

## Job Description

<b>Group Member:</b>		Keighley	
<b>Job Title:</b>		Job Coach	
<b>Reports to:</b>		Deputy Head High Needs and SEND	
<b>Job Grade</b>	LEG A	<b>Department</b>	Supported Internships

### SPECIFIC ROLE RESPONSIBILITIES:

1. The Job Coach will be responsible for supporting learners with SEND in Leeds City College's Supported Internship programme.
2. To support students and travel across a number of employer sites throughout the week.
3. To develop the confidence and work-related skills of students wishing to make their next move out of college and into paid employment.
4. To work closely with students, employers and external agencies to progress to work towards paid employment.
5. Maintaining positive relationships with employers onsite and creating strong partnerships.
6. Play a crucial role in ensuring high-quality service delivery, building strong relationships with employers and external agencies, and ultimately, empowering students to achieve their career goals.
7. Ability to participate in evening/weekend work as required.

### 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 paid employment.
2. Undertake training/orientation prior to the beginning of work placement.
3. To work closely and support the Deputy Head High Needs & SEND.
4. Provide on-going support in the workplace as required. To be agreed with the student and employer on an individual basis.
5. Ensure students' progress is recorded and updated on Navigate.
6. Work closely with the central SEND team and contribute to EHCP reviews meetings and ensure progress reviews and checkpoints are completed.
7. To support in classes when required.
8. Where appropriate work with employers to secure paid employment or progression opportunities.
9. Complete workplace setting risk assessments and ensure the employer onboarding process is followed.
10. Establish and maintain contact with the students' carers, parents or personal tutor, keeping them informed of progress and issues, to secure their support and involvement.
11. Help induct the student into the workplace.

12. Support students in and out of class to attend interviews for permanent jobs.
13. Support in the student application, interview and job matching process and induct and transition the student into the workplace.
14. Liaise with internal and external agencies/services/employers to provide useful support and opportunities for the student.
15. Keep all records and logs as required.
16. Represent Supported Internships at events and meetings when required.
17. Maintain and update knowledge of subject/professional area and co-operate in any staff development activities required to effectively carry out duties of the post.
18. Comply with safeguarding procedures, including the promotion of the welfare of children and comply with all relevant policies and procedures.
19. Any other duties that are specific to the department.
20. 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 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 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 in everything they do.*

##### **Creative**

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

## Person Specification

<b>Job Title:</b>	Job Coach
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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

<b>Qualifications and Attainments</b>		
<b>Essential (E) Desirable (D)</b>	<b>Criteria</b>	<b>Method of assessment</b>
E	Q1. English and Mathematics at Level 2 or above and a willingness to improve in one or both disciplines to level 3 or above.	A / C
E	Q3. Good knowledge of Equality legislation and the rights of disabled individuals within the workplace	A / C
E	Q4. Relevant recognised professional attainments.	A / C
<b>Experience and Knowledge</b>		
<b>Essential (E) Desirable (D)</b>	<b>Criteria</b>	<b>Method of assessment</b>
E	EK1. Relevant up to date subject knowledge.	A / I
E	EK2. Knowledge of Government policy in relation to education and training, including its funding and curriculum/qualification reform.	A / I

E	EK3. Relevant experience, knowledge and understanding of working in the Sector.	A / I
E	EK4. Proven experience managing staff in an educational setting.	A / I
E	EK5. Experience of working positively with young people and adults.	A / I
E	EK6. Understanding of the job preparation process and strategies to assist to support and develop SEN students with employment skills	A / I
E	EK7. Good knowledge of Equality legislation and the rights of disabled individuals particularly in the workplace	A / I
E	EK8. Knowledge of key barriers to employment for individuals with disabilities, learning difficulties and behavioural challenges	A / I

Skills and Competencies		
Essential (E) Desirable (D)	Criteria	Method of assessment
E	<b>SC1. Professional and Technical Knowledge</b> Has full command and use of relevant professional / technical knowledge and job-related knowledge and skills.	A / I
E	<b>SC2. Organisational and Education sector knowledge.</b> Effective knowledge of the college and an appreciation of the wider educational issues.	A / I
E	<b>SC3. Interpersonal and Communication skills</b> Relates effectively to others, both one to one and in teams, effective in giving and receiving messages both face to face and in writing.	A / I

E	<b>SC4. Influencing skills</b> Takes effective action to affect the behaviour and decisions of other people.	A / I
E	<b>SC5. Critical thinking</b> Ability to make sense of complex issues, identify and solve problems and to think on one's feet.	A / I
E	<b>SC6. Self-management and learning</b>	A / I

	Ability to maintain appropriately directed energy and stamina, to exercise self-control and to learn new behaviours.	
E	<b>SC7. Achievement and Action</b> Focuses on making progress, achieving results. Keen to get going and keep going.	A / I
E	<b>SC8. Initiative and innovation</b> Creates and appreciates new ideas and perspectives, sees possibilities and challenges	A / I
E	<b>SC9. Strategic perspective</b> Ability to think broadly, analyse the big picture and value diverse perspectives.	A / I
E	<b>SC10. Capacity for change</b> Ability to cope with continuous and complex changes, to be flexible and to handle high levels of uncertainty.	A / I
E	<b>SC11. Emotional Intelligence</b> Understanding the benefits of different leadership / management styles. Gauging own impact as a leader / manager.	A / I
E	<b>SC12. Enduring Resilience</b> Continually exuding optimism and a 'can do' attitude.	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