



LACON CHILDE SCHOOL

WORK EXPERIENCE POLICY

DATE POLICY WAS APPROVED	21/07/2026
DATE POLICY WILL BE REVIEWED	SUMMER 2027
MEMBER OF STAFF WITH RESPONSIBILTY 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
- **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. 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

Work experience plays a vital role in the personal and professional development of our students at Lacon Childe School. This Policy outlines our commitment to offering high-quality placements that provide students with real-world insights, practical skills, and meaningful exposure to the workplace. All placements are arranged with a strong focus on health and safety, safeguarding, and alignment with student aspirations.

Our Vision for Work Experience

At Lacon Childe School, we believe that preparing students for life beyond education goes far beyond the classroom. In line with the Department of Education's statutory careers guidance and the Gatsby Benchmarks for good career's guidance, our work experience programme helps students to:

- Experience and understanding of 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.
- Explore potential career paths based on their interests and talents
- Build confidence, independence, and professional communication skills
- Develop skills and knowledge for adult life, in self-reliance, flexibility and working with others.
- Apply their learning in real-world settings
- Make informed decisions about future education and employment

We prioritise experiences that are purposeful, supportive, and suited to each student's individual development. Placements are not only an introduction to employment but also a stepping stone toward adulthood and self-awareness.

Programme Overview

Lacon Childe School is committed to providing the opportunity for Year 10 to take part in work experience as part of the Gatsby Benchmarks and Careers, Education, Information, Advice and Guidance Programme. The programme includes structured preparation, placement support, and post-experience reflection.

Students are supported in securing placements through:

- Guidance from form tutors, the careers team, and our Careers Advisor
- Resources to help contact employers, prepare CVs, and understand expectations
- Sharing of information with parents and carers

In the lead-up to placements, students take part in sessions focused on:

- Workplace conduct and communication
- Health and safety awareness
- Personal goal setting for the experience
- Planning practical arrangements such as travel, attire, and timings

Safeguarding and Risk Management

The school retains overall responsibility for safeguarding students during work experience placements in line with Keeping Children Safe in Education. Safeguarding our students is central to every placement we approve.

All placements undergo checks via the Unifrog platform and our work experience co-ordinator, ensuring employers have:

- Valid employer liability insurance
- Appropriate risk assessments in place
- An understanding of safeguarding expectations

High-risk industries, such as construction or manufacturing, require additional controls and may not be suitable for all students. Students will not be permitted to operate hazardous machinery or enter restricted areas. Where students have additional needs or vulnerabilities, we will work with families and staff (including the SENCO and pastoral team) to provide the necessary support or risk management.

Student Preparation and Responsibilities

Students play an active role in making the most of their placements. Before the placement, students are expected to:

- Identify areas of interest and explore possible careers
- Secure and confirm a placement (with support as needed)
- Contact the employer to confirm details (e.g., hours, dress code, lunch arrangements)
- Complete pre-placement preparation including a personal objectives plan
- Understand workplace expectations, including punctuality, teamwork, and respect

During the placement, students will:

- Engage in day-to-day tasks with professionalism and curiosity
- Keep a placement log to record experiences and new skills learned
- Reflect on aspects they enjoyed and those they found challenging
- Ask questions to better understand the roles within the organisation
- Follow all health and safety procedures and report any concerns

After the placement, students will:

- Complete a review and evaluation activity as part of their careers education
- Share reflections in form time or Ethics lessons
- Receive feedback from the employer (where possible)
- Update their personal careers plans based on their experience

Staff Involvement and Monitoring

A range of staff contribute to the successful running of the work experience programme, including:

- Senior leader (careers lead)
- Careers Advisor
- Heads of Year
- Form Tutors
- Pastoral and Welfare staff
- Administrative staff

All placements are monitored either through phone contact or visits, depending on the nature and location of the placement. This ensures students are supported throughout and provides a chance for the school and employer to give feedback and address concerns.

Support for All Students

We recognise that each student has unique circumstances and needs. For students with SEND or other additional needs, we work closely with families and relevant staff to ensure placements are appropriate and accessible. Additional support or adjustments will be put in place as needed to ensure all students can benefit from the experience.

Evaluation and Development

To maintain a high standard of delivery, the work experience programme is reviewed each academic year. This includes gathering feedback from:

- Students (evaluation through PSHE)
- Employers (placement feedback forms)
- Staff (debrief meetings with tutors and careers staff)
- Parents and carers (optional feedback)

This feedback is used to adapt and improve future delivery, strengthen employer links, and ensure the programme continues to meet the evolving needs of our students.