

# Thomas Rotherham College & Oakwood High School Work Placement Policy



**Policy Date: June 2022**

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## **Cross Ref to other Policies/Procedures:**

|                           |
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| 1. Equality and Diversity |
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## 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. This will provide self-awareness and 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 and achievement.

## 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.

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

- In the first instance, encourage and support pupils / students to source a placement themselves.
- As a backup, arrange an individual interview for the pupil / student with a Work Placement Coordinator to clarify the aims and objectives of the placement to ensure that it meets their individual needs. Note that priority at TRC will be given to students who are undertaking work placement as a compulsory part of their academic course.
- Ensure a health and safety visit to all new providers is carried out and Employer Liability Insurance is checked for all current placements.
- 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 they are responsible for their own DBS check, no costs incurred by student.
- Ensure that pupils / students are aware of the dress code and behaviour expectations whilst on placement.
- Make the students aware that it is their responsibility to catch up with all work missed as the result of a 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 in accordance with the Trust's Data Protection Policy.
- Ensure that there is no racial, gender or disability bias in the organisation of the placement.
- Ensure that the employer is fully aware of Safeguarding responsibilities and that pupils / students know what to do in the event of a safeguarding issue.
- Ensure that the employer receives a copy of TRC's Equality and Diversity booklet for all TRC placements.

### **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.
- 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.
- 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.
- 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 Work placement Process:



