



Black Country Vocational Profile Overview

Our Black Country vocational profile is a way of gathering information. It is a discovery document, that is specifically related to work and supporting someone with Special Educational Needs or disabilities to find a job or purposeful destination in the future. Our Black Country vocational profile is designed to be used as a person-centred approach to finding out what a young person wants to do and provides an opportunity to understand what a person is interested in and to explore why. If special schools, mainstream schools, alternative provision and colleges do not complete a vocational profile, then we do not know enough about a young person in relation to their aspirations for work and to get the best match of a job or future destination for them.

It is not intended that young people complete a profile by themselves, but for someone to support them to work through it until it is complete. It should be done through a conversation or series of short conversations, ideally with a job coach, SENCO, assistant SENCo, support staff, career advisor, mentor or tutor who is going to support the young person on any work experience, a work placement, a supported internship or to get a job. Job coaches are usually employed by supported employment organisations, but increasingly they are working in colleges and local authorities.

It is intended schools start using the profile with pupils in year 8/9 as part of the school curriculum and complete by the time they are in year 11 or sixth form (special schools) whatever is suited to the young person. It is intended colleges and training providers start using the profile with pupils as soon as they start with them as part of the curriculum and complete by the time they are ready to leave them after their course is complete. This document would then travel to their post 16, 18 or 19 destinations and can

be added to and utilised to aid transitions into employment. The Black Vocational profile will also support one to one career guidance meetings and career advisors to build a bigger picture of the young person and support them best.

The Black Country vocational profile should be a live document, if at all possible - kept online and updated after any kind of work experience, work placement or changes of aspirations. This document can then travel with the young person to future destinations to ensure information is built up over time. This document will support transitions to colleges and training providers. Colleges and training providers can then add and amend the document as the young person is ready to transition into work. The vocational profile can also be utilised in EHCP/annual reviews.

The Black Country vocational profile will capture details of where someone lives and who they live with, information that helps us understand what support a person might need to get a job in the future or move to a meaningful destination. It helps to identify areas for development such as learning how to travel independently, telling the time and using money. This document will be key in supporting positive transitions from school to their next steps and to ensure colleges and next step providers have a full picture of a young person's capabilities and areas for development.

Doing vocational profile is an opportunity to find out what a young person is interested in, what their skills and talents are and it is a way of opening doors to what is possible. It should be a motivating conversation not one that leaves young people feeling they cannot succeed.



To ensure the profile is person centred please utilise this supporting document to ensure learners are imputing into their own vocational profile. Adults can complete the written information on behalf of the young person.

Page 1 - Finding the right path for you - A supporting adult to complete this section with young person - this page includes - Name, adult/parent supporting, dates and EHCP details. Each time information is added to the document on page 1 additional dates can be added to capture the information and progress made. - *complete in year 8/9 or year 1 of college.*

Page 2- Its all about me - A supporting adult to complete this section with young person - this page includes - Name, Date of Birth, Address , Contact details , who the young person lives with, school or college they attend and language- *complete in year 8/9 or year 1 of college. (use page 6-7 of this book for communication support)*

Page 3- Its all about me - A supporting adult to complete this section with young person - this page includes -support to communicate, medication, challenges, behaviours, hobbies, interests, personality and likes and dislikes. *complete in year 8/9 or year 1 of college (use page 8-18 of this book for communication support)*

Page 4- Its all about me - A supporting adult to complete this section with young person - this page includes -people important to young person, strengths, reading and writing support, personal care,



specialised equipment and homecare. *complete in year 8/9 or year 1 of college (use page 19-27 of this book for communication support)*

Page 5- Devices you use and support needed at work or college - A supporting adult to complete this section with young person - this page includes used devices, supported needed at college or work with standing, walking sitting etc - *complete in year 9/10 or year 1 or 2 of college (use page 28-29 of this book for communication support)*

Page 6- support needed at work or college - A supporting adult to complete this section with young person - this page includes support needed at work or college such a problems and difficulties a young person may face and what is important to the young people. *complete in year 9/10 or year 1 or 2 of college (use page 30-31 of this book for communication support)*

Page 7- How do you travel and how do you use money? - A supporting adult to complete this section with young person - this page includes -Travel needs and support and how they use money and support needs *complete in year 9/10 or year 1 or 2 of college (use page 32-33 of this book for communication support)*

Page 8- How do you tell the time? - A supporting adult to complete this section with young person - this page includes -How young people tell the time and support needs. *complete in year 9/10 or year 1 or 2 of college (use page 34 of this book for communication support)*

Page 9 Leaving school or college - A supporting adult to complete this section with young person - this page includes what's important to the young person when they leave their current setting to support



successful transition. *complete in year 10/11 or year 1 or 2 of college (use page 35 of this book for communication support)*

Page 10- *Getting a job and planning your career* - A supporting adult to complete this section with young person - this page includes -Jobs family and friends do, workplace visits, work experience and supported internships *complete in year 10/11 or year 1 or 2 of college - (use page 36-37 of this book for communication support)*

Page 11- *Getting a job and planning your career* - A supporting adult to complete this section with young person - this page includes -Paid work, volunteering, support needs, *complete in year 10/11 or year 1 or 2 of college - (use page 36-37 of this book for communication support)*

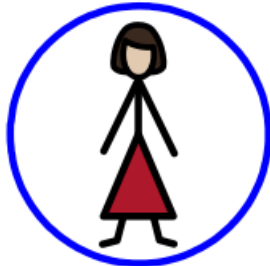
Page 12- *Planning for your job and planning your career* - A supporting adult to complete this section with young person - this page includes -exploring different career ideas *complete in year 10/11 or year 1 or 2 of college (use page 38-39 of this book for communication support)*

Page 13- *Planning for your job and planning your career* - A supporting adult to complete this section with young person - this page includes -working environments and working patterns *complete in year 10/11 or year 1 or 2 of college (use page 40-41 of this book for communication support)*

Page 14- *Planning for your job and planning your career* - A supporting adult to complete this section with young person - this page includes -Self-employment exploration, *complete in year 10/11 or year 1 or 2 of college (use page 42-43 of this book for communication support)*



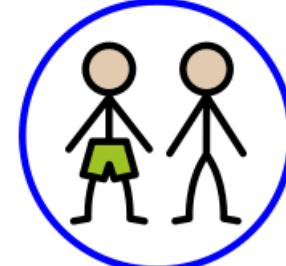
Who do you live with at home?



Mother



Father



Brother



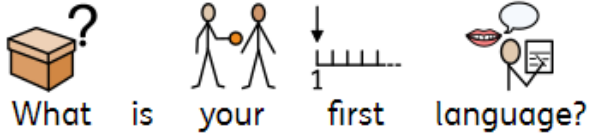
Sister



Grandparent



Carer

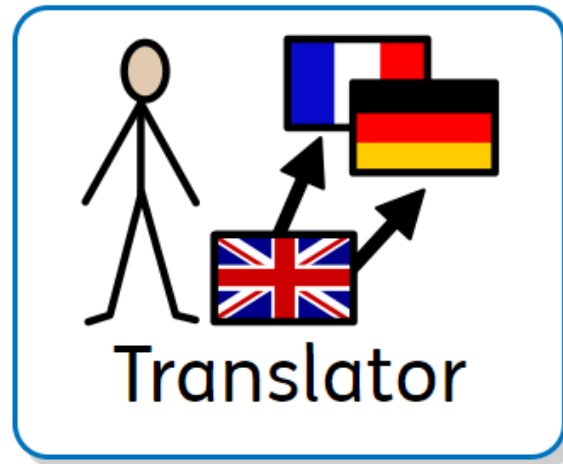
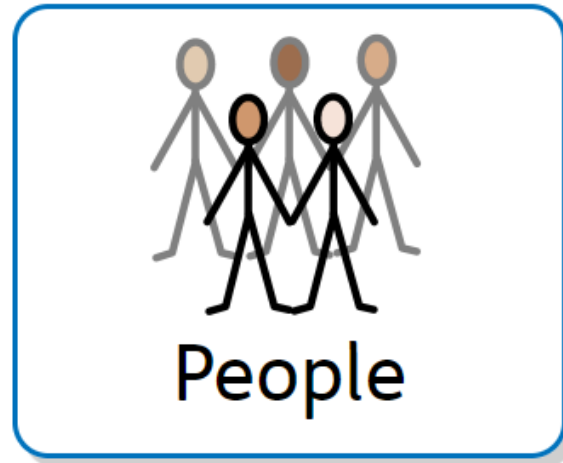
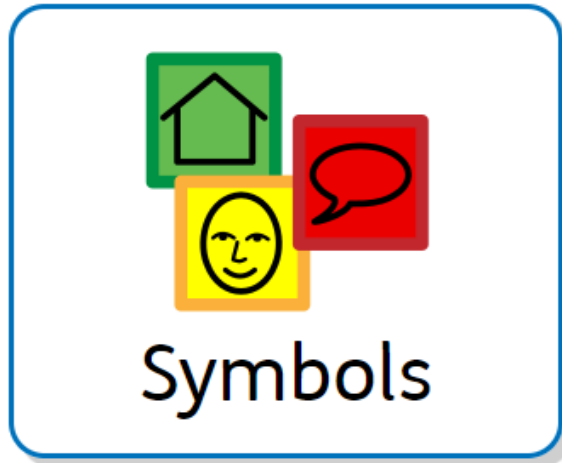
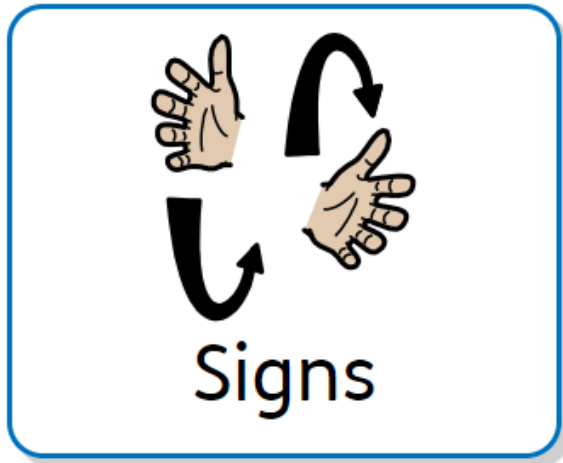


What is your first language?

 British Sign Language	 English	 Polish	 ਪੰਜਾਬੀ Punjabi
 Urdu	 Bengali	 Arabic	 French
 Chinese	 Spanish	 Portuguese	 Other

Do you need any support to communicate?

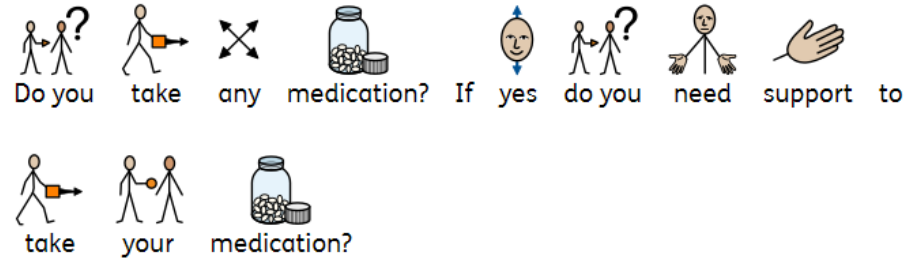
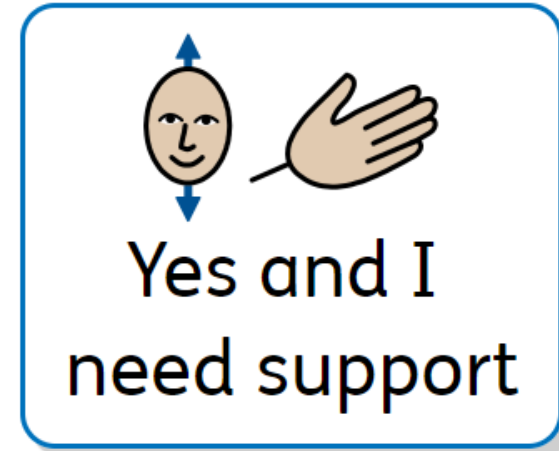
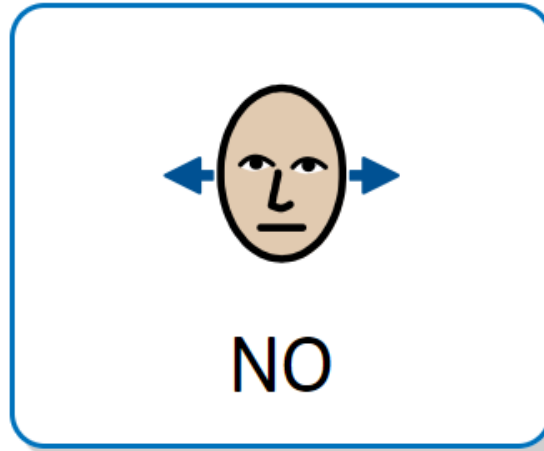
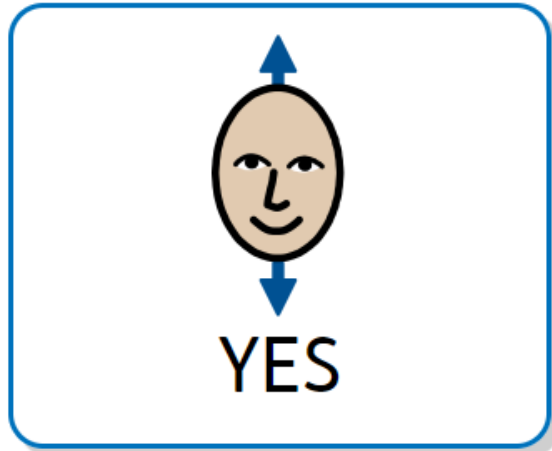
Do you need any support to communicate?





Black Country Vocational Profile – Supporting document and communication support

Do you take any medication? If yes do you need support to take your medication?




















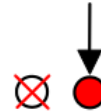







Do you have any behaviours people need to be aware of?

Do you have any behaviours people need to be aware of?

 <p>Hitting</p>	 <p>Pulling Hair</p>	 <p>Kicking</p>	 <p>Pushing</p>
 <p>Abusive Language</p>	 <p>Shouting</p>	 <p>Throwing objects</p>	 <p>smashing</p>
 <p>Damaging</p>	 <p>Screaming</p>	 <p>Running away</p>	 <p>Temper Tantrums</p>
 <p>Don't follow instructions</p>	 <p>daydreaming</p>	 <p>banging head</p>	 <p>other</p>

What can trigger your behaviours?


What can trigger your behaviours?



Pain



Too Loud



Crowded



Too Bright




unexpected



Clothing



Too fast




Too hard



New people




unfamiliar



Too close




New places



Boredom



problems at home



Too many instructions









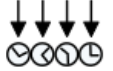






want attention

















What needs to be in place so I feel happy, healthy and

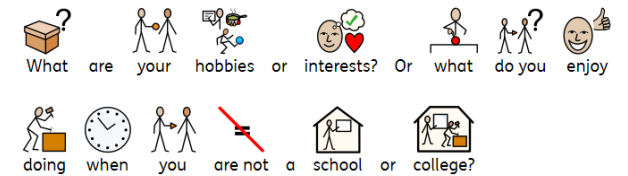
safe?

What needs to be in place so I feel happy, healthy and safe ?

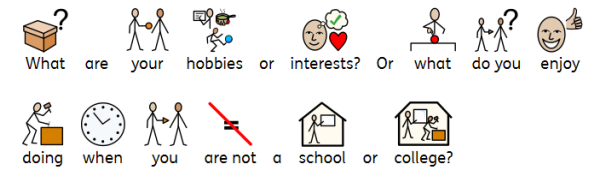
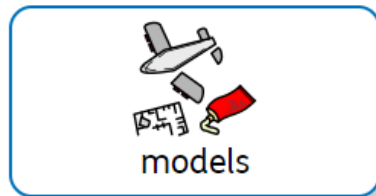
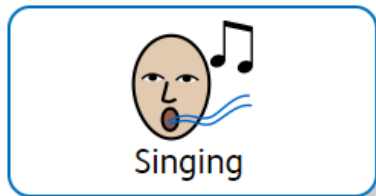
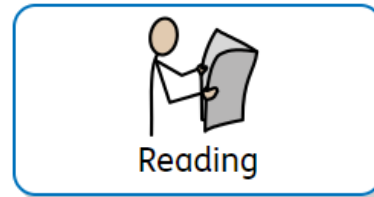
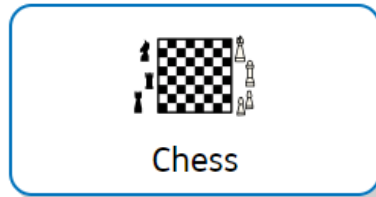
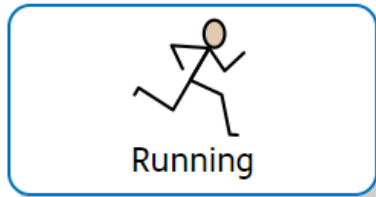
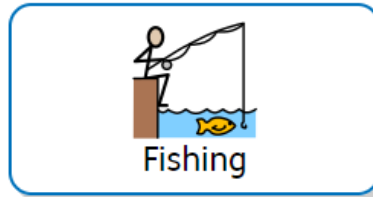
 Friends	 Warm Welcome	 To Play	 To have fun
 Calm Space	 To be Active	 Access to technology	 Good night sleep
 Medical Care	 Routine and familiarity	 Caring adults	 Recognition
 Activities	 Healthy food	 Get to know people who help me	 Safe from people who may harm me

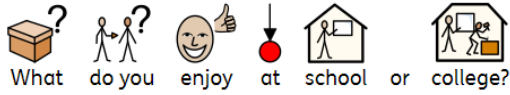
What are your hobbies or interests? Or what do you enjoy doing when you are not a school or college?

 Watching TV	 Listening to Music	 playing sport	 playing music
 Collecting	 train spotting	 Coding	 poetry
 Lego	 Cooking	 Baking	 Drawing
 Art	 Trampoline	 Swimming	 Bowling



What are your hobbies or interests? Or what do you enjoy doing when you are not a school or college?





What do you enjoy at school or college?

Break time

PE

Teachers

friends

My lessons

Going on trips

Going outside

English

Maths

Science

Computing

PSHE

Art

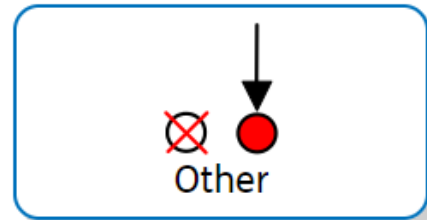
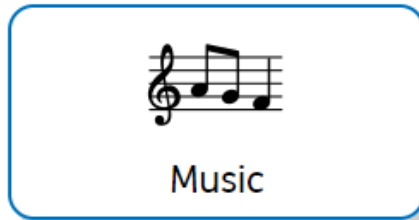
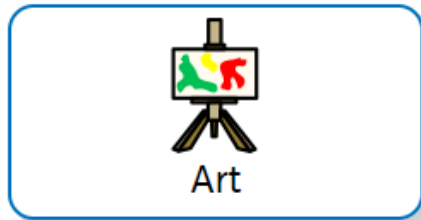
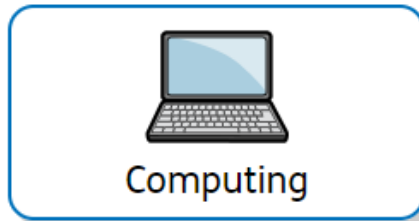
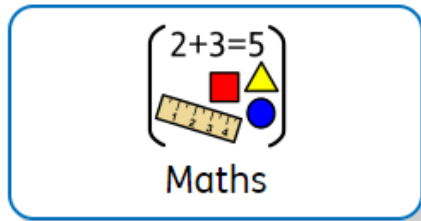
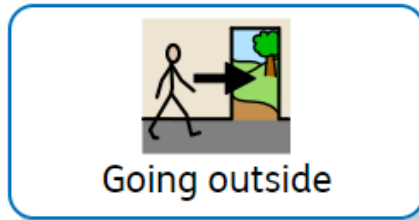
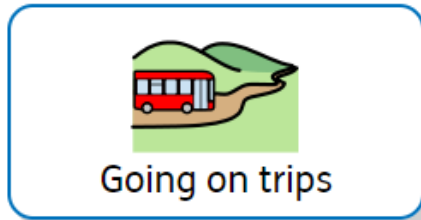
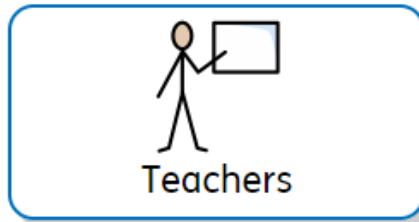
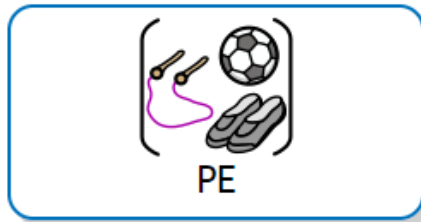
Work Experience

Music

Other



















What do you NOT enjoy at school or college?




? How would you describe yourself?

How would you describe your personality?


 Quiet	 Shy	 noisy	 Confident
 Sad	 Anxious	 Cheerful	 chatty
 Emotional	 Funny	 Caring	 Helpful
 Clumsy	 fearless	 Brave	 Kind

? How would you describe yourself?


How would you describe your personality?



Trustworthy



positive



independent



Active



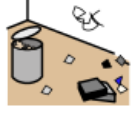
Gentle



Scared



Rude




Messy




Tidy



Lazy




Stubborn



Curious




Respectful



Serious




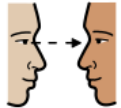

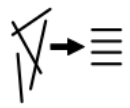






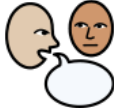





Imaginative



Calm
















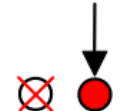


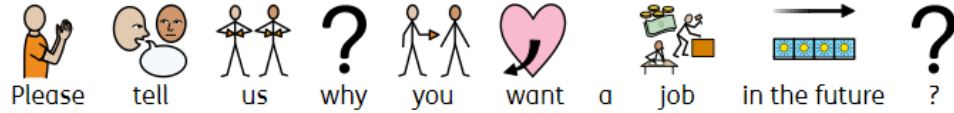
What things are you really good at? This can be things at home, school, college or at work?

 communication	 paying attention	 working with others	 Organising
 Being Creative	 Listening	 Making Friends	 Eye for detail
 Following instructions	 Asking questions	 Talking	 Time keeping
 Being positive	 Problem solving	 Computers	 Leadership

Who are the people who are important to you?





Who are the people who are important to you?

 Mother	 Father	 Grandmother	 Grandfather
 Brother	 Sister	 Auntie	 Uncle
 Friend	 Teacher	 Teaching Assistant	 Mentor
 Social Worker	 Work Colleague	 Cousin	 Other




Please tell us why you want a job in the future ?


<p>Earn Money</p>	<p>Meet new People</p>	<p>Learn New Things</p>	<p>I would enjoy working</p>
<p>Independence</p>	<p>To follow my passion</p>	<p>To challenge myself</p>	<p>To grow and develop</p>

?   are  with  reading and writing?


How independent are you with reading?




I can read a word



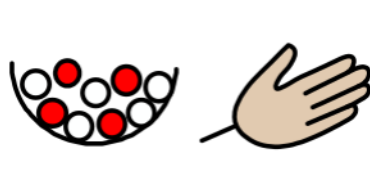
I can read a sentence




I can read a book







full support




some support




independently

?    
How independent you are with reading and writing?

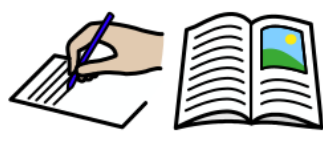
How independent are you with writing?




I can write a word




I can write a sentence




I can write a story



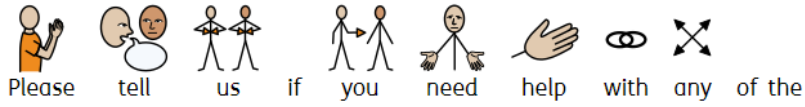
full support



some support



independently



Please tell us if you need help with any of the following things:

Getting dressed

having a bath

Having a shower

Eating

Drinking

Going to the toilet













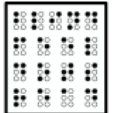



Brushing Teeth

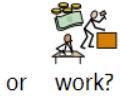
Combing Hair

Do you need any special equipment to support you in education






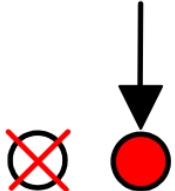
or work?

Do you need any special equipment to support you in education or work?

 <p>Sensory toys</p>	 <p>Reading pen</p>	 <p>Hoist</p>	 <p>Calm Space</p>
 <p>Walking aid</p>	 <p>other specialist equipment</p>	 <p>specialist seating</p>	 <p>Specialist desk</p>
 <p>Adapted Keyboard</p>	 <p>Voice recognition software</p>	 <p>Wheelchair</p>	 <p>communication devices</p>
 <p>Braille</p>	 <p>Hearing Aids</p>	 <p>Audio recorder</p>	 <p>Pencil Grip</p>



Do you need any specialist equipment to support you in education or work?

 <p>Timers</p>	 <p>Computer</p>	 <p>Screen readers</p>
 <p>Cane</p>	 <p>Adaptive switches</p>	 <p>other</p>

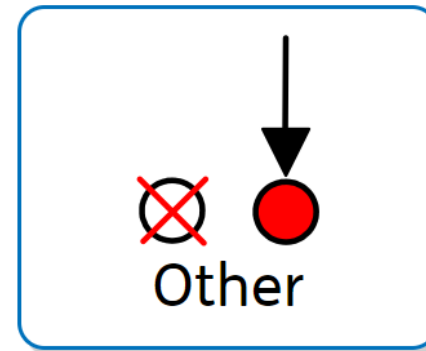
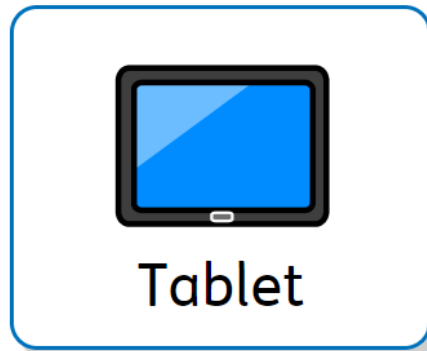
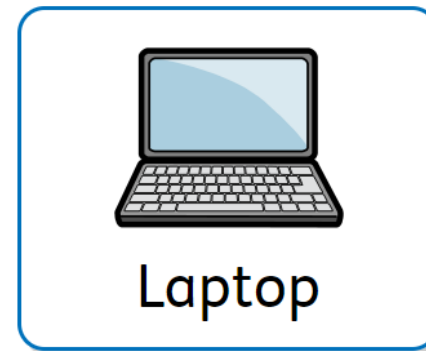
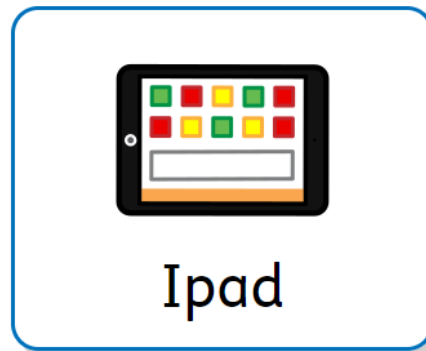
Are you able to do any of these on your own at home?

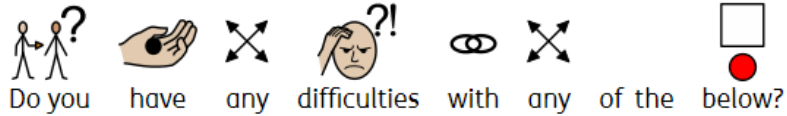
Are you able to do any of these activities independently at home?

 <p>Cook a meal</p>	 <p>Make a drink</p>	 <p>Laundry</p>	 <p>Washing up</p>
 <p>Make a sandwich</p>	 <p>Buy groceries</p>	 <p>Pour a cold drink</p>	 <p>Housework</p>


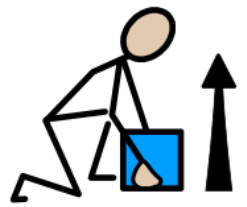





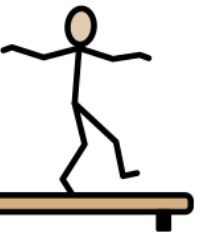


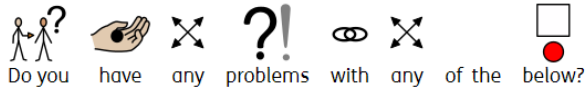
What devices do you use?



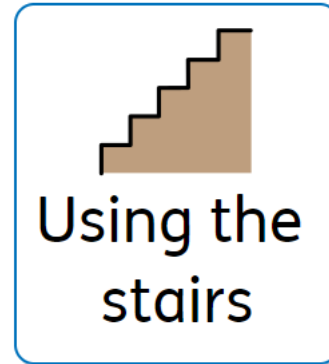
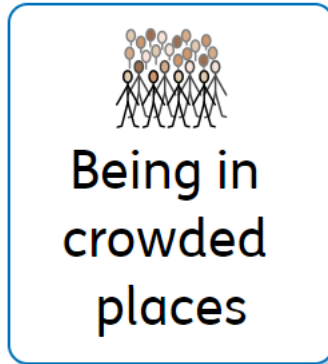
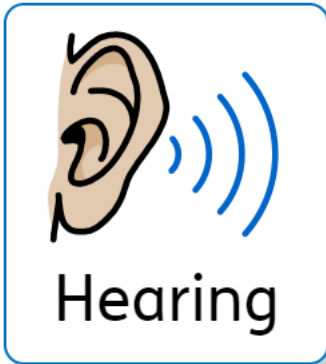
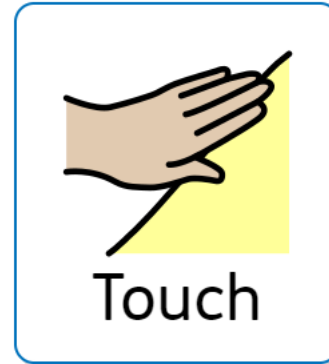
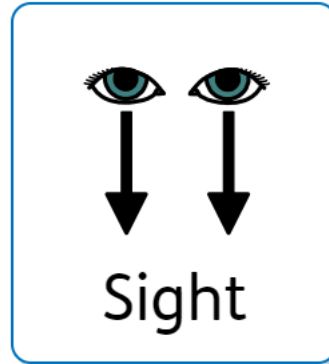
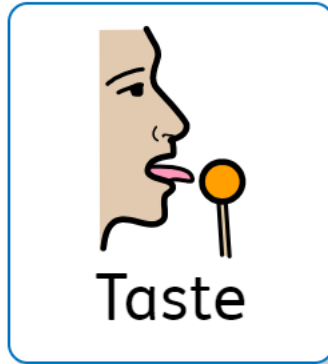


Support needed at work or college - Do you have any difficulties with any of the below ?

 <p>Standing for a long-time</p>	 <p>Lifting</p>	 <p>Sitting for a long-time</p>	 <p>Walking</p>
 <p>carrying</p>	 <p>Using your hands</p>	 <p>Kneeling</p>	 <p>Balance</p>



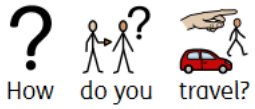
Support needed at work or college - Do you have any problems with any of the below ?





What of the following are important in your life?

<p>Diet</p>	<p>Clothing</p>	<p>Keeping fit and healthy</p>
<p>Religious Observance</p>	<p>Festivals & holidays</p>	<p>Something Else</p>



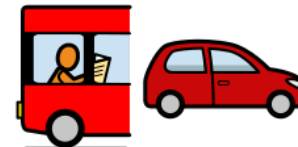
How do you travel?



Drive a car



By bus



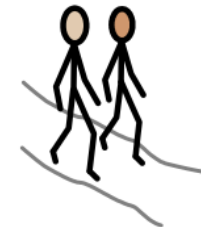
Passenger in
a car



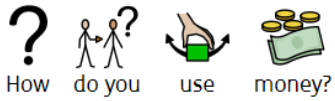
Cycle



Taxi



Walk



How do you use money?

I have a bank account

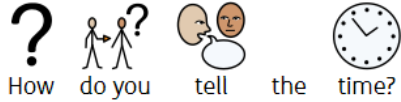
I use cash

I use a card

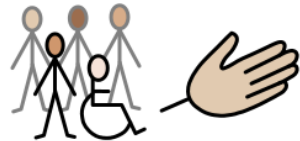
I use a cashpoint

I use online banking

other



How do you tell the time?



People help
me



I use a Mobile
Phone



I understand the
24 hour way of
telling the time



I use an
Analog watch



I use a digital
watch



I understand the
12 hour way of
telling the time



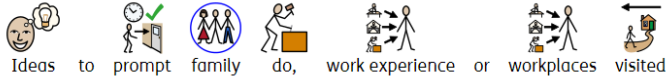
Please tell us what kinds of What things are important to you when you leave your current educational setting?

<p>Making new friends</p>	<p>Visiting before</p>	<p>Meeting new teachers</p>	<p>How to get there</p>
<p>Having a Timetable</p>	<p>Virtual Tour</p>	<p>Map of building</p>	<p>Daily Checklist</p>
<p>transition day</p>	<p>Visiting lots of colleges, training providers</p>	<p>Listen to me</p>	<p>Meet my needs</p>



Getting a job and planning your career section - ideas to prompt kind of jobs family and friends do, any workplaces you have visited, any work experience or supported internship completed, any paid work or volunteering completed and career ideas.

<p>Animal care Sector</p>	<p>Agriculture Sector</p>	<p>Environment sector</p>	<p>Business Sector</p>
<p>Finance Sector</p>	<p>Childcare sector</p>	<p>Education Sector</p>	<p>Construction Sector</p>
<p>Recycling Sector</p>	<p>Energy Sector</p>	<p>Engineering Sector</p>	<p>Hair And Beauty sector</p>
<p>Health and social Sector</p>	<p>Hospitality and catering sector</p>	<p>IT and Digital sector</p>	<p>Law and Politics Sector</p>




Getting a job and planning your career section - ideas to prompt kind of jobs family and friends do, any workplaces you have visited, any work experience or supported internship completed, any paid work or volunteering completed and career ideas.




Retail Sector



Media Sector



Performing Arts Sector



Customer Service



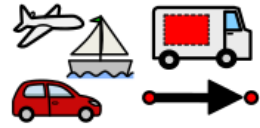
Emergency services



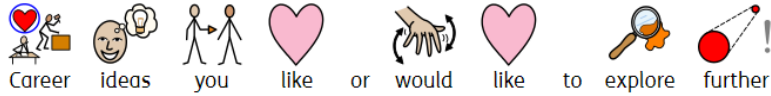
Sport sector

















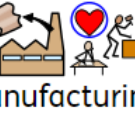

Tourism and Leisure sector

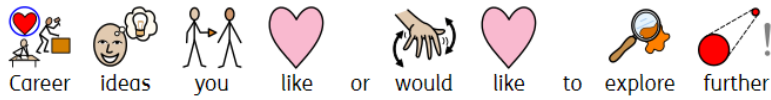


Transport and distribution sector



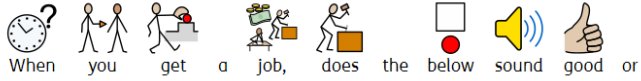
Which career ideas would you like to explore further or think you may like to do after you leave education?

 Airport	 Farm	 Gardens	 takeaway store
 Factory	 Stables	 Leisure Centre	 Superstore
 Railway station	 Bus Station	 Garden Centre	 IT Careers
 Cinema	 Countryside	 Manufacturing Careers	 Shop



Which career ideas would you like to explore further or think you may like to do after you leave education?

 Library	 Plumber	 Hairdressers	 Cafe
 Electrician	 Building site	 Hotel	 Game designer
 Petrol station	 Warehouse	 Kennels / Cattery	 Car Park
 Restaurant	 Pub	 Nursery	 School/College






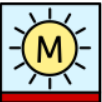


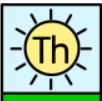
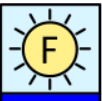


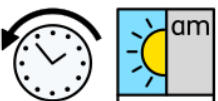





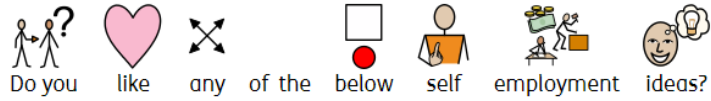
When you get a job let us know if the below sounds good, OK or not for you?

<p>Working with lots of people</p>	<p>Working with a few people</p>	<p>Working mostly inside</p>
<p>Working mostly outside</p>	<p>Moving around</p>	<p>Sitting down</p>
<p>That sounds good!</p>	<p>I'm not sure</p>	<p>No</p>





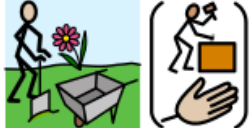




If you had a job how many days a week would you like to work? What days of the week? What times of the day and night?

 1 day	 2 days	 3 days	 4 days
 5 days	 Monday	 Tuesday	 Wednesday
 Thursday	 Friday	 Saturday	 Sunday
 Early Morning	 Day time	 Night Time	 Late afternoon



















You may be thinking about being self-employed. These are the kinds of things people do who work for themselves, do any of these interest you? Or do you have your own ideas?

 <p>Recycling</p>	 <p>Dog Walking</p>	 <p>Training others about disability and equality</p>	 <p>Selling items you have made</p>
 <p>Handy worker</p>	 <p>Beauty Therapist</p>	 <p>Blogger</p>	 <p>Gardening Services</p>
 <p>Catering Services</p>	 <p>Photography</p>	 <p>Pet care</p>	 <p>Your own idea</p>



Who would you like to include in your employment journey?

 Mother	 Father	 Grandmother	 Grandfather
 Brother	 Sister	 Auntie	 Uncle
 Friend	 Teacher	 Teaching assistant	 Mentor
 Social Worker	 Job coach	 Carer	 Other