

## **JOB DESCRIPTION**

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| <b>Job Title:</b>       | Job Coach  |
| <b>Grade:</b>           | SS6  |
| <b>Responsible to:</b>  | Lead SEND Job Coach and Curriculum Leader for Supported Learning     |
| <b>Hours per week:</b>  | A minimum of 36 hours per week to meet the requirements of the post. |
| <b>Responsible for:</b> | Supporting learners with SEND in Supported Internships               |

### **Main Purpose of the Role**

To support young people with SEND who are on Supported Internships and their employers and to coach the young people towards permanent employment.

The role of the SEND Job Coach is to act as an ambassador for young people with SEND in the economic community and promote their abilities and potential positive contribution to the working population.

To liaise with key employers and identify potential work for young people with special needs, matching to young people's skills and potential. To liaise with the curriculum teams to provide pre training, on the job training and support for young people and employers, liaising with tutors as appropriate. To progress young people to Supported Internships/Employment wherever possible.

### **Principal Accountabilities**

1. Identify employers and help them to "carve" suitable roles for young people with SEND, and to manage and support them within the workplace.
2. Work with learners both in the workplace and at College to develop their employability skills (including Functional English and Maths).
3. Be available to deal with any issues or concerns that arise including those relating to safeguarding, health & safety and relationships with others.

4. To provide information and advice to employers on employment potential and skills of young people.
5. To build on the relationships with key employers and partners to promote to other agencies the work of the young people and their success in the working environment.
6. Provide support and information for young people in individually tailored formats, on learning, community engagement and work that matches their requirements, attributes and career or future plans and on services that might help them overcome barriers to learning.
7. Use appropriate assessment methods and recording to identify young people's needs in determining the support required.
8. Introduce young people to appropriate opportunities and provide support and practical help to enable them to make a successful transition – withdrawing the support over time depending on their needs.
9. Record and chart progress of young people against individual learning plans.
10. To ensure Health and Safety measures and requirements are adhered to.

### **General Accountabilities**

1. Lead, promote and support the development of the College's Equality and Diversity policies, procedures and practices as they relate to students and staff.
2. Develop effective contact, liaison and working relationships with colleagues in the College and other bodies as appropriate.
3. Support the development of the learning organisation and facilitate cultural change.
4. To engage in professional development and networking to ensure that professional and strategic contributions are up-to-date.
5. Complying with the College Health and Safety Policy and all relevant health and safety requirements.
6. Participating actively in the performance management scheme, agreeing objectives, attending reviews and undertaking professional development as required.
7. All employees are expected to be fully committed to policies and processes on equality, diversity and safeguarding.

8. Such other duties as may be reasonably expected of the post holder.

9. This list is not exhaustive and is only an indication of responsibilities.

### **Training Identified for the Post**

1. Job coach training.
2. Data protection training.
3. Induction training.
4. Equality and Diversity training.
5. Safeguarding training including a three yearly update.
6. Health and Safety training.
7. Prevent training including a three yearly update.
8. Keeping updated with developments in the appropriate professional area.

### **Please note:**

The person appointed to this post will, from time to time, have contact with students, many of whom are under eighteen year of age, and some under sixteen years, a number of whom may have moderate to severe learning difficulties and/or disabilities. As such, the postholder will be required to have an Enhanced DBS check along with other mandatory checks.

As the College is a multi-campus site, flexibility and willingness to work across sites will be required.

This job description reflects the requirements of the post May 2017 but may be amended from time to time following consultation with the post holder.

### **Safeguarding Requirements**

The College is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults, and expects all staff to share this commitment. The successful applicant will be required to undertake appropriate safeguarding checks (including a DBS check at Enhanced level) as well as providing proof of right to work in the UK.

### **Equality, Diversity and Inclusion and British Values**

As we are a diverse college that respects differences in race, disability, gender, gender identity, marital status, sexual orientation, age, faith or belief, trade union membership or activity, background or personal circumstance, we welcome all applications. We want everyone to feel valued and included in the college community and to achieve their full potential. The College is opposed to any form of discrimination and commits itself to the redress of any inequalities by taking positive action where appropriate. The

College is committed to promoting the Prevent agenda along with Fundamental British Values. We aim to provide an open, welcoming and safe environment for all of our students, employees and visitors.

## PERSONAL SPECIFICATION: Job coach

|                       | Essential   | Desirable   |
|-----------------------|---|---|
| <b>Experience</b>     | <p>Significant experience of working with young people with SEND in a teaching or training environment</p> <p>Experience of building positive networks and relationships with others</p> <p>Experience of delivering project outcomes</p> <p>Experience of communicating effectively at all levels</p>  | <p>Experience of teaching, training or mentoring young people in the workplace</p>  |
| <b>Qualifications</b> | <p>English and Maths at least at Level 2</p> <p>A relevant qualification (e.g. Business, Customer Service or Learning Support) at Level 3</p>   | <p>Level 3 Teaching &amp; Learning (formerly PTTLs) or willing to work towards a basic teaching or coaching qualification</p> |
| <b>Knowledge</b>      | <p>Understanding of the SEND Code of Practice</p> <p>Knowledge of different SEND needs and how they might affect performance and communication in the workplace</p> <p>Knowledge of current developments in the FE curriculum</p> <p>Understanding of and commitment to equal opportunities and diversity</p> <p>Knowledge of requirements in relation to health and safety, safeguarding, data protection and freedom of information</p> |   |
| <b>Skills</b>         | <p>Good English and Maths skills</p> <p>Ability to break down and simplify job roles and to give clear and explicit instructions</p> <p>Good negotiation/mediation skills</p> <p>Effective written and verbal communication skills</p>  |   |

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|                           | <p>Able to work in a variety of settings and deliver in-work support</p> <p>Able to effectively plan and prioritise work to achieve goals and to adapt to a changing work portfolio</p> <p>Good IT skills</p> <p>Focus on delivery; organisational awareness, customer/student focus</p> <p>Forward thinking, adaptability, flexibility and accountability</p> |  |
| <b>Personal Qualities</b> | <p>Articulate and able to communicate professionally with colleagues at all levels, both internally and externally</p> <p>Ability to work as part of a team and support colleagues</p> <p>Ability to cope with a demanding workload</p> <p>Prepared to take and implement decisions and accept responsibility for own actions</p> <p>Self-motivated</p>        |  |
| <b>Other</b>              | <p>Ability and willingness to travel between sites and elsewhere on a regular basis</p> <p>Ability to work flexibly as some evening and weekend duty may be required to meet the needs of the College</p>  |  |