



EMPLOYABILITY (INCLUDING WORK PLACEMENT) POLICY 2025



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Signed by Chair of
Trustees

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FOREWORD

Lilya's Clarendon School and Lilya's Goldsmith School are both sites for Alternative Provision. Whilst neither site holds school status, they are often referred to as schools for the benefit of students.

1. INTRODUCTION AND AIMS

In line with the Education Act 1996, The Lilya Lighthouse Education Trust (LLET) believes in providing students with learning opportunities which aim to equip them for adult life. The

school strives to introduce students to a range of teaching and learning opportunities, which offers them practical experience in many aspects of life. For many students, active learning is the key to motivation and has an impact on other aspects of their school life.

At the forefront of the policy is the implementation of the eight Gatsby benchmarks of Good Career Guidance:

- A stable careers programme
- Learning from career and labour market information
- Addressing the need of each student
- Linking curriculum learning to careers
- Encounters with employers and employees
- Experience of workplaces
- Encounters with further and higher education
- Personal guidance

This policy aims to:

- Explain how careers and employment are integrated into our curriculum
- Set out the school's arrangements for work experience placements
- Emphasise equal opportunities for all students

The careers provision at LLET is designed to be realistically aspirational and aims to give all young people the opportunity to develop employability skills, whether that be for hobbies, volunteering or paid employment.

2. LEGISLATION AND STATUTORY REQUIREMENTS

This policy has due regard to legislation and statutory guidance, including, but not limited to, the following:

- DfE 'Careers guidance and access for education and training providers' 2018
- Section 42A and 45A of Education Act 1997
- Education and Skills Act 2008
- Apprenticeships, Skills, Children and Learning Act 2009
- Equality Act 2010
- Education Act 2011
- Children and Families Act 2014

- Technical and Further Education Act 2017
- Careers strategy: making the most of everyone's skills and talents December 2017.

HEALTH AND SAFETY AT WORK

The Health and Safety (Training and Employment) Regulations 1990 state that all those receiving training or work experience from an employer in the workplace are deemed to be 'employees' for the purposes of Health and Safety legislation.

This legislation imposes responsibilities on the employer but also on the student as an 'employee':

- To take responsibility for their own health and safety and that of others who may be affected by what they do or do not do.
- To co-operate with the employer and to follow instructions on Health and Safety.
- Not to interfere with or misuse anything provided for their health, safety or welfare.

The employer will be asked to confirm that they have a current Health and Safety Policy and that they will go through the relevant sections with the student at the start of the placement. It is important that this is confirmed.

Under the Working Time Regulations 1998 there are stringent daily and weekly working time limits for young workers (those that are over compulsory school age but under 18). Young workers may not work for more than 8 hours in any one day and 40 hours in any one week. Young workers are also entitled to a daily rest of 12 consecutive hours, a weekly rest of 48 hours and a rest break of 30 minutes where daily work time is more than 4½ hours. The employer should comply with the Working Time Regulations and should not require the student to work in excess of the limits set out above.

3. DEFINITIONS

Work experience can be classified as either: -

Block – the placement takes place over 5 consecutive days

Extended – the placement takes place on 1 or 2 days per week over a period of time.

Although work placement is the generally used term, it is important to recognise that it is not the same as a temporary job, as by definition it is a period of unpaid work. It is an arranged opportunity for a student to gain an insight into the variety of work carried out in any given enterprise, to see the way the enterprise is managed and ideally to participate in some aspects of the work.

4. TEACHING AND LEARNING

Careers provision is integrated into the curriculum and personal development offer at our schools. Students across Key Stages 4 and 5 will have access to a personalised curriculum which offers students a valued opportunity to practice key skills and career management skills learned in other areas of the curriculum including the PSHE programme. The programme allows a tailored approach to students' learning needs.

Within the KS4 curriculum, students work towards a variety of qualifications aimed to prepare young people for adult life and the world of work. Accredited outcomes are decided on a case by cases basis, as the focus of qualifications and accredited learning is to prepare for employment, therefore qualifications are focused on employment related skills and learning.

Qualifications include:

- Functional skills in English
- Functional skills in Maths
- Science
- Specific employability/ vocation specific units within Skills for Further Learning and Employment, Travel Training, Independent Living in the Community

Several events, integrated into our careers programme, will offer providers an opportunity to come into school to speak to students and/or their parents/carers. During school events, we may host a post-16 options presentation, inviting providers to speak to students and their families.

5. WORK EXPERIENCE PLACEMENTS

LLET defines work experience as: 'Any activity which furthers knowledge, understanding, skill or experience with the purpose of leading to a life enhancing outcome, including improving the possibility and probability of working in a range of settings.' Talentinos 2019

Work experience opportunities are utilised to deepen employment learning. Work experience is focused on Year 10 and Year 11 students; however, work experience is also embedded into bespoke curriculum offers for all students. Work experience is planned on a case-by-case basis, working with students and their families to identify opportunities which will inspire and support future employment opportunities.

The aims of work placements

- To provide firsthand, meaningful experiences of a workplace to familiarise them with the expectations and routines of a work experience (attendance, appearance and attitude).
- Work experience should be an integral part of a young person's development and should prepare them for the transition from life at school to work and adult life.
- To enable the student to experience the demands and expectations of the adult world of work and provide the opportunity to put into practice and see the relevance of skills learned at school.
- To promote the development of the 'whole person' by providing an insight into the nature and discipline associated with the work environment, which revolves around the product or service offered and not the individual.
- To stimulate a more mature and positive attitude to learning and education and enhance academic achievement.
- To build confidence by enabling students to experience success in an environment other than that at school.
- It will enable the students to make more realistic and enlightened job choices by allowing them to try out a vocational preference before committing themselves to it.

6. COLLEGE PROVISION

In preparation for transition to Post-16, KS4 students access different college experiences; vocational experience or Lifelong Learning experience. Students are grouped based on cognitive ability, anxiety levels, communication skills and their preferences for post 16. The vocational experience is chosen each year through student voice and the available options.

Vocational options may include: animal care, construction, plastering, brickwork, woodwork, motor mechanics, hair and beauty. Students may complete vocational qualifications.

7. ROLES AND RESPONSIBILITIES

SCHOOL

- The school will seek approval from the commissioner and share the risk assessment for the venue and student.
- The school will undertake to support finding a suitable placement for each student. This will be achieved through liaison with the main setting, student, parent/carer and employer as necessary.
- The school will liaise with employers to support them in providing high quality, safe placements.
- The school will ensure that employers offering placements are managing risk, understand they have primary responsibility for the student's health and safety and have appropriate insurance in place to cover the student. Each placement will be assessed for suitability and safety by the employer, careers lead and trained health and safety officers.

PARENTS/CARERS

- Parents/carers will undertake to support in sourcing a suitable placement (where appropriate) and abide by the information given by the school.
- Parents/carers will need to give consent for work experience and supply contact and medical information to be shared with the employer in case of emergency and for risk assessment purposes. •There may be a requirement for Parents/carers to assist in organising safe travel for their child to and from the placement and for covering any travel costs. This will be discussed with families and the students main setting.
- Parents maintain their responsibility to notify the school (and employer) of any absences.

STUDENTS

- Students will have autonomy over work placements, where appropriate, and be supported to make choices that are sensible and interesting to them.
- Students will agree to attend the placement punctually, with the right equipment, clothing and attitude • Students will work toward personal targets during the placement. These will be set out with the organiser before the placement commences.

EMPLOYERS

Working with employers has lifelong impact for young people. It creates real life experiences; learning in the right context; wider relationships within the community; support networks; enriching life experiences; increased resilience; developing the voice and giving the choice. In turn employers increase their inclusive approaches, including acceptance and tolerance culture; impact on mental health for all adults; Social Corporate Responsibility; reduced staff turnover; inclusivity and diversity; economical impact on employment statistics. Employers will:

- Provide a meaningful, positive work placement to the young person and conduct a safety plan for them.
- Have the appropriate insurance (Employer Liability Insurance) welfare and safeguarding protocols in place.
- Agree to safe practices, complying with safeguarding, GDPR and HSE regulations, for example, Be Safe- An Introductory Guide to Health and Safety <https://www.hse.gov.uk/youngpeople/workexperience/index.htm>
- Ensure that any high risk placement (building sites, factory and workshops) is visited as necessary by qualified health and safety staff to assess the hazards and risks whilst on site.
- Ensure the student is inducted on the first morning and has a named supervisor overseeing their programme of activities whilst on site.
- Discuss appropriate lunch time arrangements with students in advance of the placement.

Every employer is given child protection information and each placement is assessed by the Careers Lead for safeguarding risks. If a young person is working in isolation with an adult for an extended period of time, a DBS check will be carried out on the adult/employer.

If a student is being transported between sites, the employer should have business insurance to carry them.

The employer will notify the parent/carers and the school, by telephone and as soon as practicable, of any accident, of any case of ill health or any other incident which relates to the student's work placement. The employer will have access to adequate first aid facilities as required under the Health and Safety (First Aid Regulations 1981)

6. EQUAL OPPORTUNITIES

This opportunity to experience the world of work is an entitlement for all, so the school endeavours to support students in accessing a placement that meets their needs. Working with parents/carers, wider school staff and suitable employers, we are able to match students to the right placement. All students are given an equal opportunity to access the preparation before and debriefing after Work Experience. All students are given an equal opportunity to access placements. Work experience is seen as an effective means of challenging stereotypical choices. Students are encouraged to try activities, which would not normally lie within their scope of interest.

6.1 OPPORTUNITIES FOR WORK EXPERIENCE AT LLLET

Year 10 students may choose work experience placements within the school. These placements are offered on a case-by-case basis. They initially run for one day a week for six weeks. Placements are matched to strengths and interests.

6.2 HOW DO STUDENTS FIND PLACEMENTS?

The careers lead has a database of local employers in which placements can be arranged. Advice and support is given to students seeking placements and will 'match' students to employers and accompany on pre-placement visits.

6.3 PREPARATION FOR PLACEMENTS

Parents/carers and students sign an agreement form that establishes parental permission and confirmation that the student will attend and abide by health and safety and behaviour protocols. Students undertake relevant qualifications and lessons to support their

employability skills. Lessons include interview techniques, health and safety and behaviour expectations in the workplace.

We work with employers to help them understand the need for inclusive practice, covering the following areas of vulnerabilities for our children and young people as they enter adulthood:

- Vulnerable to exploitation
- Adapting to change
- Managing unpredictability
- Making needs/ wants known to others
- Mental health implications of needs
- Ability to self-reflect
- Literal interpretation
- Sense of shame

6.5 ON PLACEMENT

Students are visited by school staff to ensure appropriate behaviour and progress is being made. Issues or concerns can be addressed at the time or followed up as appropriate later. All students will record their experience and reflections in a daily diary.

6.6 FOLLOWING THE PLACEMENT

At the end of the placement parents/carers, students and employers will complete an evaluation questionnaire and hand in their completed diaries. Students will be encouraged to write a thank you letter to the employer following their placement. This process will encourage students to reflect on their experiences and consider the differences between school and work. Students can use their work experience provider as their second referee on any future applications for post-16 places.

6.7 MONITORING AND EVALUATION

The school aims to ensure every child has a positive experience on placement and this is monitored in the following ways:

- Careers lead visits: The careers lead will visit each site offering work placement to complete a risk assessment and determine the suitability of a placement for students.
- Staff visits: A key worker, or other familiar member of staff, will visit students whilst on placement and complete a record of progress with the student. This includes a review of the suitability of the environment and tasks that the student is undertaking. Adjustments are made where necessary.
- Questionnaires: Students, parents/carers and employers complete a questionnaire on the success of the placement. This feedback informs future planning.

7. LINKS TO OTHER POLICIES

This policy has taken into consideration and has links with the following:

- Curriculum Policy
- Equality and Diversity Information Policy
- Health and Safety Policy
- Child Protection and Safeguarding Policy
- PSHE Policy
- SEND Policy