



# TALK FOR WORK

Developing communication  
skills for the workplace



helps children  
communicate

## Staff Views

# Talk for Work Profile

## Staff Views



Name:	Date of completion of the Profile:
Gender:	Date of birth:
What language(s) does the student speak at home?	Age (Years/Months):
Name of person completing the Profile:	Role of person completing the Profile:

### Introduction

The *Talk for Work* Profile is to be used with students in secondary schools. It gives a picture of strengths and difficulties in the communication skills needed for work.

#### The Profile has two parts:

.....  
Student Questions, which you complete with the student.  
.....

Staff Views, based on your and your colleagues' knowledge of the student.  
.....

The scores from both parts contribute to an overall score. See the Profile Guidance for information about how to interpret the scores.

### Staff Views

**Complete these questions WITHOUT the student present.**

Use your and your colleagues' knowledge of the student in a range of situations to answer these questions. Ask other members of staff to help form an accurate picture of how the student performs.

## Understanding

Complete these questions **WITHOUT** the student present, using your and your colleagues' knowledge of the student.

### 1. Listens carefully

*In a small group, can listen when someone's talking, without losing track or getting distracted.*

Score 1: Very weak	Score 2: Weak	Score 3: OK	Score 4: Good	Score 5: Very good
Always finds it hard to listen, even when it's quiet. Switches off and/or messes around.	Can listen in bursts but finds lots of talking around them hard, and needs a quiet place to listen – easily switches off.	Sometimes can listen when it's short bits of information, with some background noise, but can get distracted.	Can listen for long periods of time but is distracted by lots of background noise. Good strategies for focusing, e.g. looking at the speaker.	Listens well anywhere. Can switch between listening and talking. Good active listening: looks at the speaker, nods, stays focused.

### 2. Checks when not sure or confused

*Can check, ask a question or ask for help when they don't understand or are confused by something.*

Score 1: Very weak	Score 2: Weak	Score 3: OK	Score 4: Good	Score 5: Very good
Never asks for help, just carries on. Tries to work it out for themselves, even if what they THINK is right is often wrong.	Doesn't ask for help or clarification. If someone checks their understanding they may stop, but not ask for help/ repetition.	Sometimes checks or asks for help. Generally aware when they don't understand, but don't automatically ask for help unless prompted.	Usually checks when they aren't sure what to do. May look nervous, confused or worried and need prompting. Needs to be sure before continuing.	Always checks if needs to. They want to be clear and do the right thing, and don't need to wait to be prompted to ask.

## Understanding

### 3. Remembers instructions

*When given instructions, can listen, take in all the information and remember what to do.*

Score 1: Very weak	Score 2: Weak	Score 3: OK	Score 4: Good	Score 5: Very good
Finds remembering things really hard. Always has to ask again/be reminded. At times they'll still do the wrong thing.	Remembers some of what they've been told, but usually needs some repetition of even the simplest things.	OK at remembering short, simple instructions, and knowing what to do. But if instructions are longer or more complicated, they only remember part.	Nearly always remembers what to do. If instructions are long, complicated or with new information, they will check. They realise it's hard to remember everything.	Always remembers what they've been told to do. If there's a lot to listen to, knows to make notes or look it up. Uses such strategies effectively.

### 4. Knows the words used in the workplace

*Understands the complicated or unusual words they may hear in the workplace.*

This could be words/terms such as 'colleague', 'human resources', 'wage' or 'salary'.

Score 1: Very weak	Score 2: Weak	Score 3: OK	Score 4: Good	Score 5: Very good
Knows no words from the workplace. Gets confused with new or unusual words. Limited vocabulary.	Knows commonly used words such as 'office', 'reception', 'meeting'. Won't always ask when hears an unfamiliar word.	Knows some of the words from the workplace. Has to ask on several occasions what a new or unfamiliar word means.	Knows quite a few words from the workplace. Needs to hear a new word a couple of times before they learn them fully.	Confident with most words from the workplace. Picks up new words really quickly and remembers what they mean, even after only hearing them once.

**Understanding total score**

Transfer to the Score Summary

## Talking

### 5. Changes style of talking

*Can change their style of talking depending on their audience.*

Score 1: Very weak	Score 2: Weak	Score 3: OK	Score 4: Good	Score 5: Very good
Always talks in the same way no matter who they're talking to or wherever they are. Doesn't listen to advice to change.	Understands the importance of using an appropriate talking style, but doesn't change for different people or situations.	Knows about changing style for different people and situations and tries to do it. But doesn't remember or chooses the wrong style, e.g. being too informal or jokey.	Mostly able to change talking style to suit different people or situations. Sometimes gets it wrong, but realises and tries to change, or apologises.	Easily adapts talking style to suit. Reads people and situations well and judges the appropriate style to use.

### 6. Explains things clearly

*Explains an activity or routine in an organised, easy-to-understand way.*

Score 1: Very weak	Score 2: Weak	Score 3: OK	Score 4: Good	Score 5: Very good
Explanations are almost impossible. They just can't get the words out and need to demonstrate or show people what they mean.	Explanations are very muddled. Has a go but it's very difficult to follow the thread.	Simple explanations are fine. As they get longer or more complicated, it starts off OK but then gets a bit muddled.	Explanations are generally clear, in a logical order. Struggles only when ideas get a lot more complicated or involved.	Explanations are clear and well structured. Even complex ideas or actions are explained clearly. Use of extra details maintains interest.

## Talking

### 7. Speaks clearly

*Has clear speech so they're easy to follow.*

This is about how clearly the student speaks and whether you can understand them, i.e. how they use volume and intonation, how smooth their talking is, how quickly they speak and how clearly they say individual words.

Score 1: Very weak	Score 2: Weak	Score 3: OK	Score 4: Good	Score 5: Very good
Very difficult to understand. People always have to ask them to say things again.	Unfamiliar people really struggle to follow what they're saying, but people they know understand some of what they say. No attempt made to make things clear.	People they know understand most of what they say, but unfamiliar people struggle to follow their speech – e.g. lots of hesitations, too quiet or too quick – but they try harder to speak clearly.	Most people understand most of what they say. If there's a problem, they say things in different ways to get their message across.	They have good, clear speech – it's not a problem for people to understand them – and it's often said in an interesting way.

### 8. Confident talking to people that they don't know, or in new situations

*Can interact with new people or in situations that are unfamiliar to them.*

Score 1: Very weak	Score 2: Weak	Score 3: OK	Score 4: Good	Score 5: Very good
Usually says very little when with people they don't know or in a new situation. Appears nervous and shy. Won't have a go.	Prefers to stay quiet when with people they don't know or in new situations. With encouragement will reluctantly try and join in.	Enjoys talking in a known environment. With new people or situations may keep quiet as unsure how to talk to them, but will try unprompted.	Quite confident talking to new people they don't know or in new situations, but it's clear that they have to be quite courageous to do so.	Confident talking to all sorts of people they don't know in known or new situations, e.g. Head teacher, visitors, cleaners. It's not a problem at all.

**Talking total score**  
Transfer to the Score Summary

## Interacting with others

### 9. Works well in a team

*Can get on with people in a task or playing a game.*

Score 1: Very weak	Score 2: Weak	Score 3: OK	Score 4: Good	Score 5: Very good
Doesn't like joining in and can't work in a team. Falls out with people and it always seems to end in trouble.	Prefers to work on their own but can work in a team if there's someone there to help support them – an adult or skilled peer.	Is OK in a team but quite likes being by themselves. Sometimes forgets to listen to others or think about others' ideas. Needs a reminder.	Works well in a team, but tends to take on the same role. Listens to others and takes things on board, but doesn't usually contribute a great deal.	Great team player. Takes on different roles successfully, listening well to others' opinions and comments, and contributing lots of ideas.

### 10. Friendly and approachable

*People find it easy to be with them or talk to them.*

Score 1: Very weak	Score 2: Weak	Score 3: OK	Score 4: Good	Score 5: Very good
Finds it hard to be friendly or chat to people; seems not interested, even with people they know. Not relaxed and approachable.	Wants to be friendly and chatty but it doesn't always work out. Can be awkward even with people they know – better with someone prompting.	Quite friendly and chatty – especially with people they know. With unfamiliar people is quite quiet until they get to know them.	Is friendly and generally happy to talk to people, even those they don't know. Prefers to rely on someone else to make the first move, though.	Very friendly and approachable – smiles, makes eye contact, gets on with and talks to anyone. Will make the first move and introduce themselves.

## Interacting with others

### 11. Uses good/appropriate non-verbal skills

*Non-verbal skills are important aspects of communicating, and include eye contact, knowing how close to stand next to someone and knowing when to interrupt.*

Score 1: Very weak	Score 2: Weak	Score 3: OK	Score 4: Good	Score 5: Very good
Looks awkward when trying to chat, e.g. stands too close, stares or doesn't use facial expressions. Often gets a dismissive or negative reaction.	Relaxed communication with people they know very well, giving an occasional smile and making eye contact. Mostly doesn't use such skills with others.	Relaxed and communicates appropriately with people they know. With unfamiliar people, it's harder. They might get things wrong and it appears a bit awkward.	Some good non-verbal skills; uses them well with most people in most situations. Occasionally misjudges a situation, e.g. with a complete stranger.	A good communicator with everyone, using a range of non-verbal skills, e.g. facial expression, gestures, eye contact and recognising people's personal space.

### 12. Looks interested when other people are talking

*This is about the feedback they give to people – how they sound or if they look interested in what people are saying.*

Score 1: Very weak	Score 2: Weak	Score 3: OK	Score 4: Good	Score 5: Very good
Gives very little feedback when people are talking to them – even with friends. Looks bored or uninterested. People might ask if there's a problem.	With friends or people they know they show interest, but not at all with unfamiliar people or strangers. They give minimal feedback.	Usually smiles and nods when friends or familiar people are talking to show interest. With other people appears shy. Uses these skills inconsistently.	With most people most of the time, shows interest when talking by looking, smiling and nodding. Gives less feedback to strangers or in new situations.	Always listens carefully by looking, nodding, asking questions or commenting on what's been said. All sorts of people like talking to them.

### Interacting with others total score

Transfer to the Score Summary

Now transfer the scores for the Staff Views to the Score Summary.