



Phase 3

Post launch





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Code of Conduct for interns

During induction, the EmployAbility host business should give interns clear guidelines on what is expected of them. These are usually young people who work best with a structured framework and learning how to behave at work is an essential part of the programme.

A senior member of staff usually delivers the Code of Conduct briefing, reinforcing to the interns that it is very important and based on the rules to be followed by all the employees of the business.

Go through the Code of Conduct during the induction session and make sure that each intern has a copy. Suggest that they share it with their parents or carers so everyone knows what is expected. We also find it useful to reinforce it once a term when the job coaches can ask the interns how they are 'measuring up' against the standards.

Here is an example Code of Conduct for National Grid EmployAbility interns.

Code of Conduct (example)

Quality assurance

- If you are unwell and cannot come to work you must call your job coach by 8.30am to let her or him know.
- Make sure that you are on time for work at the start of the day and after breaks.
- Behave in a responsible adult manner all the time. This includes when you are travelling to work and when you are on site and moving around the building.
- Follow your manager's instructions and any rules in the department you are working in.
- Carry out your duties safely and professionally, always considering the health, safety, welfare and security of yourself and others.
- Always make sure that you are dressed in clean smart clothes, including formal shoes. If you are asked to wear any protective clothing and equipment for your job you must wear it.
- Your host company's computers, laptops and telephones must be used only for your job and BTEC qualifications. You must not use them for any personal reasons. All laptops must be locked away when not in use. You must not take any equipment off site.
- Remember not to talk about any confidential information outside your workplace. This includes talking to friends and family or on social networking sites.
- Always work in a fair way without discriminating, harassing or bullying another member of staff. You must never use any abusive or violent behaviour or language.
- You may use the free drinks vending machines up to a maximum of four times a day.
- You must always make sure that you are fit for work and not suffering from the effects of alcohol and drugs. Your host business does NOT allow you to drink alcohol in work time (including lunchtime) and also takes drugs tests when recruiting for permanent roles.

If you fail to meet this Code of Conduct we will follow our disciplinary procedure. This could mean you lose your place on this course.

Print name:

Signature:

Date:



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Safeguarding for the business

The EmployAbility programme gives interns a realistic experience of work – something which is impossible to achieve without taking some risks. However, to protect staff and the vulnerable young people you are working with, it's important to give employees some guidance on safeguarding.

The job coach should read this information with the colleagues who will be working closely with the interns and should be prepared to answer any questions. Job coaches keep a record of who has read the guidance and send an electronic version to the department for them to refer to if needed.

While safeguarding guidance is vital, host colleagues should not let it affect their day-to-day positive rapport with the interns, because learning how to relate to and work with people is a major part of the EmployAbility programme.

We have included an example of one local authority safeguarding guidance; the safeguarding guidance for your particular partnership will need to align to your own local schools'/colleges' approach.

EmployAbility – guidance for adults working with interns (example)

1. How to keep yourself safe

Do

- Try to avoid working alone. Whenever possible avoid working alone with an intern when you will be out of sight or hearing with other colleagues. If this is unavoidable seek advice in advance from a job coach.
- When travelling in a car with an intern, always have another adult present. If this is not possible discuss the circumstances with a job coach.
- Tell the job coaches if the intern receives any first aid. Make sure two people are there when administering first aid.
- If you're worried that an intern could become infatuated with you or a colleague please discuss with a job coach without delay.
- Take and use photographs of interns only for professional purposes after talking to the job coaches, and only ever use equipment owned by the host company or the intern's school.
- Tell the job coaches if you're concerned about a colleague's behaviour towards the interns.
- Let the job coaches know if any of the interns are your relatives or family friends or you know them outside work.

- Tell the job coaches about any social contact with interns outside of work. Discuss any planned social contact with interns, such as Christmas parties, with a job coach in advance.
- Tell a job coach if you have any unplanned social contact with interns outside work.
- If you wish to give a gift on an individual basis, such as a birthday present, discuss with a job coach in advance to avoid any misunderstanding.
- Avoid physical contact with interns wherever possible. However physical contact to protect an intern or anyone else (such as preventing someone being hit by a moving vehicle) can be necessary.

Don't

- Tickle, horseplay or play fight with interns.
- Contact interns via personal devices (phones, online gaming, email accounts etc) outside of the working day. Don't communicate with interns via social media and refuse to receive any contacts.
- Discuss your private relationships with interns.
- Use sarcasm or irony. Be aware that students with additional needs often have difficulty understanding sarcasm. Where possible, use terms that are clear to understand; this will avoid potential misunderstandings.

To consider

- It can be emotionally challenging working with vulnerable children and adults. What are your strategies for coping? Ask for help and support at any time from our trained job coaches.

2. Keeping the interns safe

- Child abuse happens. Please notice things and report concerns, even if they seem minor, immediately to a job coach.
- You must never promise a child or young person confidentiality. We do not keep secrets if somebody is at risk.
- If an intern starts to disclose to you about a form of abuse that is happening to them, listen to them without asking leading questions and take them as soon as possible to a job coach. The job coach will make sure the matter is appropriately dealt with by reporting it to the designated safeguarding lead (DSL) at the intern's school or college. The job coach will tell you about the outcome.
- If you feel the matter is not being dealt with effectively by the job coach or DSL in the associated school, you can contact Children's Social Care Services for the area where the young person lives.
- It is important that all adults have a general awareness of signs and symptoms of abuse and know what to do if they are concerned.

The school/college is likely to provide their own supplementary reference materials on safeguarding, which complies with their local authority guidelines.

For information on the government's statutory guidance, visit:
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>



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Induction – tasks for job coaches

There is a lot to do before interns can start work in September, and when they leave at the end of their work placements in July. Job coaches are responsible for much of the administration and organisation, from arranging for laptops and log-ins to storing interns' final BTEC work.

Here's a list of the main tasks job coaches for the National Grid programme do at the start and end of the programme as examples. These will vary depending on the host business.

September

Facilities

- Contact the IT department to arrange printer and computer log-ins for each intern.

Communication

- Arrange a photo of the new cohort of interns. Place photos, with some information about EmployAbility, around the host's site.
- Update the EmployAbility leaflet and make sure it's available for interested staff.
- Talk to the departments that are hosting EmployAbility tours and talks.
- Talk to the department leads who are taking interns on placements.
- Send a snapshot and personal profile of each intern to the departments where they will be placed.

- Print EmployAbility performance hub* documents for job coaches and interns. At National Grid, the 'onsite calendar', the 'barometer' and 'successes' documents are stored on SharePoint. *National Grid uses Performance Excellence (PEX) – performance hubs are a PEX tool.
- Set up a monthly telephone conference call with the other job coaches at different sites.
- Set up a twice-monthly site meeting with the site lead and school/college lead.

Equipment

- Set up laptops and log-in details, email signatures and any other systems the interns are likely to use.
- Source large EmployAbility badges for the interns and smaller EmployAbility support badges for the departments.

Inductions

- Introduce the Code of Conduct with the site lead.
- Discuss the structure of the business with the interns.
- Arrange site induction with the site manager.
- Arrange manual handling training for the whole group.
- Arrange other inductions as appropriate, such as the gym and social club induction.

- Deliver safeguarding training to the interns – at National Grid this is held in a SharePoint area. The interns' schools and colleges will also have information.

School/administration

- Arrange for the interns, parents/carers and site manager to sign the risk assessment.
- Set up BTEC folders.
- Track completed units on the BTEC tracking form. Submit these to the relevant schools at the end of the course so they can claim for the TEC Work Skills qualification.
- Set up professional portfolios 5.2.1.
- Set up cumulative file.

July

Facilities

- Arrange for the previous interns to empty their lockers and re-issue lockers to future interns.
- Clear out EmployAbility cupboard.
- Email names of interns who are leaving to security and hand in their passes on the last day.
- Arrange with the site manager to have passes made for the new interns.

Communication

- Liaise with past and future departments to arrange an informal presentation, tour or talk for the new interns.

Equipment

- Arrange for old laptops to be taken away and for new laptops and log-in details for future interns. Ask the IT team to help set up and deal with any issues that arise.
- Order fleeces, t-shirts, badges and any pens required. Badges for interns will explain their roles, e.g. 'trainee customer liaison' or 'receptionist in training'.
- Order uniform, boots and personal protective equipment (PPE) if needed.
- Arrange to use the school's contract phones to contact the interns.
- Source a camera.

Inductions

- Make sure that the school/college has made arrangements for organising and funding travel for future interns.
- Allocate new interns to departments and:
 - plan start dates for the future interns in their departments
 - tell the departments the start dates
 - send the departments all the relevant information.
- Book inductions, visits and talks for September including:
 - the Code of Conduct with site lead(s)
 - discuss the structure of the business
 - site induction with site manager
 - manual handling for the whole group
 - display screen equipment induction
 - safeguarding training
 - gym induction (if applicable).



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Induction – tasks for job coaches (continued)

School/administration

- Wrap up BTEC work and store it away safely.
- Finish the professional portfolios – interns can take these home and use them for future interviews.
- Gather information on future interns and set up a folder for each containing:
 - snapshot profile
 - statements
 - individual education plans
 - medical information
 - emergency contact
 - home address.
- Complete 'Access to work' forms with school/college bursars for the future interns.



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Getting to know your intern

Taking on an intern with learning difficulties is rewarding and interesting but is undoubtedly a responsibility. Like any new employees, your intern will need to get to know the team and, for you, learning a little about your intern before she or he starts work will get you all off to the best possible start.

This is where intern profiles from schools and colleges help. You will receive a profile of each intern. This will include a photo and a statement from the intern about themselves. They might tell you where they live, their interests, and a bit about their personality, such as the fact that they are shy with new people.

The intern's job coach adds more information. They will have worked with the student for some time and will be well placed to tell you about the young person's capabilities and challenges. The profile will also tell you about any medical conditions or additional needs.

The profile will give advice on working with the intern; this may include suggestions such as getting the intern to repeat instructions back to you to make sure he or she has understood.

 **Download**

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Curriculum (for schools/colleges)

While they complete their job placements, interns also work towards a BTEC Work Skills qualification to help them improve their understanding and application of work-based skills.

Time is set aside each day for the interns to work on their BTEC course work in the base room at the host company, supported by the job coach.

BTEC Work skills are offered at Entry 3, Level 1 and Level 2 and include topics such as communicating solutions to others, maintaining a positive attitude and behaviour at work, and building working relationships with colleagues and customers.

The level chosen for each student will depend on their capabilities and experience. All three levels include literacy for the workplace sessions, which run throughout the whole year.

BTEC Work Skills qualifications also cover:

- health and safety at work
- personal behaviours for success
- running an enterprise activity
- preparing for a work placement
- developing resilience for work
- learning from work placements
- self-management skills
- developing a CV and applying for a job
- job interviews.

All the topics covered help equip the interns to successfully manage their work placements and to prepare themselves for applying for paid employment when their internships end.

Downloads

For all the BTEC downloads click here:

 [Download](#)

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Quality assurance (for schools)

Once the EmployAbility programme begins, schools involved will want to check that everything is running smoothly and that issues like safeguarding are being addressed.

A school representative – usually a member of the school’s senior management – will visit the business site and report back to the school. They will look at areas including relationships, communication with parents and carers, the recording of soft skills such as increased confidence, and any actions that might be needed.

Staff from the individual schools will also internally verify the learners’ work. This is to make sure there is accuracy and rigour in the assessment decisions, marking, feedback and tracking of intern progress and attainment.

Here is a sample assurance visit report form.

Quality assurance site visit report	
EmployAbility site:	
Date:	
Attendees:	
Overview of visit/reflections:	
Placements /relationships with site leads/key contacts:	
Safeguarding and wellbeing:	
Curriculum:	
Pupil premium group interns / looked after child:	
Parental engagement / communication:	
Recording / tracking of soft skills:	
Support needed:	
Actions:	



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Governance

We recommend that businesses put some governance arrangements in place around EmployAbility. Good governance will ensure you have a forum to discuss progress, share ideas and best practice as well as address any issues.

The level of detail that’s needed will depend on the size of the programme being run and the number of sites where the programme is operating. For larger businesses, the programme generally starts at one site and then expands to other business locations over time.

At National Grid, our EmployAbility structure and governance have evolved but are now well established (see diagram below).

At the top of the governance structure, of course, is the executive sponsor, who has overall responsibility for the programme.

We recommend that the business puts in place an EmployAbility management group that meets once every academic term – virtually or in person. It should include:

- the EmployAbility lead from the business
- the EmployAbility lead from the school or college
- the site lead from each of the locations where the programme is operating
- a representative for the job coaches.

EmployAbility local site team

At National Grid we also have a separate governance structure in place for every site where the programme operates.

Each EmployAbility local site team comprises the site lead and the job coaches, plus volunteers from the business who take a lead in particular areas to support the delivery of the programme at that business location.

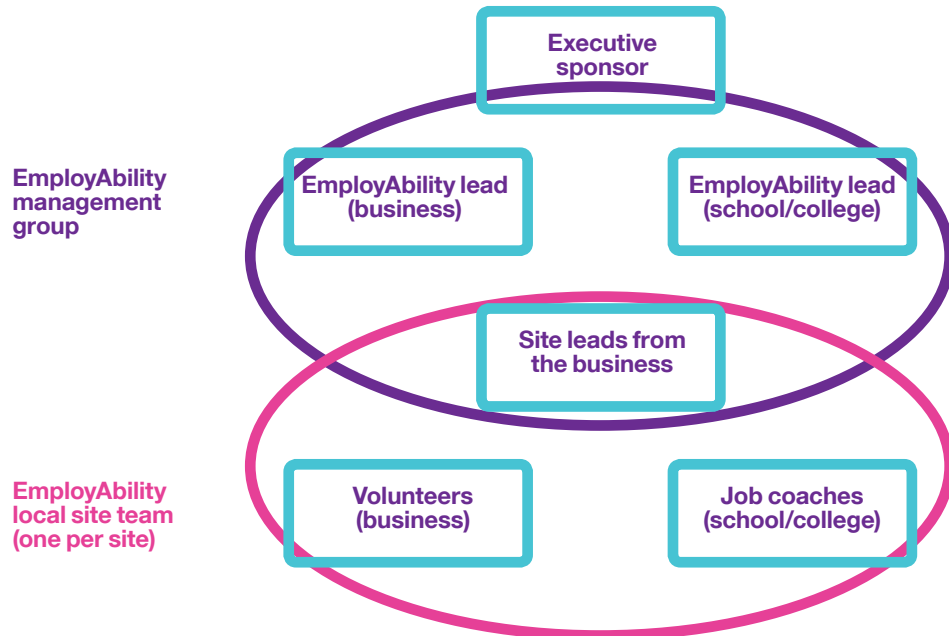
Below we list typical business volunteer roles and what they involve, based on our experience at National Grid. Please note that this list is not prescriptive and some roles can be combined:

Here’s a typical agenda:

- welcome, introduction and attendance
- actions from last meeting
- site update - insights/learning
- education partner updates
- quality assurance
- stakeholders and communications
- any other business.

- **communications** – raising awareness of the programme with internal and external stakeholders
- **event management** – organising things like the induction day and the graduation ceremony
- **internal stakeholder engagement** – for example, setting up new placements within the business, arranging visits to different parts of the business, to increase the interns’ knowledge, promoting the programme across the business and getting directors to deliver talks to the interns about their area of the business

National Grid’s EmployAbility governance structure





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Governance (continued)

- **school or college link** – strengthening the relationship with the school or college through parents evenings, site visits, school or college events, enterprise days and perhaps even getting the school choir to come in and sing to the business
- (for large businesses) **‘temping’ agency representative** – at National Grid, Pertemps is part of the local site team. It voluntarily provides skills development and career pathway support to the interns between February and July – a structured programme of sessions covering areas like CV writing, job applications and interview skills, to prepare the interns for entering the world of work
- **careers planning link** – implementing a structured approach to careers planning, to establish each intern’s strengths, weaknesses, preferences and aspirations, develop a route map for their career and support them on their journey towards their final destination (see the ‘Career planning’ guide for more information)
- **promotion to external stakeholders** – telling local businesses about EmployAbility and hosting in-bound visits from other companies, schools and colleges
- **support for graduated interns:**
 - **ongoing support** – putting in place mentors for the graduated interns who are employed within our business, as well as ‘life mentors’ who have built up a strong connection with the graduated intern (they’ll maintain their support, even if the intern moves on to work for another organisation)
 - **data collection** – tracking the outcomes of the interns who have graduated from the programme (see the ‘Evaluation – measuring impact and outcomes’ guide for more information). . . did they go back to college, get a job or become NEET (not in education, employment or training)? We recommend that the site team meets up monthly.

In our experience, each EmployAbility local site team should hold a monthly meeting, to talk about how the current and graduated interns are doing and to raise any areas of concern. Here’s a typical agenda:

- apologies
- update on actions from last meeting
- current interns – areas for concern/successes/next placements
- graduated interns – outcomes/areas for concern
- internal events
- internal stakeholder engagement
- careers link
- career pathways
- external stakeholder engagement
- schools link
- communications (internal and external)
- any other business
- next meeting.

Fortnightly calls

As well as the monthly meetings, at National Grid Warwick the local site lead has a fortnightly call with the job coaches and the lead representative from the education providers. The focus is on the wellbeing of the interns.

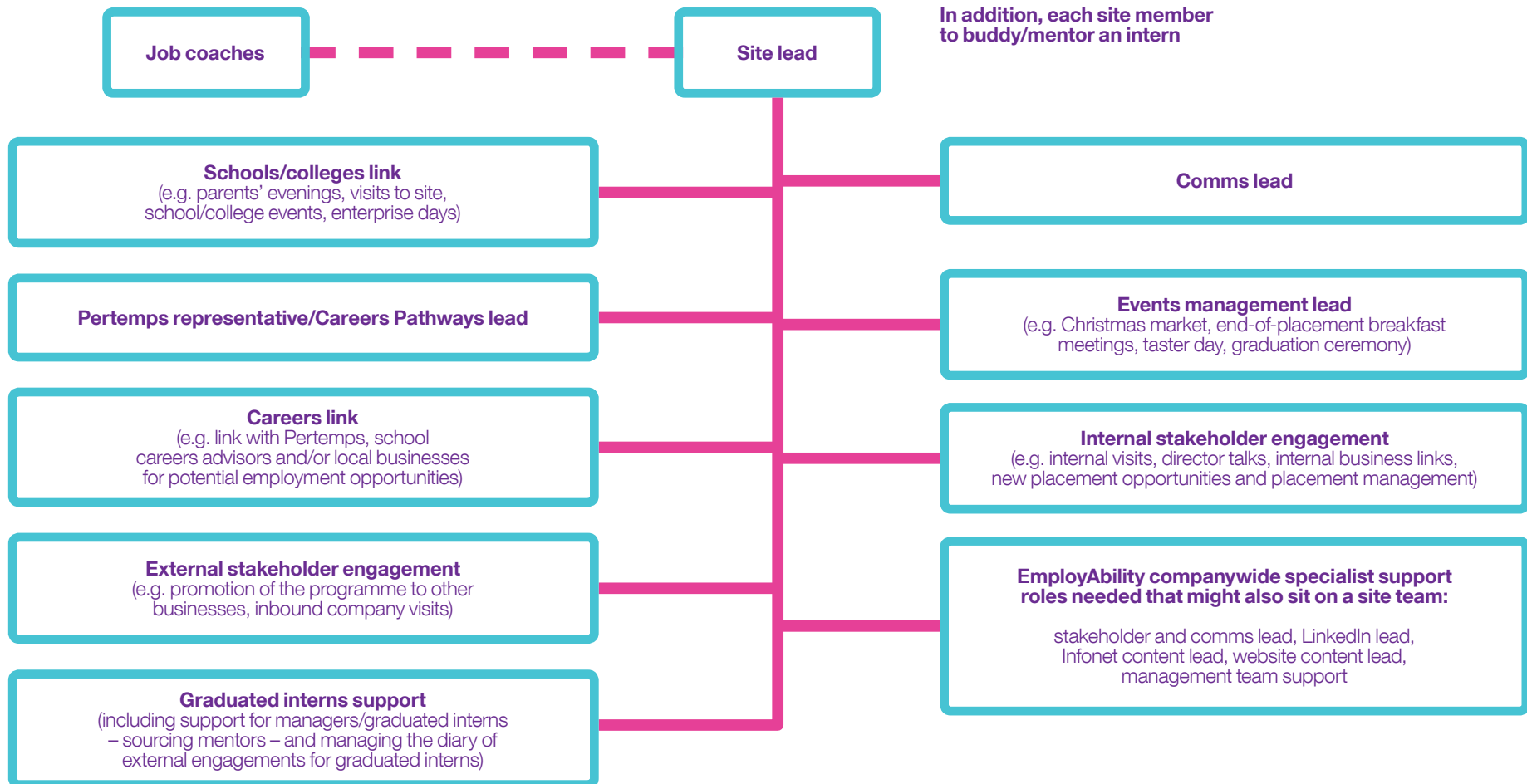
Although entirely optional, having this fortnightly call structure in place does provide a regular slot that can be used to discuss any sensitive issues that have arisen, such any issues at home or work, or health and wellbeing issues that may be affecting the intern, for example travel challenges or changes in their care arrangements or mental health.

Here’s the agenda we use:

- wellbeing of current interns
- placement progress of current interns
- upcoming visits or events
- wellbeing of past interns and the adequacy of the support network that’s in place
- planning of next placements
- business feedback
- any other business.

Governance (continued)

EmployAbility Generic site team roles



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Communications resources

There's no point reinventing the wheel! Our communications resources provide a wealth of ready-made EmployAbility templates designed to help you communicate your Supported Internship programme.

We've uploaded much of our EmployAbility collateral to our website and we're very happy for businesses, schools and colleges to download and use these resources.

All the templates we have provided are in an editable format, so you are welcome to adapt them to meet your needs, including adding your own logo. However, we would ask you to retain the new EmployAbility branding (it's the one with the purple strapline), please.

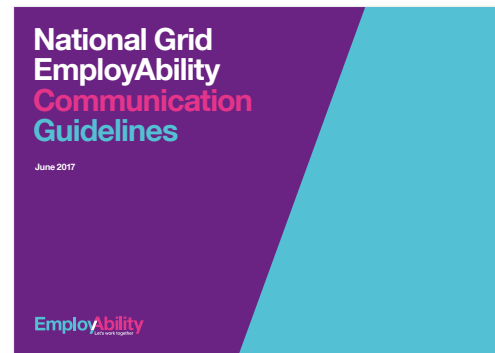
Some of the most popular items in our toolkit are detailed below. Visit our website (www.employabilityletsworktogether.com) to view the complete selection. If you can't find what you need and would like to ask for our help, feel free to contact the EmployAbility team (box.employability@nationalgrid.com).

Communication guidelines

In June 2017 we refreshed our EmployAbility branding.

It's really important to us that the new branding is applied consistently by all partners. So we have produced a set of guidelines that explain everything you need to know about producing an EmployAbility communication, from tone of voice through to typography and colour, graphic language, iconography, photography, posters and leaflets.

 **Download**
Communication guidelines



Newsletter

Once EmployAbility gets under way within your organisation, you'll quickly find that it opens up a rich source of news and information that you can share within your company and with stakeholders.

You might like to produce a regular newsletter to help get your messages across, and we have created a simple editable template to help you achieve exactly that (see below).

 **Download**
Newsletter template



PowerPoint presentations

There's nothing quite like word of mouth for spreading good news. We hope that our partner businesses, schools and colleges will talk about the EmployAbility programme within their own circles, to help the programme start to gain momentum across the country.

Often this will involve delivering formal presentations, so we have created two EmployAbility PowerPoint templates – in standard and widescreen formats – to help set the ball rolling. An example is below.

 **Download**
PowerPoint templates



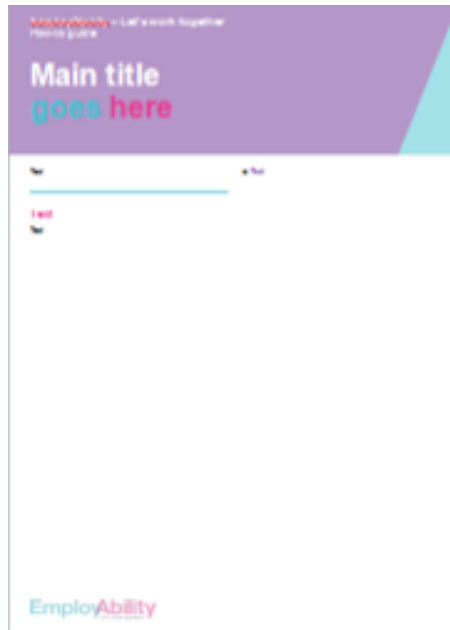
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Communications resources (continued)

Word template

We have also produced a Word template, which you can use to produce your own how-to guides/documents.

 **Download**
Word template



Posters

Posters are a great way to raise awareness across your organisation about the EmployAbility programme and any associated events. Our communications resources include two A3 options and two A4 options.

 **Download**
A3 posters
A4 posters





Phase 3 – Post launch

Evaluation – measuring impact and outcomes

The transformational effects that a Supported Internship can have are impressive. Here's what one deputy head teacher had to say:

"We have seen how individuals who struggled to communicate and were withdrawn transform into buzzing, confident individuals adding real value to a corporate business."

Anecdotal feedback is always welcome, of course. But for the education provider and the business to be able to demonstrate the long-term value of the EmployAbility programme, it's important to collect data on the outcomes.

There are two sides to this evaluation: the first is the intern outcomes – the path the interns took after their Supported Internship; and the second is the impact on the employee volunteers.

EmployAbility is about so much more than learning how to do tasks at work. It's just as important that the interns develop their 'soft' skills – things like working with different people, communicating, working independently, problem solving and adapting to different situations.

Intern outcomes

We collect data on the destinations of the interns, so that we can report on the success rate each year.

This information provides convincing proof of the long-term benefits of the programme. Education providers can then use this evidence to help secure future government funding for the initiative, and to encourage local organisations to come on board. Businesses who are hosting an EmployAbility programme can use the statistics to demonstrate their commitment to corporate social responsibility.

We have created a generic template that you can populate and continually update with statistics from your own EmployAbility programme – you can download it below. Shown below is one we made earlier...

 **Download**
Generic template



We use this template to demonstrate clearly the outcomes for the interns: employment, education and training or NEET (not in education, employment or training).

It's also a great tool to track progression – for example, after completing the EmployAbility programme in July, the interns may go straight into paid employment or it may take a while for them to secure a job.

We update this spreadsheet every quarter during the first year after the interns have left the programme, in order to get a clear picture of the outcomes.

EmployAbility interns often make great strides in confidence and other soft skills so it's important for interns and their job coaches to evaluate and record these developments. There's a baseline assessment of soft skills at the start of term one, then further assessments at the end of the second and third terms.

It is important that the interns self-assess their soft skills at these check points throughout the course. It is also very valuable for the job coach to then add their assessment on the same form in a different colour. Having both assessment views gives an external view point and a basis for further discussion and self-reflection.

You can view the questions we used here.

 **Download**

Impact on the employee volunteers

amazing **challenging** collaborative develop
different difficult educational emotional empowering enabling
encourage engaging **enjoyable**
enlightening enlightening enriching equal eventful exciting expanding eye-
opening fab frustrating **fulfilling fun** gratifying growth horizons
humbling impactful **inspiring** interesting interesting learning pleasant
pleasing positive productive responsible **rewarding**
satisfying stretching supported uplifting **worthwhile**

To demonstrate the benefit of EmployAbility to your organisation, we recommend that you do a survey to find out the impact it has had on your employee volunteers who've been supporting the programme. You can download a sample survey template below.

 **Download**
Sample survey

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Evaluation – measuring impact and outcomes (continued)

Shown below are the results of a recent survey of National Grid employee volunteers. Each statement began with 'Volunteering for EmployAbility has' and the percentage of respondents who agreed/strongly agreed with the statement is shown in brackets:

- improved my confidence in working with people with disabilities (98%)
- increased my disability awareness (93%)
- changed my perception of employing people with learning difficulties and/or disabilities (91%)
- made me feel more positive about National Grid (95%)
- given me a better understanding of social issues in the community (97%)
- allowed me to make a positive difference/impact in the community (97%).

In all, 92% of respondents said they felt that taking part in employee volunteering for EmployAbility had contributed to their professional development. Here's a selection of their responses:

"This has been one of the most rewarding opportunities in my 38-year career."

"Although at times it can be slightly challenging, it is very rewarding to see the interns grow within the workplace. The award ceremonies are particularly emotional (I can only imagine the pride the coaches and mentors must feel), even though my role is very small."

"I feel I have been exposed to areas of the business and able to have experiences that I otherwise would not have done."

"It has hugely helped me with my leadership skills, organisation and project and events management."

"Intensely rewarding. I developed a new level of respect for people with special needs and their abilities. It was also good to develop my confidence in engaging and giving presentations to young people and others outside our industry."

"I thoroughly enjoy being part of EmployAbility, I love the interaction with the interns, the job coaches and other colleagues who volunteer."

"It is great that National Grid support volunteering. It is enriching, fulfilling and great for personal development. It connects you with colleagues across the business which you would not have without it."



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Career planning

We recommend taking a structured approach to career planning. This will increase the likelihood of the interns securing paid employment at the end of the programme.

Shown below is the framework that National Grid's EmployAbility local site teams use, to kick-start the process and maintain the momentum through to the end of the programme. It helps to evaluate roles and the interns' suitability to them, both internally within our business and externally in the local employment market. This helps to make sure that we achieve the best-possible outcome for the interns.

To succeed, your site team will need to work closely with the education providers, HR, any internal agency contractor (if you have one) and any local employment support agencies.

When	Step	Responsibility
Pre-February	Build local links and relationships with: <ul style="list-style-type: none"> • disability support advisors, Job Centre Plus (JCP) • HR business partner(s) for site • strategic workforce planning leads (to identify recruitment needs/ trends), if you have this in your organisation • career advisors at partner schools/ colleges • supply chain businesses • local businesses • local organisations and networks promoting employment opportunities for disabled people 	Site leads and local support team
February	Schedule first career planning workshop in March – invite: <ul style="list-style-type: none"> • career advisors from partner schools/colleges • disability support advisor, JCP • head/deputy head at partner schools/colleges • local HR business partner(s) • job coaches 	Site lead
March	Briefing session with interns at each site to: <ul style="list-style-type: none"> • outline the process that will be followed to secure paid employment • emphasise the importance of interns being accountable for their applications and being professional at all times • emphasise that the process will deliver results in different timescales for each intern – reassure and set expectations • Q&A <p>Note: job coaches to contact interns' parents/carers/guardians to outline the process and encourage their own accountability for making sure that interns submit applications on time</p>	Site lead and job coaches Job coaches for parent/carer/guardian contact



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Career planning (continued)

When	Step	Responsibility
March – first half	<p>Hold first career planning workshop – an opportunity to:</p> <ul style="list-style-type: none">• review each intern’s progress, skills, strengths, weaknesses and aspirations• discuss future placements (internal/ external)• explore what success would look like for each intern (potential paid role)• agree steps and actions for a career plan for each intern.	Site lead and support team
March – second half	<p>Schedule an ‘intern showcase’ event and send invites to:</p> <ul style="list-style-type: none">• HR business partner(s) for the site• senior representative from HR Resourcing team• senior managers and local sponsors (including supply chain) at the site• career advisors from partner schools/colleges• disability support advisor, JCP• head/deputy head partner at schools/colleges• job coaches.	Site lead
April	<p>Run the intern showcase – it’s a ‘talent’ event where each intern has the opportunity to present to an audience including potential recruiters. The event also creates placement and employment leads</p>	Site lead supported by local site team and graduates
End of April	<p>Schedule second career planning workshop in May/June</p>	Site lead



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Career planning (continued)

When	Step	Responsibility
May/June	<p>Run the second career planning workshop, which aims to:</p> <ul style="list-style-type: none"> • review each intern’s progress, skills, strengths, weaknesses and aspirations • review leads created at the intern showcase • confirm future placements (internal/external) • confirm what success would look like for each intern (potential paid role) • agree steps and actions for career plan for each intern • match interns with an employee volunteer who will provide 1:1 support for job searching and applications. 	Site lead and support team plus employee volunteers
June	<p>Run a briefing and update session with interns, to:</p> <ul style="list-style-type: none"> • reassure interns about the actions that are under way to support them in their job search • inform interns about timings • Q&A. <p>Note: as appropriate, job coaches reinforce messages with interns’ parents/carers/guardians about their accountabilities, and the importance of making sure that interns submit job applications on time</p>	Site lead and job coaches Job coaches for parent/guardian contact
June/July	Track actions from the career planning workshop and arrange meetings as necessary, to provide follow up	Site lead
July	<p>Complete an assessment for each intern moving into employment (see the ‘Transition to employment’ guide):</p> <ul style="list-style-type: none"> • consider the likely level of support needed (including any needed for interns before they start employment) • if interns are likely to need ongoing job coach support in a new job, help them to submit Access to Work funding applications or source job coach support from a local employment support agency • assess how much communications and other support will be needed by future line managers of interns. 	Job coaches and site lead. Interns for Access to Work

Phase 3 – Post launch

Career planning (continued)

To help you assess your interns, we have produced a career planning intern form, download below. Use this form to carry out a case review of each intern's skills, strengths, weaknesses and aspirations. It's not set in stone; this is a live document, so it's important to keep it up to date.

The job coaches work through the form with the intern and use it when talking to the placement manager and the intern's parents before the two careers workshops. The job coaches then update the form after each workshop.

Gathering all this information on the form will give you a very good indication of the intern's route map. For example, do they want to work in an office, or would they prefer a more practical role, like working in catering?



Download

Career planning intern form

Armed with all this knowledge, the job coach can work with the intern to help clarify what their ideal career destination is, how they're going to get there and what support they'll need along the way.

National Grid has used a route map template to populate for each of our interns. A PowerPoint template is available to download below.

Shown on the next page is an example of route maps of six of National Grid's interns from our 2016/17 intake.



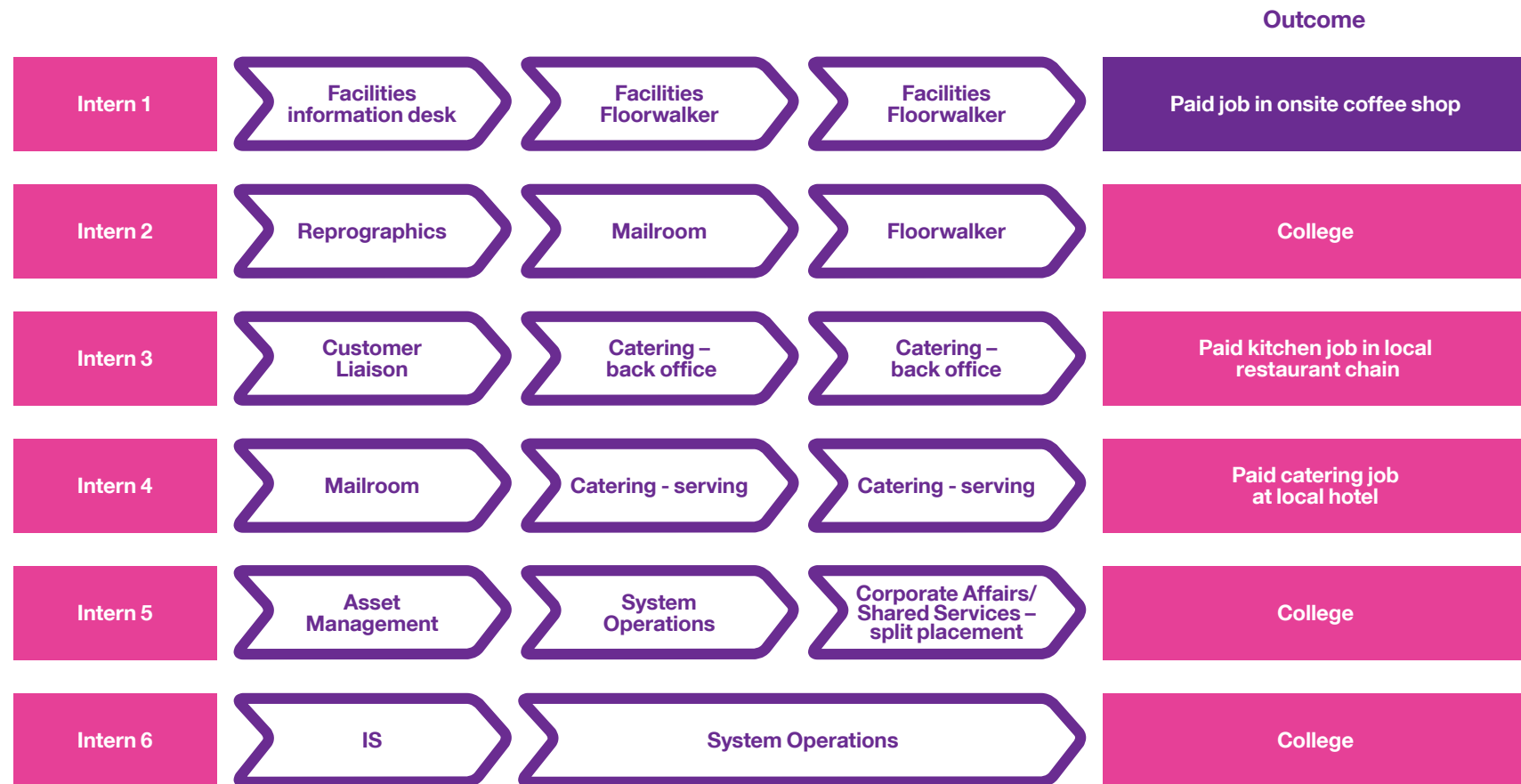
Download

PowerPoint template

Phase 3 – Post launch

Career planning (continued)

2016/17 Intern route maps





Phase 3 – Post launch

Celebrating success

At National Grid, we think it's important to celebrate success and achievement. And one of the great things about EmployAbility is that there are so many milestones to mark!

For many of the interns, undertaking a placement in your organisation will have been a massive challenge. Travelling independently to and from work, getting to know new people, learning to complete a range of new tasks... it's a big ask.

To recognise what the interns have achieved, we suggest three opportunities to celebrate success in Phase 3 of the EmployAbility programme: two end-of-placement celebrations (at the end of the first and second terms); and a graduation ceremony in July.

It works well to start off these celebrations with an overview of the aims of EmployAbility: to get the interns ready for paid employment. You might also like to put the event into context in any opening remarks by explaining that less than six per cent of people with learning disabilities are in paid employment – compared with more than 40 per cent of people with physical disabilities.

End-of-placement celebration

Ideally, you should hold an end-of-placement celebration around three weeks before the end of the autumn and spring terms, to allow you to use the event to promote the programme to other business areas that may be interested in offering a placement in their teams.

We invite current and prospective placement managers to the event.

The event gives the interns an opportunity to talk about what they have achieved and learned during their three months with the team, and to say thank you to all their colleagues. Not all interns will feel confident enough to do this, of course. However, for those who do, a PowerPoint presentation of around five minutes is ideal.

To provide additional insight to the audience, you might like to include some video footage of the interns in the workplace, carrying out their daily duties. Many interns bring along their portfolio and examples of their work, which they can show attendees during the break for refreshments and networking.

The event also provides a platform for the job coaches and placement managers to talk about the valuable contribution each intern has made to their team, as well as how proud they are of the intern's approach to work, and the way the intern's confidence and capabilities have grown during their time in the business.

Importantly, the end-of-placement celebration presents a great opportunity to encourage current, past and prospective placement managers to offer a further placement within their teams. So build in an extra half an hour at the end of the event, to allow you to have a chat with managers who are interested in getting involved.

Explain to managers who will be offering a placement that you will arrange 'taster sessions' for each suitable role with a suitable intern in the next couple of weeks, before the end of term.

Here's a typical agenda for a two-hour end-of-placement event – the timings and duration shown below are just a guide, and we have run this session at various times of the day, including as a breakfast meeting, at lunchtime and after work.

- | | |
|---------------|--|
| 3pm | Welcome from EmployAbility lead: Agenda for the event |
| 3:15pm | Intern achievements: <ul style="list-style-type: none">• intern video clip• intern presentation• feedback from current manager and job coach |
| 3:55pm | Refreshments and networking |
| 4:25pm | Close (attendees who are not offering placements leave) |
| 4:30pm | Discussion of next placements |
| 5pm | Close |

Phase 3 – Post launch

Celebrating success (continued)

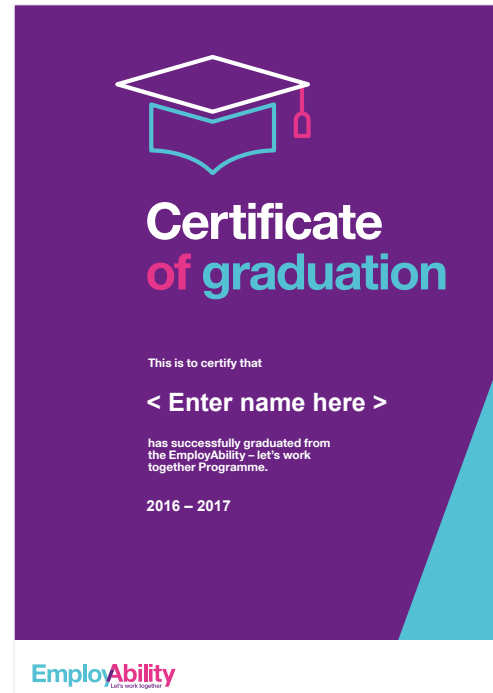
Graduation ceremony

This is the culmination of the programme and the highlight of the one-year supported internship. It's a major milestone for the interns and a source of great pride for their family and their school or college. So make sure you invite everyone who's been involved.

Here's a typical agenda:

- 5pm** Guest speaker (senior manager or director)
- 5:10pm** Intern presentations:
 - what they have done
 - what they have learned
 - thank you to the employee volunteers
- 5:35pm** EmployAbility team reflections (site lead, job coach, head teacher)
- 5:45pm** Formal presentation of graduation certificates
- 5:55pm** Closing remarks (senior manager or director)
- 6pm** Photos (job coaches and interns), refreshments and celebrations
- 6:30pm** Close

One of the highlights for the interns is receiving their graduation certificate (see the National Grid example below). If you'd like to include your company logo on the certificate, please contact the EmployAbility team at National Grid (box.employability@nationalgrid.com), to ask for an InDesign version.



 [Download](#)

How to organise a graduation event

Follow these steps to organise a successful graduation event for your EmployAbility programme:

- form an event committee – eight weeks before the event, set out regular meetings to discuss progress
- confirm the invitation list – collate the list of attendees in one place
- send out invitations to:
 - job coaches
 - interns, parents and carers
 - partner schools and colleges
 - senior business leaders
 - site and placement leads
 - the mayor or local authority leader
 - leadership teams from local special schools and colleges
- the local educational authority
- your MP
- key stakeholders like your local recruitment agency and your local supported employment agency if there is one locally
- local press and radio
- organise visitor passes – send a list of visitors to reception to have passes made up
- book parking for attendees – confirm registration numbers for those requiring parking
- arrange a director to host proceedings – and draft speaker notes
- make sure any health and safety risk assessments are completed
- make sure the EmployAbility logo is visible
- arrange facilities – book a business lounge or large room to host the event
- arrange the refreshments – check dietary requirements
- arrange a celebratory cake – include the EmployAbility logo on the cake
- organise internal/external communications – photographer, press release, local media and an article for your internal staff magazine, intranet or website
- confirm the order of proceedings and provide details to the team.



Phase 3 – Post launch

Transition to employment

As the internship comes to an end there are several routes interns might take – either directly into employment with the company internally, external employment, or college. We aim to support the interns as best we can to make their transition from the programme as smooth as possible.

Ideally we will have a good idea of where the interns will be going in September a couple of months before they leave us in July; the earlier the better.

Whether job applications are internal or external, the job coaches support the application process making sure that the intern submits all the relevant information accurately.

Entering paid employment

Often businesses will request proof of identification like birth certificates, passports and national insurance numbers. We ask the interns to bring these items in earlier in the year as part of the career path modules to help speed things up.

Some businesses will also require a drugs and alcohol test and, on occasions, the job coaches have attended with an intern to provide support.

If an intern is then required to attend an interview the job coaches or a member of the business who knows the intern well might attend to support.

On occasions our formal recruitment process has taken longer than expected, for example if the relevant checks or documents are delayed. In this case we might look to employ an intern through Pertemps (our temporary recruiters). This is a great way of getting an intern into the business quicker and avoids long waiting times over summer when communications might get lost or the intern might become anxious.

If an intern has secured employment with us, we like to allow them to start with the team towards the end of the third placement. This means the job coaches can support with learning any new tasks and the intern will start to build relationships with their new team prior to starting.

If it's not possible for an intern to join their new team before graduating from the supported internship programme, the job coaches will support with a 'handover' ensuring that the new team has contacts for people who can support - either external support agencies or internally with past placement managers who know the intern and their capabilities well.

Throughout the year the interns will have had a 'buddy' or 'mentor'. These people are not part of the placement teams but meet regularly with the interns to offer more informal support. In the past, when interns have graduated into paid employment with us, these relationships have continued and provide some continuity for the interns as the job coaches are not always available once a new intake starts.

If an intern is starting work in a new business we would still advise that they have a mentor to provide additional support.

As a business we encourage treating interns in the same way as we would any new employee.

However, there are occasions where additional support might be needed, especially early on.

It might be appropriate to consider a phased start – for example, shorter working hours or a shorter working week to help the interns transition from school hours to normal working hours.

At Cadent (formerly National Grid Gas Distribution) a graduated intern manager support group was established, which meets once a month and allows all the managers with graduated interns on their teams to share any best practice or work through any concerns.

This group is supported by representatives from HR and from an autism support employee resource group. Sometimes it might be necessary to bring in some external support through 'Access to Work' to help with difficult conversations or anything personal that might be impacting the interns' work or adjustments that may need to be made.

If the interns are graduating into employment elsewhere, the job coaches make sure they are registered with relevant local employment support agencies who can help supply job coaches or support other adjustments.

Returning to college

Sometimes an intern chooses to return to education and go to college rather than on to employment. In this case, the job coaches will have supported the intern with their college choices and applications.

All interns should have 'back-up' college places to avoid the possibility of finishing the internship and not ending up in education, employment or training (NEET). In some cases we have also helped to secure some work experience over the summer before college starts. Depending on the course, sometimes this work experience can continue through the year.

Working with local employment support teams

If an intern has not been successful in securing employment before the end of the scheme and is not going to college, then we make sure they leave us with a great portfolio and CV. We also spend time registering the interns with relevant, local employment support teams who will continue to support the intern in looking for work. Contact your local council for details.