



Alderman Knight

POST 16 WORK EXPERIENCE AND EMPLOYABILITY POLICY

Date Reviewed	December 2021
Reviewed By	Rachel Dickinson, Careers Leader.
Next Review Due	December 2023
Ratified by Governors	

Timetable for Review	Annually	2 Years	3 Years	4 Years
Status	Statutory	Gloucestershire CC		School
Circulation	Website	Weduc	SAM	School Office

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Aims

Alderman Knight School Post 16 Centre is an academic specialist setting for students whose needs cannot be met in local college. Our Post 16 students need to acquire the skills, knowledge and attitudes needed to become employable in a volatile job market as well as gain a range of recognised qualifications.

Alderman Knight School place a high priority on preparation for adulthood and the post 16 curriculum model allows one day per week specifically to gain employability skills. As well as following an accreditation in employability, students have regular opportunities to learn from local employers either in person or through online encounters. The school use individual work experience, volunteering and employer visits or webinars to enhance pupils understanding of the world of work. The experience also helps students to understand themselves better and evaluate their current employability skills and areas for further development. Our students should leave Alderman Knight School feeling ready and confident to enter employment, further education or training.

Objectives

The objectives for the work experience and employability programme are:

- To understand behaviour and attitudes that are appropriate for the work place.
- To understand and employ communication that is appropriate for the work place.
- To learn the importance of skills that relate to the work place, e.g: time keeping, using initiative, being creative, following instructions carefully, respecting others etc.
- To increase self-awareness by learning from the employer feedback.
- To understand the commitment shown by the employer and formally thank them for the time and support they have offered.
- To develop a deeper understanding of a particular work sector.
- To reflect on whether it is the right sector to pursue in the future.
- To utilise existing strengths, develop perceived weaknesses and discover new skills within a workplace.
- To help inspire students to see themselves as being part of a workforce in the future.
- To go towards meeting the aspirations of students as outlined in their EHCP.

Equal Opportunities

All students will have access to learning from employers. If a student cannot individually manage a placement, they will be supported to access a group visit or complete a work placement within the school or at another school-led initiative.

Students are encouraged not to access any perceived stereotypical 'male' or 'female' placements or placements they perceive as being suitable for a particular ethnic or socio-economic background. Students will be encouraged to try placements that they might have ruled out due to stereotypical preconceptions.

Planning, preparation and organisation at each Key Stage.

Some students come to the Post 16 from Key Stage Four of Alderman Knight School and some come from other settings. Staff in Post 16 will build up a profile of where they have got to by the end of Key stage Four in terms of their employability and independence. They will be coming to the Post 16 Centre with an EHCP which details their hopes for the future and where they have got to in their journey in preparation for adulthood. This will help staff plan their next steps. Many learners may be highly anxious and need very small incremental steps to develop their confidence outside of the educational setting. It is important that their programme is bespoke to them and meets their needs. Students all have an IEP (individual education plan) to work towards and this consists of steps towards the longer term outcomes of their EHCP.

The Post-16 Centre is able to access internal work experience placements for students who are not confident to go to new settings. They can work in a range of supported placements such as alongside the PE department, in the school library or office for example.

The school also has links with employers who are particularly skilled at working with more anxious students and understand their needs.

Eventually the students may have the confidence to try applying for work experience independently and may go to places not previously used by the school. At this stage they may be exposed to employers with little or no experience in working with young people but our students will have the confidence and communication skills to explain their own strengths and needs.

Students are prepared for work experience during 'Employability' lessons and in their one to one tutorials. They are made aware of expectations during placement and given a log to record all their new experiences. Their experiences of work will go towards achieving the ASDAN Employability accreditation as well as enhancing their CV.

All external work experience placements will be vetted by the school and the employer will complete the Gloucestershire County Council Health and Safety Questionnaire for Employers Offering Work Experience. The student and school staff will visit the placement to ensure that they understand expectations of them and the provider for the duration of the placement. This will include practical information such as lunch, dress code, arrival/departure times and identified supervisor. The school will clarify with parents the arrangements for transport. All the details will be recorded on a pre-placement planning sheet and copied to the Tutor, student, parents and employer. Any concerns about health and safety will be taken to the Deputy Head Teacher and potentially referred to the Local Authority Safety, Health and Environment (SHE) Unit.

While students are on placement, school staff will visit them individually to check all is well and complete an interim visit form with the supervisor. The employer will be asked to complete a post-placement evaluation form and return it to the school so that the student can learn from the feedback.

External placements are expected to last at least one term to allow the student to gain familiarity and confidence in the setting. Extensions can be negotiated if they are beneficial to both sides.

Internal placements will follow the same process without the need for the Health and Safety checks. Normal school risk assessments will be applied.

Students who are not able to access individual placements will have the opportunity to visit different employers as a group so they still benefit from learning about the world of work. The group visit will be preceded by preparation on how to behave, how to keep safe and what to ask. The visit will be followed up with a learning activity in school to consolidate understanding.

Teaching and Learning

Students will learn about behaviours for the work place in their Employability lessons and tutor mentoring. Their experience will also go towards the ASDAN Employability accreditation.

Subject specialist teachers will be aware of all the placements that pupils attend and use their learning in class to enhance subject knowledge, for example, how ICT is used in different work places.

Parental involvement

Parental involvement is vital to successful work experience. They may be able to help find placements using their own contacts and they may be able to help with transporting to placement. Parents will not be expected to do it all for them but will be kept informed of plans at all times. Part of the preparation for adulthood programme is helping parents to step back and let their young person take increased responsibility for managing their learning and working.

Staffing and Resources

The Transition Manager will be responsible for sourcing work experience placements, visits and webinars, managing the database and over-seeing health and safety. Post-16 staff will support with preparation for placements and making initial health and safety visits. They will visit students on placement and ensure that students are keeping a record of their work related learning. Staff can contribute to the accreditation process by completing witness statements based on visits.

Monitoring and Evaluation

The Transition Manager, Post 16 Manager and Deputy Head Teacher will monitor the effectiveness of work experience and employer visits each year. Parents and students will evaluate the process and any development points will be acted upon.

Table of Review and Modifications

(INSERT SUBJECT/AREA)

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