



National Development Team for inclusion



Special Educational
Needs & Disability



Workbook to accompany the Vocational Profile form for use in schools and colleges

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Introduction

This workbook accompanies the recently piloted vocational profile form for use with young people from year 9 through to adulthood. It explains the purpose of the vocational profile tool and provides several additional tools that are likely to be helpful in making the conversation about work easier and more enjoyable for young people with special educational needs.

Purpose of the vocational profile form

The vocational profile form allows the collection of information that would be helpful to support a young person with special educational needs or disabilities into work. It is likely to be of most relevance for young people who would struggle to find and keep a job. It can be used prior to any work placement to ensure that there is as close a match as possible between the young person's aspirations, interests and skills and the work setting and job role. It is therefore likely to be a useful tool in the provision of Information, advice and guidance services.

The vocational profile form is intended to be used in conjunction with the person centred planning tool: My Future, My Choice. The latter having been completed before the vocational profile form to get a clear sense of general life aspirations. The vocational profile will focus in on specific things that are important to know before any work related activity commences. Cross references to similar topics covered by My Future, My Choice have been included on the vocational profile form so that the option to 'cut and paste' is provided should relevant up to date information exist on the person centred planning tool.

The vocational profile should be completed with the young person, ideally, by someone with whom the young person is familiar. It should not be completed by the young person alone even if this would be possible. It is important to have a conversation about what the individual is thinking and to ensure that sufficient detail is collected. It can be done in one 'sitting' but is probably best done over time as part of the school or college curriculum. During piloting of the tool, teachers and a careers advisor commented that it could be used as part of the PSHE lessons, one to one tutorial sessions and would usefully feed into planning meetings. Some of the tools in this workbook could also be used in numeracy or literacy classes, as for example, they involve calculating change required when buying something (Section 7) or reading a leaflet or simple letter relating to an interview. (Section 8)

continued ...

The information collected on the vocational profile feeds into the young person's education, health and care plan; the form can be appended to the plan whilst the summary sheet should be included under the Employment heading. The person completing the form with the young person should fill in the summary sheet immediately and give it to the young person and subject to their consent, copies to their tutor, Lead Practitioner, Youth Connect Worker and parents.

The vocational profile carries the same confidentiality and consent issues as the education, health and care plan and it will be important to ensure that young people know the vocational profile belongs to them and they can share it with whom they wish. If there are plans to share the information with others such as a supported employment agency, explicit agreement to do so will be needed.

As with education, health and care plans, it will be important to review the vocational profile often and particularly if new experiences or skills occur that are relevant to work. The form should always be reviewed if the young person has had a work experience placement as previous likes/dislikes and capacity to do certain tasks may well change.

The contents of the remainder of the workbook are as follows:

3. The summary sheet to be completed after the vocational profile is filled in
5. Photographs that depict different work settings that directly link to those listed on page 13 of the vocational profile form
- 5a. A list of job options and tasks that are associated with the different settings listed on page 12 of the vocational profile
6. Clip art images showing a range of possible leisure interests and hobbies from which a young person can select one or more options
7. Some exercises about the use of money
8. A fictitious letter about a potential job interview (to check reading) and a leaflet about Rake and Grow (a Sirona scheme)
9. Sample bus timetable in large print and a sample rail timetable – simple format
10. A mock curriculum vitae
11. Exercises about judging time for journeys

At various points on the vocational profile form it is indicated that further information for the supporter is available in the workbook.

This symbol shows that pictures are available to increase accessibility of the form.



Vocational Profile

Helping us to find the right job for you

This profile is designed to be filled out with the young person.

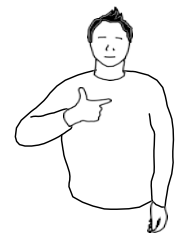


Other resources to use with this profile

- **The workbook, which contains** images that will help some young people to think about and answer the questions in this vocational profile. It also contains useful information for anyone completing this form with a young person. **Not everyone will need to use the pictures.**
- **The Summary sheet (section 11)** should be completed after this form has been filled in. This should be included in the young person's EHC plan.

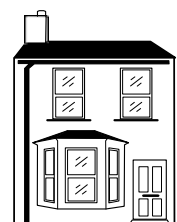


Your full name:



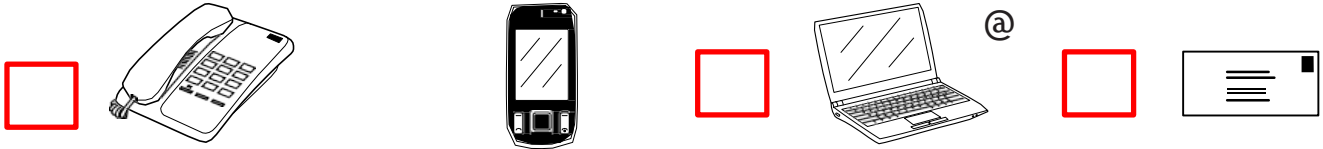
Your age

Your address:



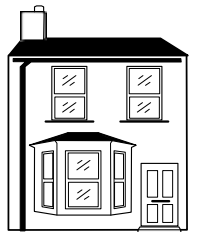
What is the best way for us to contact you?

(tick one or more boxes)



Give more detail here:

Tell us here what type of home you live in. For example: a shared house, with my family, in my own flat



What kind of area do you live in? For example, is it a quiet area, friendly/unfriendly, are there shops/ businesses nearby? *Some relevant information is likely to be included in the My Future, My Choice document*



Are there any shops, clubs or other places that you or your family often use?

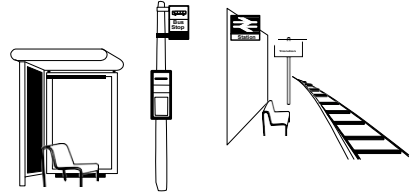


How close to a bus stop or train station do you live?

It is an easy walk for me

It is quite a long walk for me

There is no bus stop/station that I can walk to



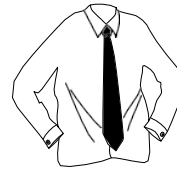
Tell us here how much family/learning support you get each week.



More information about you

What type of clothes do you like to wear?

- do you like to look smart or dress more casual?
- would you be happy wearing a uniform?



How would you describe your personality?

Are you quiet, chatty, shy, confident, moody, cheerful, anxious or loud?



Do you have any faith considerations?

For example: your diet, clothing, or religious holidays



What activities do you really enjoy? This can be hobbies, sports, leisure or work activities.

See Section 6



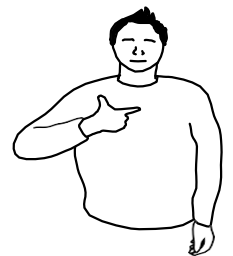
of the workbook.

Some relevant information is likely to be included in the My Future, My Choice document



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

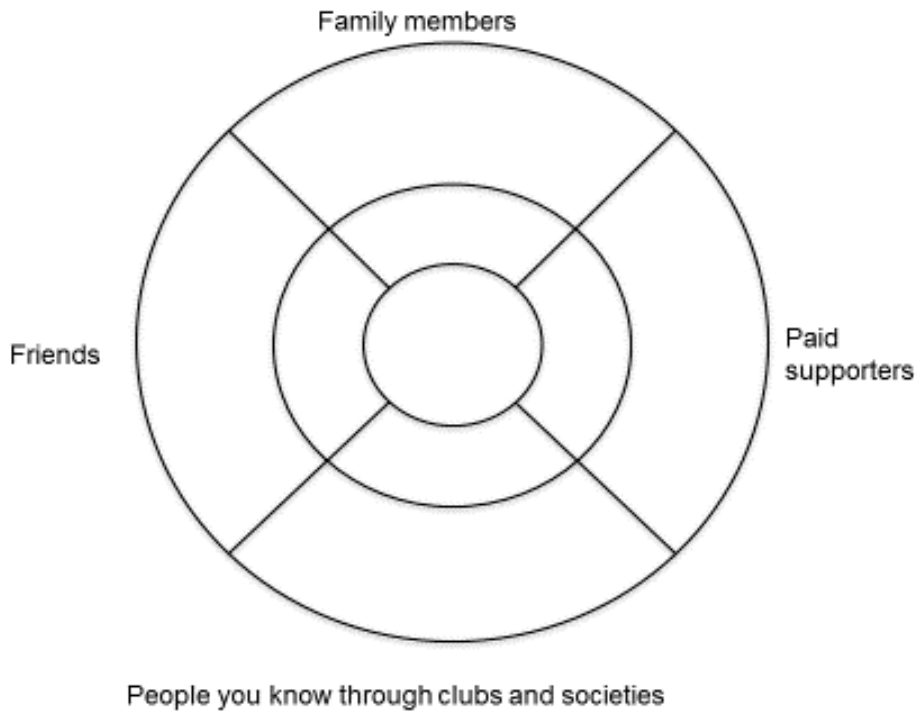
Some relevant information is likely to be included in the My Future, My Choice document in the Gift Map section.



Who are the people who are important to you? Please list them.

of your family, friends, learning support people, advocate, community nurse and any other people you know through clubs or the religious organisations.

Please tell us what kinds of jobs (if any) your family and friends have.



Name	Type of work/place of work

Have you ever thought about getting a Saturday or holiday job?

YES / NO

If yes, what kind?

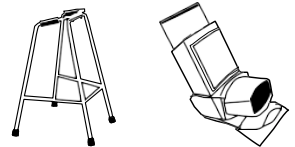
Voluntary / Paid

What kind of setting? Please say more below

Please tell us about any health conditions that may affect your work

Some relevant information is likely to be included in the My Future, My Choice document under My Health

For example, do you have eczema, diabetes, asthma or do you take medicine regularly?



Please also say if you may need help with medication in a workplace.

Do you have any issues with any of the following things?

Are you Ok standing up for an hour or two without difficulty?

Yes No

Are you Ok Sitting down for two hours or more?

Yes No



Can you walk Ok?

Yes No



Can you kneel down for a long time?

Yes No



Can you lift things?

Yes No



Can you carry things?

Yes No



Are you ok at using your hands?

Yes No

Can you balance OK?

Yes No



Please say more here

Do you have problems with any of the following

Some of these issues will be most relevant to people with an Autistic Spectrum Condition

Your sight

For example: seeing things in the distance, close up, being light sensitive



Yes No

Your hearing

For example: having a hearing loss, being sensitive to noise



Yes No

Smells

For example: being sensitive to smells, having trouble smelling things



Yes No

Taste

For example: being sensitive to tastes, having trouble tasting things



Yes No

Touch

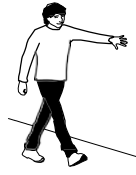
For example: being sensitive to touch, not liking being touched



Please say more here

Spatial awareness

For example: finding your way around, coping with crowded places



Yes

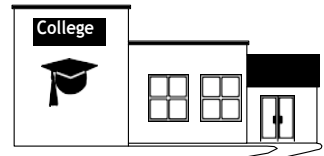
No

Please say more here

Please tell us about any allergies you have



Please tell us about your education and training



This includes school, college, university and any other training.

School or college attended	Dates attended

What courses did you do?



What skills, qualifications and certificates did you gain? Include any certificates including sports, good behaviour, progress



What subjects and courses do you enjoy?



What subjects and courses do you not enjoy?



What experience of work do you have?

If relevant, tell us about any work experience, voluntary or paid jobs you have had.

Type of work experience
(what you did)

Employer's address

When did you do this work experience?
(school year is sufficient)

How many hours a week
did you work?

What did you enjoy about this placement?



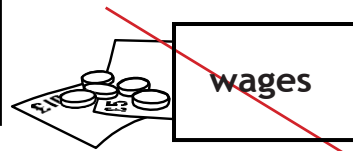
What did you not like about this placement?



Have you ever had a paid or unpaid job? YES/NO



If yes, what did you do?



What was the best thing about the job?

Please tell us what you do in a typical week now

Day	Daytime	Evening
Mon Monday		
Tue Tuesday		
Wed Wednesday		
Thu Thursday		
Fri Friday		
Sat Saturday		
Sun Sunday		

Finding the right job for you

Please tell us why you want a job?

This could be to earn money, meet people, to learn new things or because you would enjoy it.

If you had a job how many days a week would you like to work?

1, 2 3, 4, or 5 days a week. Think about whether you would be happy to work weekends

Mon Monday	Tue Tuesday	Wed Wednesday	Thu Thursday	Fri Friday	Sat Saturday	Sun Sunday
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Tick the boxes under the days and write any further information in the box below

Tell us what times of the day you would be happy to work

For example: during the day, early mornings, evenings, during the night



Can you work a full day up to 8 hours? Please say more in box below

Yes

No

Would you like to work mainly on your own or as part of a team of people?



Do you want a job where you are mostly moving around or sitting down?



Places of work

There are many different places you can work.

Here are some examples.

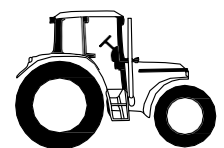
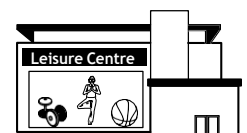
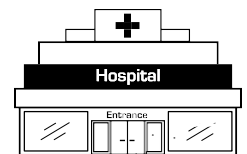
Use the photos to help with making choices.

Tick any that the young person would consider.

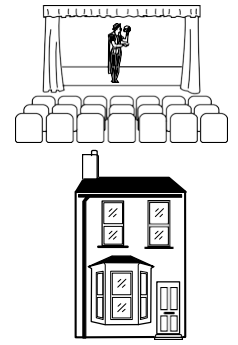
Refer to Section 3 of the workbook

Any other workplaces people think of can be added in the box below.

1. Airport	2. Shop
3. Supermarket	4. Superstore
5. Cafe	6. Restaurant
7. Pub	8. Fast food
9. Garden Centre	10. Hospital
11. Hairdressers	12. Hotel
13. Office	14. School
15. College	16. Leisure Centre
17. Building site	18. Childcare centre
19. Garage	20. Car showroom
21. Petrol station	22. Gardens
23. Railway station	24. Bus station
25. Farm	26. Countryside
27. Kennels/cattery	28. Outdoor events



29. Stables	30. Day centre
31. Theatre	32. Cinema
33. Factory	34. Warehouse
35. People's homes	36. Car park
37. Library	38. Laboratory



Types of work

Please use the list on Section 5a of the workbook about specific types of work that you can do to help you refine your ideas.

Job type 1: tasks I would be interested in doing

Job type 2: tasks I would be interested in doing

Job type 3: tasks I would be interested in doing

Please add below any thoughts about any possible local employers relating to the job areas mentioned

How do you travel around?

Some relevant information is likely to be included in the My Future, My Choice document

Tick the boxes to show how the person travels

Walk to places on my own



Walk to places with a supporter

Drive myself



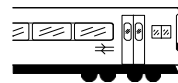
Get a lift in a car

On the bus by myself



On the bus with a supporter

On the train on my own



On the train with a supporter

Cycle



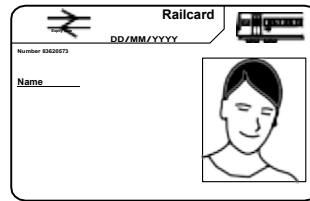
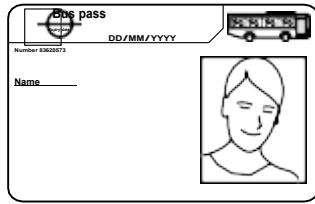
Use taxi's



Use special transport like Dial a Ride



Do you have a bus pass or a railcard ?



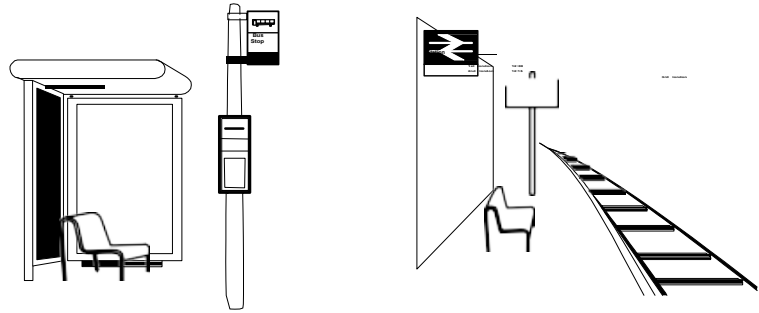
Yes

No

Do you need help with learning to travel around?

Yes

No

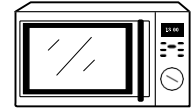
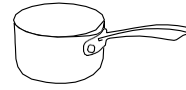


Summary of the help the young person needs with travel

How independent are you at home?

Can you cook meals?

Yes No With help



Can you do housework and laundry?

Yes No With help



Can you do food shopping?

Yes No With help



Can you do the recycling and put it out?

Yes No With help



Can you use the phone?

Yes No With help



!

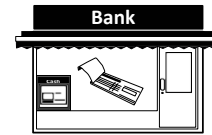
Say more here

How independent you are with money ?

Some relevant information is likely to be included in the My Future, My Choice document

Do you have a bank account?

Yes **No**



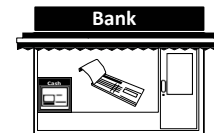
Can you use a credit or debit card? (If over 16)

Yes **No** **With help**



Can you pay money in at the bank?

Yes **No** **With help**



Can you use a cash point machine?

Yes **No** **With help**



Can you work out the right money to buy things in a shop?

Yes **No** **With help**



See exercises in section 7 of the workbook, if needed.

Do you need help to work out the right change in a shop?



Yes No With help

Say more here

How independent you are with reading and writing?

Can you read a letter or leaflet? *See example letter and leaflet in workbook*

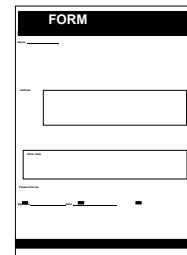
Yes No With help

!



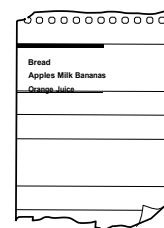
Can you fill in forms like this one?

Yes No With help



Can you write a shopping list?

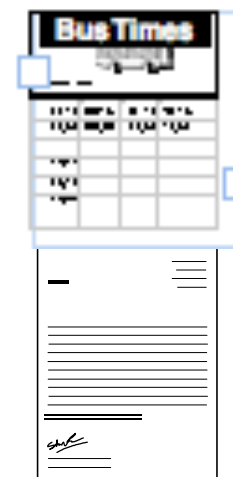
Yes No With help



Can you read a bus or train timetable?

Use the example bus and train timetables in the workbook, if needed.

Yes No With help



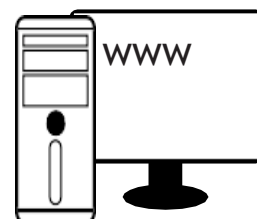
Could you write a CV for yourself?

Note: an example of a short CV is included in the Workbook

Yes No With help

Can you find an internet site you have not visited before? e.g. BBC news page

Yes No With help

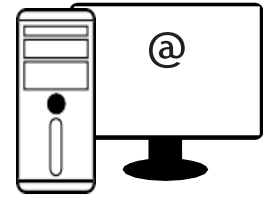


Can you use email?

Yes

No

With help



Say more here

How independent you are with time?

Can you tell the time?

Yes No With help



Can you understand a 12 hour clock?

Yes No With help



Can you understand a digital clock?

Yes No With help



Can you get to appointments on time?

Yes No With help



Can you work out how long it takes to get somewhere?

Yes No With help

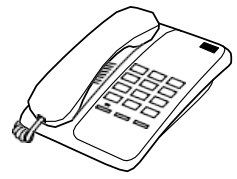


Say more here

How independent you are with phones?

Can you use a telephone?

Yes No With help



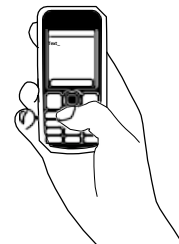
Can you use a mobile phone?

Yes No With help



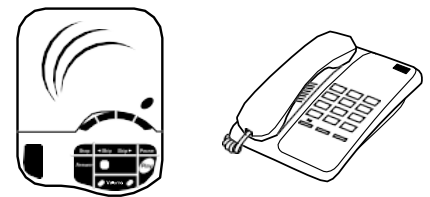
Can you send a text message?

Yes No With help



Can you leave a voicemail or answer-phone message?

Yes No With help



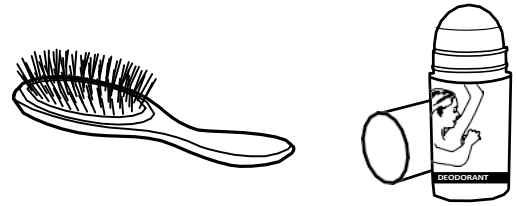
Say more here

Other things you may need help with

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

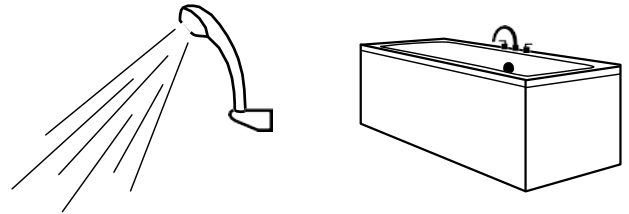
Staying clean and tidy

Yes No



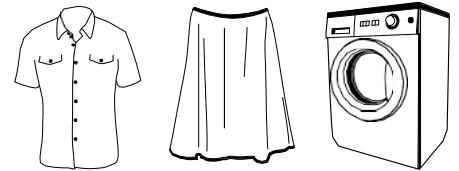
Having a bath or shower regularly

Yes No



Remembering to wear clean clothes

Yes No



Budgeting money

Yes No



Remembering dates for appointments

Yes No



Making choices

Yes No



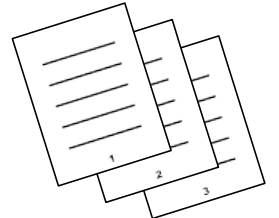
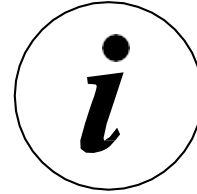
Looking after your health

Yes No



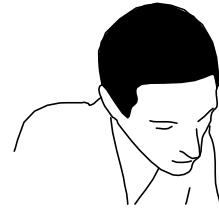
Understanding information

Yes No



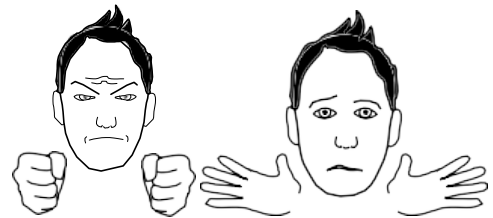
Concentrating

Yes No



Worrying or getting stressed

Yes No



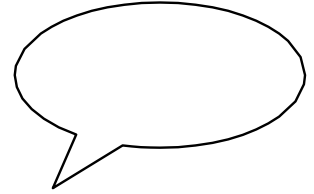
Say more here

Communication, Information and Learning

Please tell us how you communicate and access information:

Do you communicate by speaking

Yes No



Do you use any other things to support your communication

(please tick all that apply)

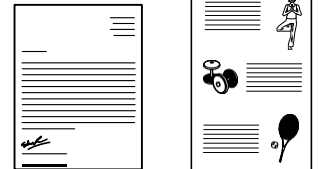
- Makaton signing
- BSL Signing
- Pictures or symbols



Do you use any other things to support your communication

(please tick all that apply) Writing only

- Large print
- Large print with pictures (Easy Read)



What is the best way for you to learn things?

Relevant information may be included in My Future, My Choice

- Being told what to do
- Being shown what to do
- Having a list that tells me what to do
- Using pictures to show me what to do



Please tell us more in the box below

Summary of the help I need with these things –

Please also tell us any other things that may affect your communication, for example 'English is not my first language'

Special equipment or help you need at work

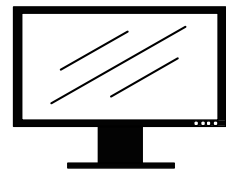
Please tell us about any special equipment or help you may need at work,

For example:

A special chair



Equipment to help you see your computer screen



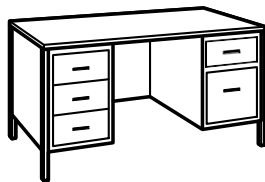
A special phone



Sign language interpreter



desk



A special

A Job Coach (Someone who can help you learn the tasks you need to do in a job)

Summary of the help I need with these things

Do you know what benefits you get?

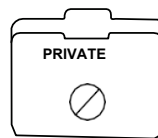
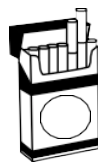
YES/NO

If 'No' skip this question.



Please list them

Social rules of work



Each workplace has rules about things like: using your phone, what to do at breaks, smoking, talking at work, keeping things private and food and drink.

Help I might need to understand social rules

Signed and dated

Name of person completing this form (BLOCK LETTERS)

Role in organisation:

Signature **Date:** ___/___/___

Signed by young person

Signature: **Date:** ___/___/___



Bath and North East Somerset Council is grateful for the use of this document that was produced by Employability in Surrey, now part of Surrey Choices.

For each setting, see Section 4 of the handbook for some job and task options



At an airport



Working in a shop



Working in a supermarket



Working in a superstore



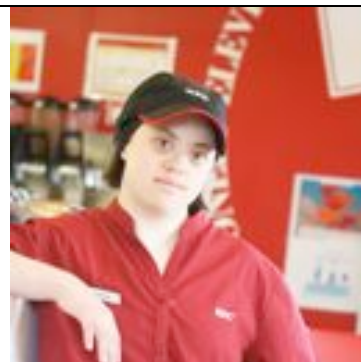
Working in a cafe



Working in a restaurant



Working in a pub



A fast food store

For each setting, see Section 4 of the handbook for some job and task options



A garden centre



A hospital



Hairdressers



Working in a hotel



Working in an office



School



College



Leisure Centre / gym

For each setting, see Section 4 of the handbook for some job and task options



Building Site



Childcare Centre



Garage



Car Showroom



Petrol Station



Gardens



Railway Station



Bus Station

For each setting, see Section 4 of the handbook for some job and task options



Farm



Countryside



Working in a cattery or kennels



Working at an outdoor event



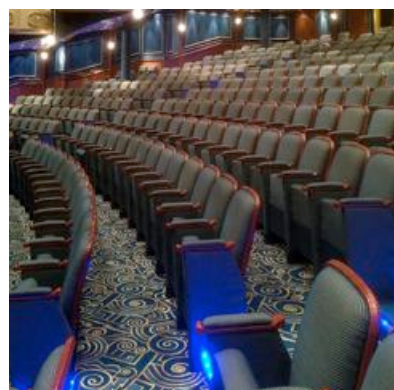
Working in a stables



In a day centre



In a theatre



In a cinema

For each setting, see Section 4 of the handbook for some job and task options



In a factory



In a warehouse



In people's homes



In a car park



In a library



In a laboratory

made with
**photo
symbols**[®]

Some Job Options by Settings

- 1. Airport** – customer services, security workers, working in shops or restaurants, cleaners, baggage handling, assisting with runway procedures, flight attendants who work directly with passengers during the flight.
- 2. Shop** – serving customers, stocking shelves, home delivery, cleaning
- 3. Supermarket** – serving customers, stocking shelves, home delivery, trolley, collection, cleaning
- 4. Superstore** - serving customers, stocking shelves, home delivery, trolley, collection, cleaning, provide customer directions, returns and customer help desk, tidying packaging and recycling. Sometimes there is a crèche.
- 5. Café** – cooking, making drinks, clearing tables, washing up/loading the dishwasher, cleaning, emptying bins, serving customers
- 6. Restaurant** – cooking, making drinks, taking orders and waiting on, clearing tables, washing up/loading the dishwasher, clearing, emptying bins, taking bookings from customers.
- 7. Pub** – serving drinks, washing up/loading the dishwasher, cleaning, emptying bins, restocking the drinks. If they also sell food: cooking, waiting on, clearing tables, taking bookings from customers.
- 8. Fast food outlet** – simple cooking, making drinks, clearing tables, cleaning, emptying bins, restocking the food and drink supplies.
- 9. Garden Centre** – tending plants including regular watering, stocking shelves, keeping areas inside and out clean and tidy, aquarium keeper, moving heavy items, serving customers, café work.
- 10. Hospital** – porter, medical records, sterilising services, keeping medical supplies stocked up, data entry, plaster technician, lab work patient support, working in a shop, cleaning, café/restaurant (as above) meal service, mortuary work, car park attendant, grounds work.

- 11. Hairdresser** - taking coats from clients, providing the gowns, washing and topping up the towels, offering drinks to clients and keeping the salon clean, washing, cutting and styling hair.
- 12. Hotel** – receptionist, portering, cleaning rooms, making beds, replenishing bathrooms supplies, kitchen work, waiting on in the restaurant, bar work (as for pub) office work, sometimes there is a spa, gym and swimming pool so pool/gym attendants, masseuse and beauty jobs also exist.
- 13. Office** – filing, photocopying, answering the phone, reception duties (if a large office), data entry and analysis organising events, writing reports, shredding, post duties, minute taking and stationery stock and control.
- 14. School** – lunch time assistant, LSA, catering, playground duties, office work (as above), grounds work. If there is a pool/gym, pool/gym attendant, sports assistant, teacher, escort for transport especially if it is a special school.
- 15. College** – lecturer, lab technician, catering staff, learning supporter, receptionist, sports assistant, cleaner, librarian, grounds work, car park attendant (sometimes)
- 16. Leisure Centre** – roles may include pool attendant, cleaner, receptionist or crèche worker. There will generally be office work, someone responsible for maintaining sports equipment, setting up rooms prior to classes. There may also be bar or café work.
- 17. Building site** – roles include: crane driver, builder, plasterer, plumber, general labourer, electrician, lorry driver, waste disposal, surveyor.
- 18. Childcare centre** – playing with children, nappy changing and keeping children clean, preparation of food and drink, feeding infants and supervising meals of older children, laundry, cleaning toys and ensuring they are safe, supervising outdoor play, disciplining children, supervising nap time.
- 19. Garage** – replacing tyres, servicing and repairing car engines, replacing exhausts, car body repairs and resprays, car cleaning (inside and out), receptionist, ordering car parts, cleaning and tidying the garage to keep the environment safe.

- 20. Car Showroom** – car cleaning (inside and out), car sales, moving cars around the site, ordering spare parts. Sometimes there is a garage for repairs on site so all of the above would then apply.
- 21. Petrol Station** – setting pumps to run for customers, taking money for fuel and other items, dealing with deliveries of fuel and other stock, cleaning the shop, stocking the shelves, ensuring that customers stay safe (e.g. stopping them smoking near fuel tanks).
- 22. Gardens (& parks)** - raking, sweeping and general tidying up, emptying bins sometimes, planting out, weeding, mowing grass, cutting back bushes and trees.
- 23. Railway station** – selling and checking tickets, making sure that passengers get on and off the train safely, helping to load and unload luggage, signalling the guard or driver to depart, updating message displays showing passenger information, making passenger announcements, operating CCTV cameras, giving out information on services, routes, train times and delays. In smaller stations there may be other tasks such as cleaning or clearing snow and ice off platforms during the winter.
- 24. Bus station** – selling and checking tickets, making passenger announcements, operating CCTV cameras, giving out information on services, routes, bus times and delays, keeping the environment clean. If there are shops and kiosks, then see above.
- 25. Farm** – shepherd including lambing during season, tractor driving/ploughing and operating heavy machines, caring for woodlands (tree maintenance and conservation work), some planting of crops, maintenance of fences, out buildings etc., possibly some management of horses (feeding, grooming, mucking out and riding), going to market with livestock, daily routine of feeding, watering, checking and protecting animals from harm.
- 26. Countryside** - hedge and woodland management, conservation of protected areas of specific interest or areas of outstanding natural beauty. Protection of wildlife such as bats, frogs, newts and small mammals.

- 27. Kennels or cattery** – providing animals with food and water at least twice a day. Keeping living areas clean, laundry of pet bedding, dealing with queries from pet owners, taking bookings, providing reassurance and feedback to owners after pet stays, taking animals to veterinary clinics if they are unwell.
- 28. Outdoor events** – setting up temporary structures such as marquees and toilet blocks, preparing the site for car parking and minimising visitor damage – this can involve operating heavy machinery. At events there will be customer service jobs, restocking of any items that are running low, cleaning services, making sure that visitors are kept safe, car park attendant duties, programme, food and drink sales. Afterwards there will be cleaning and restoration jobs to put the site back into a good state.
- 29. Stables** - management of horses: feeding, grooming, mucking out and riding, plus care of all riding equipment. Assisting any customers with their riding equipment and ensuring that horses and riders stay as safe as possible.
- 30. Day Centre** – ensuring that people attending are comfortable and are helped to do some kind of meaningful activity, which may involve supporting them to visit the local community. There will be food and drink preparation, laundry and cleaning work in a day centre. There may also be specialist roles such as those of art, music, occupational or speech therapists. There will be care assistant and transport jobs (driver and escort roles) associated with most centres. There will also be some office work (see above for options).
- 31. Theatre** – there are many backstage jobs such as makeup artist, scenery design, construction and installation, costume make and wardrobe manager, sound operators, lighting technician, production assistant, director, producer and theatre manager. There are also ‘front of house’ jobs such as ticket sales, advertising, office work, theatre manager and assistants as well as roles for gifted dancers, singers and actors.
- 32. Cinema** – ticket sales, ticket collector, cleaner, projectionist, food and drink sales person

- 33. Factory** - there are roles working on an assembly line making whatever the factory produces. Weighing, packing and storage roles will exist in most factories. Engineering roles are also needed to support the efficient running of the equipment used. Cleaning, marketing, public relations and management jobs are generally available too.
- 34. Warehouse** – storage, loading and unloading of goods, possibly using a forklift truck. In services where the company provides stock for online shoppers or other retail partners, there will be picking of items, packing and loading work involved – this will often be directly onto a lorry. There is often a work canteen so catering jobs may also be available.
- 35. People's homes** – this can be to provide care to an elderly or disabled person, childcare, cleaning or practical tasks such as changing light bulbs, fixing a broken item or doing the gardening. There are many agencies offering one or more of these support services.
- 36. Car park** - ensuring that people pay to park, providing help to find a space, providing information to drivers and keeping the car park clean and tidy.
- 37. Library** – librarians and library assistants' roles involve dealing with customers, dealing with their requests about books, journals and multimedia, keeping the loans and stock up to date on the database, ensuring stock is kept presented in an orderly way and supporting any activities such as reading groups that take place in the library.
- 38. Laboratory work** – there are different levels of jobs in a laboratory and there will usually be a senior scientist who is in charge. Tasks for a technician are likely to include correctly setting up equipment for experiments or demonstrations and maintaining and storing equipment. In addition, the order of equipment may be a required part of the job, as may assisting a teacher or scientist with experiments.
-

What kinds of things do you enjoy in your spare time?

What interests / hobbies do you have?



Swimming



Fishing



Sailing / going in a boat



Art / crafts



Golf



Photography



Dancing / aerobics



Football



Watching TV



Going to the gym



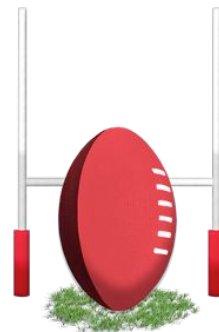
Walking the dog



Judo / karate



Singing



Rugby



Tennis



Cricket



Netball / basketball



Playing a musical instrument



Listening to music



Playing board games



Eating \ going out to eat



Sunbathing



Bowling



Camping



Mountaineering



Cycling



Theatre



Cinema



Gardening



Cleaning



Cooking



Reading



Talking to my friends



Spending time with my pets



Horse riding

Exercises with Money

Exercise 1

You want to buy a bar of chocolate in a shop. The bar costs **65 pence** but you don't have much change. You have two notes and one coin. Which of the following do you offer the shop keeper?

Please assume that you do not want lots of change in your pocket.



Exercise 2

You bought a banana that cost you **40 pence** and gave the shopkeeper **one pound (£1)**. How much change do you need?

Please use real coins for this exercise if possible.



B&Q
Recruitment Manager
Muller Road
Bristol
BS9 5RT

Mr. Tom Brown
54 Ridgeway Road
Bristol
BS5 7AD

Dear Tom

Re. Post of Gardening Assistant

We are pleased to invite you for a work trial starting on Monday 17th May and ending on 21st May.

If you wish to attend, please let us know and we will allocate our head of gardening section to be available to meet you and explain the tasks you need to do.

We open at 8 am and would like to see you at 8.30 am on 17th.

Please contact me on the number below to confirm that you will be attending.

Best wishes

Mark

Mark Ellis
Recruitment Manager
Telephone 07777 4567890



Mondays & Fridays

8.45am-3.30pm

Remember:

Bring lunch, snacks and plenty of drinks.

Always ensure you have layers of clothing to take off or put on.



Contact Details

Rake Up & Grow
Cleeve Court
Cleeve Green
Twerton
Bath BA2 1RS
Telephone: 01225 396794
Email:
sally.heselton@sirona-cic.org.uk



More information about the services we offer can be found on our website www.sirona-cic.org.uk
Or telephone us on **01225 831400**

Sirona care & health

Rake Up & Grow Grounds Maintenance & Training



in partnership with  

Working in the community with different abilities.



We are an organisation run for trainees doing gardening services predominantly with contracts in grounds for schools and Day Centres.

Monday Friday

We operate on 2 days a week and manage a 14 acre footprint using machinery and taking care of grass, hedges and walkways.



“Learn new skills and meet new people in a supported and friendly environment”.

Who can use our services?



We predominantly work with adults with disabilities as work training experience in real grounds.

We are also open to Volunteers from all walks of life who wish to support adults in horticulture or learn about horticulture themselves.



Sally Heselton, who supervises this project, is a trained horticulturalist who has lectured in industry-based horticulture and gardening courses at Wiltshire College, Lackham and Radstock College. All staff are trained and qualified in horticulture.

‘Rake Up and Grow’ is a community garden service working with different abilities in the community.

Single from Bath Spa to Bristol Temple Meads [change journey](#)

Out
Thursday 14 Jan 2016
 Bath Spa BTH to Bristol Temple Meads BRI

[<Earlier](#) [Later >](#)

	BTH 09:28	BTH 09:36	BTH 10:02	BTH 10:09
Depart	BTH 09:28	BTH 09:36	BTH 10:02	BTH 10:09
Arrive	BRI 09:43	BRI 09:51	BRI 10:15	BRI 10:28
Duration	0h 15m	0h 15m	0h 13m	0h 19m
Changes				
Cheapest Standard Single	£7.50	Cheapest £7.30	Cheapest £7.30	Cheapest £7.30
<u>Off-Peak Day Single</u> Any off-peak train.		Cheapest £7.30	Cheapest £7.30	Cheapest £7.30
<u>Anytime Day Single</u> Travel any time of day.	£7.50	£7.50	£7.50	£7.50
<u>First Anytime Day Single</u> Travel any time of day.	£10.90		£10.90	

Results are based on end-to-end tickets for the fastest available trains. [Click here](#) to check if slower routes with cheaper tickets are available.

Timetables for Service Number: 15

Monday to Friday - University Term

Valid from: 10/01/2016

Valid until further notice.

15 CITY CENTRE - BATH SPA UNIVERSITY

Via Lower Bristol Road, Newbridge Road

Service No.: 15 15 15 15 15

Notes:

Bath, Bus Station [15] 0700 0720 0730 and 1810 1825

Bus Station, Dorchester ---- ---- ---- at ---- ----
Street (S) [Bk]

Oldfield Park, St. 0708 0728 0739 frequent 1818 1833
James Cemetery

Newton St. Loe, The 0719 0739 0751 intervals 1830 1845
Globe

Bath Spa University 0724 0744 0756 until 1835 1850

Service No.: 15 15 15 15 15 15

Notes:

Bath, Bus Station [15] 1840 1855 1910 1940 2010 2040

Bus Station, Dorchester ---- ---- ---- ---- ---- ----
Street (S) [Bk]

Oldfield Park, St. James 1848 1903 1916 1946 2016 2046
Cemetery

Newton St. Loe, The Globe 1900 1913 1926 1956 2026 2056

Bath Spa University 1905 1918 1931 2001 2031 2101

Service No.: 15 15 15 15 15 15

Notes:

Bath, Bus Station [15]	2110	2140	2240	----	----	----
Bus Station, Dorchester Street (S) [Bk]	----	----	----	2340	0040	0140
Oldfield Park, St. James Cemetery	2116	2146	2246	2346	0046	0146
Newton St. Loe, The Globe	2126	2156	2256	2356	0056	0156
Bath Spa University	2131	2201	2301	0001	0101	0201

Service No.: 15

Notes:

Bath, Bus Station [15]	----
Bus Station, Dorchester Street (S) [Bk]	0240
Oldfield Park, St. James Cemetery	0246
Newton St. Loe, The Globe	0256
Bath Spa University	0301

General Notes:

Additional journeys may operate for special events at Bath Spa University

15 BATH SPA UNIVERSITY - CITY CENTRE
Via Newbridge Road, Lower Bristol Road

Service No.:	15	15	15	15	15	15
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Notes:

Bath Spa University	0728	0748	0758	0808	0818	0828
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Newton St. Loe, The Globe	0733	0753	0803	0813	0823	0833
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Oldfield Park, Sainsburys	0746	0806	0816	0826	0836	0846
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Bath, Bus Station [15]	0755	0815	0825	0835	0845	0855
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Service No.:	15	15	15	15	15	15
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Notes:

Bath Spa University	0838	0848	0858	0908	0923	0935
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Newton St. Loe, The Globe	0843	0853	0903	0913	0928	0940
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Oldfield Park, Sainsburys	0856	0906	0916	0926	0941	0951
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Bath, Bus Station [15]	0905	0915	0925	0935	0950	1000
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Service No.:	15	15	15	15	15
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Notes:

Bath Spa University	1820	1830	1840	1855	1910
---------------------	------	------	------	------	------

Newton St. Loe, and at frequent intervals until	1825	1835	1845	1900	1915
---	------	------	------	------	------

Oldfield Park, Sainsburys	1836	1846	1856	1908	1923
---------------------------	------	------	------	------	------

Bath, Bus Station [15]	1845	1855	1905	1914	1929
------------------------	------	------	------	------	------

Service No.: 15 15 15 15 15 15

Notes:

Bath Spa University 1925 1940 2010 2040 2110 2140

Newton St. Loe, The Globe 1930 1945 2015 2045 2115 2145

Oldfield Park, Sainsburys 1938 1953 2023 2053 2123 2153

Bath, Bus Station [15] 1944 1959 2029 2059 2129 2159

Service No.: 15 15 15 15 15

Notes:

Bath Spa University 2210 2310 0010 0110 0210

Newton St. Loe, The Globe 2215 2315 0015 0115 0215

Oldfield Park, Sainsburys 2223 2323 0023 0123 0223

Bath, Bus Station [15] 2229 2329 0029 0129 0229

General Notes:

Additional journeys may operate for special events at Bath Spa University

Please note – this CV is not about a real person

Curriculum Vitae

Jane Thorne

Date of birth : 12.6.97
2 Baker Street
Bath
BA1 6XX

Experience and skills

I have had several part time jobs working in a number of cafes and shops in Bath. I have worked as a kitchen assistant clearing tables, washing up and more recently I have been involved in food preparation. I have worked on the till and I have been told I am good with customers. I like helping customers make choices and I enjoy chatting to them.

Education and qualifications

I attended Bushways special school in Preston, Lancashire until I was 11 years old when my family moved to Bath.

I attended Routeway School in Odd Down until July 2015. I followed an ASDAN course for some time but managed to get GCSEs in Art, English, Music and IT. I am now attending Bath City College two days a week and I am doing a level 2 in hospitality.

Other certificates

I have completed a food hygiene course and have a level 1 qualification I am planning to do a higher level course starting in January.

continued ...

Please note – this CV is not about a real person

I was awarded 'Employee of the Month' when I worked for Boston Tea Party last summer and I am now working there each Saturday.

My interests and hobbies

I love ten pin bowling, ballroom and tap dancing. I am a keen artist and enjoy sketching and drawing when I get the time. I have a pet dog and I take him for a walk every morning and evening.

What employers have said about me

'Jane is always reliable – she turns up to work on time and always has a smile for everyone. She does her work to a high standard and she is learning new skills all the time.'

Chris, Manager at Boston Tea Party

'Jane worked every Saturday for about a year and in that time she was a really good employee. She worked well with customers and always did a good job of clearing the tables and keeping everywhere clean and tidy.'

Margaret Vaughan, Assistant Manager at the Green Bean Café

Exercise in judging time

How long does it take you to go by car from your house to the centre of Bath?



Or

How long does it take you to get to school / college







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 or job applications. Please review it alongside the main plan. Please note that *** in the questions means the name of the young person and this should be inserted in the text.

Name of young person	
Aspirations about work	
Types of jobs young person would consider	

Things that *** is positive about in a work setting. For example being outdoors /indoors, part of a team, lone working, busy/quiet, sitting down/walking around.

Things *** is positive about in a work setting	
Things *** would not want in a work setting	

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



Preferred days (number and days)

Mon Monday	Tue Tuesday	Wed Wednesday	Thu Thursday	Fri Friday	Sat Saturday	Sun Sunday
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

's best way to learn





Personal care considerations



Possible travel arrangements



<p>Any specific health and safety factors to be considered</p> 	
<p>Any other important information about *** and work, including support likely to be needed</p> 	

<p>Who completed this form?</p>	<p>Name:</p>	<p>Date:</p>
---------------------------------	--------------------	--------------------

<p>Has this form been shared with *** ? Parents?</p>	<p>Young person? YES / NO</p>	<p>Parent(s)? YES / NO</p>
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