

Vocational
Profiling

SEND EMPLOYMENT PROJECT

Purpose of the Vocational Profile

Vocational profiling is one of the five key components of Supported Employment – it works!

They provide greater self-awareness for young people about future direction

Inform parents at an earlier age of the possibilities of employment upon leaving school

Raise awareness of professionals working with learners about their aspirations, transition points and career paths



Collaborative approach



Vision

To have vocational profiles embedded across the county for all learners (Year 9+) with an EHC plan.

Implementation target date for this roll out is September 2023 with full briefings for SENDCO's in the summer term of 2023

Profiles to be updated at least annually to reflect learner skills development and future thinking around destinations

Vocational profiles will travel with young people at key transition points – e.g. school to college at Year 11/Year 14 or a change of provision

Impact will be measured in better outcomes for learners as well as impacting on Adult Social Care employment rates for Adults with Learning Disabilities and autism

MLD Version

1. About me

2. What can I do

3. What jobs I would like to do?

4. My experiences of the workplace

5. Support I will need at work

6. My future

Graphics/Printable versions



My Vocational Profile

Supporting your pathway to employment

This profile is to try and match you to a suitable career when the time arrives for you to leave education. Information from this document can help you take steps towards gaining employment and achieving independence.

Sections of this profile can be shared with employers to help them to understand you and how to support you in the workplace.

Name of Student:

Name of Setting:

Date profile started:

Version:

Date profile updated:



Lincolnshire
COUNTY COUNCIL
Working for a better future



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Name of Student:

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Lincolnshire
COUNTY COUNCIL
Working for a better future

SLD Version

Vocational Profile

My name:



Blank space for writing the name.

My school:



Blank space for writing the school name.

Date profile started:

Blank space for writing the date.

Student Profile:

Name: _____ Age: Choose an item.

About me:



Complete using information from section 1

Transitions:



Complete using information from section 2

My strengths & skills:



Complete using information from section 3

My aspirations:



Complete using information from section 4

All About Me:



Complete through discussion with students and using staff knowledge.

Medical needs:



Do you take any medications during school time?

Keeping me healthy and safe:



What can the people around you do to help with this? Do you need to keep any items with you or nearby?

My habits, behaviours and triggers:



What might you do that someone new would need to know about? What might you do that can worry people? What do you need or do to help cope with these? What helps you to stay calm?

About me

Vocational Profile - an introduction

A vocational profile is a tool that can be used to help us get to know you.

It will support you with your ideas about life after school and thinking about the world of work.

The vocational profile is broken into six sessions to help:

1. About me
2. What can I do
3. What jobs I would like to do?
4. My experiences of the workplace
5. Support I will need at work
6. My future

The profile does not to be finished all at once. It can be completed one section at a time. When new ideas and skills develop, the profile can be updated over time.



Section 1 My Student Profile

Date of Birth:	Age:	Choose one	▼
Where I live:			
Who I live with?			
My medical needs:			
Emergency contact:			
I communicate:	Choose one		
Other information about how I communicate:	e.g., I prefer to speak quietly / I have a stutter etc.		
Who helps you to make decisions?	Choose one		
Additional information:			

Section 1

Interesting stuff!

This section can help people that you are working with to get to know you better. It is important to have positive relationships in the workplace and this information can be used to help conversations with new people.

Likes and Dislikes	
My likes:	
My dislikes:	
People that I admire or inspire me:	
Things I do in my spare time:	
Favourites	
Place to visit:	
Music to listen to:	
Films/TV programmes to watch:	
Food:	
Things that make me laugh:	
Wish list	
If I could change one thing in the world it would be:	
Three possessions I would take if I were stranded on a desert island:	1.
	2.
	3.
Place I would visit:	

What can I do?

Section 1

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	2.
	3.
Place I would visit:	

Section 2

Softer Skills

Our softer skills are developed through everyday activities. These types of skills can all be used in the workplace. Rate yourself for each softer skill in the section below so that you can understand what you are good at and what you can improve.

Softer Skills rating (E.g., 1 is not very confident at all/5 is very confident)

I can get on well with others	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
I can work as part of a team	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
I can work problems out	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
I am confident in my own ability	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
I can communicate my thoughts and ideas to others	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
I can get on with tasks without being reminded	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
I can work out which jobs need to be done first	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
I can act responsibly and behave appropriately	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
I can communicate using a phone	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
I can use the following software/apps (please select)	
Outlook <input type="checkbox"/>	Word <input type="checkbox"/>
Excel <input type="checkbox"/>	PowerPoint <input type="checkbox"/>
Maps <input type="checkbox"/>	
Other (please specify)	

Section 2

My independence

Developing your independence can make you feel good and develop your confidence. What can you do independently?

Travel	
How I get around (please select one or more)	Walk <input type="checkbox"/> Cycle <input type="checkbox"/> Taxi <input type="checkbox"/>
I can cross the road with confidence	I can do this by myself <input type="checkbox"/>
I can read a transport timetable	I can do this by <input type="checkbox"/>
I have a bus pass	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
I can travel independently to a place of work	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Independent Travel Training to take place?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Money Management	
I have a bank account	Yes <input type="checkbox"/>
I can pay for items with my bank card	I can do this with support <input type="checkbox"/>
I can pay for items with money and get the right change	I would like to be able to do this <input type="checkbox"/>
Self-Organisation	
I can plan for my day ahead	Choose one <input type="checkbox"/>
I can remember things that I need to take with me	Choose one <input type="checkbox"/>
Staying Safe	
I can stay safe out in the community	Choose one <input type="checkbox"/>
I can stay safe online	Choose one <input type="checkbox"/>
Time	
I am confident telling the time using a digital or analogue clock/watch	Choose one <input type="checkbox"/>
I can arrive on time for things that I need to attend	Choose one <input type="checkbox"/>

My experiences of the workplace

Section 3

Employer Encounters

Opportunities to learn about the world of work are important. They can make you aware of the types of jobs and industry that are out there. Please use the sections below to record which employers you have met and what you learnt from them.

Employers that I have met (at school/college or out on visits):

1.	
2.	
3.	
4.	
5.	

What I have learnt from these experiences that I did not know before:

1.	
2.	
3.	
4.	
5.	

Section 3

Work Experience

It is important when you begin your journey towards employment or volunteering that you record the types of jobs you have done and the skills you have developed. This information will be useful when the time comes to find a job so you can tell an employer about what you have achieved.

Responsibilities and jobs I have at school and at home:

Placements that I have tried out (career exploration):

1.	
2.	

Placements where I have developed skills over a longer period (careers development):

1.	
2.	




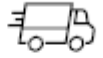














Placements that I want to do as a career in Post 16 (career management):

1.	
2.	

What jobs I would like to do

Section 4 **Work interests**

It is important to understand what types of industry and jobs you might be interested in as you grow older. Use the check boxes to highlight your interests. It is OK to change your mind on these ideas over time!

					
Admin/IT	Manufacturing	Retail	Logistics	Hospitality /Food	Creative Arts
<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
					
Cleaning	Environmental	Construction	Horticulture	Animal Care	Transport
<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
					
Education	Leisure & Entertainment	Sports & Fitness	Hair & Beauty	Health & Social Care	Public Services
<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Other areas of work that interest me (but not on this list) are:					
My top three industry areas to explore:					
1.					
2.					
3.					

Section 5 **Settling in at work**

Feeling comfortable is important to everybody when starting a new job. Have a think about challenges that you might face and how people can help you in the workplace.

Physical (accessing equipment/ environment/ facilities)	How I can be supported
Social (communicating and interacting with others)	How I can be supported
Well-being (ensuring that I am in a good place)	How I can be supported
Any additional information relating to barriers in the workplace that have not been identified in the sections above:	

What support do I need at work?

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Social (communicating and interacting with others)	How I can be supported
Well-being (ensuring that I am in a good place)	How I can be supported
Any additional information relating to barriers in the workplace that have not been identified in the sections above:	









Section 5 Best of me

It is important to understand how you learn, how you follow direction and how you receive information so that you can perform to the best of your ability.

Doing tasks (choose all that apply)	
You can tell me how to (by verbal instruction)	<input type="checkbox"/>
Show me what I need to do (by demonstration)	<input type="checkbox"/>
Give me pictures that I can look at to help me with how to do the task (pictorial)	<input type="checkbox"/>
Let me have a go by myself and learn by experience (practical)	<input type="checkbox"/>
Give me lots of detail	<input type="checkbox"/>
Following instructions (choose all that apply)	
Give me short, clear instructions	<input type="checkbox"/>
Give me written instructions (provide a checklist)	<input type="checkbox"/>
Do not give me too many instructions at once	<input type="checkbox"/>
Processing information (choose all that apply)	
Give me time to understand what has been asked of me	<input type="checkbox"/>
Check that I understand what I need to do (as I may not be confident enough to ask for help)	<input type="checkbox"/>
Check in with me regularly until I am confident in what I am doing	<input type="checkbox"/>

Section 5 Being ready for work

On a typical day at work, it is important that you have a routine so that you can be at your best when you arrive. The section below can help you to identify the types of things you may need to develop to be ready for work.

	My workday routine	Can you do this independently?
	I know what items I need to prepare for work the night before	Choose one ▾
	I understand that I need to have a good night's sleep before work	Choose one ▾
	I can get myself up on time in the morning	Choose one ▾
	I can look presentable for work	Choose one ▾
	I have the right clothing and footwear for work	Choose one ▾
	The clothing that I wear for work is clean	Choose one ▾
	I can organise my lunchtime pack up (food and drink) for my day at work	Choose one ▾
	I know which method of transport I need to take to travel to work	Choose one ▾
	I can arrive on time for work	Choose one ▾

My future

Section 6 Life after education

Time spent in education is just a small part of your life. Having gone through the profile, what are your thoughts about the future?

Do you want to get a job after school?		What is the type of job that you are interested in pursuing?	
Choose one ▼			
Are you aware of the work-related programmes to help you get find work? (e.g., a Supported Internship/traineeship or an apprenticeship)		Choose one ▼	
My current literacy level	Choose one ▼	My next target literacy level	Choose one ▼
My current numeracy level	Choose one ▼	My next target numeracy level	Choose one ▼
Thinking about your next career steps, do you need any further qualifications to succeed?		Choose one ▼	
If yes, what types of courses will help you get there? (please state)		Academic Level:	Choose one ▼

Section 6 Work Aspirations

Section 6

Aspirations are what we hope for the future. We should have aspirations to help us get to where we want to go in life.

My aspirations:	
My family/carers' aspirations for me:	
My school/college's aspirations for me:	
What I need to prepare me for employment as I grow older:	
Next steps:	How will I achieve this?
Date:	

Vocational Profile

Guidance document for staff supporting students to complete a profile

Guidance documents for each

Vocational Profile Guidance

Supporting young people's pathway to employment

The purpose of this profile is to try and match young people to a suitable job when the time arrives for them to transition out of education and into adulthood. This document acts as guidance to successfully complete a vocational profile. Sections of this profile can be shared with employers to help them to understand you and how to support you in the workplace.

Name of Student:

Bobbi Lerner

Name of Setting:

Lincoln Mainstream Academy

Date profile started:

10.09.2022

My Profile v1

Pilot Expectations

By the end of academic year 2022/23 – all students from year 9 onwards to have completed initial vocational profile within the special school cluster.

Settings can use discretion over use of the MLD or SLD versions.

Vocational profiles to be submitted with annual review paperwork.

Profile content to be used as guidance for Preparing for Adulthood EHC outcomes.

Cluster schools to attend VP feedback date in March to present feedback for further tweaks/improvements.

