

## **Stepping Stones School Progression Coach**

Salary: £26,000 - £28,000  
Contract: Term time plus 2 weeks  
Start date: September 2019 or earlier  
Location: Based at Stepping Stones School, Hindhead  
Reporting to: Deputy Headteacher

Application Deadline: 10/07/19

Interviews being held: Week beginning 15th July

Please do not send CVs as we only consider applicants that submit fully completed application forms.

### **Overview and purpose of the role**

To coordinate the employment programme at Stepping Stones School

To support learners with additional learning needs and disabilities across Key Stages 2 to 5 to gain the skills and experiences necessary to transition into paid employment, ensuring quality and impact is delivered.

### **Key responsibilities**

- a) Broker new business partnerships and build on existing business partnerships already existing at the school/college.
- b) To build relationships with young people, staff and parents / carers
- c) To work with school staff to ensure learners are engaged in their employability programme.
- d) To assess the needs of the young people, using outcome data to design tailored action plans.
- e) To provide one-to-one coaching as well as group coaching sessions for young people to build work readiness.
- f) To support young people to engage with opportunities provided by third parties including employers and partner charities.
- g) To support young people into their placements.
- h) To ensure that young people meet the required outcomes and make a sustained transition into further education, employment or vocational training

- i) To adhere to all relevant policies (safeguarding, health and safety, etc) when delivering activities with young people.
- j) To collaborate with colleagues to safeguard young people.
- k) To document and evidence all work
- l) To use data to provide the most effective support with young people.
- m) To source and coordinate a termly/annual programme of educational, enrichment and 'Ready for Work' activities based on the needs of young people with learning difficulties.
- n) To work closely with the Employability Lead to coordinate a programme of volunteer visitors into the school to run careers fayres, assemblies, mock interviews etc
- o) To support teachers to develop links to employability into the curriculum offer for each subject
- p) To map out employability skills across the school curriculum
- q) To attend and collate supporting information for EHCP/Annual Review meetings where appropriate

#### **Partnership Management:**

- a) Prepare businesses and their employees by:
  - training staff members.
  - carrying out risk assessments as required.
  - obtaining feedback from participants and volunteers after activities.
- b) assessing the impact and manage any reasonable adjustments.
- c) Management of Alumni programme for young people who have transitioned from Stepping Stones School.
- d) Review quality and impact on a termly basis.
- e) Conduct a review with host businesses during and after the activities.

#### **Job brokerage and on the job coaching:**

- a) Broker new business partnerships for the school whilst building on existing business partnerships.
- b) Understand the local educational and employment landscape to ensure Stepping Stones School provides informed and relevant guidance and opportunities to its young people and their families
- c) Set up and support young people to complete work experience placements.
- d) To meet 1:1 with young people to prepare them for specific applications/interviews.
- e) To provide in-work/education job coaching and support for young people to maximize the chances of the transition being sustained up to and beyond 6 months.
- f) To communicate regularly with the school Multi-Disciplinary Team and other local coordinators to ensure work-based skills are developed and tracked and to share best practice, sector knowledge and any potential national partnerships.

### With parents of young people:

- a) Actively engage with parents and carers of the young people in their journey into employment and help them to build their aspirations and support for their child.
- b) Attend 'exit from education' meetings with the young person and their parents / carers
- c) Lead parental workshops offering up to date and relevant Information Advice and Guidance
- d) Attend Annual Review meetings for post 16 students, when relevant

### Impact and Data

- a) To track workplace exposure for all young people
- b) To maintain accurate student records relating to work undertaken
- c) To use data on young people's career goals, predicted destination, and a vocational profile tool to assist with planning activities.
- d) To use data such as behaviour, attendance, attainment and the vocational profile judgments to assess the impact of activities.

### Person specification

<b>Professional expertise</b>	<ul style="list-style-type: none"><li>• Previous experience in Social Care, Recruitment or Business Development (Desirable).</li><li>• CEIAG qualified (Desirable).</li><li>• Experience of working with, and an understanding of the complex barriers faced by young people with additional learning needs and disabilities.</li><li>• Excellent working understanding of safeguarding procedures and 'Keeping Safe in Education' (KSIE).</li><li>• An understanding of the complex barriers that young people with learning disabilities face and the services available for them.</li><li>• Experience of developing networks and managing multiple stakeholders.</li><li>• Experience in engaging with or selling to corporate partners and businesses.</li><li>• An existing network of organisations offering a wide range of support and guidance for students across Key stage 2-5 with additional learning needs and disabilities.</li><li>• Good understanding of the local and national labour market.</li><li>• Willingness to develop a strong understanding of educational pathways in the UK.</li><li>• A commitment to equal opportunities and anti-discriminatory practice.</li><li>• Ability to support young people in both a one-to-one setting and through group work.</li><li>• Ability to vary delivery styles to meet the needs of all learners.</li></ul>
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<b>Communication</b>	<ul style="list-style-type: none"> <li>• Approachable and adaptable.</li> <li>• Can communicate professionally and effectively with stakeholders and audiences of all levels including young people.</li> <li>• Effective written and presentation skills.</li> <li>• Communicates new developments in a timely manner.</li> <li>• Uses a variety of methods to publicise and communicate activities and opportunities to wider team.</li> <li>• Open and transparent with colleagues and line manager.</li> <li>• Assertive and persuasive when required.</li> <li>• Constructively manages barriers to effective communication.</li> </ul>
<b>Planning and Organising</b>	<ul style="list-style-type: none"> <li>• Well organised, methodical and able to deliver to deadlines.</li> <li>• Has a flexible but determined approach.</li> <li>• Puts measures in place to ensure reliability of volunteers and young people does not damage the experience of participants or reputation of the organisation.</li> <li>• Manages time and prioritises own workload in accordance with higher level goals and objectives.</li> <li>• Meets deadlines and advises others promptly of likely delays against plans.</li> </ul>
<b>Teamwork</b>	<ul style="list-style-type: none"> <li>• Continually engages in joint activities and shared information/ideas with colleagues to achieve mutual objectives.</li> <li>• Seeks out the best opportunities to collaborate with external partners.</li> <li>• Gains the cooperation and buy-in of team members to challenging tasks.</li> <li>• Helps colleagues to enhance personal skills/knowledge.</li> <li>• Accepts decisions that are made for the good of the team after consultation and communication.</li> </ul>
<b>Impact and quality focused</b>	<ul style="list-style-type: none"> <li>• Actively monitors changes or developments in outcomes and quality, and continuously seeks to improve them</li> <li>• Ensures that relevant data is recorded and used to inform planning and measure impact.</li> <li>• Continually identifies and communicates likelihood or otherwise of meeting targets.</li> <li>• Adapts to varying work situations and is flexible in their approach to resolving challenges.</li> <li>• Evaluates own performance and is committed to improving practice through appropriate professional development</li> <li>• To act upon advice and feedback</li> </ul>