



Trinity Multi Academy Trust

<b>Policy:</b>	Work Placement Guidance
<b>Date of review:</b>	December 2017
<b>Date of next review:</b>	December 2020
<b>Lead professional:</b>	Assistant Principal Curriculum
<b>Status:</b>	Non-Statutory

**Trinity Academy Halifax**

<b>Senior leader link for the academy</b>	<b>Kate Wilson</b>
<b>Name of the nominated officer</b>	<b>Kate Wilson</b>
<b>Role of the nominated officer</b>	<b>Assistant Principal – Student Support</b>

**Trinity Academy Sowerby Bridge**

<b>Senior leader link for the academy</b>	<b>Rebecca Stothers</b>
<b>Name of the nominated officer</b>	<b>Sarah Holden</b>
<b>Role of the nominated officer</b>	<b>Examinations Officer/Careers</b>

**Cathedral Academy - Wakefield**

<b>Senior leader link for the academy</b>	<b>Stuart Pinder</b>
<b>Name of the nominated officer</b>	<b>Maria Stead</b>
<b>Role of the nominated officer</b>	<b>Head of Training</b>

## 1. Introduction

Within Trinity Multi Academy Trust we recognise the benefits of work placement opportunities, both as a host organisation and in supporting our students as part of their curricular studies or extra-curricular activities.

This guidance should be read in conjunction with the relevant academy's Child Protection and Safeguarding Policy, Child Protection and Safeguarding Procedures, Code of Conduct for staff, and Safeguarding Procedures (Visitors and Volunteers).

This guidance refers to the Department of Education's 'Post 16 work experience as a part of 16 to 19 study programmes and traineeships'. This is departmental advice for post-16 education and training providers. This guidance is part of Trinity MAT's suite of Health and Safety and Safeguarding policies and procedures.

## 2. Host organisation

We are often asked if we can offer work placements to ex-students, or those interested in a career in schools, or teaching. We should deal with these requests as follows:

### 2.1. Teacher training placements – TTSA School Direct

Where the individual is undertaking teacher training through the trust's School Direct programme, which is administered by the Teaching School, their details will be circulated by the Teaching School. This is so all schools and academies who host a trainee are aware of the individual(s) who will be working in their setting. As all School Direct trainees have to undertake suitability checks before commencing their training, these students may require an IT account but do not need to be treated as visitors. All information is available from the Teaching School administration team.

### 2.2. Teacher training placements – other training providers

Where the individual is undertaking teacher training through a training programme other than School Direct, the training provider (e.g. University or College) should provide their details and confirm they have undertaken checks to ensure they are suitable to work with children and young people. These students should be treated as undertaken 3<sup>rd</sup> party checks and may require an IT account. Please seek confirmation these checks have been completed and the names of any teacher training students from the ITT coordinator or link in your academy.

### 2.3. Other work placements 2-3 weeks in length (short term)

When requests are received the academy's nominated officer will clarify the length of the requested placement, the reason for the placement and, if necessary, the department/area of the academy that would be best suited to meet the needs of the request.

Once this has been established the nominated officer will contact the curriculum area leaders to check if they are able to support the placement request. If they can, then the nominated officer team will pass on contact details to the person requesting the placement. If they are unable to help, the nominated officer will reply to the request, giving brief details why we cannot help.

Please refer to the trust's Volunteer Policy and usual safeguarding policies, once a request has been agreed.

**Requests from ex-students should be given serious consideration as part of the trust's commitment to life-long learning.**

During the placement the individual will sign in as a visitor. They should not be left alone during

the working day, and should not have unsupervised access to students. Any visitors who do not meet our safeguarding requirements will be asked to leave. The member of staff leading the placement will have responsibility for the individual on placement, ensuring that these safeguarding requirements are met.

#### 2.4. Other placements

On occasion we are asked to support a placement outside those outlined above. In these cases the nominated officer will discuss the request and establish the length, nature and purpose of the placement. Please refer to the Volunteer Policy and seek advice from the DSL, or other senior leader to ensure that any and all suitability checks are undertaken before agreeing to host a work placement.

If you have any questions or concerns about work placements, or safeguarding please refer to the DSL in the relevant academy.

Generally IT access is not required by these placements, but they may need setting up on academy systems to access printing, cashless dining facilities etc.

### 3. Students undertaking work experience – under 16

Students who are taking part in work experience do so in two main ways. Firstly, as part of their course of study, or secondly, as part of the extracurricular programmes, such as student leadership schemes. For students in this age group who are taking part in work experience outside the school, a senior leader must ensure that they have risk assessed the provision and that this work experience is part of an alternative provision of education. For a large group of students we may use the services of an external organisation to co-ordinate placements and health and safety risk assessments.

### 4. Students undertaking work experience – post 16

The trust strives to be a centre of excellence for learning and aims for the highest standards of attainment, behaviour and safeguarding. The purpose of this part of the guidance is to outline our approach to work placements, or work experience opportunities for post 16 students. These placements may be within a programme of study, or as an extra-curricular, enrichment activity. The guidance in this part of the document reflects the age of these students and the nature of their post 16 studies.

### 5. Health and safety and Risk Assessments

- 5.1. Health and Safety guidance makes it very clear that much of the health and safety practice which has grown up around the provision of work experience reflects custom and practice rather than legal requirements. Key points in the guidance include:
  - employers who already employ young people do not need to repeat risk assessments if they offer work experience placements
  - repeat assessments are not required for each successive work experience student where an employer regularly takes them on
- 5.2. The employer is responsible for the health and safety of students whilst on a work experience placement. **However an academy must be satisfied that an employer has assessed the associated risks to workers under 18 on their premises and has put in place measures to mitigate these risks.**
- 5.3. The nature of the risk assessment will depend on the type of work environment. Assurance can be gained through a conversation with the employer rather than a physical inspection or requiring the employer to complete lengthy forms.
- 5.4. There is no requirement for a separate risk assessment for work experience students where an employer already employs young workers under 18, as the risks should already have been considered.

- 5.5. Where work experience students are the first young workers an employer takes on (or the first for some years), the employer should review the existing assessment. For some higher-risk environments, the employer will need to consider specific factors where relevant – these are described in the HSE guidance.
- 5.6. In the rare case where an accident may happen on an employer's premises, the employer would be liable if the provider has taken the steps described in HSE's guidance to satisfy themselves that the employer has put in place measures to manage the associated risks in their work place, prior to the placement.
- 5.7. The Health and Safety at Work Act 1974 has been amended so that a civil action for breach of health and safety legislation may only be brought where it has been proved that the employer has been negligent. The provision covers all those in the workplace - including work experience placements, interns, apprentices, and volunteers in workplaces where there is also paid employment. This came into effect on 1st October 2013.
- 5.8. **Appendix 1** shows a checklist of what should be considered when arranging work placements and setting up work placement programmes.
- 5.9. **Appendix 2** shows a checklist that should be completed prior to the placement commencing. The student's Progress Tutor or Subject Teacher (if the placement is related to a course of study) should complete this checklist and submit to admin support for scanning and attaching to the students SIMs record.

## **6. Insurance and DBS checks**

- 6.1. Employers' Liability Compulsory Insurance. The Government have confirmed with employers that the insurance industry has committed to treat work experience students as employees so that they will be covered by existing Employers' Liability Compulsory Insurance policies. If an employer has Employers' Liability Compulsory Insurance cover already, they do not need to buy additional cover.
- 6.2. For placements in the voluntary sector; if the voluntary organisation employs staff, students on work placements will be covered by their existing Employers' Liability Compulsory Insurance policy. If the voluntary organisation only has Public Liability Insurance, they will need to obtain temporary Employer Liability Compulsory Insurance for the duration of the work placement. In this instance, consideration should be given to whether the placement is appropriate to a young person, or if another similar employing organisation can be identified.
- 6.3. Disclosure and Barring Service checks. From July 2012 providers are no longer required to carry out enhanced Disclosure and Barring Services checks on employers/staff supervising young people aged 16-17 on work experience.
- 6.4. It should be highlighted that under new statutory guidance only individuals who are responsible for children, young people or vulnerable adults require a DBS check. Under no circumstances should a student be required to be responsible for children, young people or vulnerable adults during a work placement. However, it is the decision of the host organisation as to whether they want to request a DBS check, as it is required by their safeguarding policies.
- 6.5. Please refer to the trust's HR team, or the academy DSL for advice on DBS checks, should a host organisation request a check.
- 6.6. For work placements hosted by a setting in the trust insurance is in place and DBS checks are not required.

## **7. Communication, Expectations and Evaluation**

- 7.1. Parents should be made aware that their child has a work experience placement, by either a telephone call, or brief letter. This ensures that the parent is aware and they know who to contact in the event of query.
- 7.2. **Appendix 3** gives an example of a letter to a host organisation, introducing the student and confirming the named contact at the academy. The student should arrange a visit with the host organisation, to introduce themselves and ask any questions relevant to the

placement. Tutors should provide advice and guidance as to how this meeting should be conducted.

- 7.3. Students should be clear about what is expected of them. This is in relation to attendance, attitude and conduct. This may be the first opportunity a young person has to be involved in a work place and therefore they may require guidance and support about how the academy environment differs from work place expectations.
- 7.4. It is recommended that the work placement is evaluated regularly. Academy staff should ask if the placement is meeting expectations (of both parties), if the student is gaining from the experience, if there are any concerns or issues (from either party).
- 7.5. A final evaluation is recommended where the host organisation provides a written reference for the student, to be used to support applications for employment or further education. This final evaluation should also assist the student in completing application forms, highlighting skills used, knowledge acquired and how this additional experience can be applied.

## Appendix 1 – Checklist for placements

<b>Pre-placement preparation – questions to ask:</b>	
Current provision and learning from others	<ul style="list-style-type: none"> <li>• Is there an existing infrastructure to arrange work experience placements as part of Study Programmes, or do you need to consider a whole academy approach?</li> <li>• Have you looked at examples of good practice and what other institutions are doing to implement work experience, including for those students with learning difficulties and/or disabilities?</li> </ul>
Processes and procedures	<ul style="list-style-type: none"> <li>• Who will be responsible for work experience? Each tutor or one person?</li> <li>• What support systems, e.g. ICT and administration, will you need in order to identify, allocate, monitor and evaluate work experience placements?</li> <li>• What mechanisms or procedures will you need to ensure that work experience is coordinated effectively and consistently for all post 16 students?</li> <li>• Are you familiar with current HSE guidance? (via the HSE website)</li> </ul>
Staff readiness	<ul style="list-style-type: none"> <li>• Are all staff aware of the principles of work experience and how they fit into Study Programmes?</li> <li>• Do all staff know who is responsible for arranging work experience placements and who they should contact for information?</li> <li>• How will staff ensure that work experience placements are relevant to individual students' needs and career aspirations, including those students with SEN?</li> </ul>
Employer engagement	<ul style="list-style-type: none"> <li>• How will you source work placement places with new and/or existing employers?</li> <li>• Are you aware of any sector gaps that you need to address to match student choices?</li> <li>• Do you have clear and simple mechanisms in place for employers to offer work placements for your learners?</li> <li>• Do you understand the varying preferences and needs of local employers so that you can be sufficiently flexible in planning around these?</li> <li>• Have you considered working with neighbouring schools, colleges and training providers in engaging with employers?</li> <li>• Have you considered working with external organisations, such as the local Education Business Partnership and Job Centre Plus to source placements?</li> </ul>
Student/parent readiness	<ul style="list-style-type: none"> <li>• How will you heighten awareness in your students and their parents of the value of work experience and how it will complement their Study Programme?</li> <li>• Do your students understand their responsibilities with regards to their work experience placement?</li> <li>• Have you planned into the curriculum some form of employability training to prepare students that are not quite 'work ready'?</li> </ul>
<b>Provision of work experience:</b>	
Staff readiness	<ul style="list-style-type: none"> <li>• Have staff ensured that each work placement has clear aims and objectives that are relevant to individual students' programmes of study or ambition?</li> <li>• Have staff agreed up-front the roles and responsibilities between employer/college/student?</li> <li>• Do all staff know what the mechanisms are for arranging, monitoring and recording work experience placements?</li> <li>• Have staff clearly planned out and timetabled their work experience placements?</li> </ul>

	<ul style="list-style-type: none"> <li>• Have staff advised employers of any additional health and safety and/or safeguarding checks that are needed beyond what the employer already has in place?</li> <li>• Are staff confident that these additional checks are fit for purpose and not unnecessarily burdensome?</li> </ul>
Employer readiness	<ul style="list-style-type: none"> <li>• Has the employer agreed up-front the roles and responsibilities between employer/college/student?</li> <li>• Is the employer aware of the capability of the student, so expectations are managed?</li> <li>• Is the employer aware of the principles of 'meaningful' work experience, e.g. purposeful, offers challenge, structured, supervised, etc.?</li> <li>• Does the employer understand their responsibility for evaluating each student's performance and providing a reference at the end of the placement?</li> <li>• Is the employer aware that their existing Employer Liability Insurance will cover work experience placements?</li> <li>• Is the employer aware of the new simplified health and safety guidance for work experience placements?</li> </ul>
Student readiness	<ul style="list-style-type: none"> <li>• Is the student sufficiently 'work ready' for the work experience placement so as to maximise the benefit for both the student and employer?</li> <li>• Has the student agreed up-front the roles and responsibilities between employer/college/student?</li> <li>• Is there an appropriate level of support and contact time available to the student whilst on placement?</li> <li>• Does the student understand their responsibility to assess their own performance at the end of their placement?</li> </ul>
<b>Work experience follow up:</b>	
Evaluation	<ul style="list-style-type: none"> <li>• How will you know if the work experience placement has been successful?</li> <li>• Have the employer and the student carried out their assessment of the student's performance?</li> <li>• Is any follow-up activity necessary with employers who provided work placements?</li> <li>• Is there anything you would have done differently?</li> </ul>
Records and audit	<ul style="list-style-type: none"> <li>• Has the work experience been properly recorded in the learner's record?</li> <li>• Has the work experience been sufficiently documented so that it can be scrutinised through the common inspection framework?</li> </ul>



## Appendix 2 – checklist to be completed prior to the placement commencing

### Academy Work Placement Risk Assessment Checklist

#### Risk Assessment

This should be completed prior to the placement by the student's Tutor or Subject Teacher, through a discussion with the host organisation. This should be retained with the student's records.

Name of Academy:			
Name of Student:		Placement organisation:	
Dates of placement:		Type of organisation:	
Name of academy contact:		Name of organisation contact & job title:	
Brief description of work to be undertaken during the placement:			
Is there any specific training required for this work:	Yes/No (If Yes, please see below)	Is there any specific work equipment that will be used:	Yes/No (If Yes, please see below)
Please describe any supervision arrangements that are required during the placement:			
Please record any hazards (chemical, biological or physical) that the academy should be aware of:	(Please note, a follow up risk assessment maybe undertaken if there are specific risks the academy should be aware of).		
Does the organisation currently employ young people (under 18)	Yes/No	Is there a risk assessment already in place for workers under 18:	Yes/No (If No, further discussion is required – see guidance)
Does the student have any SEN, disability, or other needs that the host organisation needs to be aware of?	<i>(If Yes, please ensure that the organisation has all relevant information. An accompanied visit with the student is recommended)</i>		
Form completed by:		Date:	

### Appendix 3 – example letter to host organisation

DATE

(Name & Address of host organisation)

Dear xx

#### Student Work Placement Programme

Firstly, many thanks for agreeing to support the academy in this programme.

I can now confirm that **insert name** will be spending [*insert time e.g. a minimum of 2 hours a week*] with you. **He/she** will telephone you by [date – within 5 working days] to arrange a preliminary visit. This will give you the opportunity to meet the student and for the student to discuss the arrangements for the placement.

Once the placement has started, I would be grateful if you could ensure that our student is familiar with:

- Yourself, or another named contact who will be their point of contact in your organisation, for the duration of the placement.
- Fire evacuation/emergency evacuation procedures
- First aid arrangements
- Any health and safety or training arrangements.

If our student is required to undertake any statutory or basic training, relevant to your organisation, prior to the placement starting, please contact me and I will arrange a time and date for this to take place.

We have previously checked with you that you have in place a risk assessment, relevant to young people working in your organisation.

At the end of the placement we will request a reference, or report on **insert name's** performance, attitude and commitment. Any information you are able to give in will be invaluable, providing an additional view of the student, which can be used in future job or university applications.

I would like to take this opportunity to thank you again for supporting this programme. I am the named contact at the academy for **insert name**, so please contact me if you have any questions or concerns.

Please do not hesitate to contact me if you require any more information.

Yours sincerely

Name

Job title

Contact details/information