



Market Field School – ‘*Learning for Life*’

&

Market Field College – ‘*Fostering Readiness for Work and Life*’

Work Experience Policy

2024 - 2025

Staff Responsible	Created	Approved by Governors	Next Review
Hazel Govia	March 2024		September 2025

Vision statement

Market Field School and College are committed to changing lives; affording our learners the skills, knowledge and confidence to successfully prepare them for the opportunities and responsibilities their futures hold.

The governing body have therefore adopted this policy to provide a clear commitment to a framework for Careers Education, Information, Advice and Guidance that includes work experience placements. This is completed in line with the Gatsby Benchmarks which are outlined in Appendix 1.

Employer engagement and enrichment activities

Raising the aspirations of our students is important to us. Engagement with employers and new experiences often spark the interest of our students and can lead to exciting opportunities. We therefore prioritise employer encounters. Encounters include opportunities to visit a variety of organisations and the invitation of local businesses to undertake activities with our students, on site.

These experiences form part of our Careers Programme from KS2 to year 14 and can include industries such as hospitality & catering, farming, horticulture, construction and retail.

Our offer

Our Careers Programme is currently under development however, we aim to provide:

KS3	A minimum of 1 whole class work place visit in each academic year
Year 10	1 week work experience (group or individual)
Year 11	1 week work experience (group or individual)
Year 12	1 day a week work experience placement (group or individual)
Year 13	Pathway 1 & 2 – 1 day a week work experience placement (group) Pathway 3 – 2 days a week work experience placement (individual)
Year 14	Pre-Internship Programme Supported Internship Programme End goal of 2 – 4 days in placement

Organisation of placement

All placements are completed in line with Keeping Children Safe in Education 2024, paragraphs 335 -340.

1. The Careers and Employability Team liaise with local businesses to secure a variety of work experience placements for students.

2. Visits to potential new work experience providers are completed to ensure all regulations are met. Health and safety and risk assessment forms are completed.
3. Employer liability insurance certificates are checked for every placement.
4. DBS checks will be arranged where appropriate and necessary in line with the guidance in KCSIE.
5. Students are allocated a placement and communications are promptly sent out to all parties involved to inform them of logistical requirements including, but not limited to: placement location, dates and interview details. Updates are provided via Class Dojo, ParentApp or a letter may be sent home.
6. Where students/parents choose a specific placement and arrange this themselves a visit must still be conducted to ensure suitability. In cases of a lone employer, the parent/carer must sign a waiver acknowledging the employer has no employer liability insurance. This confirms the parent/carer is happy for the student to attend that work experience placement and to work with that person/persons.
7. If transportation by Market Field School or College is required, the correct insurances will be in place for all drivers and vehicles. Risk assessments will be undertaken for all students being transported together by Market Field School or College.
8. Student attendance will be monitored and their well-being on placement ensured.
9. Students on individual placements will be visited by either a member of the Careers and Employability team or their teacher. This will be to review progress and to provide any necessary support.

We feel it is important for our students to experience the special relationships formed at work. The relationships encourage maturity, growth in self-confidence, increased motivation and the development of interpersonal skills.

Expectations of students

College students will be offered a work placement according to their individual needs and desires where possible. They are expected to accept a placement unless it is justifiably unsuitable. In this instance, another placement can be found. If this is also considered unsuitable the parent/carer would need to arrange a suitable placement. The college would then organise the necessary paperwork with the preferred employer.

If work experience placements are unsuccessful, a sheltered work experience placement will be used.

If a work placement has not yet been obtained, the college will provide access to alternative education means on their allocated work placement day. This is only until a placement is found.

During the work experience placement, all students are expected to:

- Follow the employer's requests by dressing appropriately.

- Demonstrate good time keeping by arriving and departing placements as outlined by the employer.
- Follow instructions and accept suggestions with grace.
- Work safely by acting in accordance with health and safety policies.
- Show respect to the employer by maintaining interest in the work provided, following the routine of the workplace and treating the employer's property with care.
- Attend placement every day. If this is not possible due to illness or for other reasonable reasons, contact must be made with the employer and the school/college as soon as possible. Our Calling in Sick Script can be found under Appendix 2.
- There is no alternative provision available for students who repeatedly refuse work experience placement. Work experience placements are a non-negotiable part of our Careers Programme.
- Please note, if the work experience placement terminates without warning, the Careers and Employability Team will put every effort into finding another suitable placement as quickly as possible. Finding a work experience placement takes time and so we ask for patience and understanding as we work to find a new, suitable placement.

Payments on placement

During the work placement students are classified as children in education, not as employees, and therefore have no right (under the Work Experience Act 1974) to expect or receive payment in any form. Consequently, students must not be used in place of regular employees. Students should also not be expected to undertake work of a repetitive or long term nature beyond what would be classified as reasonable practise of a particular skill.

Our college students can receive payment if they are employed as a part-time member of staff. This can form their work placement component at college.

Hours of work

Generally, students are expected to work a minimum of four hours or more. This is dependent on the needs of the employer and the abilities and/or flexibility of the student. This is not a possibility for all of our students due to need, student location or specific individual circumstances. The hours and days of work will be agreed in advance of the placement.

Meal breaks

Meal and other breaks will be negotiated prior to the commencement of placement. Students are entitled to meal breaks in line with the conditions observed by the organisation in which they are working.

Students are expected to strictly observe the allocated time they have for meal breaks.

Issues arising in the workplace

Any issues should be immediately reported to the Careers and Employability Team. In line with the appropriate safeguarding procedures, issues will be addressed and resolved as soon as possible.

Leadership and Management

The work experience programme is designed by Hazel Govia, the Careers Lead. Support is provided by the extended Careers and Employability team who are responsible to Hazel Govia. The Careers Lead is responsible to the Head of College and Head of School.

Evaluation

Evaluations of work placements are undertaken at intervals and feedback requested at various stages of work placements.

Evaluations of activities organised by the Careers and Employability team are also evaluated, and feedback sought from all parties to help inform future plans.

Equal opportunities

No student is denied a placement for any reason of Race, Religion, or Gender. All applications are considered on availability and merit.

The individual needs of each student are taken into account when placements are allocated to ensure a positive experience for both student and employer. The employers will be informed of any reasonable adjustments required prior to the start of placement.

This policy is due to be renewed in September 2025.

Appendix 1

SEND Gatsby Benchmark Toolkit

The SEND Gatsby Benchmark Toolkit, which was created collaboratively by Talentino, CDI (Careers Development Institute) and the Careers & Enterprise Company states that: *‘there is a consensus that the Gatsby Benchmarks are appropriate for all students, although we recognise that some flexibility should be applied when using the Gatsby Benchmarks with students with PMLD/Highly Complex Needs.’*

Gatsby Benchmarks	<i>‘The analysis of the Gatsby Framework using the content devised for the Special Schools version of Compass identified that the following changes could easily be made and located within a broader guidance document and the essence of all the Benchmarks themselves can stay intact.’</i>
<p>1. A stable careers programme: Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.</p>	<p>The content of a holistic careers programme to reflect the core themes of the Preparation for Adulthood programme including employment health, independent living, education, housing options, relationships and community.</p>
<p>2. Learning from career and labour market information: Every student, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.</p>	<p>The aim remains the same, but the content will reflect the relevant information that the cohort and their family needs.</p>
<p>3. Addressing the needs of each student: Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school’s careers programme should embed equality and diversity considerations throughout.</p>	<p>The aim remains perfectly aligned and needs to refer to the multiple statutory planning processes and achieving participation of students.</p>
<p>4. Linking curriculum learning to careers: All teachers should like curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM</p>	<p>The language does need to reflect this group more strongly and the interpretation of the subjects English, Maths and Science must reflect a cross curricular approach as opposed to the hard-core subject matter.</p>

subjects for a wide range of future career paths.	
5. Encounters with employees and employers: Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.	The aim needs to be re-framed possibly as a two-way learning for employers and the activities to reflect the types of destinations for this cohort.
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.	The recommendation is to follow the same approach as with Benchmark 5 with an enhanced focus on Enterprise.
7. Encounters with further and higher education: All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.	Universities / HE has already been removed and the inclusion of the wider range of destinations and young people's transition into them need to be highlighted.
8. Personal guidance: Every student should have opportunities for guidance interviews with a careers adviser, who could be internal (a member of the school) or external (provided they are trained to an appropriate level). These should be available whenever significant study or career choices are being made.	The focus has been on generating internal qualified Careers Advisers and the advantages to their being in place for this cohort.

Calling in sick

Calling your employer

- Hi this is
- I'm calling to let you know I'm not going to be in work placement today.
- Give reason for absence - sickness or any other reason.
- Say when you hope to return to work.

Example: Hi, this is John smith and I am calling to let you know I'm not going to be in placement today as I've been sick this morning. I am hoping to return tomorrow

It is important to call in each day you are unwell, not just the first day

Calling the College

- You can use the above script, replacing work placement for college.