

## Preparation for Adulthood – Careers

### Work Experience Protocol

Work experience is one of the most important links between employers, schools and colleges. This exposure to work is a significant step in preparing young people for adult and working life by developing their personal and social skills as well as the key skills they will need for the world of work.

The Department for Education (DfE) defines work experience as

“a placement on an employer’s premises in which a student carries out a particular task or duty, or range of tasks and duties, more or less as would an employee, but with the emphasis on the learning aspects of the experience.”

#### **Intent:**

The work experience programme that we offer is well-planned and meaningful to each pupil and their individual needs for the future. This has an important role in developing pupils’ employability skills, personal and social skills and helps them learn about the world of work.

Pupils who are able to access this area of the curriculum will be provided with the opportunity to focus on and to improve on many skills in order to make realistic, informed choices about future education opportunities and possible career pathways. In order to take place in some work placements some pupils may have to take part in pre-placement interviews, letters of application, application forms, writing and sending a CV where applicable, writing about occupational health on official documentation, training/induction days related to the job role and official interviews with managers.

Pupils will work on the following skills throughout their placements:

- Working alongside someone in a work situation
- Learning about equipment used in the workplace
- Following routines and schedules of the working day
- Following instructions in a work situation
- Using tools and equipment in the workplace
- Functional communication skills and interacting with colleagues/unfamiliar people
- Working independently or as part of a team
- Self-assessment and keeping a record of progress
- Identifying health and safety measures and hazards in the workplace
- The routine of a normal working day or shift and being punctual
- A working environment outside the classroom
- Learning and developing customer service skills with members of the public
- An unfamiliar situation involving working with people of different backgrounds and ages
- The chance to learn new skills and perhaps wear uniform and use equipment and machinery to learn work processes at first hand
- Move towards developing personal skills, qualities and interests
- Move towards developing the self-confidence and independence required in the wider world

#### **Work Placement Duties**

Pupils will carry out meaningful work in accordance with the agreed duties for their placement. A responsible person (most times a member of class staff) will plan the work and be designated for the welfare and supervision of the pupil during the period of the placement.

Pupils will not receive any payment for this work. Pupils will not be allowed to work hours which are considered unreasonable. In any event the employer confirms they will comply with the relevant provisions of the Working Time Regulations. The employer will take into account any relevant information relating to the student’s medical condition, or any physical and learning disabilities, details of which may have been provided, in formulating appropriate risk controls to protect both pupils and/or employees.

All tasks asked of the student will conform to the laws governing the Employment of Young Persons and Work Experience (as defined in the Education Act 1996) and any other statutory obligations to the pupil will be observed.

### **Health, Safety, Welfare and Security**

The employer recognises that a pupil (and supporting staff member) on work placement is to be regarded as an employee for the purposes of Health and Safety legislation and the associated duty of care. A current health and safety policy will be maintained and there will be compliance with the provisions of the Health and Safety at Work Act 1974 and its relevant statutory provisions.

The Careers team will undertake a suitable and sufficient risk assessment in relation to the health and safety of the pupil while on the placement, taking into account their inexperience, immaturity and lack of awareness of risks. At the start of the work placement, the employer will provide students with a health and safety induction, which will include workplace hazards and their control, fire, emergencies, first aid, accident reporting and security arrangements.

Pupils will not do work prohibited by law, operate dangerous machinery, carry out any manual handling as identified as being a risk to the student's health and safety, or be exposed to dangerous substances, extreme heat or cold, noise or vibration or any other work environment that may endanger their health and safety.

Where appropriate, pupils will be provided with and instructed on the correct use of personal protective clothing and equipment (PPE) and its use will be enforced.

The staff member supporting in the role and/or the employer will notify the parents/guardian and School, by telephone and as soon as practicable, of any accident, of any case of ill health or any other incident which relates to the pupil's work placement.

### **Risk Assessment**

The Careers team will work with the employer to write a school risk assessment for the duties being undertaken by the pupil, taking into account the age and limited experience of the young person and that the key findings will be communicated to the pupil before the commencement of the placement. The employer should be informed of any medical conditions the student has, which could result in an increased risk to the pupil or an employee's health and safety during the placement. The employer will then be able to identify any significant risk and the necessary control measures put in place to ensure the safety of the pupil.

### **External Work Experience – Procedure**

Before pupils take part in work experience they participate in careers lessons to learn about the world of work and what opportunities there are for them once they leave school/college. In lessons they will also complete tasks based around skills, interests and writing CV's so as to ascertain which direction individual students want and are able to follow. These will work in conjunction with the 1:1 sessions with the Independent careers advisor.

Once they have completed this work they will work with the Careers team to establish which possible jobs they want in the future and what is available in the local area. Then the student supported by staff can apply and complete research to find contact details of these local employers. The Careers team will then manage the correspondence between possible employers willing to give pupils a chance to arrange visits, assess the risks involved, and look at suitability with our pupil's individual and SEN requirements.

It is also the team's role to assess the suitability of all placement providers with regards to health and safety and child protection; ensure that placement providers understand their responsibilities with regards to health and safety and when undertaking a risk assessment that they take in to account any additional needs the student may have.

The next steps are for students to either apply for a position online or through an application form. If this is not required they will attend a preliminary visit to look at the work place, meet the manager/owner – take part in an informal verbal interview and also meet employees of the business.

Once that has been accepted the manager and careers team will liaise on conditions and time scales for the work experience placement and acquire relevant documentation or training information including health and safety procedures for the student and supporting members of staff to gain knowledge of. Some placements may require extra requirements to start such as occupational health checks, induction/training days, health and safety checks and DBS checks.

All students will be supported 1:1 whilst on their individual placements where ever they may work in the local community. Key staff that will be supporting the pupils while they attend work experience may also need to apply or have the same requirements and checks to enable them to attend and support them.

The Placement providers must ensure that they understand their responsibilities with regards to health and safety and when undertaking a risk assessment that they take in to account any additional needs the pupil may have. Parental consent will also be sought before the placements starts either through detailed telephone calls with the careers team.

Prior, during and after attending the work experience placements pupils will complete the Work experience log books to record and self-evaluate their day, what jobs they have done and how well they feel they did to achieve their targets. The staff that accompany them will also fill in a section to evaluate and record their progress. Each term the coordinator will send an employer assessment sheet to assess their views and record the progress and collate the data from all placement providers.

Some external group work placements also benefit the students in order for them to initially test their work skills before starting an individual post, this also enable students to learn important social and interaction skills whilst working as a team. Presently we have volunteering groups working at a community allotment in Goldthorpe and in the Flower park in Thurnscoe.

### **Internal Work Experience**

We also have over the past several years taken on internal work experience opportunities that take place in school. These include positions working with the IT technician to help maintain computers around school, working with the maintenance team to complete repair and decoration work around school and the residential homes. These positions are taken by pupils who have interest in these areas of work to gain skills in a familiar safe environment to support their individual needs.

### **Coffee Shop Work Experience**

For many years now pupils and staff have worked together to run the school Coffee Shop each week. This is located in the Post 16 department kitchen with the café section next door. The coffee shop is open 2 mornings per week and the opportunities to work in it are shared on a rota basis and is offered to Key Stage 5 pupils who are able to cope with the work load and busy environment. The sessions are incorporated into the curriculum and are taught by the Senior Teaching Assistant responsible for the area. The aims of the lessons are to provide opportunities for students to participate in a realistic working environment using the catering kitchen and Coffee Shop. To provide opportunities for pupils to demonstrate competence in key skills of communication, numeracy, working with others, improving own learning and problem solving. To provide students with opportunities to maintain, consolidate, re-enforce, generalise and learn new knowledge, skills and understanding in relation to language, social communication/interaction, flexibility of thought, (imagination), problem solving, independence and working as part of a team.

Pupils will be involved in all aspects of the work that will involve the following processes:

1. Safety procedures in the workplace
2. Personal Hygiene
3. Food Hygiene
4. Use of protective clothing
5. Personal responsibilities in the work environment
6. Identification of correct equipment for tasks

7. Safe use of equipment
8. Cleaning and storing equipment
9. Prepare and cook basic food and snacks/drinks for Coffee Shop
10. Serve customers in the Coffee Shop appropriately – taking orders and obtaining payment and giving change

Some pupils will be involved in operating Team Enterprise. These students will also participate in:

11. Purchasing of ingredients from the local community
12. Marketing of Coffee Shop
13. Development of recipe books for sale
14. Mentoring new pupils who have come for work experience to support them do the job until they become familiar.

Once pupils who have completed all the work provided above to an independent level they also take part in peer tutoring where they teach the skills they have learnt to a student who has just started in the coffee shop.

### **Cross Curricular Links**

Work experience builds on many skills and links with many areas of the curriculum in school. It develops pupil's skills in communication and numeracy into real life situations and emphasises on functional abilities. It has essential links to other core subjects especially PSHE where students can develop their independence, organisational and attention skills that they have learnt within school and widen the skills in an external context within the community.

The main link with the curriculum in school is with the vocational skills learnt in Enterprise and the theory work/future choices learnt through Careers education. These are the most important 3 areas within Preparation for Adulthood that link together to strengthen students learning as to what happens when they leave school and acquire as many important skills for the future as possible.

### **Written by the Careers Team Autumn 2021**

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