



WORK EXPERIENCE POLICY

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1. Introduction

1.1. In line with the Education Act 1996, Huntington School 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 pupil
- Linking curriculum learning to careers
- Encounters with employers and employees
- Experience of workplaces
- Encounters with further and higher education
- Personal guidance

1.2 Work experience forms part of our personalised curriculum for students in Key Stage 4/5. It is an integral part of our Key Stage 4 programme and offers students a valuable 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.

1.3 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 Dec 2017
- Careers Guidance Statutory Guidance (Updated May 2025)
- Gatsby Benchmarks Update (May 2025)

1.4 Definition

According to The Careers & Enterprise Company (CEC) work experience is a series of high-quality, employer-led workplace experiences delivered progressively throughout a young person's education journey, rather than a single placement. It is designed to connect



education with the world of work, improve career readiness, and ensure equitable access for all learners. (CEC).

The government's 10 year vision for work experience is also that work experience is meaningful - meaning:

A meaningful experience will:

- have a clear purpose, which is shared with the employer and the young person
- be underpinned by learning outcomes that are appropriate to the needs of the young person
- involve extensive two-way interactions between the young person and employees
- include opportunities for young people to meet a range of different people from the workplace
- include opportunities for young people to perform a task set by the employer or to produce a piece of work relevant to that workplace
- include the employer providing feedback to the young person about their work
- be followed by opportunities for the young person to reflect on the insights, knowledge or skills gained through their experience

1.5 Cross references

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

- Curriculum policy
- School Development Plan
- Equality Policy
- Health and safety policy
- Spiritual, Moral, Social and Cultural Education
- Safeguarding and child protection
- Special needs and disability policy, and
- Service level agreement with NYBEP
- Careers Policy

1.6 The aims of work placements

- 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.
- It will 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.
- It will 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.
- It will stimulate a more mature and positive attitude to learning and education and enhance academic achievement.



- It will 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

1.7 Benefits of work experience

Work experience is an integral part of a student's personal development and an opportunity to develop employability skills. Appropriate experiences of the world of work will benefit students, school and employers.

Advantages of work experience for students:

- Improves students' self-knowledge
- Increases students' employability skills
- Increases students' motivation to learn
- Gives relevance to the work students do in school
- Encourages students to consider the wide range of careers available
- Gives students an insight into the workings of business and industry
- Highlights the skills, qualifications and experience needed by employers
- Supports social mobility as work experience gives students the opportunity to come in contact with experiences that are not available through contacts and connections at home. If they do not know about it – they cannot aspire to it!

2. Work Experience Programme

Although not statutory at the time of writing, we are mindful of the following developments:

Work Experience Guarantee (DfE, May 2025)

Schools and colleges are expected to plan for two weeks (50 hours) of meaningful work experience for all students, though this is not yet a statutory requirement. Delivery models may include traditional placements, virtual experiences, employer-led projects, and shorter blocks. The initiative prioritises equity of access, ensuring inclusion for students with SEND and those from disadvantaged backgrounds. Early engagement is encouraged, starting from Key Stage 3.

Equalex Framework (CEC)

The Equalex Framework supports the delivery of high-quality, inclusive, and scalable work experience. It promotes scaffolded experiences, flexible formats, and tailored placements,



all aligned with the updated Gatsby Benchmark 6 to ensure consistency and impact across settings.

2.1 Student entitlement

Our students are entitled to receive at least one experience of a workplace (commonly referred to as work experience) during their time in KS3/4, then once again during KS5. As a minimum, these will include.

2.2 Year 7-9

Year 7

Students are introduced to the concept of skills and personal qualities, exploring how these relate to different career pathways. They also examine the impact of stereotypes and are encouraged to challenge assumptions about gender, background, and job roles.

Year 8

Key messages from Year 7 are reinforced through employer engagement activities, including opportunities for students to meet a range of professionals in person. These encounters are tailored to reflect students' emerging interests and aspirations.

Year 9

Students undertake personal careers research, reflecting on their developing skills and interests. The programme includes employability activities such as CV writing and simulated work experience tasks, designed to support personal development and prepare students for the Key Stage 4 progression process.

2.3 Year 10

All students in Year 10 undertake block work experience during the final week of the summer term. While the majority participate in external placements, some students may opt to apply for Arts Fest as their work experience, which runs concurrently. Others may be supported in accessing school-based work-related experiences where appropriate.

Additional support is provided for students identified as more vulnerable, including those with EHCPs, SEND needs, or who are Cared For, to ensure equitable access and meaningful engagement.



Regardless of the route taken, all students complete the same preparation and reflection activities, ensuring the experience is purposeful, developmental, and aligned with employability outcomes.

Programme delivery.

Date	Work experience activities
October	The work experience programme is launched for the Year 10 cohort through PSHE lessons and the Learn and Succeed Evening.
December	Students have been sourcing placements and now upload these details to Unifrog for initial checks. An audit is conducted shortly after Christmas, with additional support provided to students struggling to secure suitable placements.
April	Final deadline for submission of work experience details on Unifrog. All relevant checks are completed, and the Unifrog platform quality assures the placements.
June	Students attend sessions on health and safety, professional behaviour (as part of the Year 10 Careers Morning) with all information sent home. They also meet their employer for a pre-placement meeting.
July	Students undertake their one-week placement. Staff maintain contact throughout the week to check in. Both students and employers complete a reflection activity on Unifrog immediately after the experience.
September	Students engage in deeper reflection on their work experience during PSHE lessons following the summer break.



Preparation programme

This consists of session which include health and safety, making the most of the work experience diary and expectations of behaviour. In addition to the above, some students undertaking vocational courses will have work placements as part of their programmes.

Debriefing programme

The debriefing lessons encourage students to reflect on their experience and consider the differences between school and work. Students write a thank you letter to their employer at this time. Students can use their work experience provider as their second referee on any future applications for Post-16 places.

2.4 Year 10/11

Extended work experience of 1/2 days a week is offered to selected Year 10/11 students who are struggling with the demands of attending school for 5 days and have issues associated with access to the Curriculum.

2.5 Year 12/13

Through the Personal Development Programme (PDP) on Wednesday afternoon all Year 12 and 13 students have the opportunity to opt for the following options.

- Work placement and volunteering (self-found work experience with directed guidance)
- learning support and paired reading
- Link Group
- S project
- Enterprise
- Young teachers
- Sports Leadership
- Duke of Edinburgh Bronze and Silver

All of the above options can be considered as experience of the workplace, and so each student must do at least one of these throughout their time in sixth form. Also, if a student was wanting to progress in a certain field such as directing or producing in a theatre the work experience extends to the following options:

Creative arts, Student newspaper, Drama and Music.

All of the above options can be considered as experience of the workplace, and so each student must do at least one of these throughout their time in sixth form.



3. Equal Opportunities for all students

- 3.1. 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.

4. Legal requirements and best practice

There are certain legal requirements and recommended best practices that are in place to ensure the safety of all parties involved in a work placement.

5. “Health and Safety at Work”

- 5.1. 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. This is confirmed through Unifrog and the policy only needs to be written down for organisations with more than 5 employees.

- 5.2. **Working Time Regulations** 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.



5.3. Risk Assessment

The employer should be asked to confirm that a risk assessment will be completed for the duties undertaken by the student, taking into account the age and limited experience of the young person. The key findings of the assessment must be communicated to the student before the placement begins.

This process enables the employer to identify any significant risks and implement appropriate control measures to ensure the student's safety. Confirmation of this is recorded via Unifrog, and a written risk assessment is only required for organisations with more than five employees, in line with health and safety regulations.

For extended placements arranged through NYBEP, a separate risk assessment will be conducted by NYBEP associates.

5.4. Disclosure and Barring Service (DBS)

In the vast majority of placements, as the employer/employees involved will not have regular unsupervised access with the student there is no need for DBS checks to take place. However, a DBS check is required where a student will have substantial unsupervised contact with an employee or supervisor on a 1:1 basis, particularly if located in an isolated environment, whilst travelling or where the placement has a residential element. The employer is responsible for identifying if a DBS check is required and for organising it.

5.5. Employer's Liability Insurance

Employer's Liability Insurance covers the firm's legal liability for injuries sustained by employees (including students on work experience) whilst at work. Confirmation should be requested and received that the prospective 'employer' does have Employer's Liability Insurance. The employer must notify their insurers that they participate in work experience placements.

It should be noted that Sole Traders have no requirement for Employers' Liability Insurance and a student would not have the protection available under such insurance. Placements with Sole Traders should therefore be avoided unless such insurance was confirmed as being in place.

5.6. Motor Vehicle Insurance

If the student will travel with an employee or their supervisor during the placement, it is essential that the vehicle is insured appropriately to cover the work experience student for business travel.



6. Arrangements for assessment, recording and reporting

6.1 Students are provided with a work experience journal to record their experiences and support reflection. This journal is used to set and review individual learning targets, and students are encouraged to self-assess their performance throughout the placement. Reflections are completed before, during, and after the experience, with key activities integrated into PSHE lessons after the placement.

In addition to the physical journal, both students and employers complete online reflections via Unifrog, which are essential for completing the work experience process. The employer's evaluation contributes to the overall assessment of the student's performance and helps reinforce learning outcomes.

6.2 Evaluation

All Year 10 students are contacted during their work experience placement by teaching staff and/or Teaching Assistants. In some cases, staff may also visit the placement site, and details of these visits are uploaded to Unifrog.

Staff are required to provide informal feedback and evaluation following contact or visits. This feedback, along with the employer's evaluation, is reviewed at the end of the summer term. Any gaps identified in the programme as a result of this evaluation are considered during the planning of the following year's provision.

6.3 Sixth Form PDP Placement Option

The Sixth Form 'Placement' Personal Development Programme follows a similar process to the Year 10 work experience model, with some key differences. Placements take place on a regular weekly basis, and students are expected to submit a weekly update in the Activities section on Unifrog to reflect on their experience.

Students are responsible for researching their own placement and must submit a form to the Aspirations Teaching and Learning Manager, including evidence of the employer's liability insurance and parent/carer consent. Depending on the nature of the placement, some students may be required to complete a DBS check.

All documentation is submitted via Unifrog and approved by the Aspirations Team, following the same process as the Year 10 placements.



7. Recording and Monitoring Careers Activity Participation

The school systematically records pupil participation in careers activities to ensure compliance and to enhance the quality of provision. Data is collected through two main platforms:

Compass+, which provides the school with an overview of careers provision and progress against the Gatsby Benchmarks.

Unifrog, a student- and parent-facing platform used on a day-to-day basis to log activities, resources, and engagement.

Events linked to destination tracking, beginning in Year 9, are also recorded as part of the school's destinations tracking process. Both Compass+ and Unifrog are used throughout all year groups to maintain a comprehensive record of careers engagement.

Data from these platforms is regularly monitored by careers leaders and designated staff to identify gaps, ensure statutory compliance, and support timely interventions. Insights from Compass+ inform whole-school planning and development, while Unifrog data enables personalized guidance for students and effective communication with parents. Destination tracking data is used to evaluate long-term outcomes and continuously improve careers provision.

8. Governor Involvement and Oversight

The governing body plays a key role in supporting and scrutinizing careers education within the school. We maintain strong and effective relationships between the careers team and governors, ensuring that careers provision remains a strategic priority. A designated link governor for careers meets regularly with the careers lead and reports back to the wider governing body, enabling robust scrutiny and informed discussion.

Careers progress and developments are routinely shared with the Teaching and Learning Committee, and governors are actively involved in both the strategic direction of careers education and in supporting a range of careers-related events. Their engagement is integral to maintaining the Quality in Careers Standard (QICS) and meeting the expectations set out in updated statutory guidance. This collaborative approach ensures that governors have a clear understanding of provision and can contribute meaningfully to its continuous improvement.

9. Policy processes

This policy will be reviewed as per the policy renew cycle. The review will involve Aspirations Teaching and Learning Manager, Assistant Head teacher: Personal Development and Deputy Headteacher: Curriculum.