

JOB DESCRIPTION

Job Coach-40 weeks per Year

INTRODUCTION

Waltham Forest College is one of London's most successful Colleges and in February 2018 Ofsted judged the College to be 'Good' in all that we do. The College is proud to be described as an 'inclusive college' and having a diverse workforce that mirrors our local community.

From the moment you walk into our spectacular building you can see that this is a college built for success. The College firmly believes that our employees are the heart of the organisation and having the right people in the right place is the key to our success

OUR VISION

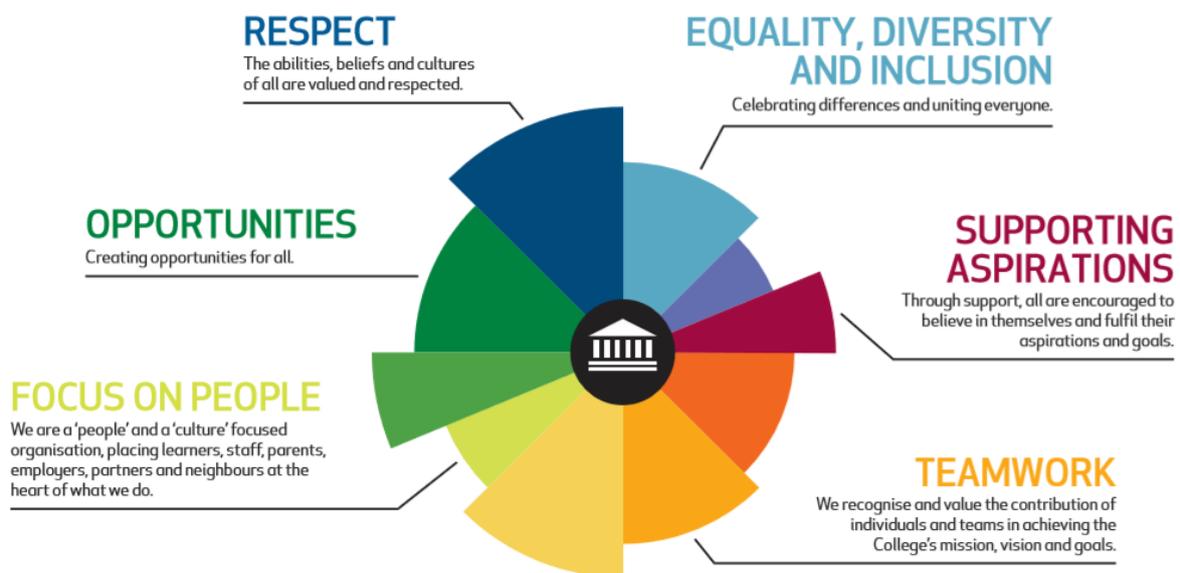
Careers focussed education inspiring learners to create their future.

OUR MISSION

To deliver outstanding technical and professional learning, which raises aspirations, develops skills and creates futures

OUR VALUES

Our organisational values drive the way we interact with each other and influence our people in creating their future.



B DESCRIPTION

Job Coach-40 weeks per Year

This Job Description sets out the organisational position, reporting lines, key accountabilities and relationships.

Post	Job Coach-40 weeks per Year
Department	SEND and ALS
Pay Spine	Grade 6 23-35
Post Reports To	Supported Internship & Project Coordinator
Responsible For	

JOB PURPOSE

Job Purpose

The post holder will provide high quality and appropriately targeted support to enable young people with specific learning difficulties, learning and other disabilities to successfully engage with supported internships, work placements, carry out tasks at work and develop their independence and ability to progress to work in future. The role also includes engaging with and supporting employers to source and set up new placements and ensure that appropriate health and safety, safeguarding and monitoring processes are in place.

The post holder will also liaise with families and young people to ensure placements and arrangements are clear alongside keeping records of progress towards planned outcomes.

Duties and Responsibilities

1. To support and coach people with learning difficulties and disabilities into and at work using systematic instruction techniques to teach roles and tasks.
2. Work with employers to understand roles that learners or interns will fill so that tasks can be broken down and introduced in appropriate ways. This could include creating supporting materials such as job description, task lists, maps and plans etc).
3. Understand the concept of job brokering and be able to negotiate job descriptions that meet employer needs and match to the skills and abilities of learners.
4. Demonstrate innovative approaches to employer engagement through marketing and promotion to identify and secure potential opportunities for both paid employment and work experience placements.
5. Carry out health and safety checks of placements and supported internship partners premises in collaboration with health and safety colleagues and create risk assessments as required.

6. Support employers or providers to make reasonable adjustments and reduce barriers to employment for young people with SEND.
7. Support employees at host businesses to become confident in working with and supporting interns and learners to carry out their duties.
8. To promote and model professionalism and excellent working behaviours and interpersonal skills with students/trainees at and into work.
9. Continually assess each young person both formally and informally to create an adaptable, personalised employability plan and contribute to individual learning plans.
10. Keep accurate records of job coaching support provided and liaise closely with the Supported Internship Coordinator and Head of School to agree appropriate levels of support for learners
11. Work closely with course tutors where appropriate to provide feedback, take part in learner reviews, contribute to support planning processes and update learner monitoring paperwork including Support Plans and Annual Reviews.
12. Undertake and contribute to the development of learning resources and independent learning strategies.
13. Undertake entry phase activities such as the interviewing, selection, enrolment, and induction of learners.
14. To travel with and travel train or route train students/interns as needed.
15. Support with work readiness skills such as time keeping, presentation and attitudes.
16. Support learners to apply for paid and unpaid roles, practice and prepare for interviews and travel to and from employer premises for interview and assessment.
17. Undertake stretch and challenge opportunities and identify increased responsibilities within job rotations in relation to abilities and skills of young people.
18. Support learners within English, maths, employability, and tutorial sessions, liaising with the course teacher to relate the sessions towards the learners' individual placements.
19. Support in coordinating activities with other external agencies such as the Youth Participation Service and or any other relevant external providers.
20. Manage enterprise projects as appropriate with colleagues and learners.
21. Gather and relay information between staff, project partners and providers of work placements.
22. Develop an awareness raising programme around employing people with disabilities to be delivered to employers, partners and to colleagues at Newham college where appropriate

23. To assist learners with personal hygiene and health needs including the administration of medication as directed.
24. To ensure the safety and safeguarding of students/trainees at all times and report using the agreed college procedures.

WALTHAM FOREST COLLEGE COMMITMENTS

Waltham Forest College aspires to be an outstanding College and in recognition of the crucial role that members of staff play, individually and collectively, in achieving and maintaining high standards all employees are required to:

- Be a positive ambassador for the College at all times.
- To adhere to the College's policies, procedures and practices regarding the safeguarding of learners, including attendance at training and updating sessions as required and responding appropriately and supportively to any issues associated with safeguarding.
- Adhere to the College policies, codes, procedures and frameworks.
- Undertake continuing personal and work related professional and skills development.
- Work collaboratively with colleagues across the College as a whole so as to support the achievement of the College goals.
- Be a positive role model in terms of supporting and promoting equality & diversity.
- Understand and actively support the College's approach to health and safety and, in particular, to take into account the duty of care for others and oneself in all day to day actions.
- Challenge unacceptable behaviour (such as, for example, discriminatory language, not wearing College ID, shouting or playing loud music in corridors, spitting or swearing) whilst not putting one's personal safety at undue risk.
- Make an active and positive contribution to team meetings, one to one sessions with line managers and the appraisal process
- Undertake any other duties consistent with the key responsibilities and/or duties of the post.

In recognition of the ever-changing environment in which the College operates, the contents of this job description will be the subject of regular review in consultation with the post holder.

PERSON SPECIFICATION

Essential/Desirable criteria will be identified at*			
	AF	I	A
EDUCATION AND TRAINING			
Possess a Level 2 qualification in English and Maths or a willingness to achieve within a specified period. Recent Training in the field of Disability/ SEND/Youth Engagement/Mentoring etc	E	E	
The principles underpinning the College's mission and strategic objectives, including equal opportunities	E	E	
To implement the College's Equality and Diversity policies and to work actively to overcome discrimination on grounds of all protected characteristics; sex, race, religion/belief, disability, sexual orientation, age, pregnancy/maternity, gender reassignment status, marriage/civil partnership status	E	E	
To take responsibility for one's own professional development and participate in relevant internal and external activities	E		
A business-like and customer focused approach to education and training	E	E	
Strong communication skills and the ability to make complex arrangements with parents and carers, young people, employers, teachers, and other partners	E	E	
A commitment to widening participation in paid work or volunteering for people with SEND and the ability to support employers to understand how to increase employment opportunities for this group of people	E	E	
Skills to write, evaluate and moderate employment support plans and profiles in response to student needs/progress	E	E	
The ability to build and sustain effective relationships with learners and where relevant their parents or sponsors	E	E	
EXPERIENCE			
Experience of supporting young people with SEND to develop work skills	E	E	
Experience of supporting young people with SEND in the workplace, on work experience or on Supported Internship programmes	E	E	
Experience of working with a range of partners to run successful learning programmes	E	E	
Experience of contributing to quality processes, for example the self-assessment process and of using such processes to achieve demonstrable improvement	E	E	

Experience of running social enterprise projects with people with SEND	D	D	
Experience of keeping records related to learner progress	E	E	
Experience of liaising with young people and families to arrange placements and to give feedback	E	E	

* **Key:** AF = Application Form, I = Interview, A = Assessment

This profile covers the core accountabilities within the role; however, the postholder will be expected to undertake any other duties that may be required by the College