**Work Placement Ready Rubric**

The first work ready Rubric to be used prior to work placements to assess young person placement readiness. Assessment to involve parents and careers where possible. Pupils must score 21 or more to be able to access a work placement to ensure its success and pupils motivation and achievement. If pupils score below 21 classroom and in school interventions will be put in place to improve work readiness score and move them closer to accessing work placements.

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| Word Ready Skill prior to work placement | Description | Ready for Work – Achieving  4 | Ready for work – Consolidating  3 | Ready for Work – Developing  2 | Ready for Work – Novice  1 |
| Ambition and Motivation | ***The young person wants to gain paid work in the future*** | Wants a job keen to get a work placement and has ideas about jobs/placements of interest | Wants a job and keen to get a work placement | Wants a job but is scared, anxious or apprehensive about it | Does not want a paid job in the future |
| Confidence | ***The young person’s confidence around work placements*** | Confident about work placements excited about the new, challenge and can identify own strengths for the placement | confident about work placement | confident a work placement is what they want but worries about the new challenge | Is not confident about work placements finds the idea difficult |
| Self-Awareness | ***The young person knows their own feelings and character*** | Understands own emotions can affect other people and work performance and can regulate emotions | Trying to understand own emotions and affects but with very little support | Trying to understand own emotions and affects but needs lots of support | Finds it difficult to understand emotions they are feeling, can’t express emotions. Their emotions have a negative effect on others |
| Communication and socialisation | ***The young person can communicate well with familiar and unfamiliar people*** | Can make conversations with new people and communicate clearly and likes meeting and working with new people | Can make conversations with new people and communicate clearly so they are understood with very little support | Can make conversations with new people and communicate clearly so they are understood with full support and reassurance | Do not make conversations with new people and communicate clearly, finds working and talking to new people very difficult |
| Learning adaptability & resilience | ***The young person can recover quickly from difficulties*** | See problems as an opportunity to grow, when things go wrong keep focussed and panic | Getting much better at coping when things go wrong and in uncertain times and have started to learn from mistakes | With full support and guidance can overcome times of uncertainly and when things go wrong but needs time | Finds it difficult to cope when things go wrong and in times of uncertainty. Struggles to learn from mistakes and adapt |
| Independence | ***The young person can do day to day tasks for themselves*** | Don’t need any help at home with feeding, dressing, washing and want to live independently in the future | I get very little help at home with being fed, washed and dressed and starting to be more independent and think about living on my own in the future | At home I get help to be fed, washed, dressed and unsure if I want to live alone in the future | At home I am fed, washed, dressed and don’t want to live alone in the future |
| Travelling | ***The young person can travel on public transport alone and plan routes and timings*** | I always use public transport. I can plan my routes and times | I have used public transport with help and my confidence is growing | I am learning in school about different transport methods but worried about travelling by themselves. | I do not want to learn how to travel independently |
| Organising | ***The young person uses their time efficiently and effectively*** | I am always on time, I can follow a routine or schedule and I keep things clean and tidy | I can be on time and follow a routine or schedule and keep things clean and tidy with a little support | I can be on time and follow a routine or schedule but need lots of support | I am always late and struggle to follow a routine or schedule |

**During Work Placement Ready Rubric**

The second work ready Rubric to be used during work placements to assess young person placement readiness to move through the tiered work experience model to bring them closer to an independent placement, internship or apprenticeship. Assessment to involve parents and careers where possible. Pupils must score achieve all 3’s and 4’s to move a level to ensure itssuccess and pupils motivation and achievement. If pupils score below some 2’s and 1’s classroom and in school interventions will be put in place to improve work readiness score and move them closer to accessing work placements.

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| Word Ready Skill prior to work placement | Description | Ready for Work – Achieving 4 | Ready for work – Consolidating 3 | Ready for Work – Developing 2 | Ready for Work – Novice 1 |
| Creative and Innovation | ***Comes up with new ideas or strategies to solve problems in the workplace*** | Show they are resourceful and creative without any support or guidance | Show they are resourceful and creative with some support or guidance | Can be resourceful and creative with help, support or guidance | Is not creative or resourceful at work |
| Problem Solving | ***Identifies problems and finds solutions*** | identify problems  and potential solutions on their own with no support | identify problems  and potential solutions with little support or guidance | identify problems  and potential solutions at work with full support or guidance | Does not identify problems  and potential solutions at work |
| Using Initiative | ***Independently looks for ways to accomplish tasks*** | Finds different ways to complete tasks on their own with no support | Finds different ways to complete tasks with little support or guidance | Finds different ways to complete tasks with full support or guidance | Does not find ways to complete tasks |
| Integrity | ***Follows Workplace rules with honesty and respect*** | Independently abides by workplace policies and laws or demonstrate honesty and respect | Needs limited supervision abide by workplace policies and laws or demonstrate honesty and respect | Needs supervision abide by workplace policies and laws or demonstrate honesty and respect | Does not abide by workplace policies and laws or demonstrate honesty and respect |
| Work Ethic | ***Reports to work on time and is willing to take instructions and directions*** | Independently reports to work every day on time and to take instructions | Needs limited supervision to work every day on time and to take instructions | Needs supervision to work every day on time and to take instructions | Does not arrive to work every day on time and to take instructions |
| Customer Service focussed | **Provides thoughtful, courteous, polite and knowledge service** | Independently provides courteous, polite and knowledgeable service | Needs limited supervision to Provide thoughtful, courteous, polite and knowledgeable service | Needs supervision to Provide thoughtful, courteous, polite and knowledgeable service | Does not Provide thoughtful, courteous, polite and knowledgeable service |
| Teamwork | **Shares responsibility for collaborative work and works well with others** | Works very well with others and  Independently shares responsibility for collaborative work | Needs limited supervision when working with other employees at work | Needs supervision when working with other employees at work | Does not like to work with others |
| Listening and Speaking | **Listens attentively**  **And**  **Asks questions to clarify meaning** | Independently listens attentively  And  asks questions to clarify meaning | Needs limited supervision to listen attentively and  ask questions to clarify meaning | Needs supervision to listen attentively and  ask questions to clarify meaning | Does not listen attentively and ask questions to clarify meaning |
| Efficiency and productivity | **Plans at work, set themselves work goals and manages their time well** | Independently make work plans, set themselves work goals and manage their time well | Needs limited supervision to make work plans, set themselves work goals and manage their time well | Needs supervision to make work plans, set themselves work goals and manage their time well | Does not make any plans at work, set themselves work goals or manage their time well |
| Information security technology and technology | **Understands and utilises basic internet and email safety and**  **maintains a working knowledge of IT devices** | Independently understands basic internet and email safety and a working knowledge of IT devices | Needs limited supervision to understand basic internet and email safety and a working knowledge of IT devices | Needs supervision to understand basic internet and email safety and a working knowledge of IT devices | Does not understand basic internet and email safety and a working knowledge of IT devices |
| Job Specific Tools  Example – till , cleaning materials, cooker , power tools etc | **Knows how to safely use job-specific tools, equipment, resources or machines to complete job tasks effectively** | Independently Knows how to safely use job-specific tools, equipment, resources or machines to complete job tasks effectively | Needs limited supervision to safely use job-specific tools, equipment, resources or machines to complete job tasks effectively | Needs supervision to safely use job-specific tools, equipment, resources or machines to complete job tasks effectively | Does not know how to safely use job-specific tools, equipment, resources or machines to complete job tasks effectively |
| Respects diversity and Inclusion | **Works collaboratively with others of diverse backgrounds, viewpoints, and experiences** | Independently works collaboratively with others of diverse backgrounds, viewpoints, and experiences | Needs limited supervision to work collaboratively with others of diverse backgrounds, viewpoints, and experiences | Needs supervision to work collaboratively with others of diverse backgrounds, viewpoints, and experiences | Does not work collaboratively with others of diverse backgrounds, viewpoints, and experiences |
| Professionalism | **Meets workplace expectations regarding work schedule and attendance,**  **expectations regarding behaviour,**  **regarding appearance and**  **regarding communication** | Independently meets workplace expectations regarding work schedule and attendance,  expectations regarding behaviour, appearance,  and communication | Needs limited supervision to meet workplace expectations regarding work schedule and attendance,  expectations regarding behaviour, appearance,  and communication | Needs supervision to meet workplace expectations regarding work schedule and attendance,  expectations regarding behaviour, appearance,  and communication | Does not meet workplace expectations regarding work schedule and attendance,  expectations regarding behaviour, appearance,  and communication |
| Reading and writing | **Reads and interprets workplace documents and**  **writes effectively in the workplace** | Independently reads and interprets workplace documents and  writes effectively in the workplace | Needs limited supervision  To read and interpret workplace documents and  write effectively in the workplace | Needs supervision to read and interpret workplace documents and  write effectively in the workplace | Does not read and interpret workplace documents and  write effectively in the workplace |
| Maths | **Applies mathematical skills to complete tasks as necessary** | Independently applies mathematical skills to complete tasks as necessary | Needs limited supervision to apply mathematical skills to complete tasks as necessary | Needs supervision to apply mathematical skills to complete tasks as necessary | Does not apply mathematical skills to complete tasks as necessary |
| Workplace Safety | **Maintains a safe work environment by adhering to safety guidelines** | Independently maintains a safe work environment by adhering to safety guidelines | Needs limited supervision to maintain a safe work environment by adhering to safety guidelines | Needs supervision to maintain a safe work environment by adhering to safety guidelines | Does not maintain a safe work environment by adhering to safety guidelines |