

Organisation:	Harrogate College
Primary Organisation Supported <i>(only use this field for LEG service member of staff)</i>	
Core Job Role:	
Job Title:	Employability Tutor (Project SEARCH)
Reports to:	SEND High Needs Support Manager
Grade	B
Date of compilation:	

SPECIFIC ROLE RESPONSIBILITIES:

1. Plan, prepare and create training, skills development and assessment plans in accordance with quality standards.
2. To deliver quality training and assessment in appropriate environments to achieve successful outcomes for learners and employers.
3. Assess student work, provide feedback to help the learner improve and record learner's progress.
4. Create targets and track, monitor and record progress against them. Implement interventions where needed.
5. Build positive relationships with learners and provide support to ensure successful outcomes.
6. Maintain CPD in subject specialist knowledge and skills, as well as training and assessment, to ensure training and assessment conforms to current best practice.
7. Maintain quality standards.

CORE RESPONSIBILITIES:

- Co-ordinate the delivery of a transition to work programme for young adults with a learning disability & Autism based at Harrogate District NHS Foundation Hospital.
- Identify a student's strengths, interests, and abilities related to skill acquisition, job development and employment
- Deliver an employability curriculum whilst embedding Maths and English and use job coaching techniques to support young people's development towards employability.
- Seek appropriate employment consistent with the student's interests and skills and to work with local business and industry to meet their employment needs.
- Determine and refer young people on the programme to appropriate support services for training and successful employment.

Teaching and learning

Develop skills and provide internship sites for students resulting in competitive employment:

- Identify internship sites within the host business so that students can participate in a variety of work experiences to build marketable, competitive skills and leading to employment
- Develop opportunities that will increase job specific skills, work quality and productivity
- Plan with students, families, and support services to determine career interests, specific job preferences (hours, location, etc.), skills and abilities to develop an individualised approach to employment
- Perform specific workplace analysis, job analysis, task analysis, and job matching activities
- Provide a generic design for reasonable adjustments needed in the workplace, to be implemented across the whole host business. (e.g., signs on filing cabinets, pictorial instruction manuals).
- Identify and create solutions for behavioural habits that may interfere with gaining and maintaining employment.
- Teach employability skills such as communication, problem solving, teamwork, grooming, budgeting and self-advocacy.
- Monitor and record daily attendance at work sites; teach students to inform departments independently of their absence or lateness.
- Maintain student learning plans, setting appropriate long-term goals and short-term targets with students based on participation, skill development, attitude, etc. Review ILPs regularly and record progress.
- Assess students on a daily/weekly basis and layer on additional skills.
- Coordinate internal rotation opportunities within the host business and resulting reasonable adjustments, and necessary job support for students.
- Coordinate skills trainer/job coach activities.
- Coordinate travel training (when appropriate) on public transport or teach students to be able to access private transport independently.
- Develop Personal Profiles with each student to include evidencing of skills attained, letter of recommendations from internship sites, etc.
- Develop links with other agencies to ensure effective transition from college to work or from current placement to successful community employment.
- Develop job development training plan with consumers and appropriate support personnel.
- Refer students to appropriate agencies for further support related to successful employment.

Communication

Communicate with all appropriate parties:

- Attend appropriate Project SEARCH team meetings and faculty meetings.
- Plan and implement twice termly employment planning meetings for each student participant with appropriate parties including adult services representatives and parent/career/keyworker.
- Communicate about internship rotations with other Project SEARCH team members.
- Schedule, plan and implement monthly written communication with parents and other parties.
- Schedule, plan and implement recruitment events to publicise the program and recruit potential students, in liaison with other college staff.
- Coordinate with job coach's student internship sites and competitive employment.
- Communicate regularly with business liaison, job coach and job developer for student progress and issues and coordinate the operational meetings on site to discuss issues.

Professional Development

- Participate in CPD relevant to your current role, in order to update your knowledge of your subject both practical and theory.
- Reflect critically on own teaching practice, materials and strategies used and how your own performance can be improved.
- Discuss annually at your PPR how your performance can be improved and where appropriate agree what actions can be taken for further improvement.

Administration

- Ensure that learners are inducted and enrolled and their progress is properly recorded.
- Details of attendance, punctuality and absence are accurately recorded in college registers.
- Student information is correctly established including learning aims, achievement and changes to learner information including learner withdraw, transfer and programme completion.
- Collect data on student outcomes including jobs gained, wages, hours worked per weeks, benefits taken, etc. in line with college systems and Project SEARCH requirements.
- Organise the agenda with the Business Liaison lead for the steering group meetings and produce minutes/action notes for the meeting.

Other

- Apply and understand the policies and working practices, aims and objectives, and the mission statement of the College and assist faculty managers in creating and constructing new practices and policies.
- Responsible for maintaining the definitive course file for Project SEARCH.
- Undertake such other duties as may reasonably be required of you commensurate with your role.
- General level of responsibility.

Special conditions:

Your principal place of work will be the Project SEARCH host employer's premises.

However, you may be required to work on either a temporary or an indefinite basis at any premises within reasonable daily travelling which the College currently has or may subsequently acquire or at any premises at which it may from time to time provide services

GENERAL LUMINATE EDUCATION GROUP RESPONSIBILITIES FOR ALL STAFF:

- Maintain and update knowledge of the subject/professional area and co-operate in any staff development activities required to effectively carry out the duties of the post.
- Comply with safeguarding procedures, including the promotion of the welfare of children and vulnerable adults.
- Comply with all relevant policies and procedures.
- Act with honesty and integrity to maintain high standards of ethics and professional standards.
- Use and promote restorative practice approaches.
- Comply with all legislative and regulatory requirements.
- Promote a positive image of the Luminare Education Group and member organisations.
- Any other duties commensurate with the level of the post, which may be required from time to time.
- Embody our Organisational Culture:

Few rules & clear boundaries

The ability to be creative, within areas of focus.

Ownership & performance

Using our robust business planning model to allow areas to have clear ownership over their vision and remit.

Energy & enjoyment

Fostering an environment that enables our people and learners to be brave, interact and have fun.

Creative & reflective

Always hungry to learn and looking ahead to see what is on the horizon.

Passion & ambition

Encouraging all to think aspirationally, inspiring others to do the same.

Collaborative & responsive

Proactively seeking opportunities to create synergies and positive outcomes for all.

Person Specification

Job Title:	Employability Tutor
Department	Business and Professional Studies

The specific qualifications, experience, skills and values that are required for the role are outlined below. You should demonstrate your ability to meet these requirements by providing clear and concise examples on the application form. Each criteria is marked with whether it an essential or desirable requirement and at which point in the recruitment process it will be assessed.

Methods of Assessment:

A = Application Form, I = Interview, T = Test or Assessment, P = Presentation, C= Certificate, MT = Micro Teach

Qualifications and Attainments		
Essential (E) Desirable (D)	Criteria	Method of assessment
E	Q1. Level 2 Literacy and Numeracy qualification or equivalent	A / C
E	Q2. Appropriate level 3 teaching qualification e.g. Level 3 Award in Education and Training, PTTLs (or willingness to work towards)	A / C
E	Q3. Highest level technical qualification in relevant work-related discipline	A / C
D	Q4. Assessor qualification (or willingness to work towards)	A / C

Experience and Knowledge		
Essential (E) Desirable (D)	Criteria	Method of assessment
E	EK1. Experience of delivery of training/ instructing groups and assessing learning	A / I / P
E	EK2. Experience of working with young people (learners with EHCP plans)	A / I / T
D	EK3. Experience of working in industry within at least one of the relevant curriculum areas relating to the role (e.g. Employability skills)	A / I / T
D	EK4. Experience of working with employers and other stakeholders	A / I

Skills and Competencies		
Essential (E) Desirable (D)	Criteria	Method of assessment
E	SC1. Excellent written and verbal communication skills	A / I / T / P
E	SC2. Ability to work effectively with learners at different levels	A / I / T / P
E	SC3. Ability to keep accurate and timely records	A / I / T / P
E	SC4. Excellent organisational skills, ensuring deadlines are met	A / I / T
E	SC5. Ability to create suitable targets for individual learners to support achievement and progression	A / I / T
D	SC6. IT literate including knowledge of word processing, spreadsheets and databases i.e. Microsoft Word, Access and Excel and Google platforms	A / I / T

Behavioural, Values and Ethos		
Essential (E) Desirable (D)	Criteria	Method of assessment
E	B1. Support and promotion of equality, diversity and inclusion	A/I
E	B2. Promotion of a safe environment for children, young people and vulnerable adults to learn in	I
E	B3. Commitment to the PREVENT agenda	I
E	B4. Commitment to professional standards	I
E	B5. Commitment to restorative practice approaches	I