

# Welcome

Parent Forum 25 November 20205  
Year 10 Work experience



# Tonight's Aims

- Outline rationale
- Outline new statutory guidance for careers
- How we'll meet this guidance
- Meet the work experience provider
- An employer's view
- A student's view
- Organisational details
- Q&A



# Rationale

“Brentside High School **challenges** all to become **lifelong learners** with the **highest expectations** of themselves and others  
**No Exceptions, No Excuses”**

Suley and Kalu  
Brentside to Beyond



# Rationale

## Careers Statutory Guidance, May 2025

Every learner should have first-hand experiences of workplaces to help their exploration of career opportunities and expand their networks.

For schools:

- by the age of 16, every pupil should have had meaningful experiences of workplaces
- by the age of 18, every pupil should have had at least one further meaningful experience



Work experience is a **key** part of any **high-quality careers programme**, helping to ensure that young people **develop relevant skills for work** and **supporting transitions** from **education** and **training** into **skilled employment**.

Young people want **more opportunities** to experience a **wider range of workplaces** to help them to make more **informed decisions** about **their future**.

...the government is **reforming** work experience to **break down barriers to opportunity** so that **every** pupil will have the **opportunity** to take part in **2 weeks'** worth of work experience **during key stages 3 and 4**.



# What a meaningful experience should look like

Statutory guidance emphasizes ensuring that all learners have **multiple, meaningful** and **varied** workplace experiences

A meaningful experience of the workplace gives the young person:

- the opportunity to explore what it is like to work in that environment
- what skills are valued in the workplace
- recruitment processes in their placement
- what it takes to be successful.



# How can this be achieved?

This could be achieved through:

- **visits** to workplaces
- **work shadowing**
- **work experience.**

These experiences could be:

- **in person**
- **a combination of in person and virtual**



# A student's perspective

Rania- Year 12

A reflection on my time shadowing a Member of Parliament, exploring major UK institutions, and experiencing cultural and diplomatic work at the Oman Cultural Attaché.



# Shadowing a Member of Parliament

- Observed the day-to-day work of an MP, including research, casework, and meetings.
- Learned how MPs engage with constituents, respond to national issues, and shape policy.
- Gained insight into the fast-paced environment of parliamentary work.



## Visit to the House of Commons

- Experienced the historic heart of UK democracy.
- Observed parliamentary debates and discussions from the viewing areas.
- Learned how laws are introduced, examined, and voted on.
- Saw how MPs collaborate with staff, researchers, and other representatives.



# Visit to the Supreme Court

- Explored the UK's highest court and learned how major legal decisions are made.
- Understood the importance of judicial independence in protecting rights.
- Observed the structure of court hearings and how complex cases are handled.



# Visit to City Hall

- Learned how local government functions on a city-wide level.
- Understood the role of the Mayor and GLA.
- Saw how decisions influence daily life for London residents.



# Experience at the Oman Cultural Attaché

- Supported a diplomatic organisation helping students abroad.
- Developed communication and organisational skills.
- Learned about cultural exchange and international cooperation.



# Key Skills Developed

- Professional communication
- Confidence in formal environments
- Understanding political, legal, and diplomatic institutions
- Research, organisation, and teamwork
- Cultural awareness and global thinking



# Conclusion

- My work experience exposed me to politics, law, and diplomacy.
- It shaped my understanding of career pathways and strengthened my interest in public service and international relations.



## Work Experience at Brentside High School

- **Year 10**
- **One week**
- **April 27-1 May**
- Working in partnership with Mohammad Hamza Akbar - **work experience delivery officer** (WEDO) from the Local Education Authority
- Placements sourced by WEDO
- **Aim** for all to be on placement
- Some placements may be **virtual/hybrid**
- Some students may be completing work experience **on site**
- Some may be engaged in **employer workshops on site**



# Work Experience Delivery Officer

Mohammad Hamza Akbar

- My role – main point of contact between schools and employers, create resources for both & carry out risk assessments as well as health and safety checks
- Types of **placements** – a range of placements including Ealing Council (different services), HS2, retail, youth centres, marketing agencies, project management opportunities
- Meeting **needs** of all students - student questionnaire & student handbook



# Who decides where my child will go on their placement?

- Pre- work experience surveys
- Identify students' interests
- Where possible, match interests to placements
- Identify students' ability to travel



## What type of work will my child do?

- Raise aspirations
- **Be realistic-** Even lawyers and judges have to start somewhere!
- WEDO working to provide a range of placements in different settings



## Will my child have to travel to work?

- Some element of travel
- Take into account specific needs of the child



# How will my child be prepared for work experience?

- Assemblies
- Form time activities
- Mock Interviews with employers (March- Target Review Day)



# What if my child doesn't like the placement they are offered?

- Big logistical operation
- Students need to develop flexibility
- Supportive but can't guarantee changing placements



## Can my child find their own placement?

- Yes
- Employer liability insurance required
- Health and Safety checks needed
- Named contact
- Use the link below to access the Student Own Find Form. Once completed, return this to the Careers Leader, Ms Rosenblatt by emailing [m.rosenblatt@brentsidehigh.ealing.sch.uk](mailto:m.rosenblatt@brentsidehigh.ealing.sch.uk)

[Student Own Find Form](#)



Employer

Michelle Emery



## What do employer's look for?



- **Enthusiasm** – students that are keen to grow and learn about what we do
- **Willingness to engage** – keen to participate actively, with an open mind
- **Commitment** – demonstrate reliability and ready to make the most of the opportunity



## How will we know how our child is doing?

- All to complete booklet to track learning, skills and knowledge
- Employer evaluation
- Teacher monitoring- calls/ visits



# Can my child lose their placement?

- High expectations
- Students representing the school
- Employers volunteering time
- Employer may end a placement if student breaches the behaviour policy



# What do we expect of students?

- High expectations
- Arrive in good time
- Plan your route in advance
- Polite and respectful at all times
- Following work dress code
- Actively finding out information
- Completing work experience booklets- logging learning
- Taking initiative
- Good communication skills



## What you can expect of us?

- Prepare students for their placement
- Allocate placement to student
- Ensure placements are risk assessed and suitable
- Monitor student on placement by call/visit
- Make reasonable adjustments for students with specific additional needs



## What can we expect of you?

- Discuss the placement with your child
- Help them plan their journey to the placement
- Re-cap expectations on placement
- Ask about what they are learning on their placement



## Can you help?

We are always looking for ways to develop our Careers Programme.

You can help by:

- Delivering an assembly
- Delivering a workshop about your career journey, your role and the skills, qualifications and qualities needed for this role



# Any Questions?

