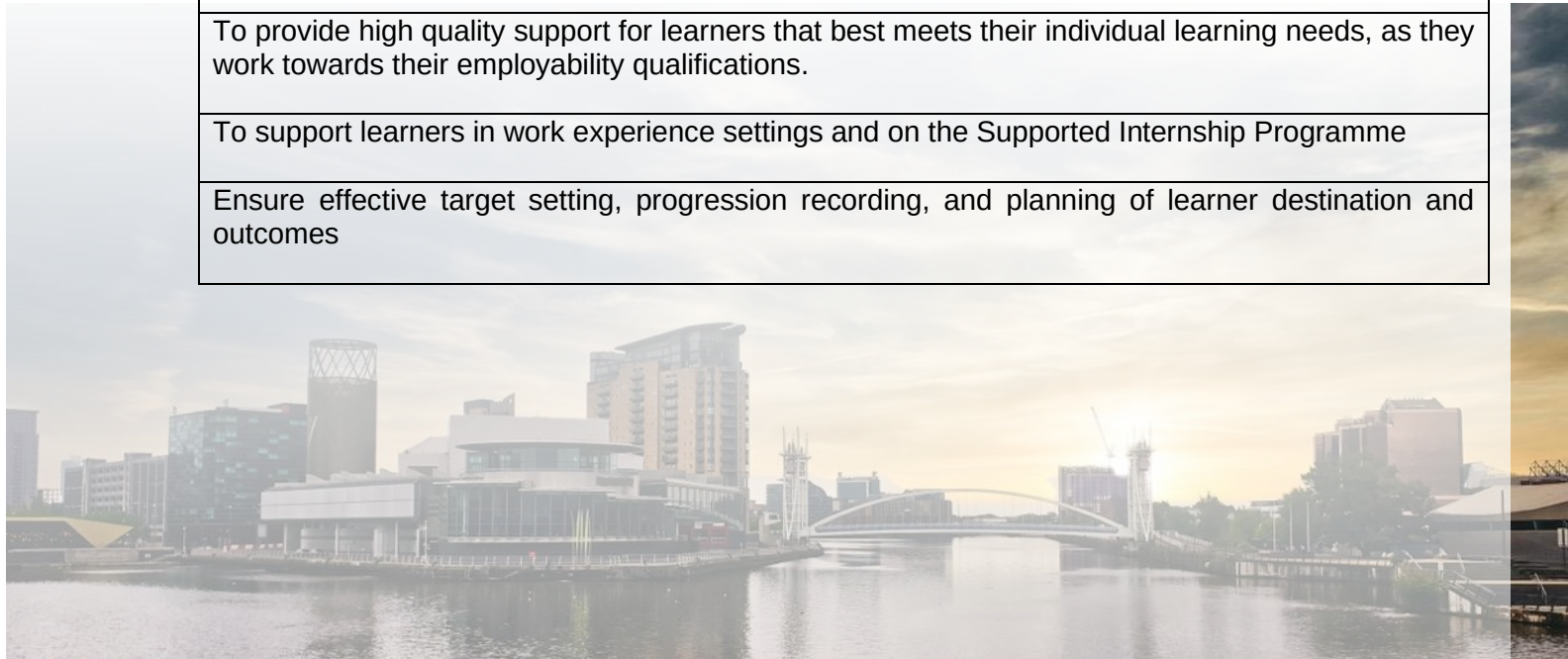


Job Description

Post:	Job Coach
Salary Grade:	Salary Grade: Band 7, scale points 25 - 28
Responsible to:	Head of Inclusive Learning

Key Purpose

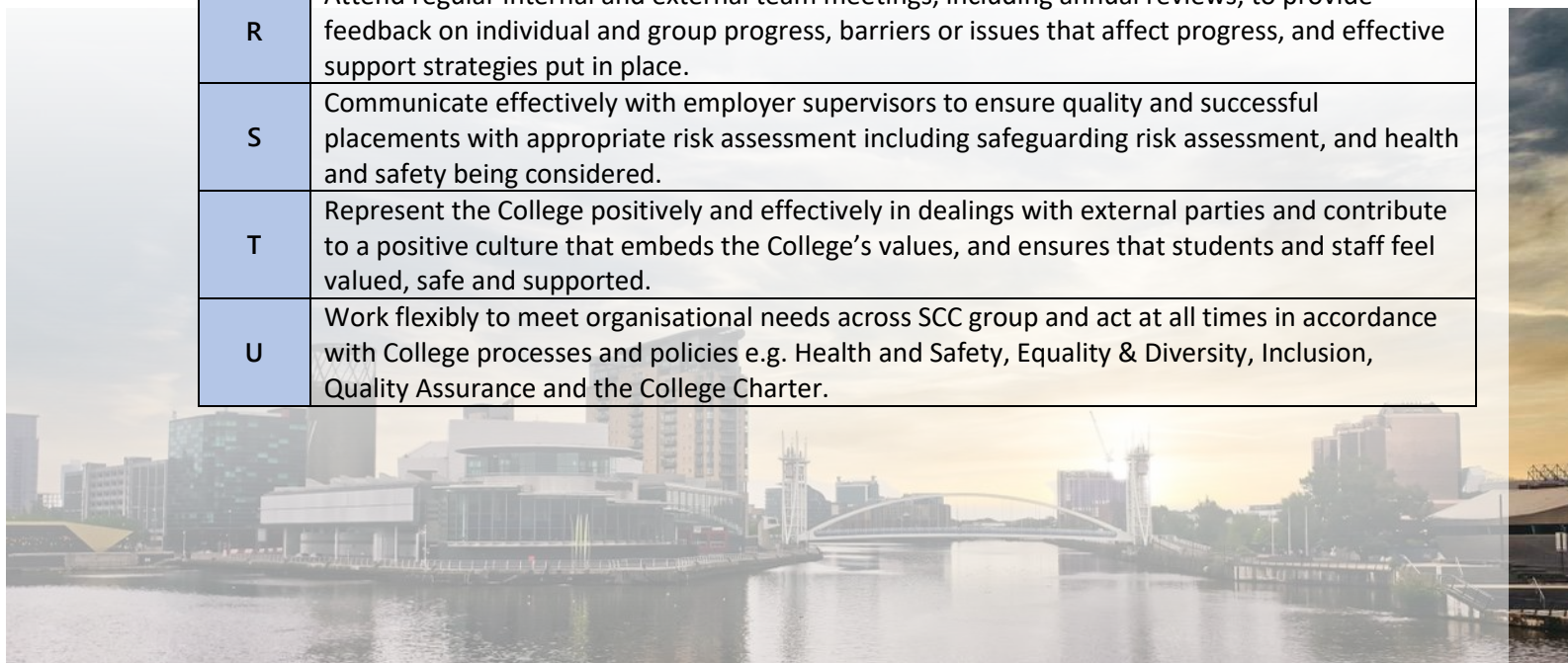
To offer high quality, personalised support to learners, enabling them to access and retain work experience with the long-term view of getting paid employment and /or increased independence
To develop and nurture the employability skills of learners internally at the college or externally at the employer's premises
To provide high quality support for learners that best meets their individual learning needs, as they work towards their employability qualifications.
To support learners in work experience settings and on the Supported Internship Programme
Ensure effective target setting, progression recording, and planning of learner destination and outcomes



Responsibilities

A	To provide high-quality, flexible, and learner-centred support that enables learners with SEND to achieve, belong, and thrive; including supporting academic progress, personal development, well-being, inclusion, and safeguarding.
B	Develop learners' skills and knowledge of themselves, expectations, needs and areas for development in relation to the world of work.
C	Provide impartial advice and guidance and create opportunities for learners to meet services to assist learners to aspire to paid employment and enable them to make informed decisions and choices related to work related activities, including the financial and social benefits of work related activities.
D	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.
E	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
F	Devise suitable strategies and methods to support learner's independence. When required, use prompting and fading techniques to coach learners to learn new work, and workplace related tasks without developing unnecessary dependence on others.
G	Record relevant information and feedback data through support logs, SMART targets, tutorials, observations and discussion on successful, independent achievement of tasks to identify learner progress and options for performance improvement
H	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.
I	Where necessary, transport students in own vehicle to and from places that offer opportunities to develop the learners or promote their independence and transition.
J	Support learners to identify their experiences, skills, needs, talents and employment preferences through vocational profiling and training

K	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.
L	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.
M	Maintain accurate and confidential records relating to learner support, communications and safeguarding concerns in compliance with internal policies, audit guidance, funding rules, and legislation.
N	Support learners with medical, mental health, or social care needs, including personal care where required ensuring dignity and respect
O	Develop, and maintain, skills and knowledge to competently perform own role through participation in performance development reviews (PDR), team meetings, quality assurance activities, research and training.
P	Collaborate with parents/carers, learning support, tutors, pastoral teams, and external agencies to design and implement effective support plans that remove barriers to learning and contribute to learner retention and achievement
Q	Be responsible for producing a jointly agreed employability action plan in direct partnership with learners and support learners in planning future career progression and complete employment experience monitoring reports, recording learner and employer perspectives.
R	Attend regular internal and external team meetings, including annual reviews, to provide feedback on individual and group progress, barriers or issues that affect progress, and effective support strategies put in place.
S	Communicate effectively with employer supervisors to ensure quality and successful placements with appropriate risk assessment including safeguarding risk assessment, and health and safety being considered.
T	Represent the College positively and effectively in dealings with external parties and contribute to a positive culture that embeds the College's values, and ensures that students and staff feel valued, safe and supported.
U	Work flexibly to meet organisational needs across SCC group and act at all times in accordance with College processes and policies e.g. Health and Safety, Equality & Diversity, Inclusion, Quality Assurance and the College Charter.



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Variations to the job description may be required from time to time and when this arises there will be a discussion with the post holder.

All post holders are expected to comply with the College's policies and codes of practice in relation to Safeguarding, Equal Opportunity, Inclusive Learning, Health & Safety and Quality Assurance.

Post holder to sign the job description:

Date:

Name of the post holder:

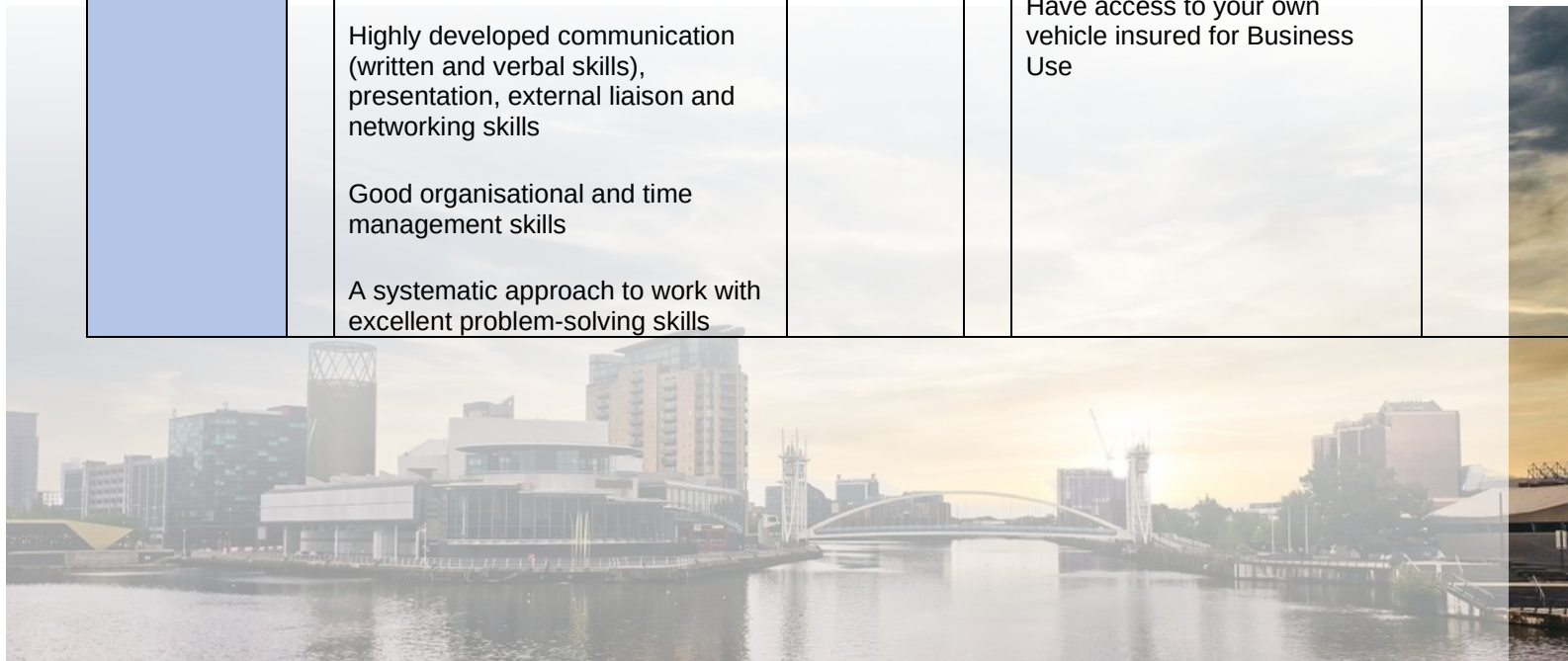


Person

Specification

	Essential		Desirable		
Qualifications		Appropriate academic or vocational qualification equivalent to a level 3 GCSE English Grade 4 or above or equivalent GCSE Maths Grade 4 or above or equivalent	Application / Certificate	Appropriate IAG qualification or Employability qualification, or willingness to work towards An accredited qualification in supporting learners with SEND needs Other relevant qualifications	Application
Professional Development		Evidence of self-motivated professional development	Application	Training in supported employment or systematic instruction (TSI) Evidence of SEND specific professional development Willingness to engage in further training	Application/Interview
Experience		Experience of supporting young people with SEND and practices to assist with learning in an educational environment. Experience of using an IT database in compliance with GDPR.	Application/Interview	Experience of supporting learners in a post-16 setting or supported employment organisation Engaging employers and creating working relationships	Application/Interview

				Supporting individuals to obtain employment, job brokering or to develop their employability skills	
Knowledge	Knowledge of Special Educational Needs (SEND) and Educational Health Care Plans (EHCP) Knowledge of the issues/barriers facing young people with SEND Knowledge of statutory guidance, such as Keeping Children Safe in Education	Application / Interview		An understanding of the SEND Code of Practice Knowledge of the Further Education and Skills Inspection Toolkit, or equivalent	Application / Interview
Skills / Qualities	An ability to develop positive working relationships with individuals at all levels (internal and external) to promote the College Highly developed communication (written and verbal skills), presentation, external liaison and networking skills Good organisational and time management skills A systematic approach to work with excellent problem-solving skills	Application/ Interview		Possess a valid driving licence with no more than 3 penalty points issued Have access to your own vehicle insured for Business Use	Application / Interview



	Good IT Skills including Microsoft Office and knowledge of using a MIS database Ability to establish strong relationships and motivate learners with differing abilities and needs Ability and determination to promote equality and diversity throughout all aspects of College life, including employment and service delivery The ability to motivate and encourage others, inspire trust and a sense of common purpose Ability to work effectively through teams and a critical and sensitive understanding of the roles of other staff A positive and proactive attitude and a strong commitment to success for all Ability to complete learner records in line with internal policy, audit guidance and legislation.				
Other	Commitment and responsibility to safeguarding and promoting the	Application / Interview			

	welfare of children and vulnerable adults Commitment to College policies i.e. Health and Safety, Equality, Diversity & Inclusion DBS check acceptable to the college will be undertaken for successful applicant	Application / Interview Appointment			
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