



Gildredge House

Work Experience Log

Get ready for the future you want!



Placement details

The person in charge of work experience at your school will give you information to help you complete this page.

Organisation name:

Placement address:

Contact person/who to report to:

Telephone number of contact:

Dates of work experience:

Type of work:



Welcome

This might be the first time you've been in a place of work. Enjoy it. It's your chance to learn lots of new skills and become more confident and will be your first step on the career ladder.

If you, or your employer have any queries, please use the contact details below:

Head of Year 10 Chris Dyer c.dyer@gildredgehouse.org.uk

Sara Bray, Careers Adviser: s.bray@gildredgehouse.org.uk

If you are concerned about your welfare or your safety at work, please telephone the School, immediately on 01323 400650 and follow the options for Safeguarding.

You can also email dsl@gildredgehouse.org.uk

For some of you, you may be slightly apprehensive, but please don't worry. Employers have agreed to take you because they want you to get the most out of your experience. They want to support you!

You will get more out of your work experience if you really get involved, so don't be afraid to ask questions if you are not sure about anything. But most of all, have fun!



Your logbook

This logbook is full of useful information and advice to help you prepare well for work experience. It will also help you to focus on the skills you already have and how to develop them further during your placement.

There is a diary with spaces for you to make notes about what you have done each day and to record the skills you have developed. There is also a section for you to review the whole week

and reflect on the experiences that you have had.

Filling in the logbook is your responsibility but don't forget to ask your supervisor to complete the Employer's review before you leave. Look after it and keep it safe, as it will provide evidence of what you have achieved, which could help you when you make your next step in learning or work. You can also use the information you record here to help build your CV. This is your logbook, so please keep it for future reference, even when you leave school you will need to add to it.

Good luck



Before you start

In some cases, you will be expected to attend an interview a few days before you start. Even if this is not the case, you will find it very helpful if you phone or meet with your placement supervisor beforehand.



Pre-placement phone call

Phoning an employer is different to phoning a friend, so work out what you want to say before you ring. Make the call in plenty of time before your placement, ideally two weeks before you are due to start. Make sure you have plenty of credit if you are phoning from a mobile, have a pen, your placement details, some paper to write notes on and this logbook with you. Then find a quiet place to make the call.

Introduce yourself and say you are ringing to confirm arrangements for your placement or to arrange an interview.

Either during the phone call or in your interview, if you have one, you will need to find out answers to the following questions.



Questions to ask

Where should you go on your first day e.g. reception or particular entrance?

What time should you arrive, What time will you finish work?

Who should you ask for when you get there?

What are you expected to wear?

Do you need any special equipment?

What sort of things will you be doing?

Will you be able to go out to buy lunch or do you need to bring a packed lunch?

Do they expect you to have any particular skills?

Don't forget to tell them if you have any health problems which may affect your work experience e.g. if you have any allergies or asthma

Following the call you can fill in the answers to the above questions on page and make notes on page the last page of this logbook.



Pre-placement interview

If you are asked to attend a face to face interview, write down where you have to go and the date and time. Check what you are expected to bring which may include a CV, your placement details and this logbook.

- Dress smartly and appropriately
- When you arrive. say who you are and who you are there to meet
- Turn off your mobile phone or put it onto silent and out of sight
- Be polite. Say 'please' and 'thank you' where appropriate, and smile
- Shake hands with the person you are meeting
- Give full answers to any questions, not just 'yes' or 'no'
- Don't be afraid to ask questions yourself
- Write down any information you are given rather than Just relying on memory
- Tell them about any time you need to have off during your placement, for example for an urgent appointment (but try to avoid this if possible).





Interview checklist

You only get one chance to make a first impression, so go through the checklist to ensure that you make a good one!

Plan what you need to ask before you leave and prepare some answers to questions

They might ask you:

'What do you want to do when you leave school?' or 'Why did you choose this work experience placement?'

Work out your travel arrangements carefully, leaving a bit of extra time in case there are delays. Arrive a few minutes early so you will not be flustered



Information about my placement

Who will I report to?	
Telephone/mobile number of my contact?	
What sort of work will I be doing?	
What will I need to wear?	
Special equipment I will need (if any)?	
How will I get there?	
How long will the journey take?	
How will get there?	
How much will it cost?	
What time will I need to get up?	
How much money will I need to take each day, Including travel and lunch?	
Health problems which might affect my placement:	



8 Employability Skills (SkillsBuilder)

Identifying the 8 essential employability skills, will help you to start your journey through work and remember that we all have to start somewhere.

The 8 skills identified that follow in this booklet are from a Framework has been put together by an international company called Skills Builder. Skills Builder have thought a great deal about skills needed by everybody in the workplace. Would you like to develop your employability skills and get ahead of everyone else? If so, visit and start building your skills today - it's completely free:

<https://benchmark.skillsbuilder.org/auth/check>

The 8 skills are the skills that help you to perform well in the working world. They are the sort of things that employers look for when they are recruiting. You may have already done some work on this in class, but here is a reminder. These are the skills that employers would most like their employees to have:



Skills Builder
PARTNERSHIP



Listening

The receiving, retaining and processing of information or ideas

This skill is all about being able to effectively receive information - whether it comes from customers, colleagues or stakeholders. Initially, the skill steps concentrate on being able to listen effectively to others - including remembering short instructions, understanding why others are communicating and recording important information.

Individuals then focus on how they demonstrate that they are listening effectively, thinking about body language, open questioning and summarising and rephrasing.

Beyond that, the focus is on being aware of how they might be being influenced by a speaker, through tone and language. The final steps are about critical listening - comparing perspectives, identifying biases, evaluating ideas and being objective. **See if you can find three key points below:**

1. Listening to instructions
2.
3.



Speaking

The oral transmission of information or ideas

This skill is all about how to communicate effectively with others, being mindful of whether they are talking to customers, colleagues or other stakeholders and in different settings.

Initially, this skill focuses on being able to speak clearly - first with well known individuals and small groups and then with those who are not known.

The next stage is about being an effective speaker by making points logically, by thinking about what listeners already know and using appropriate language, tone and gesture.

Beyond that, individuals focus on speaking engagingly through use of facts and examples, visual aids, and their expression and gesture.

Beyond that stage, speakers will be adaptive to the response of their listeners and ready for different scenarios. The final steps focus on speaking influentially - using structure, examples, facts and vision to persuade listeners.

1. Communicating with colleagues at work
2.
3.



Problem Solving

The ability to find a solution to a situation or challenge

This skill focuses

on how to solve problems, recognising that while part of Problem Solving is technical know-how and experience, there are also transferable tools that individuals can develop and use.

The first steps focus on being able to follow instructions to complete tasks, seeking help and extra information if needed. The next stage focuses on being able to explore problems by creating and assessing different potential solutions. This includes more complex problems, without a simple technical solution.

Beyond this, the focus is on exploring complex solutions - thinking about causes and effects, generating options, and evaluating those options. This extends into analysis using logical reasoning and hypotheses.

Finally, individuals implement strategic plans to solve complex problems, assess their success, and draw out learning for the future.

1. Asking for help
2.
3.



Creativity

The use of imagination and the generation of new ideas

Creativity is the complement to Problem Solving, and is about generating innovations or ideas which can then be honed through the problem-solving process.

The first few steps focus on the individual's confidence in imagining different situations and sharing their ideas.

The focus is then on generating ideas - using a clear brief, making improvements to something that already exists and combining concepts.

Individuals then apply creativity in the context of their work and their wider life. They can build off this to develop ideas using tools like mind mapping, questioning, and considering different perspectives.

The most advanced steps focus on building effective innovation in group settings and by seeking out varied experiences and stimuli. Finally, individuals support others to innovate, by sharing tools, identifying the right tools for the situation and through coaching.

1. Share your ideas
2.
3.



Staying Positive

The ability to use tactics and strategies to overcome setbacks and achieve goals

This skill is all about individuals being equipped to manage their emotions effectively and being able to remain motivated, and ultimately to motivate others, even when facing setbacks.

The early steps focus on identifying emotions - particularly feeling positive or negative. Building off that is the ability to keep trying - and then staying calm, thinking about what went wrong, and trying to cheer up and encourage others.

The focus then turns to identifying new opportunities in difficult situations, sharing those, and adapting or creating plans accordingly. At more advanced steps, individuals identify and manage risks and gains in opportunities.

Finally, individuals support others to stay positive by managing their own response, helping others to see opportunities and creating plans to achieve them.

1. Remain positive
2.
3.



Aiming High

The ability to set clear, tangible goals and devise a robust route to achieving them

This skill is about being able to plan effectively - both to achieve organisational goals, and also to set their own personal development targets. Initially, this is about knowing when something is too difficult, and having a sense of what doing well looks like for an individual.

The focus is then about working with care and attention, taking pride in success and having a positive approach to new challenges. Building on this, individuals set goals for themselves, informed by an understanding of what is needed, and then be able to order and prioritise tasks, secure resources and involve others effectively.

At the higher steps, the focus is creating plans informed by an individual's skill set, with clear targets, and building on external views. At the most advanced level, individuals develop long-term strategies. These are informed by an assessment of internal and external factors, structured through regular milestones and feedback loops.

1. Check your work

2.

3.



Leadership

Supporting, encouraging and developing others to achieve a shared goal

This skill is relevant not only for individuals in positions of management with formal power, but also for individuals working with peers in teams.

At the earliest stages, the focus is on basic empathy - understanding their own feelings, being able to share them, and recognising the feelings of others. The focus is on managing - dividing up tasks, managing time and sharing resources, managing group discussions and dealing with disagreements.

Beyond that, individuals build their awareness of their own strengths and weaknesses, and those of their teams. This allows them to allocate tasks effectively. They then build techniques to mentor, coach and motivate others. At the highest steps, individuals will be able to reflect on their own leadership style and understand its effect on others.

Ultimately, they should be able to build on their strengths and mitigate their weaknesses, and adapt their leadership style to the situation.

1. Understand others
2.
3.



Teamwork

Working cooperatively with others towards achieving a shared goal

This skill applies to working within both formal and informal teams, and also with customers, clients or other stakeholders. Initially, this is about individuals fulfilling expectations around being positive, behaving appropriately, being timely and reliable and taking responsibility. This extends to understanding and respecting diversity of others' cultures, beliefs and backgrounds.

The next steps focus on making a contribution to a team through group decision making recognising the value of others' ideas and encourage others to contribute too. Beyond that, individuals improve their teams through managing conflict and building relationships beyond the immediate team. At the top steps, individuals focus on how they influence their team through suggesting improvements and learning lessons from setbacks.

Ultimately, individuals support the team by evaluating others strengths and weaknesses and bringing in external expertise and relationships.

1. Be able to work with others

2.

3.

Health and Safety

All workplaces have some hazards. A hazard is something that can cause harm, illness or damage to health or property. The employer has a responsibility to control hazards so that you and other employees are safe but you also have responsibilities which are to:

- Act responsibly and not do anything to endanger others
- Be tidy in your work
- Follow the health and safety rules and signs
- Report anything you feel is dangerous such as spillages



You will have a health and safety briefing at the beginning of your first day during which you will be told about what to do if you have an accident, who the first aider is, what to do if there is a fire and if you need to use any protective clothing or equipment. Even if all of the rules are carefully followed, accidents sometimes happen at work. If you have an accident you should tell your supervisor. You should also record it below and let your teacher know about it when you return to school.

Accident Record

When an accident happens at work, your employer asks for an accident report and there will always be some questions to answer and these are recorded in an accident record book. They ask for a record because there may be a reason for the accident, such as a health and safety hazard, faulty equipment or because the employer needs to ensure that you are ok.

Accident Record

Please use this record if you have an accident at work:

Date and time of accident:

Where it happened, including room or place:

If you were injured, say what the injury was and the action taken by the company:

Student signature

Date:

Supervisor signature

Date:



Health and Safety Signs

You will see signs in the workplace that will help to keep everyone safe. They may not look exactly the same in all workplaces, but they follow the same general rules of shapes and colours which mean they don't need to use a lot of words.

Prohibition signs are red on white background and mean stop/must not.



Warning signs warn of dangers and have a black triangle with a yellow background and a symbol representing the hazard.

Mandatory signs mean you must obey or do something and have a blue background with a white symbol.



Safe condition signs have a green background and show the right way or give directions to things such as fire extinguishers or exits.



Health and Safety Induction Day 1

You and your employer must complete this on your first day.

What you need to know	Student (Please tick)	Employer (Please tick)
1. Name and role of your supervisor explained		
2. Tour of the work area including toilets, hand washing, eating and drinking areas		
3. Shown the health and safety poster at work		
4. Aware of action to take if fire alarm sounds		
5. Aware of who looks after first aid at work		
6. Shown manual handling techniques, if applicable		
7. Use Personal Protective Equipment explained, if applicable		
8. Aware of Specific Significant Risk and their Control Measures as outlined in the staff risk assessment		
9. All your medical information and specific needs have been shared with the employer		
10. If any issues or concerns arise, please contact our Safeguarding team s.bray@gildredgehouse.org.uk Tel: 01323 400650 Ext. 2037		



Diary Day 1 – Action Plan

The following pages give you the opportunity to fill out a 'daily diary' for each day of your placement. Completing this diary will help you to reflect on what you've learned during your placement and record information that could help you improve your skills and build your CV.

Tasks I completed today:

- 1.
- 2.
- 3.

Skills I used (from the list of Employability Skills) and how I demonstrated them

- 1.
- 2.
- 3.

Brief description of what my employer does

What I did well and am proud of today

On reflection, I would have done this differently



Diary Day 2 – Action Plan

The following pages give you the opportunity to fill out a 'daily diary' for each day of your placement. Completing this diary will help you to reflect on what you've learned during your placement and record information that could help you improve your skills and build your CV.

Tasks I completed today:

- 1.
- 2.
- 3.

Skills I used (from the list of Employability Skills) and how I demonstrated them

- 1.
- 2.
- 3.

Describe your thoughts from today

What I did well and am proud of today

On reflection, I would have done this differently



Diary Day 3 – Action Plan

The following pages give you the opportunity to fill out a 'daily diary' for each day of your placement. Completing this diary will help you to reflect on what you've learned during your placement and record information that could help you improve your skills and build your CV.

Tasks I completed today:

- 1.
- 2.
- 3.

Skills I used (from the list of Employability Skills) and how I demonstrated them

- 1.
- 2.
- 3.

Describe your thoughts from today

What I did well and am proud of today

On reflection, I would have done this differently



Diary Day 4 – Action Plan

The following pages give you the opportunity to fill out a 'daily diary' for eachday of your placement. Completing this diary will help you to reflect on what you've learned during your placement and record information that could help you improve your skills and build your CV.

Tasks I completed today:

- 1.
- 2.
- 3.

Skills I used (from the list of Employability Skills) and how I demonstrated them

- 1.
- 2.
- 3.

Describe your thoughts from today

What I did well and am proud of today

On reflection, I would have done this differently



Diary Day 5 – Action Plan

The following pages give you the opportunity to fill out a 'daily diary' for each day of your placement. Completing this diary will help you to reflect on what you've learned during your placement and record information that could help you improve your skills and build your CV.

Tasks I completed today:

- 1.
- 2.
- 3.

Skills I used (from the list of Employability Skills) and how I demonstrated them

- 1.
- 2.
- 3.

Describe your thoughts from today

What I did well and am proud of today

On reflection, I would have done this differently

My work experience review

Summary of the main tasks I carried out during *my* placement:

These were the high points of my placement:

These were the low points:

I am strong in these skills:

I need to work on the following skills:

If I had my time again I would do these things differently:

Skills self-assessment

How well do you think you did on work experience? Tick the box, and remember to answer as honestly as you can.

How do you rate your skills	Very good	Good	Would like to improve
Listening			
Speaking			
Problem Solving			
Creativity			
Staying Positive			
Aiming High			
Leadership			
Teamwork			

Before your placement, what thoughts did you have about your future career?

Has your placement helped you to firm up your career plans? If so, in what way? What job roles would you like to explore? What sectors would you like to work in?

Skills learned

How well do you think you did on work experience? Tick the box and remember to answer as honestly as you can.

Communication

How do you rate your skills	Very good	Good	Would like to improve	Didn't do
Talking to colleagues				
Talking to managers				
Completing forms or record sheets				
Letter / email writing				
Report writing				
Using and understanding images, photos, diagrams, drawings and models etc)				
Extracting info from written material				
Taking notes, writing messages				

Information

How do you rate your skills	Very good	Good	Would like to improve	Didn't do
Used a Word etc				
Used graphics package to make pictures etc				
Used a spreadsheet				
Composed an email				

Skills learned – cont. /

Application of numbers

How do you rate your skills	Very good	Good	Would like to improve	Didn't do
Carry out a survey				
Used measuring instruments, eg scales, rulers etc				
Performed calculations				
Used a calculator				
Used information involving numbers or numerical facts				
Used a graph				

Working with others

How do you rate your skills	Very good	Good	Would like to improve	Didn't do
Awareness of strengths and weaknesses				
Agreeing targets with supervisors				
Completing tasks with targets				
Asking for help and getting help when needed				

Skills learned – cont. /

Problem Solving

How do you rate your skills	Very good	Good	Would like to improve	Didn't do
Understanding the nature of problems and what to do to solve them				
Solving problems and coping with the job you are doing				

Improving Your Own Learning

How do you rate your skills	Very good	Good	Would like to improve	Didn't do
Planning and agreeing joint activities with others				
Identifying what you have to do when working in a team/group				
Organising yourself to complete a task eg; what you need to get a job completed				
Following given working methods eg; following job instructions				

Your Enterprise Skills

Enterprise skills are to do with the skills, qualities and attitudes needed to succeed in business.

Enterprise Skills

How do you rate your skills	Very good	Good	Would like to improve	Didn't do
I can take the lead in a group				
I can work better on my own than in a team				
I can make decisions easily				
I am good at putting my ideas across				
I come up with new ideas easily				
I can deal well unexpected situations				

Enterprise Qualities

How do you rate your skills	Very good	Good	Would like to improve	Didn't do
I am good at timekeeping and attendance				
I am well organized at work				
I can follow instruction carefully				
I work well in the team				
I get on well with workers and the public				
I know when to ask for help				
I can work safely and follow health and safety instructions				

Your Enterprise Skills cont /

Enterprise skills are to do with the skills, qualities and attitudes needed to succeed in business.

Enterprise Attitudes

How do you rate your skills	Very good	Good	Would like to improve	Didn't do
I can use my own initiative to make decisions				
I can be positive and enthusiastic about the things I have to do				
I am hard working				
I am trustworthy				
I am willing to listen to others peoples points of view and I accept them				
I can take pride in my work and doing a good job				
I am willing to try new ways of doing things				
I am positive about taking criticism and realise that it is important to learn at work too				




Reflections

Comment on your strongest skills

- 1.
- 2.
- 3.
- 4.
- 5.

Comment on the skills you would like to improve and try and explain how you can do this (talk to your employer, careers adviser or your tutor)

- 1.
 - 2.
 - 3.
 - 4.
 - 5.
- 

Reflections cont. /

What have you learned since your first day. Comment on the following:

What you have learned about people, think about work, what you've learnt about your skills talents and interests and about the improvements you could make for the next time you go to work.

Employer assessment

Your co-operation in completing this assessment is much appreciated. The information you provide will be important in helping students assess how they did on work experience. Please could you complete this before the end of the placement and give it back to the student.

Student Name	
Your Company Name	
Date of work experience week	

Please rate the student on the following statements.

1=needs improvement, 2= satisfactory, 3= good, 4= very good, 5= excellent

Statement	Comments
Timekeeping	
Attendance	
Enthusiasm	
Personal Presentation	
Communication	
Teamwork	
Ability to problem solve	

Please tick the following box that applies

The overall performance of this student whilst with our company was

Excellent	Good	Satisfactory	Disappointing

Employer assessment (continued)

Please expand on your feedback, mentioning any particular strengths and weaknesses to aid the student's employability and career development.

--

Name:	
Job Title:	
Company:	
Signature:	
Date:	

Parent Comment on work experience

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Name of parent	
Signature	
Date	

Tutor comments on work experience

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Name of Tutor	
Signature	
Date	

Notes

To follow up on your employability skills, please visit the Skills Builder website and click to build your skills. Look at the reflections questions and write your notes below:

[Skills Builder - Develop Your Skills here](#)



Remember to...

1. Write a letter of thanks to your employer, even if you think that you don't need to, they will never forget it and you never know, you could be asking for a part time job at some point.

2. Research companies in the careers library and investigate further career ideas

3. Update your PCP (Personal Careers Plan)

4. Update your CV at the end of your logbook

Try and make it one page if you can. Less is more!

5. Include the details of your work experience on your Careers East Sussex Profile and if you would like it checked, send it to Mrs Bray s.bray@gildredgehouse.org.uk or send it to your Tutor

First Name and Last Name

Address Telephone: xxxxxxxxxxxx

Email: xxxxxxxxxxxxxx (never use numbers which reveal your d.o.b or age - keep your email address sensible)

Education and Qualifications

**Gildredge House School, Compton Place Road, Eastbourne, BN20 8AB,
Telephone 01323 400650**

Year 10 - due to take GCSE examinations summer 2024

Predicted Grades: Try and estimate: list all your GCSE subjects and your predicted grades as accurately as you can - NEVER LIE and over exaggerate!

Maths 4, English 4, etc; etc; list them here across and not below

Work experience/part time job

If you have a part time job, this is where you can list it. If you had any work experience - no matter how short, you can put it here. Think about your Duke of Edinburgh voluntary work - it can go here. Detail your responsibilities and showcase as much of your skills and knowledge as possible. Use professional language and show how your duties impact the business where possible.

If you haven't had a part time job, or you haven't volunteered before then delete this section and move on to the next.

Example: Oxfam Charity Shop Eastbourne

Terminus Road, Eastbourne, BN20 1PQ contact Mary Christmas

April 2019 - to present (or list the date that you job ended)

Main responsibilities:

Accepting donations, customer service, sorting out donations, tidying shelves and using the till.

Explain what you have learnt and gained from your experience

This job gave me confidence to communicate with the public as I developed my customer service skills. I also learnt how to use a till.

Here are some examples of what you can put in this section.

Example: I am a dog walker in my spare time and I do this for extra income:

I have learnt responsibility, maturity and good decision-making skills. I am also able to juggle my time around my homework.

Example: I have started a little part time job by buying and selling clothing online: I am able to demonstrate initiative and entrepreneurial skills

Example: As part of my Duke of Edinburgh Award, I was required to engage in volunteering. I worked every Saturday at a drop-in center for the homeless. I am able to demonstrate initiative, reliability and the ability to juggle time.

Example: To make extra income I do specific jobs around the home for my family and for my neighbours. I have built up a big list and I now charge for my time. Skills similar to above.

Skills Interest and Achievements

Perhaps you have achieved some skills during school. List any interest that could be useful to the roles you are applying for, or could general be seen as impressive, such as competing in contests, (demonstrate resilience if you can - I came third, but this was impressive and it has made me want to win the next competition), fundraising, travelling or playing sports. Also, if you have any impressive extra-curricular activities then it's worth touching upon them here.

Example:

Grade 3 Piano

Frisbee coaching course

I play in my school's first team football, netball, etc.

I have completed BSA swimming up to Level 10

I play for Polegate Cricket Club under 15's

Example: I enjoy helping out my parents and I have a younger brother whom I babysit. This demonstrates responsibility, maturity and good decision-making skills.

Example: I am friendly with my neighbour and as they are elderly, I run errands for them: Reliability, responsibility, trustworthiness.

Example: I have built a computer, which I put together for my own use. I would like to go on, build more computers for friends, and make a little pocket money from this: Skills as above

Personal Statement

It is a good idea to include a brief statement about who you are. You can include some of more personal things about yourself if you would like to eg: I enjoy cycling and fixing my bike. Or, I enjoy dog walking etc.

References

Please give a contact name of an individual who will vouch as your referee. Before giving out contact details, please contact the person who you would like to use and tell them that you would like to give their name and contact details as a referee on your CV.

Not only is this polite, but they will understand when they receive an email from an employer asking questions about you. Use somebody who knows you well and who will be positive about you. A good family friend or even a teacher at school.

Please do not give any email or contact telephone numbers without permission from the referee. If you do you will be breaking data protection laws.

Example:

State how you know this person

Mr Tom Jones: Friend or Football coach, or Piano teacher etc.

Tom.jone@footballclub.co.uk
