**Job Coach (Level 3)**

**Job Description & Personal Specification**

|  |  |
| --- | --- |
| **Salary Grade:** Level 3 Job Coach  NJC Pay Scale: F 6-7, £23,893 - £24,294 FTE  Actual Salary: £18,939.33 - £19,257.20 | **Status of Post:** Permanent |
| **Responsible to:** Class Teacher/ through to Key Stage Leader | **Review Date:** |
| **Responsible for:** Student support and employer support | **Hours:** 34.25 hours per week, 39 weeks per annum |
| **Responsibilities:** Learning support (in school and workplace) | **Subject:** Employability and PfA |

This job description may be amended at any time, following consultation between the Chief Executive Officer or Strategic Leader and the member of staff and will be reviewed annually. Priorities for the year will be negotiated and highlighted.

***Across our trust, we are committed to supporting the mental health and wellbeing of all; including staff, students and families. We know that everyone experiences life challenges that can make us vulnerable and at times, anyone may need additional emotional support. We take the view that positive mental health is everybody’s responsibility.***

#### **At Creating Tomorrow we:**

* Provide a nurturing, safe and supportive environment based on trusting relationships to:
  + Help everyone to understand and manage their emotions and feelings
  + Help everyone to feel comfortable in sharing any concerns or worries
  + Help everyone to form and maintain relationships
  + Develop self-esteem and self-worth
  + Encourage everyone to be confident and celebrate their individuality
  + Help students to develop emotional resilience and to manage setbacks
  + Provide a structured approach to education about relationships, sex and health
  + Support parents as partners in their young adult’s learning and development.

# Core purpose

* To offer high quality, personalised support for students with disabilities and/or other disadvantages which enables students to seek, access and retain employment experiences with the long-term view of accessing paid employment and /or increased independence.
* To develop and nurture employability skills of students.
* To support students and employers in the employability process.

# General duties and responsibilities

* Contribute to the development and maintenance of a positive culture that embeds the school’s values, and ensures that students and staff feel valued, safe and supported.
* Support young people in the work place
* Presenting a positive, “can do” attitude and taking personal responsibility for own actions.
* Committed to a culture of continuous improvement and ensuring that own contribution to the role and the school is of the highest standard.
* Represent the school positively and effectively in dealings with external parties.
* Take responsibility for own continuing professional development as agreed in the appraisal process.
* Responsible for taking all appropriate measures to safeguard young people and promote their welfare.

# Responsibilities and accountabilities – Detailed student engagement

* Develop students’ skills and knowledge of themselves, expectations, needs and areas for development in relation to the world of work.
* Assist students to aspire to paid employment and advise students of the financial and social benefits of work related activities.
* Provide accessible information including better-off calculations to students to enable them to make informed decisions and choices related to work related activities.

# Support for students (in school and workplace setting as required)

* Where needed, conduct a task analysis to break key work routines down into the sequence of steps and actions as performed in the workplace to support students to learn the job.
* Where needed, use prompting and fading techniques to coach students to learn new work, and workplace related, tasks without developing unnecessary dependence on others.
* Collect relevant information and feedback data on successful, independent achievement of tasks to identify when a student is not making progress and deliver options for performance improvement.
* 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.
* Refer individuals to additional sources of support within the school when problems and issues are outside own competence or authority
* Where necessary support students whilst they are on employment experience with written, practical tasks and delivery of some aspects of personal care when appropriately trained to do so.

# Identifying the needs of students

* Support students to identify their experiences, skills, needs, talents and employment preferences through vocational profiling.
* Support students in preparing their curriculum vitae in a format that is accessible to them, prepare for interviews/working interviews.
* Identify specific support strategies or technologies that may be required to facilitate the employment experience for students.
* Prepare students emotionally and socially for work and assist them to be socially included at work with advice, social training strategies or by engaging natural supports.

# Action planning, target setting and monitoring

* Liaise closely with key staff to ensure that the employability process is planned and effectively linked to IEP targets.
* Be responsible for producing a jointly agreed employability action plan in direct partnership with students and support students in planning future career progression.
* Oversee the completion of employment experience monitoring reports from the student and employer perspectives.
* Provide feedback to teachers and employability skills developer regarding individual student’s progress, issues or effective support strategies.
* Attend and contribute to student tutorials and formal transition/progress reviews
* Monitor and review progress of employability experiences and targets on an on-going basis, feedback as appropriate.

# Developing employability skills

* Facilitate employability, Maths and English sessions with students and support students to achieve agreed learning objectives within the employability, Maths and English curriculum.
* Encourage the autonomy of the individual in making decisions, and their responsibility in implementing them
* Enable students in supported employment opportunities to be productive and integrated into their workplace

# Getting to know the job/employer engagement

* Liaise with employer supervisors/mentors to ensure quality and successful placements.
* Feedback information to employer supervisors/mentors which may enhance the quality of the student’s learning experience and help them to reach their potential.
* Support the Work Experience Co-ordinator/Key Stage Leader and class teachers with identifying potential employers and placement opportunities.

# Develop own supported employment practice

* Be responsible for developing and maintaining skills and knowledge to competently perform own role through research and training as identified during the appraisal process.
* Challenge own and others’ assumptions about the employment choices that students can make.

# School Wide Strategic View

* Work within and support the school’s Employability and Enterprise Strategy.
* Comply with school and trust policies and procedures.
* Carry out any other reasonable duties as requested by your line manager.

**Monitoring, assessment, recording, reporting and accountability.**

* Work with colleagues to support the assessment and recording of each student’s progress systematically with reference to the school’s current practice and use the results to inform planning.
* Work with colleagues to regularly support the assessment and monitoring of work, providing constructive feedback and setting targets for future progress.
* Provide reports on individual progress of students to SLT, other colleagues and parents as required.

**Knowledge and Understanding**

* Have knowledge of, and keep up-to-date with, the developments in area of expertise
* Understand how students; learning is affected by their physical, intellectual, emotional, and social development
* Select and make good use of ICT skills.
* To carry out any other duties which fall within the broad spirit, scope and purpose of this job description.

**Providing Personal and Welfare Care**

* Provide pastoral and behavioural support when appropriate and assist in the supervision of students to ensure the school’s health and safety procedures are maintained
* Deal promptly with conflict using a range of communication techniques, encouraging students to take responsibility for their own behaviour and promoting independence
* Carry out any medical procedures in accordance with protocols including administration of medicines
* Care for a sick or injured student, accompanying them to hospital and remaining with them until a parent/carer arrives to ensure continuity of care
* To provide First Aid as and when required, after undertaking necessary training

**Supporting Students in the Learning Environment**

* Assist in the planning, development and implementation of individual plans and curriculum targets for students and in the planning and evaluating of learning activities to meet the needs of students and requirements of the curriculum.
* May be required to assist with mobility equipment eg hoists, wheelchairs

**Provide Clerical and other Support**

* Provide general clerical and other support to meet curriculum delivery requirements
* Administer and assess routine tests and undertake marking of students’ work to meet curriculum requirements
* Support students during tests/exams

**Preparing and Maintaining the Classroom Environment and Resources**

* Support the provision of an appropriate learning environment by working with the class teacher
* Preparing and maintaining general and specific equipment and resources
* Develop interesting and engaging tools and materials to complete learning activities

**Dealing with behaviour issues**

* Use awareness of behaviour management and communication strategies as necessary to actively diffuse/deal with disruption of student learning
* Where required and suitably trained use appropriate physical intervention techniques in accordance with policy and procedure

**Reviewing Student Performance**

* Support the monitoring, observation, and recording of appropriate evidence with/for the class teacher including feedback to students and participate in gathering of information

**Support for the School:**

* Be aware of and comply with the Staff Code of Conduct, policies and procedures relating to child protection, Safeguarding of Vulnerable Adults, health and safety, security, confidentiality and data protection, reporting all concerns to theappropriate person.
* Establish and maintain effective working relationships with professional colleagues and parents.
* Participate as required in meetings with professional colleagues and parents in respect of duties and responsibilities of the post.
* Be aware of the need to take responsibility for own professional development and to participate in the appraisal procedures of the Trust.
* All staff in the Trust will be expected to accept reasonable flexibility in working arrangements and the allocation of duties including duties normally allocated to posts at a lower responsibility level, in pursuance of raising student achievement and effective team working.
* This job description reflects the major tasks to be carried out by the post holder and identifies a level of responsibility at which they will be required to work. In the interests of effective working, the major tasks may be reviewed from time to time to reflect changing needs and circumstances. Such reviews and any consequential changes will be carried out in consultation with the post holder.

Signature:

Chief Executive Officer: ……………………………………….......................................……

JobCoach:…………………………………...............……....

Date: …………….........................

**Person Specification**

|  |  |  |
| --- | --- | --- |
| **Job Title: Job Coach** **Level 3** | | |
| **Selection Criteria**  **A= Application Form I = Interview** | **Essential/ Desirable** | **Assessment**  **A, I** |
| **Experience** | | |
| 1. Working with and supporting students with disabilities & SEN | Essential | A, I |
| 2. Working in an educational establishment | Desirable | A, I |
| 3. Industry knowledge & experience | Desirable | A, I |
| 4. Working with a variety of different employers | Desirable | A, I |
|  |  |  |
| **Educational/ Vocational Qualifications** | | |
| 1. Level 2 numeracy and literacy | Essential | A, I |
| 2. Training in Systematic Instruction | Essential | A, I |
| 3. Recognised teaching qualification | Desirable | A, I |
| 4. Recognised assessor award | Desirable | A, I |
|  |  |  |
| **Skills** | | |
| 1. An ability to develop positive working relationships with individuals at all levels (internal and external) to promote the school | Essential | A, I |
| 2. Highly developed communication (written and verbal skills), presentation, external liaison and networking skills | Essential | A |
| 3. Good organisational and time management skills | Essential | A, I |
| 4. A systematic approach to work with excellent problem solving skills | Essential | A, I |
| 5. Good IT skills, including Microsoft Office | Essential | A, I |
| 6. Possess a valid driving licence with no more than 3 penalty points issued | Essential | A, I |
| 7. Have access to your own vehicle | Desirable | A, I |
| **Approach** | | |
| 1. A positive and proactive attitude | Essential | A, I |
| 2. A strong commitment to student success | Essential | A, I |
| 3. A commitment to excellence | Essential | A, I |
| 4. Ability and determination to promote equality and diversity throughout all aspects of school life, including employment and service delivery | Essential | A, I |
| 5. The ability to motivate and encourage others, inspire trust and a sense of common purpose | Essential | I |
| 6. Ability to work effectively through teams and a critical and sensitive understanding of the roles of other staff | Essential | I |
| 7. Able to clearly demonstrate understanding of safeguarding responsibilities and a commitment to promoting the welfare of young people | Essential | I |

***Creating Tomorrow Multi Academy Trust is committed to safeguarding young people & vulnerable adults, promoting the welfare of all students, and expects all staff to share this commitment***