and independently, through resources given out at the beginning of Year 10. Students can seek advice and support through the Work Experience Co-ordinator and all other staff including independent careers guidance.</p>
<p>2. Briefing</p>	<p>In assemblies, in morning registration, Futures lessons and through the resources given to each student.</p>
<p>3. Placement</p>	<p>In various businesses chosen by each individual student. Each placement is checked for safety by an agent of the school. A booklet is issued as a resource base to collect and record information in order to maximise time spent in the workplace.</p>
<p>4. Debriefing</p>	<p>Summary and evaluation of experience, including identification of skills and knowledge gained during Futures lessons. Informal discussion in lessons and registration.</p>
<p>5. Follow-up</p>	<p>A planned programme where learning is consolidated and targets are set during Futures lesson. Written reports are received from employers following the placement for most students. Reports are returned to the student and a copy stored to be reviewed in Year 11.</p>
<p>6. Evaluation</p>	<p>Success of the programme and placements evaluated by both students and employers.</p>

Work Experience has a dedicated budget amount, which varies year on year according to the School Improvement Plan.

For further information, please see the school timetable of events, and Futures lesson plan available from the Futures department head.

6. OTHER CURRICULUM SUBJECT LINKS

All subject areas are encouraged to display information about employment opportunities linked to that subject, to inspire and inform. Information matching employment opportunities to subject areas at various qualification levels can be obtained from the Careers Office and the software programmes on the school network, such as Kudos.

7. ORGANISING BLOCK PLACEMENTS

All students are asked to choose a placement that will be challenging and commensurate with their career aspirations and potential, a full year in advance. Before deciding on a placement, students are encouraged to carry out research and seek advice from Futures teachers, tutors, family and careers staff. An appointment with an independent careers adviser can be arranged. Students can draw on their work with in Futures lessons, discussions at Options Evening, parents' evenings, and Career related events such as mock interviews, our Careers Fair, careers talks and outside careers events and resources.

The school will provide as much support as the student needs to secure a suitable placement. Placements are not arranged by the school as we find that where students have more involvement in the process of gaining a work placement, such as research and contacting employers, almost always benefit more greatly.

An agreement form, completed by student, parent, school and employer sets out the responsibilities of all parties, and is used to make sure that all parties have the essential information.

For further information please contact the nominated Careers Leader or Work Experience Co-ordinator.