

Group Member:		Leeds City College	
Job Title:		Job Coach	
Reports to:		Programme Manager	
Job Grade	LEG A	Department	Future Pathways

ROLE SUMMARY:

The Job Coach plays a pivotal role within the Future Pathways department, supporting high-needs students - all of whom hold an Education, Health and Care Plan to develop vital independence, confidence, and employability skills.

Operating with a primary focus within our new, dedicated cafe hub, the post-holder will deliver hands-on, practical job coaching in hospitality and customer service, transforming a busy commercial environment into a rich learning experience. In addition to internal coaching, the role involves actively identifying and sourcing external work experience opportunities for learners across the Future Pathways setting, creating vital stepping stones into Supported Internships and future employment.

This role effectively combines specialised SEND educational support with real-world vocational coaching to prepare students for a more independent and successful future.

SPECIFIC ROLE RESPONSIBILITIES:

1. A primary focus of this role will be providing high-quality job coaching and vocational training within the college's new cafe hub, supporting learners with SEND to develop real-world hospitality and employability skills.
2. To support learners within the Future Pathways setting and the new cafe hub, preparing them for future employment and progression into Supported Internships.
3. To support students locally within the college environment, with occasional travel to support, secure work experience, and help transition learners into Supported Internships.
4. To develop the confidence, vocational skills, and work-related independence of students wishing to make their next move out of college, into internships, or paid employment.
5. To work closely with students, internal departments, and external partners to progress learners toward Supported Internships and sustainable work goals.
6. Maintaining positive relationships with internal stakeholders, Host Employers, and external work experience providers to create strong partnerships.
7. Play a crucial role in ensuring high-quality service delivery, building strong relationships within the college and local employers, and ultimately, empowering students to successfully secure and sustain employment.
8. Ability to participate in evening/weekend work as required (e.g., to support specific cafe hub operations, pop-ups, or events).

CORE RESPONSIBILITIES:

1. To develop the confidence and work-related skills of students with identified disabilities and learning difficulties, wishing to make their next move out of college and into Supported Internships or paid employment.
2. Provide on-going, hands-on job coaching and daily support within the new cafe hub environment, teaching specific commercial, hospitality, and customer service skills tailored to each student's individual needs.
3. Undertake or deliver training/orientation prior to the beginning of an internal placement, cafe shift, work experience, or Supported Internship.
4. Ensure students' progress is recorded and updated on Navigate.
5. Work closely with the SEND team, contribute to EHCP reviews meetings, and ensure progress reviews and checkpoints are completed.
6. To support in classes when required.
7. Actively source and secure appropriate external work experience opportunities for learners within the Future Pathways setting to act as a stepping stone from the cafe hub into Supported Internships.
8. Complete cafe hub and external setting risk assessments, ensuring the relevant health, safety, and onboarding processes are followed.
9. Establish and maintain contact with the students' carers, parents, or personal tutors, keeping them informed of progress and issues to secure their support and involvement.
10. Help induct the student into their internal placement, cafe hub role, or external work experience.
11. Support students in and out of class to attend interviews for permanent jobs or Supported Internships.
12. Support in the student application, interview, and job-matching process, and successfully transition the student into the workplace or Supported Internship.
13. Liaise with internal and external agencies/services/employers to provide useful support, internship opportunities, and progressions for the student.
14. Keep all records and logs as required.
15. Represent the Future Pathways and Job Coach team at events and meetings when required.
16. Maintain and update knowledge of the hospitality/vocation and SEND sector and co-operate in any staff development activities required.
17. Comply with safeguarding procedures, including the promotion of the welfare of children and young people, and comply with all relevant policies and procedures.
18. Any other duties that are specific to the department.
19. Assistance in the preparation, support, and participation of examinations and invigilation across the Group.

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 relational 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 the group's values:

Kindness

Creating communities where people can be authentic and true to themselves with support, trust and guidance from those around them

Ownership

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

Enjoyment

Fostering environments that enable staff and students to be brave, interact and have fun

Collaborative

Proactively seeking opportunities to create synergies and positive outcomes for all

Passion

Encouraging all to have aspiration and passion in everything they do.

Creative

Always hungry to learn and looking ahead so we can be responsive

Job Title:	Job Coach
Department	Future Pathways

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. English & Maths qualification at L2 with a commitment to achieving within 2 years of appointment if not already achieved.	A / I
E	Q2. Supporting teaching and learning / teaching assistant / or learning, mentoring/coaching qualification or commitment to achieving within 1 year of appointment	A / I
E	Q3. A recognised Level 2 Food Safety and Hygiene certificate, or a commitment to achieving this immediately upon appointment.	A / I

Experience and Knowledge		
Essential (E) Desirable (D)	Criteria	Method of assessment
E	EK1. Experience of working with young people with social, emotional needs and challenging behaviour.	A / I
E	EK2. Experience of working in a team in an education setting.	A / I
E	EK5. Knowledge and understanding of Education, Health and Care Plans (EHCPs) and how to support students to achieve their specific statutory targets.	A / I
D	EK3. Practical experience in a catering, hospitality, or barista environment, with knowledge of food safety and hygiene practices.	A / I
D	EK4. Experience of stock control, ordering provisions, and maintaining clean, commercial-standard kitchen environments.	A / I

Skills and Competencies		
Essential (E) Desirable (D)	Criteria	Method of assessment
E	SC1. Good organisational skills and ability to prioritise work to meet deadlines, using own initiative.	A / I
E	SC2. Ability to relate to, support, and work effectively with young people and adults with diverse abilities and complex needs.	A / I
E	SC3. Ability to innovate and enthuse learners to succeed in developing practical vocational and independent life skills.	A / I
E	SC4. Excellent interpersonal skills and the ability to communicate effectively with a range of	A / I

	stakeholders, including students, college staff, parents, and employers.	
E	SC5. Ability to identify and report on barriers to learning and progress, and liaise with colleagues to support strategies for improvement.	A / I
E	SC6. Ability to effectively utilise coaching and mentoring skills in a practical, hands-on environment.	A / I
E	SC7. Understanding of the structure of EHCPs and the ability to track and assess progress towards individual statutory outcomes.	A / I
E	SC8. Ability to work flexibly and effectively as a member of a team.	A / I
E	SC9. Able to establish rapid rapport with high-needs learners whilst maintaining strict professional boundaries.	A / I

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