



# Taylor High School

## Developing the Young Workforce - Skills for Life, Learning and Work

### Work Placement Policy

## Rationale

The Commission for Developing Scotland's Young Workforce was set up to consider:

- how a high-quality intermediate vocational education and training system, which complements our world-class higher education system, can be developed to enhance sustainable economic growth with a skilled workforce
- how to achieve better connectivity and co-operation between education and the world of work to ensure young people at all levels of education understand the expectations of employers, and that employers are properly engaged
- how to achieve a culture of real partnership between employers and education, where employers view themselves as co-investors and co-designers rather than simply customers.

## Context

Ever since the Education (Scotland) 1980 Act came into being, the general interpretation of work experience has been a week-long placement undertaken in S4 in partnership with an employer. Over time, the term 'work experience' has become synonymous with a stand-alone, week-long experience of the workplace. It is now the accepted understanding that within the context of Curriculum for Excellence and underlined by Developing the Young Workforce, this singular opportunity is not sufficient to provide a meaningful experience of work.

Improving on the current offer was a priority highlighted by young people during consultation by the Commission for Developing Scotland's Young Workforce. It is important to recognise that this standard refers to work placements throughout as opposed to the term 'work experience'. This change of terminology reflects the change in approach to one that is more personalised and flexible, with expectations set out before, during and after any placement and a greater focus on project based learning whilst in a workplace setting.

Young people will experience the world of work through a range of activities throughout their broad general education leading to a more focused experience of work in the senior phase in the form of work placements. Definition Work placements should enable young people to experience a relevant, challenging, enjoyable and appropriate learning experience within the contemporary workplace. A placement should help the young person to make informed decisions about their future careers. Work placements should adhere to a set of clear expectations for young people, employers, parents/carers, schools and local authorities on what work placements should deliver.

The standard will also be used within the school inspection process. The standard sets out the expectations for the main parties involved in work placements namely the young person, the employer, the parent/carer, the school and local authority, outlining the

expectations in advance of, during and after a placement. The standard aims to raise the quality of the learning that a work placement can offer and to motivate and inspire all those involved.

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## Definition

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This Policy sets out the expectations for the main parties involved in work placements namely the young person, the employer, the parent/carer, the school and local authority, outlining the expectations in advance of, during and after a placement. This Policy aims to raise the quality of the learning that a work placement can offer and to motivate and inspire all those involved.

There are currently a number of ways young people can develop skills for work from 3-18.

The following list identifies some of these opportunities:

- Learning in simulated work environments
- Enterprise activities
- Mock interviews
- Careers events
- Research tasks
- Employer presentations

- Site visits
- Personal skills analysis activities
- Work placement activities.

This builds on the skills, knowledge and capabilities young people will learn and develop throughout their broad general education and senior phase, and provides a platform for further and more focused work. It should be used along with the Career Education Standard (3-18).

## **Expectations**

The expectations for work placements – before, during and after – are set out here for the following groups:

- young people
- employers
- parents and carers
- local authorities and schools.

## **Equalities KPI 4**

It will be the responsibility of all partners to address the issue of equality.

While this standard is expressed as a universal entitlement for young people to gain experience of work, it needs to be clear that not all young people enjoy the same advantages, nor face the same challenges. Their backgrounds and circumstances must never limit their potential and all partners will seek to develop practice which ensures improved outcomes for all young people.

All stakeholders involved in any work placement should provide advice, guidance and opportunities that contribute to:

- eradicating discrimination; and
- promoting mutual respect and equality of opportunity across genders, social background, disabilities, ethnicities, sexual orientation and religions.

### **Taylor High School**

Choosing the time of the placement - needs to be carefully monitored to ensure ALL young people actually have a work placement opportunity.

**Taylor High School will support our young people have the best work placement by:**

- Allowing for an open conversation about fears of 1st day
- By supporting a site visit
- By having pre-existing relationship with the employers, who can give us as many details and advice as possible, to share with young people in order to prepare Pupils and ease any fears.
- If time permits, one to one or group preparation sessions for what to expect work with pupils before placements - go over expectations and roles, coping mechanisms and how to deal with situations that might arise.
- How Pupils will get there / travel times.
- Work placement journal – completed by both Pupil and Employer
- By having a named person to ask for at Work Placement
- Learning goals during work placement which can be achieved easily
- Feedback from Pupil and Employer during and at end of placement.
  - Create survey/form
  - Collection/recording of completed Work Placement Log book and Work Books
- Visit the pupil at their work placement and always make sure they know they can approach Staff at any time with any issues they may have.
- Ensuring you are clear about canteen culture/packed lunch within work setting and ensuring YP is equipped with that they need
- Matching pupil requests/ interests/localities by identifying what environment pupils like to be in, large/small indoors or out.

**Partners to support Work Placement**

- Parents/carers and any core support the YP is comfortable with
- SDS
- Pupil Support colleagues and SLT.
- Local employability partnerships/charities
- Youth services and SDS MCR Pathways. Regional DYW team
- Parents/carers/Employers/DYWLED/Business Partners
- Local Authority Employability Services

**Taylor High School, In advance of a placement will:**

- liaise with the appropriate Regional DYW Group to promote the placement opportunity.
- have robust record keeping in place which monitors and tracks where and when each young person participates in a work placement
- ensure that the duration and timing of the placement will be mutually agreeable to the young person, the employer and the parent/carer
- identify how the placement aligns with the young person's studies, career aspirations, abilities, and capabilities

- ensure we pass on any information on the young person relating to their physical, social and emotional wellbeing and specific support needs (in compliance with Data Protection);
- note that the goals and targets the young person will be working towards during his/her placement are appropriate and productive and liaise with the employer until this is achieved
- be satisfied that the employer/placement provider has arrangements in place to manage health and safety risks  
<http://www.hse.gov.uk/youngpeople/workexperience/organiser.htm>
- prepare young people for their placement including information on health and safety in the workplace and how to deal with any issues which may arise whilst on placement.
- Collection of Employers Liability Insurance certificate/ Public Liability Insurance (Sole Traders only)

**During a placement THS will:**

- monitor and track the success of the placement in unison with the young person, parent/carer and employer, taking account of the length and nature of the placement, and the needs of the young person; and
- work with the young person, employer and the parent/carer to resolve any issues that may hinder a successful placement.

**After a placement THS will:**

- support the young person in maximising the learning from the placement learning and retain evidence from the workplace learning plan for relevant certification
- ensure the work placement quality assurance process is contributed to by constructive feedback from the young person, the employer and the parent/carer
- give feedback to the employer on any aspects of the placement that were particularly strong or might be enhanced – from both the young person’s view and the school’s
- explore ways for the whole school community to gain maximum benefit from the placement, enabling the young person to continue developing their skills to enhance learning and teaching
- identify ways of sharing knowledge of the workplace with staff and young people
- grow relationships with the employer alongside our school’s self-evaluation processes. This will contribute to the Career-long Professional Learning of staff.

## **Young Person**

### **In advance of a placement, I will:**

- have the opportunity to participate in work placements at a time that is mutually suitable for my needs, the employer and my school
- be supported in my work placement in such a way that takes account of any challenges I may face in relation to my physical, social and emotional wellbeing and any specific support needs
- agree the duration of my work placement with my employer, school and parent/carer. This will be flexible in order to give me maximum value from the experience
- take ownership of my placement and have the opportunity to consider whether it is appropriate for my studies and my career aspirations, ability and capabilities, and to ask for an alternative if appropriate
- agree with my school and employer which goals I aim to achieve during the placement
- understand the conditions of the placement regarding the period of time, the expectations of the employer and the location along with dress and behaviour codes. This information will be available through my school/local authority and my own personal research. I will also know who my main employer contact is
- take every opportunity using my main contact within the organisation and with my school, before embarking on my work placement, to acquaint myself with any hazards that may potentially occur when I am there.

### **During a placement I will:**

- complete my workplace learning plan and work toward achieving my agreed goals and targets
- demonstrate the behaviours and attitudes that my employer would expect to see in an exemplary employee
- follow training and instructions provided by my employer and will wear any PPE provided <http://www.hse.gov.uk/youngpeople/workexperience/students-and-youngpeople.htm>
- take full advantage of the opportunities available to me to develop my skills, gain knowledge and develop a positive attitude
- reflect on the support provided by my employer and other partners to allow for adjustments to my participation.

### **After a placement I will:**

- reflect on my learning as I continue with my studies – using my placement experience to support my ongoing learning
- reflect on feedback from my employer, record it in my workplace learning plan, and agree any improvement action with my school/parent/carer

- add relevant details of my work placement to my CV and (if applicable) to my social media profile
- share my placement experience with school staff and my peers, highlighting the skills I have acquired and opportunities that were available to me within my specific work context
- take the opportunity to participate in a quality assurance survey of my work placement as a means of influencing local work placement policy.

### **Parent/Carer**

In advance of a placement Parent/Carer will:

- be invited to give Parent/Carer permission to enable Parent/Carer's child to participate in a work placement opportunity which takes account of their physical, emotional and social wellbeing and any specific support needs
- be fully informed of which organisation is providing the work placement, its duration and location
- be acquainted with the purpose of the placement and what Parent/Carer's child should expect to gain from it
- agree along with the employer and the school that the duration of the placement will be tailored to provide the best possible experience for Parent/Carer's child
- communicate, where appropriate, with the school link person overseeing Parent/Carer's child's work placement
- be aware of Parent/Carer's child's goals and targets concerning the work placement.

**During a placement Parent/Carer will:**

- support Parent/Carer's child to complete the work placement and encourage his/her enthusiasm
- encourage Parent/Carer's child to think beyond the specific role they are carrying out to help them gain broad insights about what 'work' means for them
- show interest in their experience and discuss it with them.

**After a placement Parent/Carer will:**

- support Parent/Carer's child to reflect on their workplace learning plan and feedback from the employer
- encourage Parent/Carer's child to use the work placement experience to think more about what they want to do in the future, how they will get there and the skills they will need to get a job
- take the opportunity to participate in a quality assurance survey of Parent/Carer's child's work placement as a means of influencing local work placement policy



## **Equalities**

Ensuring all young people have an equal chance to move on to a positive destination in their preferred sector, with a sense of Ambition for all that ensures our young people are treated fairly and feel safe and secure.

## **Possible barriers to successful Placements**

- A lack of role models in their chosen industry /at home
- Not having access to resources to them that can help them make decisions about their future
- Lack of confidence
- Might feel forced into a particular career path
- They may feel they cannot compete with others who won't be judged by their ethnicity/disabilities and may not pursue opportunities
- Ability to achieve
- Looking to see if people who identify similarly are currently employed there inclusivity, thinking that it is not for them, or they won't be accepted
- assumptions

## **Operational**

- Preparation starts August for January week placements
- Inform Pupils of work placement and date (Work Placement PowerPoint)
- Generate logins to Workit (automatically sent via Glow accounts)
- Create Spreadsheet to record individual placement for each pupil in each registration class
- Create box files for Registration classes, to keep secure all documentation/correspondence
- Issue Self found forms to pupils
- Set deadlines for return
- Self-Found forms to be completed by Employer and returned to school
- Pupils record Placement details on Workit
- Forms and Insurance certificates scanned to NLC DYW for Health and safety/ appropriateness approval
- Maintain integrity of spreadsheet information
- Issue Log Books and Work books week before placement

## **Entitlement**

- All Young People within Taylor High School are entitled to experience the world of work
- All Pupils from S4 upwards are encouraged to participate in a Future Fridays Work Placement

- S4 Pupils in particular, are encouraged to participate in a week long, immersive Work Placement setting in January, which they can continue during Future Fridays
- S6 Pupils in particular, participate in regular placements during study periods and Future Fridays each school week.