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| --- | --- |
|  |  |
|  | |
| **Work Inspiration at <<<Insert Company Name>>>**  Supervisor/Buddy guidebook | |
|  | |
|  | |
|  | |

This template guidebook forms part of the ‘Work Inspiration Toolkit’.



The guidebook is the key document that the Supervisor/Buddy will edit and update before and refer to during the placement. It is to be used in conjunction with the How-To-Guide which is available from [www.workinspiration.com](http://www.workinspiration.com) along with many more free resources and case studies.

Please be aware that this is just guide and the Health and Safety aspects in particular, must be carefully considered and tailored to suit your workplace.

***“I found helping out with the Work Inspiration scheme an inspiration in itself!”***

Executive for Factual – ITV

**Template welcome message**

Here is some sample text for you to edit to come from your most senior colleague.

Dear Colleague,

Thank you for taking part in ***<<<Insert company name>>>’***s ‘Work Inspiration’ programme. We know from research that that students who experience four or more employer contacts are **five times** less likely to find themselves not in education employment or training.

This is our chance to make a powerful intervention at a critical time in a young person’s life. We want to both inspire them and help them develop valuable employability skills. So treat them like young adults and get them working on real projects in your teams, you will be surprised what this tech-savvy generation are capable of.

As Supervisor and ‘Buddy’ your role will be to help these young people navigate the subtle rules and expectations of working life and to point out the skills and strengths that they possess. It’s worth remembering that you may be the first real authority figure outside of school or home they have worked with. Your advice will carry the extra weight that can make a difference in their life, raising their ambition and sense of self-worth.

I’m I am confident that you will get a lot out of the programme too and I want to thank you in advance for your time and support.

Yours sincerely,

***<<<Insert Chief Executive’s name>>>***

***<<<Insert chief executive signature>>>***

***<<<Insert company name>>>***

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1. About this guide

This guide contains everything you’ll need to before during and after a Work Inspiration placement at ***<<<Insert company name>>>***. It is designed to be used in conjunction with the How-to-guide, and the three insight workbooks.

1. Getting started

Every Work Inspiration placement is different and should be tailored to suit your office’s needs. The goal is to give students a real and inspiring taste of what working life is really like.

The first thing a co-ordinator needs to do is organise an internal planning meeting with the teams you want the student to work with, covering:

* Logistical issues, like setting them up with emails or access to our systems
* What interesting projects the students could get their teeth into
* Allocating who is going to be the ‘ Supervisor and/or Buddy’ This is the person who will help the students with the practical things that allow them to settle in and will debrief with them at the end of each day

Before your students start their placement, it is good practice to meet with them face-to-face, either in a <<<INSERT COMPANY NAME>>> office or at their school / college. That way they can find out what they are going to be doing and what will be expected in terms dress code and conduct. It also gives you the opportunity to find out what they are hoping to get from the placement, whether they have a workbook or project from school, and whether they are able to go offsite during their time with <<<INSERT COMPANY NAME>>>. This will allow you to make any necessary adjustments to their programme and judge what tasks you think will be suitable for them. It is very important to make a note of their phone number and take emergency contact details so you can check they are safe if they don’t turn up on their first day in the office. We have found that when a placement is running the school’s work experience co-ordinator is often very busy so having that number to contact is vital.

1. Pre-placement checklist

|  |  |
| --- | --- |
| **Action** | Completed |
| Agreed placement with HR |  |
| Student details on HR system |  |
| School and emergency contact details have been received |  |
| Written consent from parents or carers have been received  (or this has been dealt with by the school / college / EBP) |  |
| Finance Director / Company Secretary informed if student is under 16  (for insurance purposes) |  |
| Health & Safety and Risk assessment has been completed |  |
| Placement timetable has been created which incorporates the 5 key ‘Work Inspiration’ elements and regular breaks |  |
| Any passes or uniforms the student will need are in place |  |
| Tasks or projects are prepared & colleagues’ time is booked out |  |
| All supervisors, buddies and hosts have read a copy of the Child Protection Guidance for Placement Providers (see appendix). |  |

1. Key Contacts

|  |  |
| --- | --- |
| **Key contacts for the placement** | |
| Dates of placement: |  |
| Name of student (CAPITALS): |  |
| Student signature: |  |
| Emergency contact details: |  |
| Contact at school details: |  |
| Contact provider details (if applicable) |  |
| Co-ordinator + Buddy details: |  |

1. Placement time table

Use this timetable to track where the student will be over the placement and share it with them so they are reassured about what the days ahead have in store. If you are unable to meet the student prior to the placement, then it is important to keep this flexible so that you can make changes based on what you think the particular student will be capable and comfortable with when you meet them.

|  |  |  |
| --- | --- | --- |
| **Mon** | **Activity** | **Who + Where** |
| **Morning** |  |  |
| **Afternoon** |  |  |
| **Tues** | **Activity** | **Who + Where** |
| **Morning** |  |  |
| **Afternoon** |  |  |
| **Wed** | **Activity** | **Who + Where** |
| **Morning** |  |  |
| **Afternoon** |  |  |
| **Thurs** | **Activity** | **Who + Where** |
| **Morning** |  |  |
| **Afternoon** |  |  |
| **Fri** | **Activity** | **Who + Where** |
| **Morning** |  |  |
| **Afternoon** |  |  |

1. The Ten Supervisor/Buddy commitments

This quality assurance charter commits you to the key principles and actions that ensure that the ‘Work Inspiration’ programme at <<<Insert company name>>> is delivered to a consistently high standard.

**As a Supervisor/Buddy I will…**

1. Make the student feel welcome and treat them as a young adult who will make a valued contribution to the team at <<<Insert company name>>>.
2. Provide an introduction to our corporate values and expectations of conduct.
3. Communicate effectively with the programme coordinator -and where appropriate- the school and teachers before, during and after the placement.
4. Ensure that a risk assessment is in place for young people prior to the placement starting. Providing a full induction with a quiz to ensure that the student has understood any health and safety issues.
5. Recognise that <<<Insert company name>>> is required by law to protect children from harm. Taking responsibility for closely supervising and safeguarding the student for the duration of the placement, so that amongst other things, situations where they may be isolated or vulnerable are avoided.
6. Notify the school and emergency contact immediately if the student is absent or ill during the placement.
7. Use the placement structure and five key ‘Work Inspiration’ elements (described in the How-to guide) to ensure it is a high quality, inspiring placement that makes a positive, lasting impression
8. Be patient and supportive with the student, helping them learn if they make any mistakes.
9. Debrief with the students at the end of each day to reflect with them on what they have learned and feedback positively.
10. Have Fun!

I have understood the commitment to quality and I agree to follow its principles

**Supervisor/Buddy signature: Date:**

**……………………………...... ………………….**

**During the placement**

### Key points to remember during the placement

**First Day:**

The first day sets the tone for the whole placement, so make sure the student knows they will be treated like a young adult and as a valued member of the team, but with that comes expectations around dress code and conduct.

* **Safety is paramount** so during the induction and safety briefing get them to complete a quiz (in the Student Handbook) to ensure they have clearly understood everything.
* At the earliest opportunity, complete Insight Workbook 1 ‘All about Me’ with them. This will help you find out more about their skills and interests. This is particularly helpful if you haven’t met them prior to the placement as it will allow you to adjust their programme and tasks based on what you think will be suitable for them.
* Remember students will be used to quite a regimented structure, so let them know what’s going to happen in the days ahead.
* Take them on a tour of where they will be working while introducing them to the business and some of the teams they will be working with.

**Breaks:**

Students will be used to more breaks in the school day, so allow them plenty of time to absorb everything they are learning. Make sure that the team take them to lunch each day and that they know travel procedures and how to get off the site at the end of the day.

**Checking in at the end of each day:**

Filling in the ‘Placement Logbook’ the ‘Daily review sheet’ at the end of each day is a very important part of the placement this is your chance to debrief and reflect with them on what they have and of course how what they have learned could enhance their CV.

**Visit from the school:**

Don’t forget a teacher or representative from the school may want to make a visit during the placement to catch up with how it’s going. Use the ‘Daily review sheet’ to show them what the student is achieving.

**Last day:**

Time to end the placement with a fun farewell: On the afternoon of the final day get the students to rehearse and make a final presentation on their student-led project to a gathering of staff. Some students like to do this in the form of a short video. After the presentation Supervisors/Buddies can present the ‘Certificate of Completion’. This is a nice opportunity for the students to show appreciation for colleagues who inspired them, by presenting their own ‘Inspiration Award’.

**Final debrief with student**

Fill in the daily review sheets one last time, and complete an ‘Employer’s Assessment form’ which the student can use as a CV reference. Get the student to complete a ‘Student Assessment form’ to help <<<INSERT COMPANY NAME>>> improve future placements and the final questionnaire establishes how much of an impact the programme has had on them. Some schools have a standard ‘Employer Report’ which you will also need complete and send back to the school.

Finally help the student fill out their Personal Action Plan, this is possibly one of the most important parts of the placement, so get them to think about how they can keep the momentum going by putting it into practice all they have learned in their real lives, at school and at home. Now that you know more about the student you can make them aware of other suitable local opportunities to gain employability skills such as volunteering, mentoring, open days, careers fairs or point them to careers sites such as [www.plotr.co.uk](http://www.plotr.co.uk).

**Evaluation**

Feedback to the programme co-ordinator how the placement has gone to allow them to continuously improve the ‘Work Inspiration’ placement.

### First-day checklist

There is a lot to cover in the first day this checklist will help you keep on track

|  |  |
| --- | --- |
| **Action** | **Completed** |
| Student has been welcomed and introduced to their Supervisor/Buddy | 🞎 |
| Student has been told what to do in the event of fire or if someone needs first aid | 🞎 |
| Student is aware of corporate values and expectations around housekeeping, tidiness, conduct, dress code etc. | 🞎 |
| Student has been taken on tour of where they will be working, covering kitchens, toilets, stationery, recycling/bins etc. | 🞎 |
| Student has been introduced to key people they will be working with | 🞎 |
| Student knows the timetable for the days ahead, including start and finish times and arrangements for lunch | 🞎 |
| Student has completed Insight 1 –‘All about me’ | 🞎 |
| Student knows their email address and how to log onto the system | 🞎 |
| Student is aware of the web rules, acceptable IT use and the importance of confidentiality | 🞎 |
| Student has a contact number and knows what to do if they cannot come in due to sickness | 🞎 |
| Student has completed Induction and safety quiz in their workbook | 🞎 |

### Last-day checklist

|  |  |
| --- | --- |
| **Action** | **Completed** |
| Student has completed their Personal Action Plan | 🞎 |
| Student has received their Certificate of Completion | 🞎 |
| Student has completed end of placement survey and questionnaire | 🞎 |
| Reference has been provided | 🞎 |
| Dialogue about other employability opportunities has taken place | 🞎 |
| Any forms required by the school have been sent | 🞎 |

1. Supervisor/Buddy daily feedback sheet

There is a copy of the grid below in the student’s handbook for you to use as the basis of a reflective discussion at the end of each day. This conversation gives the student time to think about the valuable employability skills and behaviours they have developed and you can show them how to translate that onto their CV. Reassure students that this is just a prompt and they are not expected to be able to fill in every box!

The student handbook also contains a reflective learning log for the student to complete in their own words what they have gotten out of the day.

|  |
| --- |
|  |

|  |  |
| --- | --- |
| **People Skills: Listening, Diplomacy** | **Positive ‘Can-do’ attitude** |
| **Application of information technology** | **Determination** |
| **Application of numeracy** | **Problem-solving**  **Creativity** |
| **Self-management** | **Attention to detail** |
| **Communication Skills: Persuasion, body language, phone, email** | **Business and Customer awareness** |
| **Team-work** | **Planning/Goal Setting**  **Decision-making** |
| **How could the student articulate what they learned today on their CV?** | |
|  | |
| **Any other skills or attributes displayed during the day?** | |

**Sample Tasks**

**Introduction to the sample tasks**

We want ‘Work Inspiration’ at <<<INSERT COMPANY NAME>>> to not only inspire the student but also help them develop practical skills that will demonstrate value to future employers and improve their employability.

‘Employability’ is a term which covers a broad range of non-academic skills. Many of these ‘soft’ skills can be learned while carrying out everyday tasks at <<<INSERT COMPANY NAME>>>.

1. Positive attitude
2. Self-management
3. Team working
4. Business and customer awareness
5. Problem solving
6. Communication and literacy
7. Application of numeracy
8. Application of information technology

\* NOTE There are lots of activities which would be great learning opportunities for students. You can use the format to create your own tasks for the young person which help them develop the skills that employers look for. e.g.

* Helping set up at an event
* Setting up and observing a meeting
* Managing part of a process like updating databases or spreadsheets
* Sending professional emails and written correspondence
* Creating a PowerPoint presentation
* Carrying out internet research
* Proofreading and formatting a document
* Writing a web article
* Sending a tweet
* Creating and distributing a survey
* Giving feedback on a resource or product.

**Primary project**

Each student (or group of students) on Work Inspiration at <<<INSERT COMPANY NAME>>> should be assigned one project that they can really feel they is their own and will be proud of completing during the placement. On their final day, students often enjoy making a presentation to staff on their project, or showing a YouTube video of what they have achieved. You can incorporate this presentation into a final fun farewell and thank you, and award ‘Certificates of Completion’, and Inspiration at the same time.

**Employability Tasks**

These are day-to-day tasks that any team can use to teach important employability skills.

**Primary Project 1**

– Tell the organisation about their Work Inspiration experience

Task description

This project requires the student to let the company know about their time with <<<INSERT COMPANY NAME>>> The Primary Project is all about giving the student a single task they can really make their own and be responsible for end-to-end.

What skills will the student learn?

They will need to work with a number of colleagues to make it work and naturally this project will develop skills in organising information effectively and presenting ideas persuasively. It will also help them develop:

* Self management
* Confidence in speaking
* Personal presentation
* Positive attitude
* Team working
* Business awareness
* Problem solving
* Communication and literacy
* Application of information technology; PowerPoint, Video editing, Tweeting, etc

Instructions for staff

Brief the young person that you want them to communicate to the organisation in their own words what they are up to and how the week is going for them.

Help them think about what is and isn’t appropriate communication in a workplace and what tone and language would be right. Help them think through the different channels they could use: blogs, videos presentation or tweets.

With help from staff, they could create a ‘week-in-the-life’ video or diary to be shown on their last day.

Time & resources required

* This will be the student’s primary task and you will need to build in some time for them to work on it as the week progresses.
* The student will need access to a computer and the relevant software.

**Employability task 1** – Greeting guests at reception

Task description

Reception is the first thing your guests encounter and professional customer service is at the heart of what we do. Welcoming guests involves getting them to sign in, getting them refreshments, contacting internal staff to collect their guests and all this teaches valuable lessons about providing customer service.

Alongside welcoming guests students can also assist with:

1. Collecting and sending off the post each day
2. Sending group wide alerts such as fire alarm test warnings, updates on the post etc
3. Directing calls and taking accurate messages

What skills will the student learn?

It is not unusual for students to be nervous about speaking to new people, so spending time at reception helps students to think about the range of people they may have to speak to during the placement and gives them some practice to increase their confidence.

Good customer service is a key employability skill which the young person can use in all aspects of their placement and later in their career. This task is a valuable introduction to creating the right impression and indeed our expectations of them for the rest of the placement.

The variety of tasks at reception means they also gain confidence in working worth different people, asking questions and taking responsibility.

* Positive attitude
* Giving instructions clearly
* Personal presentation
* Business and customer awareness - getting to know the faces in the company
* Confidence in speaking to guests face-to-face
* Problem solving
* Using the telephone
* Communication and literacy

Instructions for staff

Start by getting the student to reflect on:

* What do they think makes good customer service?
* Can they think of examples of good and bad service that they have encountered?
* Who are our customers and clients?
* Why might they be visiting the premises?

Having them shadow you first greeting guests before taking charge themselves.

Impress upon students that when they are on reception they are representing the company and our guests will form an impression of <<<INSERT COMPANY NAME>>> from the way they look, speak and listen to them so they will need to be polite and helpful (and that goes for our internal customers too)

Time & Time & resources required

Reception is obviously a good place to get to know the faces in the business, so it’s a great task for the afternoon or morning of their first or second day, that way they can quickly feel part of the team.

However many of the reception tasks can also be scheduled as part of each day.

**Appendices**

# Students perceptions of work experience

# Questionnaire

In this questionnaire we would like you to reflect on the impact the placement had on you.

Strongly Agree Disagree Strongly

agree disagree

I enjoyed my work experience  **   **

I was satisfied with my work experience **   **

***As a result of my work experience:***

I better understand the skills employers

are looking for **   **

I know which personal qualities

employers think are important **   **

I have developed some new skills that

employers value (e.g. customer awareness,

and use of IT) **   **

I understand better why it is important

to do well at school **   **

I understand better how workplaces are

organised  **   **

I am clearer about what I want to do in my

future education and career (post-16) **   **

This questionnaire is based on the Students perceptions of work experience survey: <http://www.educationandemployers.org/research/research-reports/young-people/students-work-experience/>

**End of placement student feedback form**

Thank you for completing your work experience with <<<Insert company name>>> . We would like you to reflect on your time with us to understand how we could improve the programme for the next student

|  |
| --- |
| Which sessions did you find most interesting and why? |
|  |
| Which sessions did you find least interesting and why? |
|  |
| Did you feel that you met the aims you set yourself at the start of your work experience? |
|  |
| What task did you find most challenging? |
|  |
| Did you get enough support from your Supervisor/Buddy? |
|  |
| Was your time well managed? Did you have enough time for tasks, or too much? |
|  |
| Was there anything we missed that you would have liked us to cover? |
|  |
| What could be improved to make the placement better? |
|  |
| Would you choose to work here?  Yes ****  No **** |
| Would you like us to contact you in the future about other opportunities?  Yes ****  No **** |
| **Student signature:**    **……………………………......**  **Student name (CAPITALS): Date:**  **……………………………....... ………………………….** |

**End of Placement Supervisor and Buddy Feedback Form**

|  |  |
| --- | --- |
| **Name:** |  |
| **Office/ placement description:** | **<<<Insert company name>>> , a charity and membership organisation,** |
| **Supervisor/Buddy:** |  |
| **Date of work placement:** |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Workplace Skills** | How the quality was demonstrated (circle where appropriate) | | | |
| **Attendance** | Poor, no explanation | Some explained absence | Good – 90% | 100% |
| **Time-keeping** | Sometimes late | Usually on time | Always on time | Always Early |
| **Attitude** | Some interest, some tasks completed | Interested, tasks completed on time | Well motivated, conscientious | Always looking for more |
| **Reliability** | Reliable with supervision | Reliable with minimum supervision | Reliable and keen to take responsibility | Flexible, accurate responsible and uses initiative. |
| **Communication** | Some effort made | Good – communicated well when involved | Very good – initiated some conversations and asked if unsure | Excellent – communicated well and fitted in with the team |
| **Confidence** | Needed encouraging | Shy at first but improved during placement | Very good | Excellent – very confident from day one. |

|  |  |
| --- | --- |
| **Particular strengths** |  |

|  |  |
| --- | --- |
| **Development needs** |  |

|  |  |
| --- | --- |
| **How did the Supervisor/Buddy find the experience?** |  |

|  |  |
| --- | --- |
| **Reference/ Summary of achievements** |  |

# <<<INSERT COMPANY NAME>>> Work Experience Confidentiality and social media Agreement

### **Work Experience - Compliance Procedure**

### **Confidential Information and Social Media**

## IMPORTANT - PLEASE READ CAREFULLY

As a charity it is necessary that we protect both our members and ourselves from unauthorised disclosure of confidential information.

Therefore it is important to <<<Insert company name>>> that you comply with the following conditions:

1. You ensure confidential information or intelligence about <<<Insert company name>>> is handled with care and kept strictly confidential, both during your placement and when it is finished.
2. After your work experience placement is over you must not make use of contacts you made while on with <<<Insert company name>>> for personal gain.
3. You must not share on social media any information, comments, content or images that are: defamatory, pornographic, proprietary, harassing, libellous, or that can create a hostile work environment.

Any failure to comply with the conditions above is likely to result in your immediate removal from the Work Inspiration programme.

If you have any doubt as to the status of information, or what you should and should not share over social media, you should discuss it with your Supervisor/Buddy or a senior member of staff who will advise you.

### **Declaration:**

I have read the agreement above and understand that I have a duty to handle confidential information carefully whilst I am on my work experience placement with <<<INSERT COMPANY NAME>>>. I understand that any failure to handle confidential information or intelligence with due care and/ or any improper use or disclosure of confidential information or intelligence, is likely to result in my immediate removal from the Work Inspiration programme.

**Student Name (CAPITALS): ……………………………………………………………**

**Signed: ..…………………………………………………………… Date: ..………**

Please immediately pass original to HR

**Child Protection and Safeguarding guidance**

**Safeguarding**

Safeguarding is a term which is broader than ‘child protection’ and relates to the action <<<INSERT COMPANY NAME>>> takes to promote the welfare of children and protect them from harm. Safeguarding is everyone’s responsibility. It’s worth remembering that we are required by law to protect students from harm and are responsible for their safety while they are on the placement with us.

**DBS Checks**

‘DBS’ checks (formerly ‘CRB’) are not usually required for supervisors, buddies or host teams, however you must make sure that people working with the student have read and understood this document.

More information on DBS checks can be found at: <https://www.gov.uk/disclosure-barring-service-check/overview>

**Child protection**

'Child protection is a part of safeguarding and promoting welfare. It refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm’ (Dept. for Education)

Child protection is there for your protection as much as the young persons. Each school has different policies and procedures for child protection, so before the student arrives on their placement, establish who is responsible for child protection at the school. Take time to understand their requirements and work with them to define a simple child protection protocol, so you are both clear what will happen in the event of any issues arising.

**Child protection guidance**

The common sense guidance below will help you confidently manage the student’s safety while on Work Inspiration at <<<INSERT COMPANY NAME>>>.

**Preparation**

Read the schools child protection policy and procedures to inform your planning of the placement.

Ensure you have the details for the designated teacher/officer at the school responsible for handling child protection issues.

Define a simple child protection protocol with the school, so you are both clear what will happen in the event of any issues arising.

**Travel**

Advise the school prior to the placement if it is likely that there will be travel involved.

If the student has to travel alone (to a morning event for example) make sure they are clear on the destination, arrival time and have named contact at the venue. It is a good idea for them to have a work mobile number to call.

If you have to travel by car take two students or another adult, alternatively use public transport or a taxi.

**Environment**

Where possible do not be left alone with a student or group of students. When conducting a one-to-one session use a room which has windows, or a glass panelled door. Always leave the door open and sit at a respectable distance from the student.

**Touch**

Never touch a student in any way.

Even if a student is upset or distressed, do not provide any physical contact for comfort. Instead ask them if they would like to sit down, have a glass of water and provide tissues if necessary. The school should be informed at this point.

**Conduct**

Though students will often feel nervous when starting a placement, avoid being over familiar, do not use terms like ‘love’ or ‘darling’.

Do not enter into conversation or banter that could be misinterpreted by a student or anybody else.

Do not give out your personal number or social media contacts to a young person.

Do not arrange to meet the students outside of the placement.

**Disclosure advise**

Occasionally a student may disclose confidential information that gives rise to concern for their emotional or physical safety or the direction of the relationship. The golden rule in these situations is that you must not take matters into your own hands. You must notify HR and the programme co-ordinator who will pass on information or concerns to the schools designated child protection officer.

If the student makes a disclosure, please follow these steps.

Listen to them, take what they say seriously and offer reassurance without making promises.

Never stop a young person who is freely recalling significant events.

Do not question or interrogate the young person directly to gain more information. If the disclosure is correct, any questioning could change the outcome of any action.

Do not overreact.

Do not promise you will ‘sort it out’

Do not promise the young person that you can keep secrets.

Explain what you have to do next and whom you have to tell and why.

Record the discussion accurately, as soon as possible after the event, even if it is information you do not fully understand or like writing down.

Share your concern with both the placement co-ordinator and with HR.

Once you have followed the above, you are relieved of ANY responsibility.

If you have any further concerns regarding safeguarding, please <<<INSERT PROGRAMME CO-ORDINATOR NAME>>> who will be able to support you.

**Template welcome letter**

Dear <<<Insert student’s name>>>

Welcome to <<<Insert company name>>>

The all team are looking forward to welcoming you to our <<<Insert company site name>>> for your <<<Insert duration: three-day/five-day/ten day>>> ‘Work Inspiration’ placement.

We know that you be a little nervous about joining a new team but we are here to help support you and show you how everything works.

We are very proud of what we do here at <<<Insert company name>>> and we are keen to show you what a fun and exciting career working in <<<Insert industry>>> can be.

Please find enclosed two documents which will help you hit the ground running on your first day:

1. A short induction briefing
2. Placement outline, which will give you some idea of tasks that you can complete in your time with us.

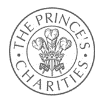
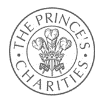
We hope that you will enjoy your work experience with us and we look forward to you showing us what you are capable of. If you have any questions at all do get in touch.

We look forward to seeing you soon.

Yours sincerely,

<<<Insert your name>>>

<<<Insert company name>>>



**<<<INSERT COMPANY NAME>>>.**

**Work Inspiration**

**Certificate of Inspiration**

This certificate is awarded to:

**<<<Insert colleague’s name>>>**

……………………………………………

For really inspiring me during my <<<INSERT COMPANY NAME>>>. Work Inspiration programme

This award was nominated by:

**<<<Insert student’s name>>>**

.….………………………………. …………………

Student’s signature Dates

<<<Insert Chief Executive’s name>>>

<<<INSERT COMPANY NAME>>>.

**<<<INSERT COMPANY NAME>>>.**

**Work Inspiration**

**Certificate of completion**

This certificate acknowledges the contribution and performance of:

……………………………………………

For successfully completing the <<<INSERT COMPANY NAME>>>. Work Inspiration programme

..………………………………. ..……..…….

Supervisor/Buddy signature Dates

<<<Insert Chief Executive’s name>>>

<<<INSERT COMPANY NAME>>>.

***“It’s a privilege to have the opportunity to work with young people and make a difference to their career aspirations.”***

Accountant, Capgemini

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