

Thinking about employment & the benefits of vocational profiling

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This session is delivered by:

Internships Work

empowers young people with additional needs to have greater choice and control over their future, opening opportunities that prepare them for adult life and independent living.

Because of Internships Work



4,635 young people across 152 Local Authorities in England are on a supported internship this year. Of them, **240** are young people *without an EHCP* supported by 12 Pilot sites



1,562 young people secured paid employment following a Supported Internship last year. Of them, **61** are young people *without an EHCP* supported by the SI Pilot



5,967 young people are predicted to be supported interns next year from September 2025. Of them, **126** are young people *without an EHCP* supported by the SI Pilot



1,387 job coaches were trained to work with young people on supported internships across participating Local Authorities



144 SEND Employment Forums are actively bringing together local stakeholders to develop and deliver pathways to sustainable, meaningful paid employment

Supporting employment outcomes



Person-centred conversations that help a young person explore what kind of job they would like

Preparing for Adulthood Pathways

- Personalise your approach
- Develop a shared vision
- Improve post-16 options and support
- Raise aspirations
- Plan services together

Preparing for Adulthood

5 key messages

4 Pathways

Prepared for adulthood

Employment

Independent living

Community Inclusion

Health



PATHWAY IN TO PAID WORK

Nursery onwards



Person-centred planning to ensure plan is based on what matters to me.

Aspirations for now and in the future.



Begin to plan vocational profiling (year 10) and work experience (year 11)

Information about employment pathways.



Advocacy

Year 9

Year 10



Complete vocational profile and plan work experience.



Great careers education, Information, advice and guidance



Year 11



Work experience based on vocational profile

Plan post 16 pathway and which provider can deliver this.

Amend plan to include employment pathway and support.

Post 16



Study programme leading to...



Supported Internship
Apprenticeship
Supported Employment

WHERE ?

General FE college
Special college
Training provider



Post 19

Access to Work for job coach support.



Reasonable Adjustments



Person-centred planning
Careers education, information, advice and guidance
Partnerships
High quality curriculum
Employer engagement
Communication and information
Training and support for all

Have social care and health staff an awareness about the importance of raising aspirations and support this through their work?

Personal budgets for job coaching.

Read/accessible information in the local offer about support for employment?

Supported employment agencies or local supported internships attending annual reviews.

Gatsby standards

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each young person
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

Gatsby standards

How a Vocational Profile can support your school in delivering the Gatsby standards
(<https://www.ndti.org.uk/assets/files/Vocational-Profile-For-Printing.pdf>)

1. A stable careers programme

Benefits for the school	Benefits for the pupil
Section 9: provides pupil led evaluation/feedback on the school's careers programme	Section 9: provides students with a chance to see/reflect on how their time at school/college has given them career and employment related opportunities

2. Learning from career and labour market information (LMI)

Benefits for the school	Benefits for the pupil
Section 9: identify LMI the pupil already has access to.	Section 3: the opportunity could be taken to encourage pupils to consider the information they've included in this section (self-knowledge) and compare it with LMI gained from an activity (e.g. guest speaker).

Gatsby standards

3. Addressing the needs of each pupil

Benefits for the school	Benefits for the pupil
<p>Sections 2, 4 & 5: provides information from pupils on their needs, which can then be evaluated against/built into the careers programme.</p> <p>All sections: can be used to inform EHCP reviews (or vice versa), providing a joined up approach between EHCP and the careers programme.</p>	<p>Section 2, 4, 5, & 6: helps student reflect on their needs and what they might need to communicate (or might need advocacy around) when considering careers related options like jobs and work experience.</p>

Gatsby standards

4. Linking curriculum learning to career

Benefits for the school	Benefits for the pupil
Sections 9 and 10: can be used to review pupils' career related ideas and consider where these link into the curriculum.	Section 3: could be used as the basis of a career discussion/activity around their likes and dislikes at school and how these might inform career decisions.

Gatsby standards

5. Encounters with employers and employees

Benefits for the school	Benefits for the pupil
<p>Sections 3, 10 and 11: could be used by the school to identify pertinent encounters to arrange for the pupil to become involved in.</p>	<p>Section 3: encourage pupils to consider the information they've included in this section and:</p> <ul style="list-style-type: none">- Before the encounter: identify if they think the encounter will be relevant to them (identifying biases and level of prior knowledge).- After the encounter: how the encounter was/was not relevant to them (comparing their self-knowledge with LMI). <p>Section 9: provides space for reflection on experiences gained.</p>

Gatsby standards

6. Experiences of workplaces

Benefits for the school	Benefits for the pupil
<p>Sections 2, 4, 5, 6, 7 & 8: provide information on the practical support a pupil will need to access work experience.</p> <p>Section 9: provides student feedback on experiences gained.</p>	<p>Sections 9, 10 & 11: provide a chance for reflection on idea for work experience, as well as evaluation of experience already undertaken.</p> <p>Section 9: provides space for reflection on experiences gained.</p>

Gatsby standards

7. Encounters with further and higher education

Benefits for the school	Benefits for the pupil
Sections 3, 6, 10, 11: can be reviewed by school staff and providers to identify the provisions it might be most appropriate for the pupil to have encounters with.	Section 2, 4, 5, 6 & 8: helpful for pupils to communicate this with post-16 providers to get the right support in place.

8. Personal guidance

Benefits for the school	Benefits for the pupil
Sections 2, 4, & 5: useful for a careers professional to review before appointment to ensure the session is accessible.	Sections 3, 9, 10 & 11: self-reflection tasks useful for preparing for a 1:1 careers appointment and identifying what they'd like to cover.

Background information

Vocational Profile
Your name: _____


Name of Job Coach:
(or person helping you now) _____


Date profile started: _____


1: BACKGROUND INFORMATION


NAME Name: _____


DOB Date of Birth: _____


 Address: _____


 Mobile phone number: _____

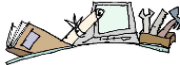
 Home phone number: _____


 Email address: _____


 Who do you live with? _____

 What school do you or did you go to? _____

 What college do you or did you go to? _____

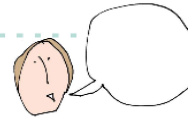
 Have you got any qualifications or certificates? _____

 Which benefits do you get? _____

 Who would you call in an emergency? _____

Communication

2: MORE ABOUT YOU.



What is your
first language?
Do you use other
languages?

☐ Yes ☐ No
Give more information here



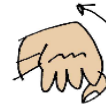
Tick the things
that you use

☐ a desktop computer ☐ a laptop
☐ an ipad ☐ a tablet
☐ a mobile phone



Do you use
words to speak?

☐ Yes ☐ No
Give more information here



Do you use
signs?

☐ Yes ☐ No
Give more information here



Do you use an
electronic
communicator?

☐ Yes ☐ No
Give more information here



Do other people
support you to
communicate?

☐ Yes ☐ No
Give more information here



Do you read
words?

☐ Yes ☐ No
Give more information here

Do you read
symbols?

☐ Yes ☐ No
Give more information here

Preferences



Do you use pictures?

☐ Yes

☐ No

Give more information here



Is there anything else that is important to you about your communication?

3: WHAT DO YOU ENJOY?



What are your interests and or hobbies?



What do you enjoy doing at school or college ?



What do you enjoy doing outside of school or college?



Do you like being outdoors a lot or do you prefer to be indoors mostly?

☐ Outdoors

☐ Indoors

Give more information here



Are there things that you do at school, college or outside that you don't enjoy?

Give more information here

What do you prefer?

Please choose one



Are you an early morning person or better later in the day?

Please choose one

Support needs:

- medical
- emotional
- physical
- sensory

4: THINGS YOU MAY NEED SUPPORT WITH AT WORK.



Do you take any medication?

☐ Yes

☐ No

If so what do you take?

Can you take your own medication

☐ Yes

☐ With some help

☐ No



Do you have any behaviours that people need to be aware of and what triggers these?

☐ Yes

☐ No

This is what people need to know about my behaviour:



Do you have any difficulty with: (Tick the ones that apply to you)

☐ Standing for a long time

☐ Sitting for a long time

☐ Walking

☐ Kneeling

☐ Lifting

☐ Carrying

☐ Using your hands

☐ Balance



Do you have any issues with the following: (Tick the ones that apply to you)

☐ Allergies

☐ Sight

☐ Hearing

☐ Smells

☐ Taste

☐ Touch

☐ Being in crowded places

What needs to be in place to keep you healthy and safe?



Cultural needs and travel

5: WHAT OF THE FOLLOWING ARE IMPORTANT IN YOUR LIFE?



Diet:



Clothing:



Festivals and
holidays:



Religious
observations:

Anything else?

6: HOW DO YOU TRAVEL?

Choose from the
drop down list:



Bus Please choose

Train Please choose

Car Please choose

Cycle Please choose

Taxi Please choose

Walk Please choose

Comments

Have you had any support to
travel as independently as
possible?

☐ Yes


☐ No

Give more details here

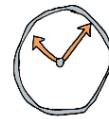


Money and time

7: HOW DO YOU USE MONEY?

Types of money	Cash	Please choose	Card	Please choose
Choose from the drop down list			Cashpoint	Please choose
			Phone or online banking	Please choose
	Anything else regarding money?			

8: HOW DO YOU TELL THE TIME?



Tick the boxes that apply to you.



- ☐ Other people make sure you know the time and get where you need to be.
- ☐ You use your phone to tell the time
- ☐ You use a watch
- ☐ You understand 24 hour way of telling the time
- ☐ You understand the 12 hour clock way of telling the time

Are there any other support needs to tell the time?

9: THINKING ABOUT GETTING A JOB AND PLANNING YOUR CAREER

What jobs do people you know do?	Create a list here:
At school or college have you visited a work place?	<input type="checkbox"/> Yes <input type="checkbox"/> No
If so what did you enjoy and find out?	Tell us more about your visits:

Experience

Have you done
work experience?

☐ Yes ☐ No

Tell us more about your work experience:

If so what was your
work experience and
how did you find it?



Have you
done some
volunteering?
If so where
was this and
how was it?

☐ Yes ☐ No

Tell us more about your volunteering:

Have you done a
Supported
Internship?
If so where was
this?

☐ Yes ☐ No

Tell us more about your Supported Internship:

Have you done
any paid work?

☐ Yes ☐ No

Tell us more about your paid work:



If you have done work
experience,
volunteering or paid
work, what support
did you get?

The support I got was...

Planning

10: PLANNING FOR YOUR JOB AND CAREER



Have you thought about the kind of job you would like when you leave education?
If so what ideas do you have?

☐ Yes ☐ No

Give more details here



You may be thinking about being self employed. These are the kind of things people do who work for themselves:

Tick the ones that interest you

☐ Recycling ☐ Dog walking ☐ Performing arts

☐ Training other about disability equality

☐ Selling jewellery and accessories

☐ Doing cosmetic parties

My other ideas are...

11. OTHER THINGS THAT ARE IMPORTANT TO YOU ABOUT GETTING A JOB OR ABOUT IDEAS YOU HAVE FOR YOUR FUTURE CAREER?



Have you ever thought about what your dream job may be?
If so what is it?
Or maybe you have lots of ideas.
Can you share them?

My dream job would be...

I would like this dream job because...



Anything else?

Planning

Vocational Profile Summary Sheet My Job Preferences and other relevant information

Please attach this document to the education, health and care plan so that this information can be used for planning any work experience, vocational courses or job applications

Name of young person

Aspirations about work

Types of jobs would consider

Below are things that they are positive about in a work setting. For example, being outdoors/indoors, part of a team, lone working, busy/quiet, sitting down/walking around.



is positive about these things
in the work setting



would not want these
things in the work setting



Preferred hours
(early /day/late/
night shifts)



Preferred Days
(number and days)

Key skills and experience that
already has from home, school or
leisure activities. Include phone, time
keeping, reading, IT and number work.



Best ways to learn



Personal care
considerations



Possible travel
arrangements



Any specific
Health & Safety factors
to be considered



Any other important
information about work

Completed by and date

Has this form has been shared with Parents or Carers?

Has this form has been shared with the young person?

Contacts

<https://www.ndti.org.uk/resources/preparing-for-adulthood-all-tools-resources/pfa-employment-resources>

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