

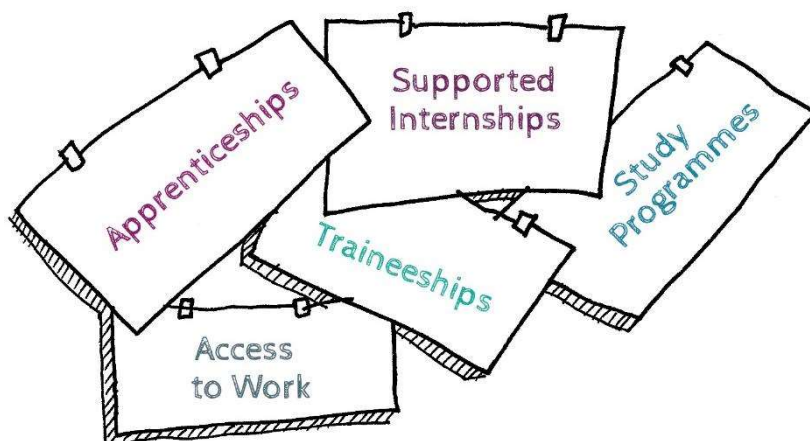


Let's Be Clear (So Employers Know What You Are Asking For)

This brief document seeks to add some clarity about what we mean when we are approaching employers for work opportunities for young people with special educational needs or a disability (SEND).

Introduction

Good employer engagement involves understanding an employer's business needs, the working environment and how the young person(s) can add value to the business. It all depends on developing partnerships where all are equal, trustworthy partners. However, there is a risk that employers will be approached by several education or employment support providers who appear to be asking for the same things, but who use different language in their request or where they use the same language but want something different. This paper proposes certain definitions to help those involved in employment support become more consistent in the ways they ask for work opportunities. We welcome the views of others about our proposed definitions so that we can refine our wording, if needed.



Work Taster

The key thing about tasters is that they are short sessions - a **one-off visit from a group of students or an individual** that exposes them to a working environment and the typical activities that occur during the working day. This may involve shadowing an employee, trying a task, having a guided tour of the business or having a talk from the boss - or all of these things! A taster session is unpaid and usually arranged as part of an education or training programme.

Work Experience

A placement in a workplace that can be a **block of time (e.g., a week or two) or regular visits to a business over a period of time**. It can be for short periods of time during the academic year or a longer period as part of a structured study programme leading to a supported internship. It is based on the ***place, train and maintain*** model¹ that works very well for anyone who has difficulty learning new tasks in one setting and transferring the learning to a new setting. For some young people, a trained job coach² will be needed to ensure that the placement is a success.

Working Interview

It is **an alternative to a formal interview** and if it goes well, should lead to a job offer. Usually, a young person is given a task and observed while they complete it. It will be based on disclosure of the young person's support needs and is a form of reasonable adjustment when there is a job vacancy to be filled.

A Work Trial

This has been defined by the Government and there is clear guidance from the Department for Work and Pensions which states that:

The work trial must:



- happen after the employer has interviewed them for a specific role
- only be used as a way for you and the potential employee to decide if they're right for the role the jobseeker must volunteer to do it
- be for a job where the jobseeker is the only person the employer is considering hiring
- be for a job which is at least 16 hours a week for at least 13 weeks

The length of the work trial must be agreed with the jobseeker before it starts and must also:



- end when the employer is sure about whether the jobseeker is suitable for the role
- last no more than five days if the job is for less than six months
- last no more than 30 days (and usually around five days) for jobs lasting six months or more

The work trial can be longer than 30 days if the jobseeker needs more time to adjust to being back at work. This needs to be agreed before the work trial starts.

¹ Place, Train and Maintain is at the core of supported employment – for more information go to: <https://www.base-uk.org/about-supported-employment>

² https://www.base-uk.org/sites/default/files/%5Buser-raw%5D/10-04/job_coach_standards.pdf



A Supported Internship

This could be seen as an **extended working interview or work experience**. It is always a type of study programme, that is listed in a prospectus. It is only for those with an education, health and care plan (EHCP) and there are no minimum qualifications associated with it. It is based on a **place and train** approach to learning, involves the support of a trained job coach and the bulk of time should be spent at an employer's premises. It should meet the business need of an employer and any associated qualifications are job related. The expectation for a supported internship is that it **will lead to paid employment at the end of the programme**, whenever possible.

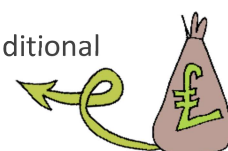
Traineeship

A traineeship is a skills development programme that includes a **work placement that can last for six weeks up to one year, but generally lasts for no more than six months**. It is open to young people who are:

- eligible to work in England
- have little or no work experience but are motivated to work
- aged 16 to 24 - or 25 if they have an EHC plan - and are qualified up to Level 3 (at A level or below)

Providers must offer training to prepare the young person for work, including CV writing and what to expect in the workplace, support with English, Maths and digital skills, if needed. The vocational learning should be sector focused to help the young person prepare for an apprenticeship or job. The employer needs to be willing to offer a high-quality work placement of at least 70 hours. An interview for an apprenticeship or job if available, or an exit interview with written feedback.

Please note, a procurement opportunity is being launched for providers to access additional funding to deliver 19-24 traineeships.³



Inclusive Apprenticeships (Also Known As Supported Apprenticeships)

These are **like any other apprenticeship, but with lower minimum English and Maths requirements** for people with a learning difficulty or disability. They are available for those people who have an EHCP or who previously had a Statement of Educational need. The changes that were introduced following the Maynard Review in 2016 mean that someone with Entry Level 3 qualifications in Maths and English can start an apprenticeship. It is also possible for someone to have reasonable adjustments made for them in the workplace⁴ and for the end point assessment. A Level 2 (Intermediate) apprenticeship typically lasts 12-18 months.

³ <https://www.gov.uk/government/news/esfa-procurement-opportunity-launching-soon-for-providers-to-access-additional-funding-to-deliver-19-to-24-aeb-funded-traineeships>

⁴ <https://www.base-uk.org/sites/default/files/pdfs/reasonable-adjustment-matrix.pdf>

Further information about apprenticeships can be found at:

- <https://www.gov.uk/government/publications/apprenticeships-guide-for-employers>
- <http://www.employer-toolkit.org.uk/>

One other ask you may have of an employer is for a post to be job carved. This may not mean anything to a person outside the world of supported employment, but it seems helpful to include it here.

Job Carving

Is a term for **customising job duties**, swapping job duties to make the most of individual skills and sometimes creating specialist roles. It may be seen as a form of reasonable adjustment when it is used to tailor a job so that it is suitable for a particular worker. It may be that the candidate is capable of completing a high percentage of the job tasks and the employer negotiates job duties across a team, so that tasks are shared in a fair and equitable way. Employers may need support to see how this can work well for their business.

Things to Remember

Just because someone has a learning disability it does not mean they cannot do the job as well as anyone else. They just need a chance to show that they can do it by having the right support and finding the right pathway into employment for them.

Consider the different recruitment and selection processes outlined above and be prepared to ask for reasonable adjustments to be made, such as working interviews or job carving. Adjustments rarely cost anything and can actually benefit the whole workplace. Remember that job coaches will provide the *in work* support until the individual learns the job and becomes part of the workforce doing the job independently and confidently.

Contacts

This resource was authored by Carol Robinson and Ellen Atkinson (PfA Regional Leads & NDTi Associates). If you have questions or would like to share views about our proposed definitions, please email: carol.robinson@ndti.org.uk & ellen.atkinson@ndti.org.uk



www.preparingforadulthood.org.uk | info@preparingforadulthood.org.uk

This document was created by the National Development Team for Inclusion as part of their delivery of the Preparing for Adulthood programme, which is funded by the Department of Education to support for the SEND reforms [published: January 2022]

