



TDMS

WORK EXPERIENCE POLICY

DATE POLICY WAS APPROVED	21/07/2026
DATE POLICY WILL BE REVIEWED	Summer 2027
MEMBER OF STAFF WITH RESPONSIBILITY FOR REVIEW	Assistant Headteacher



Key Definitions

All policies incorporate the following schools or organisations, unless specified otherwise, within Four Stones Gateway Trust ('the Trust'):

- Clee Hill Community Academy
- Cleobury Mortimer Primary School
- Haybridge High School and Sixth Form
- Haybridge Teaching School Hub
- Haybridge SCITT
- King Charles I School
- Lacon Childe School
- SHaW (Shropshire, Herefordshire and Wolverhampton) Maths Hub
- Stottesdon CofE Primary School
- **TDMS (The De Montfort School)**
- Any other schools or organisations that may join the Trust from time to time and not listed above.

The terms Academy, School, Organisation and Trust are considered interchangeable in the context of all Trust policies.

Where appropriate, in this policy the term:

“CEO” includes the Chief Executive Officer

“CFOO” includes the Chief Financial Officer

“Trust Senior Leadership Team” includes Executive Headteachers, Headteachers, strategic operational leads and Teaching School/SCITT Directors.

“Headteacher” includes the appropriate School Headteacher.

“Trustees or Trust Board” are appointed Trustees who oversee the business of Four Stones Gateway Trust, agreeing the overarching strategic direction and ensuring robust governance.

“Local Academy Boards (LAB)” are appointed Governors at a local level. LAB Governors act as advocates for their school's Safeguarding, SEND, Standards and Stakeholder engagement.

“Chair” responsible for leading the board and ensuring its effectiveness

“Stakeholders” are any individuals or companies who are invested in the welfare and success of the Trust and/or School and its students, including staff members, students, parents, community members, LAB or Trust members, trade unions, local business leaders etc.

Purpose of this Policy

This Policy provides a framework to ensure that students who take part in work experience as part of their education provision at TDMS access placements that are carefully managed, monitored and which provide a safe environment. This includes the organisation of the placement as well as health, safety, and safeguarding requirements of all work experience programmes.

Introduction

Introducing students to the world of work can help students in vital life skills such as understanding the work environment, choosing future careers or prepare for employment. At TDMS we consider work experience to be an essential part of a student's development in preparation for the world of work.

The Department for Education has defined meaningful work experience as:

- Purposeful, substantial, offer challenge and is relevant to the younger persons' study programme and/or career aspirations.
- It is managed well under the direction of a supervisor in order to ensure that the student obtains a genuine learning experience suited to their needs.
- It ensures that time is well spent: the employer has prepared a structured plan for the duration of the work placement that provides tangible outcomes for the student and employer.
- It provides up-front clarity about the roles, responsibilities and the expectations of the student and employer.
- It is reviewed at the end: the employer provides some form of reference or feedback based on the young person's performance during their time on the work placement.

Aims

The Work Experience programme at TDMS aims to help students to:

- Experience and understand the world of work.
- Raise students' aspirations and improve motivation to do well in school.
- Understand the local labour market and become familiar with employer expectations.
- Appreciate the relevance of the school curriculum and links to the world of work.
- Transfer and further develop skills learnt at school.
- Gain an insight into the skills and attitudes required by employers.
- Understand how an employing organisation functions.
- Become aware of Equal Opportunity in employment.
- Raise awareness of the importance of Health and Safety at Work.
- Develop skills and knowledge for adult life, in self-reliance, flexibility and working with others.

Commitment

TDMS is committed to providing the opportunity for both Year 10 and Year 12 as part of the Gatsby Benchmarks and Careers, Education, Information, Advice and Guidance Programme. This should allow all students to develop a greater knowledge and understanding of the world of work, themselves and develop their skills for employability.

TDMS will follow relevant guidance from The Health and Safety Executive, the Department for Education, Unifrog and Ofsted. This policy is consistent with established development plans and negotiated agreements with Worcestershire Education Business Partnership. It also supports TDMS Careers Education, Information, Advice and Guidance Policy.

Safeguarding Young People

This policy ensures that the Health and Safety at Work Act is upheld, ensuring that as far as is reasonably practical, students are not exposed to risks to their health and safety. The selection, safety and suitability of Work Experience placements are secured where possible by the students themselves with the help of their families. If students are unable to secure their own placements pastoral staff in the appropriate year group will support with this. Unifrog requires that all placements Public Liability Insurance, Safeguarding risks, and risk assessments. If these are not in place, then the school will not approve the placement.

The HSE regards students on work experience as "employees" under health and safety law. Police DBS checks are not necessary. The placement provider has primary responsibility for the health and safety of students and should be managing any significant risks. Employers will have these responsibilities discussed with them prior to the work experience as part of the process. They will also be made aware if any students have additional vulnerabilities.

Students are issued with a virtual Work Experience Logbook prior to the placement. This includes information on health and safety in the workplace and safeguarding themselves. Students need to understand risks and how they are controlled and know how to raise health and safety concerns. They are expected to take note of health and safety when they arrive at their placement, e.g. fire evacuation procedures. Students will also be advised of other protective measures, such as suitable PPE clothing, to ensure their safety. The portfolio contains school and family emergency contact numbers for the employer's information in the event of a situation requiring contact with family/school.

Students will not be allowed to use some machinery and equipment due to legal age limits.

All placements will be contacted, and the school aims to visit the majority of placements during the experience to monitor students' progress. This provides an opportunity for the student or employer to raise any relevant issues. Students are advised to contact school if they have any concerns.

Learning Outcomes

Pre-placement the student will:

- Use the Logbook to learn about work-related learning skills
- Identify what they hope to learn from Work Experience, based on their own strengths and needs through self-assessment
- Explore a range of Work Experience options and select an area of interest
- Identify the skills he/she may need at their placement
- Provided with information on Health and Safety awareness
- Make contact with the employer and find out the specific requirements of the placements, making themselves aware of expectations e.g. dress code, start/finish times, to whom to report.
- Make personal arrangements prior to placement.

Whilst on placement the student will:

- Work with others conducting a variety of tasks, applying and consolidating skills already learnt
- List the jobs they have undertaken
- Identify new skills learnt
- Identify the areas of work he/she has enjoyed/not enjoyed, giving reasons
- Describe his/her working conditions
- Find out about the entry requirements [training and personal qualities] for employment in the specific workplace
- Interview 1 member of the company/placement
- Complete the tasks as required by the Work Experience Logbook

Post placement the student will:

- Recognise whether they have met their personal objectives
- Complete the post-placement portfolio to reflect on and evaluate their experience
- Make an assessment of themselves within the workplace
- Evaluate their experience
- Have a heightened awareness of him/herself and the world of work
- Identify any personal changes needed in his/her future action plan

Students' Needs

Students with individual needs in relation to work experience will be identified in partnership with the SENCO, Tutor, Achievement Leader, and Attendance Officer. Additional needs or vulnerable students may need additional support, safeguarding measures, or risk assessments.

Entitlement

All students are entitled to Work Experience in Year 10 and Year 12 as part of their co-ordinated Careers Education, Information, Advice and Guidance (CEIAG) Programme at TDMS.

Monitoring, Review & Evaluation

The core team for developing the work experience model consists of Assistant Head with careers responsibility, school careers advisor, welfare lead, Head of Year 10 and Head of Year 12.

Work experience week will be monitored by Head of Year 10/12, Year 10/12 achievement leader, and the tutor teams, plus additional staff visiting the placements. This will enable school to monitor and check on the student, as well as working with the employer and getting feedback on the student's performance.

The Work Experience programme is evaluated with key staff including Assistant Head with careers responsibility, welfare lead, achievement leader, Head of Year 10 and Head of Year 12, tutors, and students. The results of evaluation are used to inform, review, and develop the work experience programme. The results of evaluation are communicated to key staff through the training sessions where appropriate.

The overall Work Experience Programme is evaluated annually by the core team using the following methods:

- The number of students attending placement
- Feedback from students via Unifrog
- Students' placement visit/telephone call by a member of staff report via Unifrog
- Employer feedback via Unifrog
- PSHE student debrief session/discussion
- Feedback/comments from parents/carers
- Evaluation of procedures, policy, and processes
- Review of the provision from Unifrog