

Inspire Learning Trust Work Placement Policy June 2024



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Author: Rachel Mullins (TRC) Donna Tank (OHS) Tania Ashton-Bray (WS)

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Cross Ref to other Policies/Procedures:

1. Equality and Diversity
2. Safeguarding

Introduction

Supporting Gatsby Benchmark 6, the trust's aim is that every young person will undertake a work placement during their time at OHS, TRC & WS (in-person and/or virtual) and benefit from work-related learning (employer guest speakers; industry visits; employer-set projects and structured employer events). This will provide self-awareness, insight into the world of work and an opportunity to experience a working environment. Increased maturity and the acquisition of skills and knowledge of a particular career are additional benefits. Work experience helps to develop co-operative and interpersonal skills alongside a sense of worth, achieving both an insight into a specific vocational area and transferable employability skills.

Objective

The primary objective is to support pupils and students in organising a work placement that meets their individual needs/aspirations and to ensure that their requirements are met in respect of areas such as personal development, career aspirations, course work, timetable etc.

The wide role of Thomas Rotherham College

Opportunities will be provided in student tutorials, subject lessons and via the weekly 'Futures' email to promote the value of work experience (endorsed by our University and Employer partners) in terms of securing the learners next best step (Apprenticeship, Employment or University) through the development of industry insight and student employability skills and attitudes (TRC Top 10).

Work placement considerations are embedded into enrolment procedures which clarify a student's eligibility for DBS checks and how any additional needs will be met for courses where work placement is an essential component.

For courses where work placement is essential, curriculum time will be planned in for the team to meet with individual students in that subject area to aid efficiency of the placement process.

When organising a work placement, the School / College will:

- In the first instance, encourage and support pupils / students to source a placement themselves.
- At TRC the work placement team will meet with students to discuss individual requests and circumstances
- Aims and objectives of the placement will be clarified to ensure that it meets their individual needs and career goals. Priority at TRC will be given to students who are undertaking work placement as a compulsory part of their academic course.
- The work placement team will check student profiles and individual needs and proactively prompt students to declare any additional needs.
- (WS) A self-arranged work experience form is completed by the employer, with the offer, the student and parent/carers permission and submitted to the work experience team for consideration.

- Ensure a health and safety visit to all new providers is carried out and Employer Liability Insurance (WS and public Liability Insurance) is checked for all current placements. On receipt of the employer visit H&S pass report, the placement will be confirmed (Winterhill School only).
- Ensure that the pupil / student is made aware of any special requirements pertaining to the work placement including Health and Safety issues.
- Ensure that students at TRC are aware that where a DBS is required relevant documents must be brought into college, no initial cost will be incurred by the student but they are responsible for keeping their own certificate and if lost a charge will be incurred for arranging a replacement copy.
- Ensure that pupils / students are aware of the dress code, behaviour expectations and attendance expectations in line with agreed hours whilst on placement and that there is a consequence for non-compliance and an escalation procedure within college.
- Ensure the correct procedure is followed for teacher authorisation if a placement unavoidably clashes with lessons **prior** to a placement being confirmed.
 - Winterhill School only - A parent/carer confirmation letter of placement is issued with the place details, parent/carer responsibilities during placement and school expectations of students whilst on placement.
- Be available to discuss any problems that may have arisen with the employer or with the student whilst on placement (TRC) *See out of hours provision information and flowchart below.
- Ensure that the employer is briefed about the aims and objectives of the placement and given appropriate details about the student (including additional medical, health and safeguarding needs where deemed appropriate) in accordance with the Trust's Data Protection Policy.
- Ensure that there is no racial, gender or unreasonable disability bias in the organisation of the placement.
- Ensure that the employer is fully briefed around Safeguarding responsibilities and that pupils / students know what to do in the event of a safeguarding issue.

The School / College would look to the employers to:

- Provide a structured, relevant, safe and supervised work experience which meets the agreed objectives of the placement.
- Provide adequate insurance cover for the pupil / student whilst on placement.
- Provide an appropriate induction programme to ensure that the pupil / student is aware of Health and Safety procedures and regulations pertaining to an employee of that establishment.
- Communicate with School / College if there is any problem.
- For TRC students, provide clear, constructive feedback, including the completion of an open summative report which can be accessed and used in preparing a reference for a student. Employer feedback will be logged by the work placement team onto the student SharePoint page and the student will log the placement in their Digital Portfolio.

- For OHS pupils, provide a clear, concise and constructive piece of written feedback for the pupil to use at school as part of the evaluation of the placement.
- For WS pupils, to complete work experience diary on placement, collect employer feedback and return to school.
- Show awareness of the Trust's E&D and Safeguarding procedures.

When organising a work placement for a pupil / student with declared Learning Difficulties/Disabilities/Health Issues the School / College will:

- Use the code system on the student's SharePoint page to identify any declared LDDs. Also check interventions. (TRC)
- Use the PPN to identify any SEND/AEN.
- At TRC check with CLASS, for all check with safeguarding and first aid to gain any additional needs information and proactively prompt students to declare any needs and gain the pupil/ parent/ student's consent to discuss these requirements with the placement provider.
- Gain the pupil/ parent/ student's consent to discuss these requirements with the placement provider.
- Contact the SENDCo/ Head of Faculty for Learning Support and Student Well-being, to discuss the individual's requirements when on placement (Learning difficulties/disabilities, mental health, physical health).
- Communicate this information to the placement provider in the most effective way. This will usually be face-to-face.
- Ask the appropriate member of the ARC / HOH/ Learning Support and Student Well-being team to contact the employer prior to the placement and discuss the pupil's / student's needs. If a Care Plan or similar is in place, send a copy to the placement provider, if relevant.

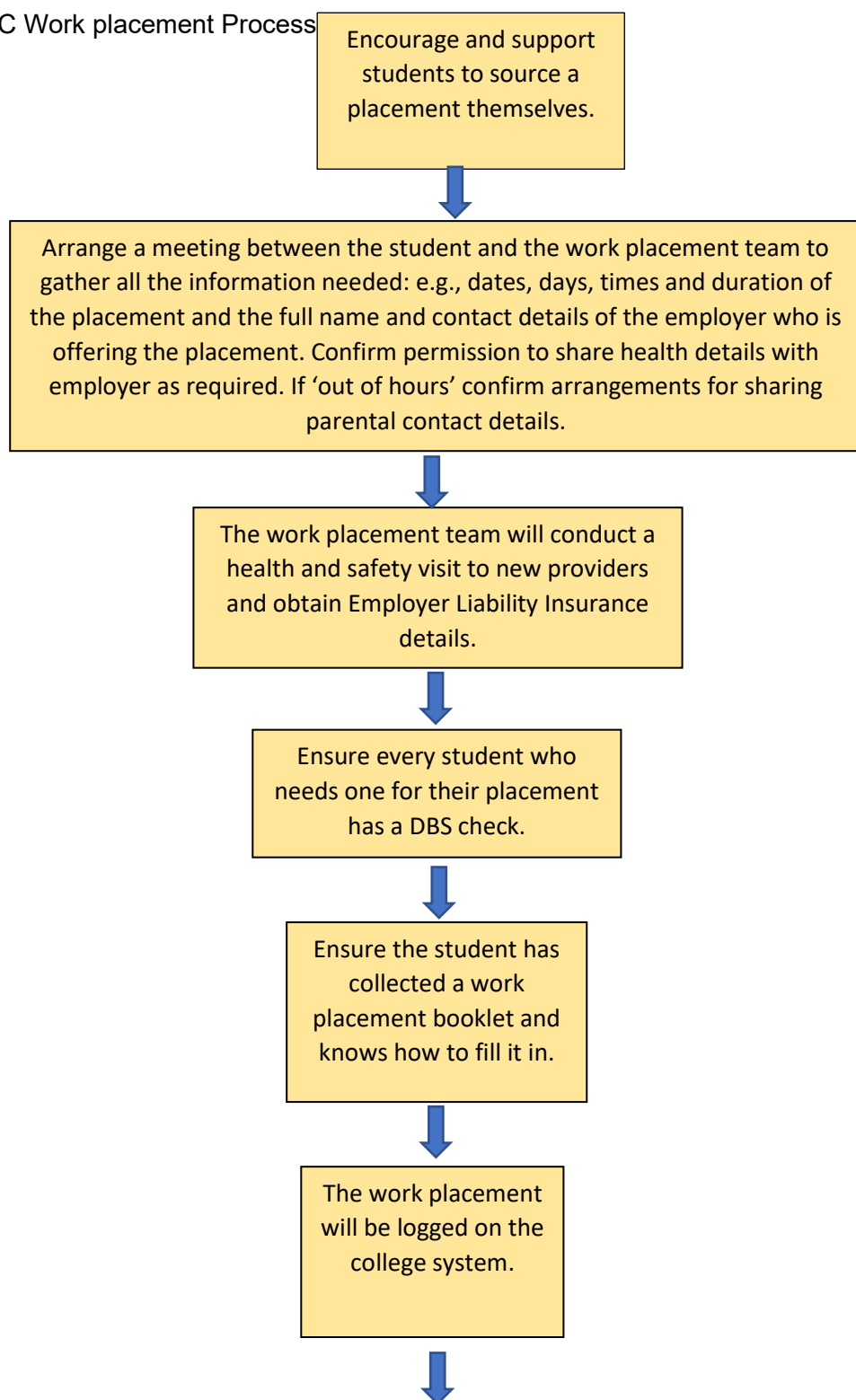
When organising a work placement for a pupil / student with declared Learning Difficulties/Disabilities/Health Issues the School / College will expect employers to:

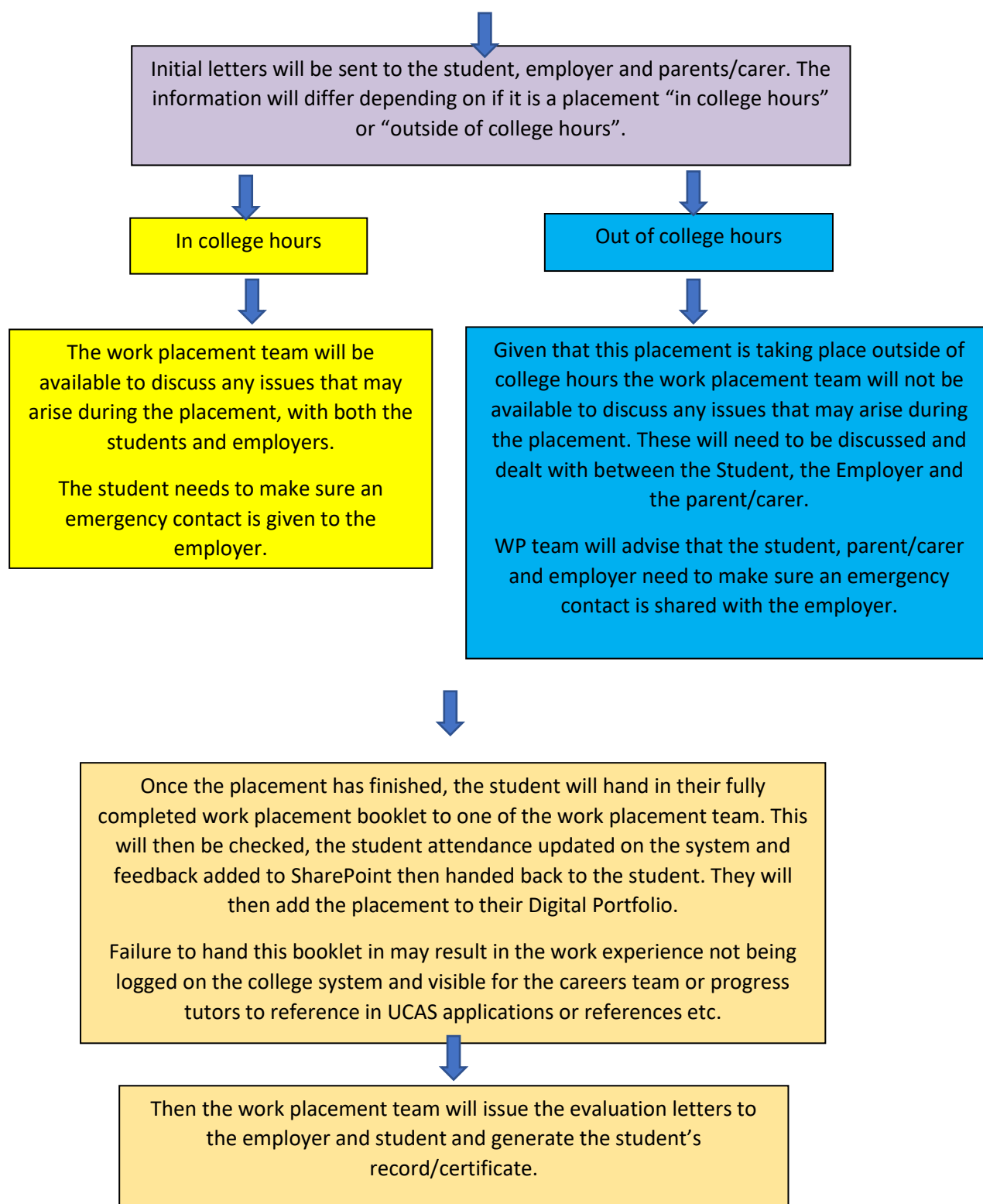
- As above, plus, implement the particular requirements of the individual pupil / student as discussed prior to the placement.

Out-of-Hours Placements – TRC

*The flow chart below provides an overview of the key steps in the Work Placement Process including variation for when the placement is 'out of hours' i.e., during college holiday periods, weekends and after 4.00pm each work day when staff cannot be contacted to report or discuss concerns.

The TRC Work placement Process





The OHS Work placement Process

