



Job Coach

JOB DESCRIPTION

Directorate of Transition, Foundation and Inclusive Learning



ADVERTISEMENT

Job Coach

Salary within the range of £22,071 to £27,609 per annum
37 hours per week, 52 weeks per year

We have an exciting opportunity for a Job Coach to induct, train, guide and support learners who are on supported internships. Supported Internships are a scheme set up to support those with Educational Health Care Plans (EHCPs) into employment. You will advise and support employers and learners to resolve problems and maximise the benefits to both of the supported internship.

You will have experience of working with employers and finding job placements for young people, alongside knowledge or experience in relation to aspects of assessing, mentoring or coaching people. Level 2 qualifications in literacy and numeracy or equivalent (GCSE Maths & English grade C / 4) are essential and a Level 3 qualification in Advice and Guidance is desirable.

This current post is based primarily at Ipswich Hospital; however, you may be required to work at and travel between sites/ campuses.

At Suffolk New College, we promote the culture of BeSNC. Implementing BeSNC is not just a choice; it's a commitment to providing the best possible environment for our learners to thrive. It's a commitment to nurturing an inclusive and supportive community where each student, staff and community member can reach their full potential.

For further information, please visit www.suffolk.ac.uk/work-for-us

Closing date: Tuesday 3rd September 2024 at 12:00 Midnight

Interview date: Tuesday 10th September 2024

This College is committed to safeguarding and promoting the welfare of young people and expects all staff to share this commitment. As part of our on-going commitment to Equality and Diversity, Suffolk New College guarantee to short list all applicants from a black or ethnic minority group who meet the essential criteria and all applicants with a disability who meet the essential criteria. All appointments are subject to Disclosure & Barring Service (DBS) check.

We do not recognise any agencies or search agencies acting on our behalf unless they have been officially engaged. Applicants should apply to us directly and not be persuaded to go via an agency.

The college will not recognise any agency fees for recruitment activities unless an active engagement linked to a specific role has been agreed.

The college will not pay fees associated with CVs or applicants who are sent to the college via agencies on a speculative basis or in response to college adverts.

Agencies should refrain from sending CVs to anyone working for the college on a speculative basis. The college will make approaches to agencies via our HR team if we feel that we need assistance with a post.

DIRECTORATE OF TRANSITION, FOUNDATION & INCLUSIVE LEARNING, AND ESOL

The Directorate of Transition, Foundation and Inclusive Learning is an exciting and vibrant area of the College delivering both non-qualificatory courses (RARPA) and qualifications from pre-entry to Level 2.

The Directorate team comprises of management, teaching staff, support staff and administrators who are all committed to delivering an exceptional experience to our learners to enable them to achieve and progress to their chosen destination through further or higher education opportunities or employment.

The teaching team is split between Suffolk New College's main campus at Ipswich and the Rural campus at nearby Otley. The classrooms within the College are purpose built with specialist equipment where learners can participate in practical learning sessions that prepare them with the skills required to enter the workplace and lead independent lives. The Inclusive Learning team are developing an innovative and exciting curriculum with clear pathways towards employability and independent living. There is a strong focus on an individualised approach to learning with an emphasis on meeting our learners' specific needs. Tutors also work closely with local businesses and organisations to enable our learners to engage with a wide range of projects outside of the classroom that not only support the community but also develops the skills our learners need to successfully progress to an independent life after college.

Supported internships programmes are set up for our young people with EHCPs, in their final year of learning, who need transition to support them into employment. We have been running supported internship programmes at our rural campus for a number of years, securing placements in rural settings. Our new supported internship partnership with the Apollo Project, will see an extension to this programme with further placement opportunities being provided in areas such as facilities, retail, administration, portering and clinics within hospitals and care settings. Providing support during the year long programme, the aim is to gradually reduce one to one support to enable the learner to work independently by the end of the year, and so gain paid employment.

JOB DESCRIPTION

Job Coach

Summary of Benefits, and Terms and Conditions

Location:	Ipswich*
Salary:	Within the range £22,071 to £27,609 per annum
Salary Scale:	Business Support 4/5/6 Salary Scale
Contract status:	Permanent
Hours of work:	37 hours per week, 52 weeks per year
Pension:	Career Average Pension Scheme in which employees contribute between 5.5% and 12.5% depending on salary
Holiday:	20 days per annum rising one day per year worked to a maximum of 25 days per annum, plus Bank Holidays and Christmas closure days. Payment in lieu of holiday is made through the enhancement of the hourly rates.
Staff Development:	Corporate, Departmental and Personal Development Programme opportunities
Reporting to:	Head of Transition, Foundation & Inclusive Learning

* Job Coach roles require you to work between different employers, and campuses.

JOB PURPOSE

- Induct, train, guide and support learners on supported internships;
- Advise and support employers and learners to resolve problems and maximise the benefits to both of the supported internship;
- Guide and support learners to deliver the required evidence and provide feedback on progress at both college and their place of work;
- Maintain accurate and detailed records of the progress of learners;
- Liaise with internal quality assurers and other professionals;
- Attend meetings to discuss learner progress and achievements;
- Market and promote the College and supported internships

MAIN RESPONSIBILITIES AND DUTIES

1. To undertake college and work-based assessment of learners to an appropriate standard.
2. To build relationships with employers who could offer supported internships, to broaden the range of internship opportunities available to learners.
3. To participate in and contribute to delivering team development and planning activities.
4. To recruit learners and employers to meet targets.
5. To ensure that initial advice and guidance is robust and accurate for learners and employers and to ensure learners receive appropriate initial assessment and induction.
6. To track, monitor and review learner progress and achievement against Individual Learning Plans and online E Portfolios to implement SMART target setting as part of this process.
7. To support learner to develop skills and gain achievement in English and maths where appropriate, in line with planned outcomes and personal development.
8. To carry out Health and Safety pre-vetting and monitoring of employers, including Risk Assessment and Accident Investigation and Reporting.
9. To attend internal and external events which promote supported internships, including evening and weekends, as and when required.
10. To ensure that learner documentation, both electronically and paper based, meets audit requirements.
11. To maintain strong overall successful outcomes for all learners in line with agreed targets.
12. Deliver positive learning for learners and a positive experience for employers.
13. To undertake the full range of administrative duties associated with the post.
14. To be self-motivated and effective in personal time management and organisational skills in line with the duties of the role.
15. To demonstrate effective team working both within the Directorate and also across the college, such as liaison with college tutors.
16. To carry out agreed programme area course team duties as required (e.g., learner review and action planning, learner discipline, attendance and timekeeping and to risk rate learner in line with the quality assurance calendar)
17. To undertake continuous professional development and keep up to date with changes to relevant legislation.

18. To take a pro-active approach and responsibility for the well-being and safeguarding of all learners.
19. To carry out duties as required by the Director, Head or on behalf of the college's Deputy Principal.

This Job Description sets out the major duties associated with the stated purpose of the post. It should not be assumed that other duties of a similar level/nature undertaken within the section are excluded simply because they are not itemised.

The duties of this post could vary from time to time as a result of new legislation, changes in technology or policy changes, should there be such variation, appropriate training may be given to enable the postholder to undertake the new/varied work.

PERSON SPECIFICATION

	Essential	Desirable
Education and Qualifications	<ul style="list-style-type: none"> • A driving licence with access to a vehicle or other method of transport* • Level 2 in literacy and numeracy or equivalent (GCSE Maths & English grade C / 4) OR a relevant qualification at Level 3 or higher. • Systematic Instruction training/ Job coach qualification or a commitment to achieve within 12 months of employment. 	<ul style="list-style-type: none"> • Information, Advice and Guidance Level 3 • Health and Safety qualification
Knowledge and Experience	<ul style="list-style-type: none"> • Knowledge or experience in relation to aspects of assessing, mentoring or coaching people • Understanding of performance targets in relation to education including attendance, retention, progress, achievement and success. • Working with young people • Experience of working with young people with inclusion needs (learning difficulties and/or disabilities) • Experience of developing relationships with employers • Experience of preparing young people for employment 	<ul style="list-style-type: none"> • Experience of working in further education • Experience of working with employers and finding job placements for young people.
Skills	<ul style="list-style-type: none"> • Ability to communicate with a diverse range of audiences including young people, managers and team members. • The ability to provide training to groups of learners • The ability to plan and prioritise workload in order to meet deadlines and work to targets • Excellent time management and organisational skills • The ability to establish and maintain good, professional working relationships with a wide range of people. • Team work and a commitment to sharing and promoting best practice • IT literate and drive to enhance learning through technology • Good attention to detail, with the ability to produce consistently accurate work • Ability to work independently and proactively, with minimal supervision 	
Qualities and Attributes	<ul style="list-style-type: none"> • Motivational and inspirational • Learner focused approach • Creative and innovative reflected through assessment practice • Pro-active and solution focused approach • Self-awareness and reflective thinking • Calm under pressure with a resilient approach • Diplomacy, tact and integrity and with due regard 	

	for confidentiality	
Attitude	<ul style="list-style-type: none"> • Driven to deliver high quality assessment and learning • Embeds and promotes equality, diversity and respect through all aspects of the role • Pro-active commitment towards safeguarding and promoting the welfare of young people • Positive and can-do attitude towards work • Actively participates in continued professional development • Flexible approach to meet changing needs 	

*** Due to the nature of this role access to personal transport is essential in order to travel to the learners' workplaces. If using your own vehicle, it is a requirement for your car insurance to cover business use and evidence of this will be requested by finance before any travel claims are paid.**

EQUALITY & DIVERSITY

All applicants will be afforded equal opportunity of employment irrespective of gender, marital status, pregnancy or maternity leave, sexual orientation, transgender, disability, age, ethnicity, religion or belief. As part of our on-going commitment to Equality and Diversity, Suffolk New College guarantee to short list to all applicants from a black or ethnic minority group who meet the essential criteria and all applicants with a disability who meet the essential criteria.

CRIMINAL CONVICTIONS

Suffolk New College is committed to the Code of Practice of the Disclosure and Barring Service and can make a copy of the Code available upon request. Suffolk New College welcomes applications from a diverse range of candidates. Unless the nature of the work demands it, applicants will not be asked to disclose convictions which are 'spent' under the Rehabilitation of Offenders Act 1974. Having an 'unspent' conviction will not necessarily bar applicants from employment. This will depend on the circumstances and background to any offence(s). Any post which involves direct contact with persons under the age of 18 or with vulnerable adults is exempt under the Rehabilitation of Offenders Act 1974 and applicants are required to disclose spent convictions. Appointments will be subject to a Disclosure check by the DBS.

INFORMAL ENQUIRIES

For informal enquiries please contact Trudi Rose-Porter, Director of Transition, Inclusive and Foundation Learning on (01473) 382946 or email trudirose-porter@suffolk.ac.uk

BUSINESS SUPPORT 4/5/6 SALARY SCALE

£22,071	Scale 4
£22,275	
£22,827	
£23,526	Scale 5
£24,264	
£25,041	
£25,854	Scale 6
£26,727	
£27,609	