



BURTON PRU WEX
Work Experience Procedure

Students Name.....

It is important that all staff understand that the following process must be adhered to. All staff have a role in managing the expectations of students and parents when having discussions about work experience.

Stage 1	Both student and potential work experience placement are highlighted via parents/staff member to Kim – WEX Coordinator	
Stage 2	Contact is made with the employer to discuss the placement and their preferences and expectations in terms of time commitment and anything they would like to make the school aware of. Contact details exchanged: telephone and/or email.	
Stage 3 (this happens alongside Stage 2).	Student attends an interview with the WEX Coordinator called ‘what work experience means for me’. The aim of this meeting is to ensure the student understands the purpose of their work experience placement, what their responsibilities are and what the consequences could be for themselves, the employer and the school, if things going wrong. This is a very important part of the process. <i>If this is not completed with the WEX Coordinator, the work experience process will not commence at this point.</i>	
Stage 4	Referral for external Health and Safety check is requested and report is obtained.	
Stage 5	Meeting is scheduled with students, parent(s) and WEX Coordinator – to complete the WEX Passport booklet and confirm parent’s consent. This document details the responsibilities of all parties. A signed copy is kept at school and also given to parents	
Stage 6	Further contact is made with the employer to agree the parameters of the work experience placement (One week, two weeks, one day per week, one day per fortnight).	
Stage 7	Details passed to SLT and the school attendance officer for attendance checks within the normal daily procedures.	

Stage 8	All staff are made aware of the student's work experience placement within the daily briefing.	
Stage 9	WEX Coordinator completes a work experience reflection meeting with each student (either at the end or during a longer-term placement). The aim of this is for students to reflect on their learning, specific skills developed and how this has impacted upon their wider career aims.	

All the above stages are recorded on arbor and within the tracking spreadsheet.