

Job Description

Job Title	Job Coach
Salary / Grade	A28-A31
Department	Employability
Immediate Line Manager	Head of Employment Services
Date	July 2021

Main purpose and scope of post

- To offer high quality, personalised support to learners, enabling them to access and retain work experience with the long-term view of getting paid employment and /or increased independence.
- To develop and nurture the employability skills of learners.
- To support learners in work experience settings and on the Supported Internship Program
- Ensure effective progression recording, and planning of learner destination and outcomes

Responsibilities and accountabilities – General

- Contribute to the development and maintenance of a positive culture that embeds the College's values, and ensures that students and staff feel valued, safe and supported.
- Presenting a positive, "can do" attitude and taking personal responsibility for own actions.
- Committed to a culture of continuous improvement and ensuring that own contribution to the role and the College is of the highest standard.
- Represent the College positively and effectively in dealings with external parties.
- Take responsibility for own continuing professional development as agreed in the appraisal process.
- Responsible for taking all appropriate measures to safeguard young people and promote their welfare.

Responsibilities and accountabilities – Detailed

Learner engagement

- Develop learners' skills and knowledge of themselves, expectations, needs and areas for development in relation to the world of work.
- Assist learners to aspire to paid employment and advise learners of the financial and social benefits of work related activities.
- Provide impartial advice and create opportunities for learners to meet services and enable them to make informed decisions and choices related to work related activities.

Support for learners

- To lead on collaborative working with the learner's internal and external network of learning and support, including employees, college staff, parents/carers and external agencies where required.
- Analyse, understand and be able to break down work tasks into a sequence of steps and routines
- Give systematic instruction to learners in work experience settings and on Supported Internships.
- When required, use prompting and fading techniques to coach learners to learn new work, and workplace related tasks without developing unnecessary dependence on others.
- Devise suitable strategies and methods to support learner's independence.
- Record relevant information and feedback data through tutorials, observations and discussion on successful, independent achievement of tasks to identify when a learner is not making progress and deliver options for performance improvement.
- Support individuals and employers to overcome any potential behavioural problems at work and identify interventions in and outside work to support individuals in overcoming employment-related and personal issues.
- Refer individuals to additional sources of support within the College when problems and issues are outside own competence or authority
- Where necessary support learners whilst they are on work experience with written, practical tasks and delivery of some aspects of personal care when appropriately trained to do so.
- Where necessary, transport students in own vehicle to and from places that offer opportunities to develop the learners or promote their independence and transition.

Identifying the needs of learners

- Support learners to identify their experiences, skills, needs, talents and employment preferences through vocational profiling and training.
- Support learners in preparing their curriculum vitae in a format that is accessible to them, prepare for interviews/working interviews, applications and job search process.
- Identify specific support strategies or technologies that may be required to facilitate the employment experience for learners.
- Prepare learners emotionally and socially for work and assist them to be socially included at work with advice, social skills strategies and by creating a network of support.

Action planning, target setting and monitoring

- Liaise closely with key staff to ensure that the employability process is planned and effectively linked to ILR targets
- Be responsible for producing a jointly agreed employability action plan in direct partnership with learners and support learners in planning future career progression.
- Complete employment experience monitoring reports, recording learner and employer perspectives.
- Provide feedback to the Employability Skills Developer regarding individual learner progress, barriers or issues that affect progress, and effective support strategies put in place
- Lead and contribute to learner tutorials and formal transition/progress reviews
- Monitor and review progress of employability experiences and targets on an on-going basis,
- Update and maintain Databridge and other learner records as appropriate.
- Attend progress evenings to share development and plans with learners' parents/carers.
- To prepare and lead on annual transition reviews (including preparation) for allocated learners and ensure agreed action plans from these reviews are completed.

Developing employability skills

- Lead employability sessions with learners and support learners to achieve agreed learning objectives within the assessment framework.
 - Encourage the autonomy of the individual in making decisions, and their responsibility in implementing them.
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- Enable learners in supported employment opportunities to be productive and integrated into their workplace.
- Develop a progression plan for employability skills that matches the units of the assessment framework.

Employer engagement and task analysis

- Liaise with employer supervisors to ensure quality and successful placements with appropriate risk assessment and health and safety being considered.
- Share information to employer supervisors which may enhance the quality of the learner's learning experience and help them to reach their potential.
- Develop positive working relationships with employer staff to better support task analysis and development.

Team working

- Communicate effectively with the wider Job Coaching team
- Attend regular internal and external team meetings and feedback on the progress of the learners
- Support the allocation of learners on to work experience and internships through effective liaison with other Job Coaches

Develop own supported employment practice

- Be responsible for developing and maintaining skills and knowledge to competently perform own role through research and training as identified during the appraisal process.
- Challenge own and others' assumptions about the employment choices that learners can make
- Be able to work independently and lead on daily site planning and coordination of Supported Internships and work experience with the guidance of the Employability Skills Developer

College Wide Strategic View

- Work within and support the Colleges' Employability and Enterprise Strategy
 - Comply with College policies and procedures
 - Carry out any other reasonable duties as requested by the line manager
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Job Title	Job Coach	
Selection Criteria A= Application Form I = Interview T = Test/Personality Profile	Essential/ Desirable	Method of Candidate Assessment A, I or T
Experience		
1. Working with and supporting individuals with disabilities and/or SEN	Essential	A, I
2. Working in an educational establishment or supported employment organisation	Desirable	A,I
3. Working with a variety of different employers or sectors	Desirable	A, I
4. Engaging employers and creating working relationships	Desirable	A, I
5. Supporting individuals to obtain employment, job brokering or to develop their employability skills	Desirable	A, I
Educational/ Vocational Qualifications		
1. Level 2 numeracy and literacy (or equivalent)	Essential	A, I
2. Appropriate academic or vocational qualification equivalent to a level 3 with willingness to work towards a level 4 qualification	Essential	A, I
3. Training in supported employment or systematic instruction (TSI)	Desirable	
Skills		
1. An ability to develop positive working relationships with individuals at all levels (internal and external) to promote the College	Essential	A, I
2. Highly developed communication (written and verbal skills), presentation, external liaison and networking skills	Essential	A
3. Good organisational and time management skills	Essential	A, I
4. A systematic approach to work with excellent problem solving skills	Essential	A, I
5. Good IT Skills including Microsoft Office and knowledge of using a MIS database	Essential	A, I
6. Possess a valid driving licence with no more than 3 penalty points issued	Essential	A, I
7. Have access to your own vehicle insured for Business Use	Desirable	A, I
Approach		
1. A positive and proactive attitude	Essential	A, I
2. A strong commitment to client success	Essential	A, I
3. A commitment to excellence	Essential	A, I
4. Ability and determination to promote equality and diversity throughout all aspects of College life, including employment and service delivery	Essential	A, I
5. The ability to motivate and encourage others, inspire trust and a sense of common purpose	Essential	I
6. Ability to work effectively through teams and a critical and sensitive understanding of the roles of other staff	Essential	I
7. Able to clearly demonstrate understanding of safeguarding responsibilities and a commitment to promoting the welfare of vulnerable people	Essential	I