

Our Family Firm

**A Working Framework for Community Planning Partners and
Employers**

**Supporting all Looked After young people and care leavers
into positive and sustained destinations**

Scottish Government

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Introduction

This Framework is for all partners - across a broad range of settings - who will be involved in, and committed to, planning and delivering opportunities for Looked After young people and care leavers to ensure they experience a positive post-16 transition to further learning, training and employment.

It aims to guide local Community Planning Partnerships (CPP) in developing their strategic plan for implementing their **family firm** and for moving this forward to operational delivery. It sets out the main Scottish Government policies within which a **family firm** should operate and considers the key principles and standards for partners at a local level; their roles and responsibilities and the 'offer' which they may make.

This is a working document: it provides an initial framework to support local delivery, allowing flexibility to fit with local practices; and will be reviewed as practice develops to reflect experiences, effective approaches and lessons learnt.

Looked After young people and care leavers in Scotland

The number of children and young people becoming Looked After has increased year-on-year over the last two decades. The reasons for this can be complex but the overwhelming majority of young people are placed for care and protection reasons - and that number is increasing annually. Children and young people may be Looked After for short or long periods; some return home, some are adopted, and some remain Looked After for many years, until they reach adulthood.

Looked After children and young people are not a homogenous group; they are individuals with their own personalities, needs, experiences and aspirations. What they have in common is that life has not been easy for them, and for most, an aspect of their life circumstances has led to decisions being made that some form of compulsory intervention is required.

Many of these young people experience difficulties during their school years which can lead to challenges in making an effective transition from school to new opportunities. Many have missed out on some of their schooling and been unable to take full advantage of the opportunities to develop their skills for learning, life and work.

The post-school outcomes for Looked After young people and care leavers are not always positive. These young people are less likely than their peers who have not been Looked After to go on to further or higher education, training or to find employment. Despite recent improvements in leaver destinations for young people in general, the outcomes for this group have shown little improvement.

Local authorities and their Community Planning Partners have significant responsibilities for all Looked After children, young people and care leavers, with all authorities now recognising this through their work as **Corporate Parents**. *These Are*

Our Bairns- a guide for community planning partners on being a good corporate parent (Scottish Government 2008)¹ provides guidance on roles, duties, responsibilities and opportunities across the spectrum of services delivered through CPPs, and the wider community.

The **family firm** approach will complement and enhance the ongoing work of **Corporate Parents**. Through planned intervention, it will improve outcomes for young people by bringing on-stream additional opportunities for them to develop employability-related skills.

The family firm concept

This concept aims to encourage and enable local authorities and their partners to offer Looked After young people and care leavers a broad range of support to help them progress to a positive economic destination. This might include work experience, employment and training, or building capacity and skills individually or in groups by preparing job applications or developing interview skills. It may also be through reserving a number of apprenticeships for which Looked After young people and care leavers can apply.

Local authorities offer a wide range of employment in a local area, with everything from joiners to care assistants, administrators to sport assistants, accountants, surveyors, and even specialists roles like ski instructors and harbour masters. Other community planning partners extend the range even wider, bringing in, for example, opportunities within health care and the emergency services. This, combined with both local and national employers, provides a significant employer base, essentially the **corporate family**, from which to build your **family firm**.

The Corporate Family

Corporate parenting means the formal and local partnerships needed between all local authority departments and services, and associated agencies, who are responsible for working together to meet the needs of Looked After children and young people, and care leavers.

Looked After Children and Young People: We Can and Must Do Better,
Scottish Executive, 2007²

Corporate families are uniquely placed to support young people as they move into adulthood by mobilising their own services, ie housing, economic development, community learning and development, welfare rights, health and career management to achieve a coherent system which responds to the needs of this group. In addition, **corporate families** are well placed to offer work experience, apprenticeships and employment to their young people. Through relationships and networks with local and national employers they can, extend their **family firm** to offer an even wider range of opportunities for young people.

¹ <http://www.scotland.gov.uk/Publications/2008/08/29115839/0>

² <http://www.scotland.gov.uk/Publications/2007/01/15084446/9>

Strategic context

'We have improved the life chances for children, young people and families at risk.'

*Scotland Performs*³

The Scottish Government recognises that Looked After children, young people and care leavers often face significant challenges and disadvantage which reduce their chances of progressing to and sustaining positive destinations after school. The Scottish Government has put in place a number of strategies and policies which, together, provide a robust framework to drive improved outcomes for all children and young people through partnership working nationally and locally.

*Skills for Scotland: A Lifelong Skills Strategy*⁴ recognises the need to focus on young people who are at risk of moving into a negative destination. This strategy brings together key policies to provide a comprehensive approach to lifelong learning and skills development in Scotland spanning early years through adulthood. Specifically, it gives a clear commitment to young people about the routes to education, employment and training, the support they can expect and to increasing opportunities for, and the esteem accorded to, vocational learning and training.

*Skills for Scotland: Accelerating the Recovery and Increasing Sustainable Economic Growth*⁵ promotes equal access to and participation in skills development, career information, advice and guidance, and learning activities for everyone. It further promotes equality of opportunity to those who face persistent disadvantage and to improve the numbers of people economically active across all groups of society. It gives an ongoing commitment to young people through recognising that a positive post-16 transition is an effective way of improving their long-term employability and contribution to society.

*Curriculum for Excellence*⁶ similarly acknowledges the difficulties that some young people face in their learning and looks to support successful transitions that enable them to continue learning beyond compulsory schooling. All young people in Scotland are entitled to a Senior Phase of education⁷ (broadly 15-18) which enables them to continue to develop the skills for learning, life and work and the four capacities for learning. Every young person is also entitled to support both to enable them to gain as much as possible from *Curriculum for Excellence* – in an appropriate and timely manner, and to make effective transitions to positive and sustained destinations.

In the Senior Phase young people will increasingly be able to access a wide range of learning in a range of settings. They will also have the opportunity to undertake work experience as part of their curriculum, the nature of which should be based on the needs, aspirations and capabilities of the individual.

³ <http://www.scotland.gov.uk/About/scotPerforms/outcomes/childFamilies>

⁴ <http://www.scotland.gov.uk/Publications/2007/09/06091114/0>

⁵ <http://www.scotland.gov.uk/Publications/2010/10/04125111/0>

⁶ <http://www.ltscotland.org.uk/understandingthecurriculum/whatiscurriculumforexcellence/>

⁷ <http://www.ltscotland.org.uk/understandingthecurriculum/whatcanlearnersexpect/seniorphase.asp>

The Government's focus on post-16 transitions predicated on the wish for all young people to stay in learning after 16, since this is the best way of improving their long-term employability.

16+ Learning Choices is the transition planning model for ensuring clear robust systems and processes so that all young people have a suitable, high quality offer of post-16 learning. It is a universal offer and gives systematic attention to those most at risk of moving into a negative destination. The *16+ Learning Choices: Policy and Practice Framework*⁸, to which partners will wish to refer, highlights Looked After young people and care leavers as a priority group. It further highlights the roles and responsibilities of local authorities and their partners in fulfilling their responsibilities to young people, including in their role as '**corporate parents**'.

The **family firm** approach should also be seen in the context of *Getting it right for every child*⁹ (GIRFEC) which promotes action to improve the well-being of all children and young people. The GIRFEC approach is underpinned by shared principles and values which recognise children's rights and builds on the strategic pillars of Scottish Government policy for children and young people.

This approach is based on the eight indicators of well-being: safe, healthy, achieving, nurtured, active, respected, responsible and included. These indicators are recognised as the basic requirements for all children and young people to grow, develop and reach their full potential. Children and young people's progress will vary, depending on their circumstances but they all have the right to expect appropriate support from adults to allow them to develop as fully as possible across each of the well-being indicators. The **family firm** approach will help Looked After children and young people to reach their full potential.

The actions described in *Looked After Children and Young People – We Can and Must Do Better* have led to significant improvements and developments in the way that we respond to the needs of Looked After children, young people and care leavers. *These Are Our Bairns - a guide for community planning partners on being a good corporate parent* emphasises the key role that local authorities have as **corporate parents**, and the vital contribution of community planning partners as members of that wider family. **Corporate parenting** operates at strategic, operational and individual levels and provides the context for the **family firm**.

Key principles for a **family firm**

The following key principles are suggested as those necessary for underpinning effective **family firm** activities.

- A partnership approach, involving the extended '**corporate family**' as part of local **Corporate Parent** Strategic and Operational Plans.

⁸ <http://www.scotland.gov.uk/Publications/2010/03/30180354/0>

⁹ <http://www.scotland.gov.uk/Topics/People/Young-People/childrenservices/girfec>

- Support for the young person should be person-centred and part of an integrated assessment, planning and reviewing framework operating within *GIRFEC* principles.
- Support for employers to ensure they understand the **family firm** concept and what they need to do to engage effectively with the young person.
- Recognise and celebrate success – at whatever level it is being achieved.
- Flexibility around ‘the offer’ in order to meet the needs of young people and employers.
- A three-tiered approach incorporating pre-activity preparation, support during the activity and post-activity support.
- Assign responsibility for co-ordinating the **family firm** approach and related activity to a named lead individual within the authority or wider partnership.
- Developing a strategic protocol may be useful in clarifying the aims and objectives, and roles and responsibilities for partners. (This could be a formal document which signals and celebrates partners’ commitment to Looked After young people and care leavers.)

Roles and responsibilities for partners

The following outlines the roles and responsibilities of the partners who will be key to developing a successful **family firm** approach. This is not exhaustive and local partnerships will wish to bring in others as appropriate, tailoring their involvement to meet local circumstances.

Young People

Young people are at the heart of the **family firm** and should have a voice in shaping local services to ensure they meet their needs. Local partnerships should consider how young people might be engaged in developing the **family firm** approach and its subsequent evaluation and review.

As a participant in any ‘offer’, young people will need to recognise that they themselves have responsibilities which will vary depending on the activity in question. It will, therefore, be essential that they are fully involved in the process of preparation, decision making and planning for the activity, including agreeing their support plan, and in the post-activity agreement. Desired outcomes arising from the activity will need careful thought and explanation to ensure appropriate support is provided.

As part of these discussions, it is also important to recognise the role of the young person’s family or carer and to facilitate any help they may need to enable them to play their part in supporting the young person in their care.

Corporate Parent Strategic Group

All local authorities have a **Corporate Parent** Strategic Group which is committed to improving outcomes for their young people. These groups are well placed to ensure **family firm** developments are supported by community planning partners.

We also know from authorities that strategic buy-in at a senior level together with a named Elected member, or senior official, who can act as a champion for Looked After young people can provide focus and direction and help to remove barriers to progress. These Strategic Groups should work closely with local More Choices More Chances Partnerships who are responsible for ensuring the learning and wider support system delivers for young people who are at risk of moving into a negative destination, including those who are Looked After and care leavers. This depends on relevant partners effectively gathering, sharing and using the wide range of information available on young people so that those with greatest need are identified early and supported appropriately. Agreed data sharing protocols between partners, in particular Education Services and Skills Development Scotland (SDS), will help ensure targeted service delivery; provide information for evaluation and monitoring purposes and, importantly, will enable partners to track and monitor young people so none slip through the net.

Lead Service/Organisation

The likelihood of success will be enhanced if there is a local lead service / organisation with responsibility for providing leadership and focus. The primary role, here, will be to develop local policy and practice and to strengthen the work of the partnership by clarifying roles and responsibilities and encouraging capacity building, where appropriate. The lead service/ organisation may also have responsibility for operational delivery.

Child & Family Services/Leaving Care Services

All local authorities provide both Child & Family Services and Leaving Care Services although local structures may vary. For example, Leaving Care Services may range from dedicated multi-agency teams to an approach which sees the young person's Looked After social worker continue with them through their journey to independence. Regardless of the local set-up, these services will be able to ensure that the young person gets the support they need when it's needed. The needs-led assessment, planning and support for individual young people may not be provided directly by these Services, but rather by a range of partners and co-ordinated by the young person's social worker or lead professional.

Education Services

Some Looked After young people have a positive journey through school but many do not. To ensure a successful post-16 transition, Education Services will need to work closely with the range of key partners working with the young person at this stage. The role of the *Designated Manager*¹⁰ for Looked After children and young people in schools will be crucial in identifying early those who are likely to struggle with this transition. The Designated Manager should work closely with relevant partners, including the Careers Adviser, to ensure the young person's needs are met during transition.

The Additional Support for Learning Act (2009), enacted on 14 November 2010, stipulates that **all** children and young people who are Looked After are deemed to

¹⁰ <http://www.scotland.gov.uk/Publications/2008/09/09143710/0>

have Additional Support Needs, and are therefore able to access the full statutory support as stated in the Act and associated *supporting children's learning code of practice (revised edition)*¹¹. It is only where Looked After children and young people have been assessed as **not** having Additional Support Needs that the statute and code no longer apply. All Looked After children and young people, therefore, are entitled by law to an assessment which determines either the nature and extent of their Additional Support Needs or that they do not have any such Needs. The 2009 amendments also stipulate that support can include that which is beyond educational support, for example multi-agency support from health, social work and voluntary agencies, as well as support during the transition of young people to further learning, training and employment.

Skills Development Scotland

Skills Development Scotland, as the national skills agency, have a principal role in supporting the learning and employment needs of Looked After young people and care leavers. They have a key strategic role in the wider **corporate family**. In considering the support required by young people it is crucial that they work closely with schools, Child & Family Services and Leaving Care Services. As well as providing individual career information, advice and guidance, SDS can allocate a Key Worker to co-ordinate the learning and employability-related interventions that may be required around the post-16 transition stage.

As the national manager and contractor for National Training Programmes and other skills development and employability programmes, SDS can support the **family firm** to build a pathway of interventions and supports, including the offer of a Modern Apprenticeship for those who achieve employment.

Colleges

Colleges have a long established track record of providing opportunities and support for vulnerable learners. As part of the **corporate family**, colleges can bring a range of learning opportunities, support, knowledge and experience to the table. *Core Tasks for Designated Managers in educational and residential establishments in Scotland*¹² recognised the need for colleges to identify a senior member of staff to be responsible for strategy, systems development and the devolvement and management of operational activities for Looked After young people and care leavers.

Supporting Services/Organisations

Young people will generally require a range of support to enable them to fully participate in, learn from and sustain an activity to a successful conclusion. This will be delivered through partnership arrangements across a number of services/organisations. Education, Social Work and SDS will have a central role as they have key responsibilities for all Looked After young people and care leavers, although their specific role in the **family firm** may differ depending on local practice. They will need to be clear about what support they offer and ensure that the wider partnership is aware of this. It will be important to consider the supportive 'routes' that

¹¹ <http://www.scotland.gov.uk/Publications/2010/08/11140218/21>

¹² <http://www.scotland.gov.uk/Publications/2008/09/09143710/0>

have been developed locally through 16+ Learning Choices to ensure the right support is available to young people participating in **family firm** activity. Local partnership protocols may help to clarify partners' roles and responsibilities.

Employers

In the context of the **family firm**, 'employers' includes all local authority services as well as external employers across all sectors.

Just as individual young people have varying needs and experiences, so too do employers. Time spent identifying the role, responsibilities and support needs of the employer making an 'offer' will result in a greater chance of the 'offer' leading to a successful transition.

The employer 'offer' may include participating in employability related workshops, external mentoring, work placements and employment. As long as the offer is related to employability in its broadest sense then this should be viewed as a valid opportunity. The **family firm** approach should have sufficient flexibility built in to accommodate the wide range of offers that will give young people access to activities which best meet their needs and wishes.

The employer should consider carefully the capacity of their business in terms of time and resources before making a commitment. Employers themselves may get reassurance from a written agreement which takes into account the scope of their commitment and any external resources or assistance available to them.

Areas to consider in discussion with the employer might include:

- The purpose of the employer offer, including any expected outcomes
- The content of the offer- is it a broad introduction to the world of work or more specific with a vocational focus? What tasks would the young person be involved in? What is the learning expectation?
- Is the offer related to capacity or skills building? For example the employer could participate in, or lead, a session with a group of young people on interview skills. If this is the nature of the offer, consideration will need to be given to areas such as location, equipment, etc.
- Is the offer related to a work placement? If so the following points will need to be considered-
 - Health and safety issues to be addressed.
 - Induction - eg induction pack, departmental procedures, general Health and Safety information, facilities and general task related details.
 - Expectations around working hours, timekeeping, behaviour, dress, etc.
 - Matching the young person to an offer, eg application form, informal interview, informal visit.
 - Sharing information about the young person with the employer and any other member of staff who will have day-to-day responsibility for the young person - how will this be done? This should be fully agreed with the young person and should reflect specific support needs and any risks the young person may present in relation to the offer

- Support for the young person during the activity and by whom? Is financial support required and how will this be provided?
 - Dealing with particular challenges that the young person may present and any disruption in attendance due to unexpected external circumstances.
 - Training needs of the employer to deliver maximum benefit from the 'offer', including awareness raising about Looked After young people and care leavers. (*We Can and Must Do Better Training materials* and appropriately trained staff to which all local authorities have access provide a useful resource.)
 - Identifying a mentor for the young person.
 - Agreeing day-to-day responsibility for the young person's activity.
 - Agreeing whether the young person should be encouraged and supported to keep a learning diary as a way of capturing learning outcomes.
 - Consider opportunities for formal learning and any support required.
 - Establish approaches for reviewing progress, achievements, challenges and solutions, and for agreeing future targets.
- Recognising and celebrating successful conclusion of the activity; this could include a certificate acknowledging informal learning and skills development and a testimonial/ reference from the employer as well as the young person outlining what they have gained from the experience.
 - The employer's role in supporting planning of the young person's next steps.

Preparing for post-16 transitions and beyond

'Young people's post-16 transitions should be planned thoroughly and systematically, with a clear process to deliver both a first offer of learning and subsequent offers if required. Effective planning will require specific action from partners at certain points in the year as well as on-going activity with young people and between partners.'

16+ Learning Choices: Policy and Practice Framework

The transition from school to post-school should be planned, coherent and based on individual needs and aspirations. For Looked After young people and care leavers, this often presents significant challenges, since they may have had interrupted or distracted learning throughout their schooling. Effective assessment and planning can be delivered through the Child's Plan and/or Pathway Planning frameworks and should operate under the principles of *Getting It Right For Every Child*.

Key stages of support

To ensure opportunities afforded by the **family firm** are as beneficial as possible, individual plans should consider and address any needs under the following sub-headings: **pre-activity preparation, support during the activity and post activity support**.

Young people should be fully involved in identifying their needs and agreeing how these could be met as part of their **pre-activity preparation**. This may cover areas such as self-confidence, interpersonal skills, organisational skills and work-related skills such as timekeeping and the ability to problem solve. It is also crucial to ensure that young people are matched to the opportunities available based on their needs, and that they are aware of what is involved and required of them.

Support for parents/carers should also be considered as they may find it helpful to receive information on how they can support the young person as well find out more about the roles of the other services/agencies involved.

Support for the initiative need not always include a financial element; for some young people, the 'offer' may consist of a mentor who could provide crucial day-to-day help by giving their time to a young person on a work taster within their department or agency. Where financial support is however identified as a need then partners should explore the means by which this can be met.

In considering needs, a risk assessment should be undertaken and shared with the host, with the full knowledge and agreement of the young person. Indicators of risk to be assessed and planned for, may include concerns regarding behaviour, honesty and emotional issues and partners should plan for any contingencies that might arise

Support during the activity should reflect individual needs of the young person and the employer, and be fully agreed with the host employer prior to the activity starting, particularly if it is based within the host organisation, such as a work placement.

Support offered may involve a range of measures including regular 1:1 meetings with a key worker, regular meetings between the host, the young person and the key worker, an 'on-call' service, help with transport to/from the base and mentoring/befriending. It is good practice for the young person to be accompanied on their first visit or 'work' day if the activity is based within the host organisation, unless the young person objects or pre-activity contact with the host indicates that this is not required.

Post activity support should start before the particular activity in which the young person is engaged ends. It should focus on the next steps for the individual and build on the momentum created by participation in the activity, eg skills, confidence or motivation. Post-placement support could include help to develop a CV or complete application forms; careers advice; or revisiting the placement and/or mentor to reflect on the learning gained and crucially exploring options for progression.

Recognising achievement

Recognising young people's achievements is important: this can have a significant positive impact on the sense of wellbeing and confidence of those whose achievements have been limited. Achievements can be as simple as managing to attend a workplace regularly, building relationships or gaining new skills. Recognition might be in the form of built in feedback as part of the process, a certificate of

recognition or more formal local ceremonies. The **Corporate Parent** Strategic Group may wish to consider this area.

Evaluation

The **family firm** is about getting the best from the range of opportunities available locally to support improved learning, training and employment for Looked After young people and care leavers. Local partnerships will want to consider the impact of its approach on young people's post-16 destinations and review this to derive maximum benefit. In doing so, local partners will want to consider early development of a framework for the ongoing evaluation of activity. They should support the evaluation process by assisting with the gathering of information. For example, SDS will be able to track hard outcomes through INSIGHT – their management information system.

The following outcomes might be considered as part of any evaluation:

- Improvements in the employability skills gained by young people (soft and hard skills), eg increased self-confidence, improved communication or interview skills, a more comprehensive CV due to experiences gained during activities.
- The numbers of young people who are ready and able to take up further or higher education, volunteering, training or employment and move on to a positive and sustained destination.
- How partners are using their resources as an employer to support young people to be “work-ready”, eg able to apply for jobs, perform well at interviews, understand the value of work, understand their responsibilities in becoming economically active.
- Improved support from the partnerships for parents/carers.
- Improvements in partners' approaches to capturing and recording progress, and to analyse data to improve strategic developments and service delivery.
- The extent to which local authorities and their partners, as **corporate parents**, demonstrate that they “go the extra mile” to help their Looked After young people progress to positive post-school destinations, as parents would do for their own children.
- The extent to which partners' needs are being met through, for example, formal agreements or the structures that support **family firm** activity

In asking what difference **family firm** activity makes to young people, partners will also want to take account of the views of young people who participate on, eg effectiveness of the process in meeting their needs and wants, and on the quality of services on offer.

Early Practice Example

Dumfries and Galloway Council
Key to Work

Project objectives

To develop and pilot an initiative that supports looked after young people and care leavers to gain employability skills, experience and competencies that will allow them to be genuinely competitive when applying for jobs.

Partners

All local authority departments, Skills Development Scotland (Careers), Police, NHS D&G.

Project Summary

The project is overseen by a multi-agency group, linked into the LAC Advisory Group, and includes representatives from Social Work, Education, Human Resources, Integrated Children's Services, Skills Development Scotland and NHS. It is fully supported by the Corporate Management Team and the Community Planning Strategic Partnership.

Day-to-day work is carried out by the Project Co-ordinator with support from 2 youth link workers (based within the Leaving Care Team) who provide pastoral care for the young people. Staff work in partnership with Leaving Care workers towards achieving positive outcomes for young people.

Young people are referred to the project by SDS and Leaving Care workers. Once a young person is identified as being ready to join the project, they meet with the Co-ordinator and their support worker to discuss options.

Initially a number of potential placements were identified, which gave an idea of the range of opportunities likely to be available. However over time, it has become evident that it is easier to identify individuals needs and aspirations and then to approach a department for possible opportunities. Opportunities offered to date have been in youth work and community work, office and admin, print and graphics, stores and gardening.

When young people agree to take up a placement, they sign an agreement with the placing department and the Project Co-ordinator that outlines the rights and responsibilities of all parties.

A number of two day 'Job Shops' have been held across the region. These have been further developed to form the basis of a 12 week, one day per week Jobshop to be piloted in Stranraer. This will be delivered in partnership with SDS and Community Learning and Development. While priority will be given to care leavers, any spare places will be made available to other young people in need of additional support to

enter employment. Achievement will be accredited and will contribute to ASDAN or Youth Achievement Awards as appropriate.

A training / information event was held for workplace mentors / managers in March 2010. Opportunities for mentors and supervisors to network and share good practice will be developed over time. Guidance for workplaces mentors, referrers and parents and carers has been developed, taking into account the learning from the original placements.

Departments offering placements use their normal procedures for risk assessment, including Disclosures. The Project Co-ordinator supports young people to complete any necessary forms.

Resources that have been identified for running the project

A 2-year grant of £100,000 pa to fund Co-ordinator post (to Nov 2011) and link worker posts (to Dec 2011). Other costs are being met in-house.

Fairer Scotland Fund covers the cost of project staff (as above), travel for staff and young people and some training costs. The Leaving Care budget provides an allowance to participants. Management costs are currently covered by Social Work budgets.

Number of participants

To date (December 2010) 9 young people have taken up placements. Three of these were students who took the opportunity to access work experience over their summer holiday. There have been some very positive experiences for both the young people and the departments hosting them and we are starting to see young people develop and grow in confidence and ability. Where young people have withdrawn from a placement, the door remains open for them to return or take up an alternative.

Project outcomes

Intended outputs:

- Minimum 6 young people a year recruited to programme;
- Minimum 6 workplace mentors identified and trained;
- Commitment from all LA directorates to provide appropriate placements and identify mentors;
- Commitment from NHS and at least one other Community Planning partner to support the project.

In addition:

- Up to 6 young people a year progress to college courses;
- An additional 10 young people a year participate in pre-employability activities (building skills and confidence);
- Up to 20 young people a year have improved 'soft' skills.

Intended outcomes:

- Young people recruited to work experience placements move into sustained (over 6 months) employment, FE or training as a result of their engagement with the programme;
- Young people involved in pre-employability activities move into work experience, FE or training, or take up volunteering or other community activities;
- Feedback from young people and staff informs the ongoing project development and allows the identification of new opportunities and innovative approaches to developing employment opportunities for vulnerable young people in the longer term.

(No numerical targets were set for the first 2 outcomes.)

Barriers to progress and solutions identified

Rurality means that equity of access to a range of opportunities does not exist across the region and there are particular challenges in identifying suitable options in the west. Partners continue to explore options and engage with public sector stakeholders.

Lack of public transport affects access to opportunities.

Concern that Disclosure may impact negatively on some young people's access to opportunities.

A weekly payment of £75 plus travel costs is made to participants from the Leaving Care budget.

Participants are not eligible to claim benefits as they are not available for work. Implications for National Insurance contributions are being explored although none of the current participants are affected. The authority's Section 29 budget covers any other relevant costs.

In terms of accreditation, individual needs will be the driver for providing training. ASDAN Employability and Youth Achievement Awards have been identified as appropriate general qualifications. Specific VQs are offered by some placement providers. Literacy / numeracy issues will be addressed through ALN service.

Capacity of departments/agencies. While all departments have signed up in principle, the majority of placements to date have been offered by Community Learning and Development, with the Police, Area Management and DG First also offering opportunities.

The current economic situation, and particularly the Council cutbacks, is leading to concerns in some departments about their capacity to support young people. As all areas are likely to lose staff, this will continue to be an issue.

Evaluation (planned/actual)

The project provides 6-monthly reports to the Fairer Scotland Fund on quantitative and qualitative outputs and outcomes.

Because of the small numbers involved, individual case studies will form the core of the evaluation.

Feedback from young people, mentors and key workers on their experiences will be really important in assessing progress and developing the project further.

Further information

Contact: Tina Holliday, Dumfries and Galloway Council at
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Early Practice Example

An Extended 'family firm' Approach Aberdeen City Council, Glasgow City Council and Marriott Hotels

Introduction

Aberdeen City and Glasgow City Councils, Marriott Hotels and Skills Development Scotland (SDS) are working together to develop an extended 'family firm' approach to improving positive and sustained destinations for their Looked After young people and care leavers. As this work is at an early stage, this description of the approach is likely to change over time based on experience and practicalities.

Marriott Hotels

Marriott Hotels have a strong, longstanding sense of corporate responsibility, which sees the organisation engaging with local communities, in particular supporting disadvantaged groups to access opportunities to develop their employability skills. This led to their involvement in an English programme, From Care2Work, in which Marriott participated and supported initial developments. Through this Marriott expressed an interest in supporting Looked After young people and care leavers in other areas of the UK which, in Scotland, is translating to this initial work with Aberdeen City and Glasgow City and, in the future, with Edinburgh City Council.

Skills Development Scotland

Skills Development Scotland (SDS), as a key national partner, are supporting the development of these initiatives in Aberdeen City and Glasgow City. For example, identification of young people interested in the hospitality sector (Marriott's core business), supporting the assessment of needs, providing key workers, pre-activity support to build relevant skills, post activity career planning, supporting access to Targeted Pathways to Apprenticeships, discretionary funding for practicalities such as bus fares/clothing if required.

The local authority family firm approach

Aberdeen City have initiated an approach whereby their Chief Executive and all Heads of Service across the authority have committed to provide a 'long term' work placement within their service for a Looked After young person or a care leaver. This is progressing well and the number of placements is increasing. This opportunity includes appropriate support and skills development. As participants move into positive destination another young person will be identified, through a recruitment process, to take up a placement.

Glasgow City have, for many years, run the partnership based Careleavers Employment Service (CLES) in which SDS are the key partner. CLES ensures that staff are located in each of the authority's localities to ensure early identification and employability support is in place where this is an identified need. The focus is on Looked After young people. A further small central team focuses on those who have

left the Looked After system and offers these young people a range of group activities and access to PCs and the internet.

CLES also works with a range of organisations to ensure access to learning and employability activities. This includes various different internal services to offer work placements and tasters, and an agreement with the organisers of the Commonwealth Games, which has led to a number of apprenticeships being ring fenced for Looked After young people and care leavers.

The extended family firm approach

The Aberdeen City-Marriott and Glasgow City-Marriott partnerships are at an early stage of development and elements of the approach may change over time. The key elements are currently:

- Young people will be identified to participate in a 1 week work experience placement. Identification will be done by staff engaged with young people through the 16+ Learning Choices offers process. This will enable young people to have an initial experience in the Hotel and to consider if this is a sector in which they may be interested in working. The process for moving to a longer work placement will be through 'realistic recruitment', including application and interview. An opportunity to visit the hotel prior to the initial 1 week experience will likely be available.
- Marriott Hotels will be offering 3 longer term work placements in Aberdeen City and 6 in Glasgow City. This is directly related to hotel size and capacity
- Aberdeen City will be considering young people leaving school in winter 2010. Glasgow City will consider both school leavers and older young people who have left the Looked after system and have left school.
- Marriott Hotels have been contracted by SDS to deliver Targeted Pathways to Apprenticeships (TPA) – a national intervention (available in 2010/11) and will offer the majority of their placements to Looked After young people or care leavers. They will recruit 16-19 year olds for a 13-week period, and provide training towards SVQ level 2 in Customer Care (the young person will receive weekly, a training allowance of £55 plus any travel costs over £3. TPA aims to provide unemployed 'job ready' young people with work experience and the opportunity to train *towards* an appropriate vocational qualification.
- Discussions are ongoing regarding financial support to those who currently may not qualify for a TPA, as well as for future placements at the Marriott. Consideration is being given to using existing budgets that currently cover regular 'maintenance' allowances for eligible care leavers. Discussions are also in hand in relation to Job Seekers Agreements for those on Job Seekers Allowance.
- A relevant 'pen picture' of the young people participating on a placement will be shared (with their involvement and consent) with the Marriott. This will include potential challenges and risks related to such a placement.
- Through a key worker approach, agreement will be reached on the level of support required by the young person. Contingencies will be considered to ensure support is available during any challenging times that the young person may experience.

- Marriott Hotels' in-house staff mentoring scheme will enable them to provide a mentor for each young person who progresses to the longer term placement
- Training will be provided for Marriott staff (those who may be supervising or mentoring young people) by the local authority using the We can and Must Do Better Training Materials. This will raise awareness of the world of a Looked After young person or care leaver.
- Marriott Hotel will identify a range of placement opportunities depending on capacity within the hotel. Disclosure checks will only be required if the placement is within the Hotel's Leisure Club.
- Marriott Hotel will provide a uniform; the authority may provide assistance for other items, such as footwear.
- The authority will consider the young person's travel needs on an individual basis.
- An evaluation process for the work placements is being developed by the partners.
- Marriott Hotels are also considering other learning opportunities they might offer. For example, delivering to small groups their *Spirit to Serve* course - a 4 session in-house programme which enables staff to develop self-confidence and communication.

Next Steps

The partners are focusing on 'operationalising' the approach outlined above. All of the partners view this as a learning journey with opportunities to refine their approach to improve the outcomes for the young people.

Further information

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October 2010

Early Practice Example

**Midlothian Council
Children's Champions and the 'family firm'**

In February 2010 Midlothian Council approved a proposal for a Children's Champion Scheme, aiming to:

- Ensure the authority as a whole understands and meets its corporate parenting responsibilities.
- Address barriers faced by particular Looked After children or care leavers through highly placed managers in the authority taking an active interest and advocacy role in respect of such children.
- Promote awareness and understanding of the needs of Looked After children and care leavers throughout the authority with a view to embedding thinking about the impact of policy and practice across all authority services.
- Improve outcomes for the championed children – and in turn all Looked After children and care leavers.

The Champions are senior officers within the authority: Chief Executive, Directors and Heads of Service, each championing up to 2 young people. All senior officers are fully supporting the scheme and the champion role may be extended to include senior officers within the Community Planning Partnership following successful implementation within the authority.

Transitions or instability are the key criteria for Looked After children, young people and care leavers receiving support from a Champion, eg those moving to secondary school, sitting exams, moving to employment or experiencing multiple moves of placement.

The Champion is not there to replace the functions of the social worker or any other member of the care team around the young person. Rather, they will act as a good parent and use their influence, when required, across all services to attempt to remove any identified barrier to the young person achieving his or her potential.

The Corporate Parenting Strategy sets out clearly the expectation that Midlothian, as a major local employer, will provide work placements, apprenticeships and voluntary work experience placements to care leavers and Looked After young people.

In their Champion role, senior officers are considering what opportunities may be given to young people in terms of employment, training and work experience.

Placements should be agreed on a fixed term basis and the young people will be supported through agreement by relevant support agencies. Care leavers will receive an allowance to undertake work experience under the authority's existing scheme. Young people who are successful in their placements should be prioritised for paid

work. A memorandum of understanding will be made in relation to each placement and an appropriate process developed with Human Resources.

Midlothian are currently developing their procedures to 'operationalise' this approach and to have young people in work placements early in 2011.

Contact: Andrew Gillies, Resources Manager at andrew.gillies@midlothian.gov.uk

Early Practice Example

Renfrewshire Council – Renfrewshire Workforce Plus

Training Opportunities in the Public Sector (TOPS)

Project Objectives

Delivery of supported and effective work experience placement to Renfrewshire's Young People particularly those aged 16-19 who are furthest from the labour market. The initial target group are Looked After young people and care leavers.

Who are your partners?

Renfrewshire Council Social Work Department, Enable, PPRC, Mentoring Support

Project Summary

The programme is normally for a maximum of 26 weeks and provides both full and part-time opportunities for participants. All participants will undergo a 4 week pre-placement programme of support.

The placements are as follows:

Chief Executive's	1
Corporate Services	2
Education and Leisure Services	4
Environmental Services	14
Finance and IT	2
Housing and Property	8
Planning and Transport	7
Renfrewshire Leisure	12
Total	50

What resources have been identified for running your scheme?

- Total resources: £35,000 per annum supports fifty 26 week placements.

Where have these resources come from?

- RWf+ programme fully funds the programme

Current numbers of young people participating

- 18

Projected number of participants over the next 12 months

- 60

Evaluation

As part of the ongoing evaluation Renfrewshire will be considering the numbers of young people completing their placements and the numbers of young people moving on to positive destinations.

Barriers to progress and solutions identified

There were Departmental concerns about the level of barriers the participants may bring with them and the level of support they would have to provide. This was alleviated by the allocation of specific support staff to each participant and department to enable a clearer and effective delivery of the support required by the participant and the department. Departments are fully integrated into the identification, interview and choosing of participants thus minimising any potential surprise and or issues the department will have.

Contact: Bill Anderson, RWf+ Manager, Renfrewshire Council at bill.anderson@renfrewshire.gov.uk

Early Practice Example

**Providing Opportunities for Looked after Young People
The Family Firm Approach**

Clackmannanshire Council

September 2010

Introduction

"If you were really my parent and you had a family business, you'd give me a job."

The above quote is paraphrased from the feedback young people gave to the Council's Chief Executive at a "Meet the Bosses" session earlier this year. Since then Clackmannanshire Council has been working hard to develop work based opportunities for it's looked after young people.

In these challenging times where many departments are facing potential job cuts it is unrealistic to think that we can just give people jobs. There is still, however, potential to support young people to help them become more employable.

In Clackmannanshire this work is being led by Clackmannanshire Works. This is an ESF/ERDF/FSF funded programme which is working towards bringing together employability strategies and support together under the CPP's Local Employability Partnership.

This document is made up of a collection of the various documents that have been, and continue to be developed, under this work. Some of them are in draft format and some also contain references to local programmes and strategies. The contents page provides a brief description of what each of the documents are.

We are still in the very early stages of the work but have been asked to share what we have done so far. We hope it is of use and are more than happy for colleagues in other areas to use/adapt it.

The long-term goal is that this approach can be used more widely both in terms of the target groups of young people and across CPP partners from all sectors.

Acknowledgement

A number of people across the Council have been involved in the development of this work. Thanks are due to all of them for their contributions.

For further details, contact:

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This is the initial proposal document prepared for a meeting of the Council's Directors and had since been shared with those involved including the 16+ Learning Choices group.

Opportunity Framework

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The framework accompanies the document above and is the basis on which we negotiate provision for each young person. The two pages should be viewed together as one table.

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This has been developed based on early lessons learned

Work Taster/Placement Referral

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Used by the referring 'lead professional' to initiate the process.

Council Based Opportunities for School Leavers who are Looked After Away from Home

The Corporate Parenting Strategy for Clackmannanshire identifies that one of its immediate priorities is that care leavers should benefit from enhanced support into employment and training, including opportunities within the Council. Whilst Through Care and After Care Workers are already supporting young people, sometimes in conjunction with Clackmannanshire Works Employability or the Training & Learning Centre through SWAT. This support can be limited, as for many other young people in the MCMC group, by a lack of appropriately supported opportunities for workers to refer young people on to. This paper describes a potential model for managing and delivering such opportunities within the Council.

As there are small number of young people leaving care each year in Clackmannanshire with a variety of needs it would be inappropriate to develop a single programme for Council based opportunities. Instead, it is proposed that there exists a delivery model and opportunities framework in which individual, negotiated programmes can be devised. Fundamental to this is that the young person's aspirations and needs are paramount and that they are fully involved with the planning process.

Opportunities Framework

All Council services have the potential to provide opportunities for young people. The framework would identify, within each service:

- occupational areas available
- opportunity level; eg work taster, job with training, apprenticeship
- entry requirements
- timescale
- cost
- possible funding sources
- service implications
- support available.

Some service managers have already been approached and have indicated general support. Others have also been identified where placements likely to be popular with young people could be provided.

Potential occupational areas include; building crafts, groundwork and gardening, child care, residential care, catering, administration and sports. Others could be identified depending on the interests of young people.

Delivery Process

1. Clackmannanshire Works' Placement Coordinator (based in the Job Brokerage) would lead on supporting services to identify and manage suitable placements.
2. The relevant 'key' worker for the individual young person will work with them to provide information and advice on the types of placement available and to discuss which opportunities they might be interested in.

3. The 'key' worker would discuss these preferences with the Placement Coordinator who would arrange for the young person to have an informal visit to the service/s they are interested in.
4. After the visit, if the young person and service, want to go ahead the Placement Coordinator will set up the placement including a 'Placement Plan' which clearly sets out the duration and scope of the placement, realistic goals for the young person and any training that will be provided. This may take the form of pre-existing documentation such as that used by CTLC for apprenticeships.
5. Once the placement starts the 'key' worker would hold the responsibility of supporting the young person and helping them to plan next steps. The Placement Coordinator would continue to support the service by monitoring the placement plan and acting as a source of support for workplace mentors and service managers.

Progression Routes

Progression from the placement would again need to be agreed on an individual basis but opportunities could include moving from one level of placement in the service to another (e.g. starting with a work taster and then moving on to a job with training) or moving on to mainstream provision such as GRFW, College or an apprenticeship either with the Council or another (supportive) employer.

Considerations

- a. The Corporate Parent means the whole Council, including elected members and all local authority staff. How do we communicate that responsibility across all services and engage them in delivering opportunities, especially where there are resource implications? How do we limit the confusion amongst service managers about the variety of approaches that are made to them for similar opportunities?
- b. For some young people there may be issues that prevent them being placed with children or other vulnerable people. Young people would need Disclosure Scotland checks where they are being placed with babies, toddlers or vulnerable adults.
- c. Young people under 18 would need to have particular risk assessments carried out which take into account their relative immaturity and lack of workplace awareness. CTLC carry out Risk assessments are carried out for all placements into which their young people are placed. They have an existing format and forms available to record.
- d. How would we link this work into the young persons Pathway Plan?
- e. How quickly could we extend this to other young people facing significant barriers to progression for example those young people already on SWAT who are not care leavers but may need supported opportunities to progress to?
- f. Once the scheme is established, should we broaden it out to encompass opportunities with other agencies who are part of the Alliance and share Corporate Parenting responsibilities?
- g. How do we make sure that the opportunities provided and any training allowances etc do not have a negative impact on a young person's income through the benefit system?
- h. Where young people are on a placement will host service staff need a Disclosure Scotland check where the young person is deemed to be vulnerable?

- i. CTLC report that those young people in the 'looked after' system have support workers who already work alongside the co-ordinator and can do quite well. Those young people who do not have this support, or opt out of it, do less well. If we expand the provision we need to make sure that all young people taking part have appropriate support.
- j. As we work through the process and agree opportunities within the council we will look to use them to provide opportunities for a wider group of young people rather than leave them empty.

OPPORTUNITY FRAMEWORK

Level	Description	Entry Requirements	Timescales
Work Taster	A short-period of work experience in one or more occupational areas. Helpful in making occupational choices but also useful for a young person to 'try out' a variety of areas before they commit to a longer period of work experience or training.	Possible Disclosure Scotland check. Need to agree suitability of young person.	Could be from a couple of hours to a couple of days.
Work Shadowing	A short period of time spent with someone in a particular occupation observing them and finding out about the job. Usually used as a means of helping someone decide if a particular career path is of interest to them. Can be helpful in informing longer-term goals.	Possible Disclosure Scotland check. Need to agree suitability of young person.	Could be from a couple of hours to a couple of days.
Work Placement	A longer period based in the workplace where the young person would be working, usually on a limited range of tasks.	Possible Disclosure Scotland check. Need to agree suitability of young person.	A fixed period could be one or two weeks or 1 or 2 days a week for an agreed period of around 6 to 13 weeks.
Job with Training	A young person would be employed by the service, normally for a fixed period, the service would commit to providing an agreed programme of training which might occur both on and off the job. Useful as a step towards an apprenticeship. Similar model to Future Jobs Fund placements.	Possible Disclosure Scotland check. Need to agree suitability of young person.	A fixed period of employment with the council of around 3-6 months.
Apprenticeship	A mainstream programme with <u>training</u> costs usually funded by SDS. Leads to a full SVQ at level 2 or 3, often with additional certification. All MA programmes have additional training elements added to the VQ ie Core Skills, ICT and/or additional units from the VQ to meet the requirements of the occupational Apprenticeship Board. Ideally delivered by CLTC but occupational areas that they don't cover could be outsourced.	Possible Disclosure Scotland check. Need to agree suitability of young person. Must meet Apprenticeship Board entry requirements.	L2 Modern Apprenticeships are for 1yr to 18 months. L3's are higher level and include Trade Apprenticeships take between 2 and 4 years.

Costs/Resources	Funding Sources	Service Implications	Support Available
Disclosure Travel Expenses	CWE	Need to plan the taster and decide what the young person would do as well as carry out a risk assessment. Need for a workplace supervisor	CWE - Key Worker CWE - Placement Coordinator
Disclosure Travel Expenses	CWE	Need to plan the shadowing and decide who the young person would shadow as well as carry out a risk assessment. Need for a workplace supervisor	CWE - Key Worker CWE - Placement Coordinator
Disclosure Travel Expenses Possibly training allowance.	CWE If we could find some way to formalise this within the GRFW (SWAT) provision then some funding for trainee allowances and travel could come from SDS through existing contract.	Needs a placement plan which includes induction, workplace training, the work the young person will be doing and supervision and review processes. Risk assessment. Need for a workplace supervisor Existing model under GRFW could be utilised.	CWE - Key Worker CWE - Placement Coordinator Training & Learning Centre SWAT project staff.
Salary and on-costs. Costs of training. Training could be occupationally based or concentrate on Core Skills. There are Core Skills and Personal Development Awards which could be achieved within this timescale	Maybe SWAT	Needs a placement plan which includes induction, workplace training, the work the young person will be doing and supervision and review processes. Risk assessment. Need for a workplace supervisor	Job Brokerage Placement Coordinator Training & Learning Unit SWAT Project staff

<p>Apprentices' wages are paid by the employer; can cost from £7000-£12000 pa for trade apprenticeship. Other non-traditional MAs are less expensive because of shorter timescales and waiver of rules on minimum wage for under 19s on apprenticeships.</p>	<p>Funding is available from SDS for delivery of the training elements only.</p>	<p>Long term commitment to apprentice and to salary costs. CT&LC deals with all administration, quality, monitoring, registrations, skills testing and results monitoring for funding claims etc. CT&LC carries out reviews and provides guidance and support to Services, staff and apprentices.</p>	<p>CTLC Job Brokerage Placement Coordinator</p> <p>CTLC has to maintain Modern Apprenticeship Centre registration with the appropriate Apprenticeship Councils in order to register candidates, book skills testing and process results for achievement of MAs.</p>
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PARTNER ROLES

Young Person's Lead Key Worker ¹³	Clackmannanshire Works Employability	Placement Providers	Young People
<ul style="list-style-type: none"> • Discuss and agree with young person the referral for the placement • Complete the placement referral form with the young person and support the young person through the referral process. • Pass the referral to Clackmannanshire Works Employability • Work in partnership with the Clackmannanshire Works Employability Key Worker throughout the placement process including resolving any issues occurring during the placement, completing training plans and devising ongoing plans. • Prepare the young person for the placement by ensuring that they understand what is expected of them and how to handle any difficulties. • Retain the Lead Key Worker role. 	<ul style="list-style-type: none"> • Allocate a named Key Worker to 'manage' placement process. • Discuss appropriate placement provision and negotiate with appropriate placement providers. • Prepare the provider in terms of discussing, if appropriate, any individual issues the young person may present or in raising general awareness about looked after young people and care leavers. • Liaise with placement providers regarding job details/requirements* • Get placement providers to sign Placement provider Agreement and H & S checks* • Carry out Health & Safety checks on placement providers. • Ensure placement providers have completed & signed placement provider Agreements • Complete training agreement with trainee, Lead Key Worker & placement provider and arrange training as required • Provide aftercare support through a schedule of monitoring visits/phone calls with support from lead Key Worker particularly where issues arise. • Deal with complaints/concerns raised by placement providers & trainees • Provide mediation in the workplace where required with support from lead Key Worker • Conduct exit interview with trainee and Lead Key Worker. 	<ul style="list-style-type: none"> • Allocate a named person in the workplace to supervise and support the trainee • Provide induction training and, for longer placements, outline procedures for absence reporting, leave etc. • Pay trainees the training allowance where appropriate. • Return completed timesheets on a weekly basis & payslips monthly where appropriate. • Liaise with Clackmannanshire Works regarding issues which require mediation • Ensure any placement provider led in-house training as part of the Training Agreement occurs • Allow time off for agreed appropriate training. • Ensure H & S of trainees 	<ul style="list-style-type: none"> • Adhere to terms & conditions of placement provider • Complete weekly timesheets • Undertake any agreed training • Inform placement provider of absences as instructed • Contact Lead Key Worker if any issues/queries that can't be resolved by the placement provider • Ensure own H & S as well as others in the workplace

¹³ Most appropriate professional already working with young person. E.g. Transition coordinator, Through Care Worker, etc

1. Young Person

(Please note these placements are currently only available to young people past their statutory school leaving date who are/were looked after away from home).

Name		Phone Number	
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Address	
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2. Lead Key Worker

Name		Job Title	
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Landline		Mobile	
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3. Placement

Are you hoping to do a short work taster or a longer placement?
Do you have ideas about what kind of work you would like to be placed in or would you like a try out more than one idea?
If you have longer term job goals, what are they?
Are there any limitations to areas/hours of work you can do?
Is there any particular support you may need in the workplace?

Data Protection Act 1998

All personal information provided by you will be treated in confidence and will not be disclosed to any third parties, except where permitted by or where your consent has been sought. This information will be held on our computer systems. The use of your personal information is covered by our registration under the Data Protection Act 1998. Under the terms of the Act you have the right to obtain a copy of the information we hold about you.

Clients Signature Date

Guidance Notes for Lead Key Worker

- Please complete this referral with the young person as soon as you both have decided a work taster or placement is appropriate. They can take significant amounts of time to organise.
- Please discuss the content of the referral with the young person and agree with them any issues they may wish to disclose or any limitations to the type of work they may be able to do (they don't need to disclose the reasons to us).
- Once this application is completed it should be passed to Clackmannanshire Works Employability for the attention of Gail Fraser or Debbie Carter.
- You will be contacted by the CWE Key Worker allocated within 3 weeks of referral (depending on our current waiting list) to arrange an initial discussion with yourself and the young person.
- After this initial discussion CWE will negotiate placement provision within the council depending on the young person's preferred area/s of work.
- CWE will carry out Health & Safety checks and risk assessments and may need your support with this process.
- Where required CWE will arrange and pay for a Disclosure Scotland check.
- Where required CWE will pay for any personal protective equipment required.
- Where required CWE will arrange and pay for any pre-placement training required e.g. Food Hygiene Certificate.
- Where required CWE will negotiate with you arrangements for travel and subsistence.
- Please note that the negotiation and preparation of work tasters and placements can take time so please ensure the young person is aware it may be a matter of several weeks between them being referred and any placements taking place.