



JOB DESCRIPTION/PERSON SPECIFICATION

Job Title:	Job Coach
Responsible to:	Head of Service Industries

1.	Job Purpose:
1.1	To assist supported interns with learning disabilities and autism to develop the necessary skills and competencies for them to be successful in their work placement. To develop employer confidence and empower them to fully engage in the supported internship programme and to develop a range of new employers who will offer internship placements with a view to offering paid employment for people with learning disabilities and autism.

2.	Key Responsibilities:
2.1	To effectively contribute towards the delivery of a high-quality educational experience for all learners, delivering services in a way that is appropriate and responsive and which displays the highest standards of care and support.
2.2	To observe all NYCC and Scarborough TEC policies / procedures / working practices / regulations and in particular to comply with the Equality and Diversity Policy, Health and Safety Policy, Financial Regulations, Safeguarding Policy and Code of Conduct.
2.3	To undertake appropriate training and staff development.
2.4	To work as part of a small team dedicated to delivering our supported internship programme

3.	Specific Duties:
3.1	<p>Pre-placement support</p> <ol style="list-style-type: none"> 1. To undertake vocational profiling and assessment of interns 2. To source future potential employers by identifying possible internships through e.g. cold calling, visits, liaising with senior management 3. To carry out job analysis and job matches.

4. Supporting interns to develop CVs and application skills
5. To accompany interns on visits to the workplace prior to starting placement
6. Sourcing and gathering relevant documentation for work which may include helping interns to sort out travel arrangements such as planning routes or getting bus passes
7. To undertake travel and mobility training where required

3.2

Workplace Support

1. Working closely with the employer, understand the job role sufficiently to help train the intern
2. Be available to support interns within their placement as much as necessary throughout the entire placement
3. To attend workplace inductions and first days at work that will lead on to observation of intern in the workplace, target-setting, monitoring and reviewing progress, modelling workplace behaviours
4. Support 'off the job' work skills development such as functional skills or other relevant qualifications
5. Mentoring, confidence building and encouraging self-assessment / reflection
6. Be able to break down tasks, applying systematic instruction techniques if necessary and re-phrasing or repeating employer instructions to check interns understanding
7. Producing visual or written aids and reminders (e.g. step-by-step task list)
8. Supporting interns to try out new ways to do things if they are not successful at first
9. Trouble-shooting or advocating for intern when things go wrong
10. Negotiating an increase in responsibilities or new activities with employer if appropriate
11. Identifying skills development needs and addressing or referring to other staff

3.3

Employer Support

1. To explain an intern's strengths and support needs, providing information about a particular condition or impairment and advising on reasonable adjustments.
2. To introduce the intern to his/her colleagues and offer advice on how to best support and include him/her
3. To share successful strategies (e.g. for communication or supporting an intern)
4. To suggest appropriate ways to explain tasks and developing supporting accessible resources of use to the wider workforce
5. To ensure interns are on task and meeting workplace standards and expectations (e.g. for time-keeping/attendance)
6. To be a first point of call if issues or problems arise and to help support both employer and interns
7. To identify additional and/or more challenging tasks or roles that an intern could take on.

3.4

Other

1. Develop initiatives or enterprises that develop possible alternative pathways to employment such as self-employment
2. Liaise with other work-coaches where appropriate
3. Near end of internship, negotiate opportunities for paid employment with employer
4. To support interns in job search and applications including CV revisions
5. To help interns prepare for and accompany them to job interviews
6. To signpost and introduce interns to other services and agencies (e.g. access to work and local supported employment services) and if necessary liaising with these agencies
7. Keep parents/carers informed of progress and mediate where necessary
8. Mentoring and support interns throughout the programme
9. To provide a link between classroom and workplace learning and to regularly review and report on progress to manager
10. To identify relevant further learning and development opportunities

4.	Budget Responsibility:
4.1	The post holder is required to ensure that the areas under their responsibility achieve budget on a monthly/ annual basis. The post holder will be required to observe and comply with the financial regulations of the Partnership at all times. (if no budget responsibility state “The post has no specific budget responsibility other than the general requirement to ensure that any spending they are responsible for is undertaken in accordance with the Partnership’s purchasing and financial regulations.

5.	Continuing Professional Development:
5.1	The post holder will proactively take part in the Partnership Appraisal (PDR) process and will appraise any staff they are responsible for.
5.2	The post holder must undertake all training deemed mandatory by the Partnership (e.g. Safeguarding, Equality and Diversity and Health and Safety) and will be expected to attend all other relevant training and continuous professional development events. They are responsible for their own professional updating

6.	Health and Safety:
6.1	<p>The post holder will be required:</p> <ul style="list-style-type: none"> • To take reasonable care to safeguard their own safety and that of others with whom they work; • To cooperate with designated officers named by the Governors and/or the Principal and any other designated Institute manager to enable the Institute to comply with its obligations under Health and Safety legislation. • Not to interfere with or to misuse anything provided in the interests of health and safety or welfare. • To report immediately any defects in plant, equipment or the environment

7.	Equality and Diversity:
7.1	The Partnership is committed to the provision of equal opportunities and strives to ensure that unfair discrimination does not occur. All employees have a duty to ensure unfair discrimination does not occur and to support the implementation of the Partnership’s Equality policy as appropriate.

8.	Safeguarding Children and Vulnerable Adults:
8.1	The Partnership recognises that it has a statutory and moral duty towards safeguarding the welfare of children, young people and, if appropriate, vulnerable adults who participate in any Institute group activities and expects all staff to share this commitment. All safeguarding mandatory training and updating must be undertaken (see 5.2)

9.	TEC Partnership Policies and Procedures:
9.1	All staff are required to be aware of and comply with all TEC Partnership Policies and Procedures which are accessed via the Virtual Learning Environment.

Note

This job description is current as at the date of your appointment. In discussion with your line manager your post description may be varied at any time to reflect or anticipate changes in or to the post and you may be required to undertake other duties commensurate with the grade of your post.

Please see following page for Person Specification

Qualities	Specific Requirements	E	D
Qualifications and Training	<p>Level 2/GCSE English and Maths</p> <p>Degree, PGCE or Higher level qualification</p> <p>Coaching & Mentoring qualification</p>	E	
Specialist Knowledge	<p>Awareness and understanding of SEND Code of Practice and reforms</p> <p>Understanding of establishing intern/ work experience placements</p> <p>Knowledge of Health and Safety in the work place</p>		
Experience	<p>Recent experience of working with people with learning disabilities</p> <p>Experience of working with learners with a wide range of learning disabilities in an educational and/ or workplace setting</p> <p>Experience of working with students / young people of diverse backgrounds</p> <p>Experience of providing structured reviews, using a range of tracking systems</p> <p>Experience of successful partnership working</p>		
Skills and Attributes	<p>Ability to establish and maintain rapport with a wide variety of learners with difficulties and/or disabilities</p> <p>Ability to effectively support students with learning difficulties or disabilities</p> <p>Genuine commitment to the inclusion of young people in education and employment</p> <p>High level of verbal presentation skills</p> <p>Clear and accurate written communication skills</p> <p>Ability to communicate enthusiasm for the role and how this can impact young people's lives</p> <p>IT literate across a range of MS Office packages with regular and appropriate application of ICT</p> <p>Ability to establish and maintain effective working relationships with management, employers, parents, students and agencies</p>		

	<p>Ability to demonstrate a flexible, adaptable and innovative approach to work.</p> <p>Self-motivated with the ability to enthuse and motivate others</p> <p>Flexible and adaptable with positive outlook and enthusiasm</p> <p>Able to establish and maintain effective working relationships with colleagues</p> <p>A flexible approach to work and responsive to change</p> <p>Commitment to own continuous professional development and to improve standards of teaching and learning</p> <p>Ability to drive and use of a vehicle for work purposes</p>		
Other	DBS check carried out on appointment	E	

Qualities identified and determined by:

E = Essential

D = Desirable