

R U Ready Student Profile

Student: _____

Completed by (name/s): _____

Work Skills The range of competencies the young person displays which contribute to successful participation in the workplace

Date: _____

Working with others	Not yet demonstrated	Sometimes	Most of the time	Always	Personal examples
Can work in a team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Is respectful to others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Is courteous and helpful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Accepts feedback or criticism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Can support or supervise others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Will seek assistance if required	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Can self-regulate behaviour in the workplace	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Learning goals:					

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Work habits	Not yet demonstrated	Sometimes	Most of the time	Always	Personal examples
Reliability - can complete tasks independently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Accuracy - can complete tasks without error	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Productivity - can complete tasks in a reasonable timeframe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Flexibility - can adapt to new procedures or new activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Initiative - can identify opportunities to take on new tasks or improve existing practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Organisational skills - can manage own time, work schedule and materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Punctuality – can arrive at a workplace on time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Presentation - grooming and dress is appropriate for the work environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Learning goals:					

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Communication	Not yet demonstrated	Sometimes	Most of the time	Always	Personal examples
Can follow verbal instructions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Can follow visual instructions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Can express ideas and be understood by unfamiliar listeners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Can request help or seek clarification	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Can adjust language to suit different listeners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Can communicate effectively on the phone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Learning goals:					

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Learning	Please circle					Personal examples
Reading	can attend to visual stimuli	can recognise some words and visual symbols	can read short and simple familiar text	can read simple unfamiliar text, including written instructions	can read and comprehend complex or abstract text	
Writing	can use a writing implement to make a mark	can write own name and copy some high frequency words	can write simple phrases	can write short texts including emails, lists and messages	can write a range of extended texts as required	
Numeracy	can experience and respond to numbers	can count in sequence and count on	can place in order, sort and tally simple mathematical queries	can add /subtract whole numbers up to 100 and can calculate change	uses a variety of mathematical and problem solving strategies	
Ability to learn	requires assistance to undertake tasks	can learn and repeat simple two step actions	can learn and repeat multiple step processes accurately	can learn new skills in one context and generalise the skills to other contexts	can problem solve and manage complex information	
Learning goals:						

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Travel	Please circle				Personal examples	
Travel to workplace	Can move around a workplace with support and must be brought to a workplace by car, special bus or taxi	can move around a workplace independently but must be brought to a workplace by car, special bus or taxi	can travel on public transport with an accompanying person	can travel independently in familiar environments but requires practice to learn new routes	can travel independently in familiar and unfamiliar environments	
	Not yet demonstrated	Sometimes	Most of the time	Always		
Can purchase and validate tickets for public transport	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Can cross roads independently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Learning goals:						

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Work Adjustments The actions or supports needed for a young person with a disability to participate in the workplace

Date: _____

		Adjustment/s required	No adjustment
Sample work adjustments	Personal examples	No personalised adjustments required beyond the resources and services readily available in the workplace	
Vision	large print, magnification devices, speech to text software, braille, lighting		<input type="checkbox"/>
Hearing	sign language, lip reading, written instructions, interpreter		<input type="checkbox"/>
Communication	augmentative /alternative communication device, sign language		<input type="checkbox"/>
Mobility	assistance with transfers, rest periods, wheelchair access		<input type="checkbox"/>
Health	on site equipment, restricted work hours, access to medical care /medication		<input type="checkbox"/>
Motor skills	rest periods, switch device, modified equipment		<input type="checkbox"/>
Cognition	extended timeframes, visual instructions, repeated instructions		<input type="checkbox"/>
Behaviour	increased supervision, minimise anxiety through predictable routines and rosters		<input type="checkbox"/>