

**JOB TITLE: Specialist Support Job Coach**

**RESPONSIBLE TO: Careers and Enterprise Leader**

**STATEMENT OF PURPOSE:**

To support the students' effective independent learning and progress in accordance with the national curriculum and with behaviour management strategies. To provide support for all students' learning and care needs (intimate care when appropriate) and having due regard to the health, safety and wellbeing of students and colleagues.

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 the future. The role also includes engaging with and supporting employers to source and set up new placements and ensure that appropriate health and safety, safe guarding and monitoring processes are in place.

This role will be split between Manor Green School and also the Chiltern Road site.

**KEY RESPONSIBILITIES**

To support and coach students from Manor Green School and The Link into and at work using systematic instruction techniques to teach roles and tasks.

Work with employers to understand roles that learners will fill so that tasks can be broken down and introduced in appropriate ways. This could include creating supporting materials such as job descriptions, task lists, maps and plans etc.

Understand the concept of job brokering and be able to negotiate job descriptions that meet employer needs and match the skills and abilities of learners.

Demonstrate innovative approaches to employer engagement through marketing and promotion to identify and secure potential job opportunities for both paid employment and work experience placements.

Carry out health and safety checks of placements and supported internship partners premises, in collaboration with health and safety colleagues to create risk assessments as required.

Support employers or providers to make reasonable adjustments and reduce barriers to employment for young people with SEND.

Supported employees on placement to become confident in working with and supporting students to carry out their duties.

Keep accurate records of job coaching support provided and liaise closely with the Careers and Enterprise Lead to agree appropriate levels of support.

Work closely with their class teachers where appropriate to provide feedback, that may be useful when writing support plans and at annual reviews.

To travel with and travel train or route train students as needed

Support with readiness skills such as timekeeping, presentation and attitudes.

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.

To ensure the safety and safeguarding of students/trainees at all times and report using the agreed college procedures.

Assist students in planning next steps and work experience internally and externally.

Learning and development activities:

- To provide support for learning activities across all areas of the national curriculum and to provide feedback to the teacher on student progress with objectives and tasks
- To assist with the timely preparation of resources, activities and the teaching environment ensuring student safety. This may include preparing materials to meet individual student needs
- To clear up after activities ensuring displays are kept safe and tidy
- To assist in the development of Individual Education Plans using the ACE model and to help students advance towards their targets and to provide feedback on progress
- To support students to review their own learning wherever possible
- To assist in implementing and reviewing agreed programmes of work and highlight any concerns to the classroom teacher

Care and safety:

- To provide support to students' general welfare, including feeding, toileting and changing their clothes as instructed to ensure they are clean, tidy and comfortable
- To be familiar with students' care plans and provide care, encouragement and maintain dignity
- To assist with monitoring of physical wellbeing including students' eating habits to support the development of students' independence.
- To support students' emotional wellbeing, self-reliance self-esteem and resilience
- To assist in intimate care as required
- To assist in the administration of medication to students as required and in accordance with their Care Plan and legal guidelines
- To organise and supervise offsite activities and maintain health and safety of students when outside the school setting
- To assist in the supervision of students during break and lunchtimes and in the use of school transport

#### Communication:

- To provide support to communication and interaction needs including facilitating communication for students who use augmentative or alternative means of communication such as Makaton, VOCA
- To support students and their families for whom English is an additional language (EAL)
- To establish and maintain effective communication with parents, carers and families about the care and education of their children through communication books review meetings and phone calls

#### Team working:

- Assist in the assessment, monitoring and recording of student progress and behaviour and the maintenance of record keeping systems
- To provide occasional supervision of a group or class for time limited activities or in an emergency
- To provide cover for colleagues including in unfamiliar classes
- To work flexibly as part of the classroom team and to take part in the support and induction of new staff as well as the annual performance management scheme

#### **Please note**

This work sometimes involves sitting at low tables or on the floor and may involve restraint of students for which training is available. The work is in a hectic and noisy environment with constant interruptions from children.

Working with Special Education Needs students requires a particular understanding and appreciation of the individual needs such as physical limitations, learning, emotional, behavioural and language difficulties or problems with organisation. The behaviour of such children is often extremely challenging and is therefore emotionally and physically demanding. In some cases the nature of the students' special needs may result in staff being verbally or physically assaulted.

This is not an exclusive or exhaustive range of responsibilities, rather an indicative list. You may be required to carry out further duties as reasonably required and commensurate with the position.

## PERSON SPECIFICATION

Key Criteria	Essential	Desirable
Qualifications and training	<p>Good levels of literacy &amp; numeracy</p> <p>Experience of working with young people in the education/care/health sectors</p> <p>Awareness of health, safety and wellbeing requirements in a school environment</p>	<p>Level 2 or equivalent in Maths and English or willingness to study L2 Maths and English whilst working</p> <p>Health and social care or childcare qualification</p> <p>Manual handling training or qualification</p>
Skills and experience	<p>An understanding of the concept of job brokering.</p> <p>Ability to engage with potential employers and secure work opportunities for students.</p> <p>An understanding of the educational objectives of the school</p> <p>An understanding of how children learn</p> <p>Ability to support learning across all areas of the curriculum</p> <p>Ability to lead and direct the work of others</p> <p>Experience of working in a challenging environment</p> <p>Excellent planning and organisation skills</p> <p>Experience of accurate record keeping</p> <p>Excellent communication skills including written skills and the ability to communicate</p>	<p>Experience of working within a health and social care setting (paid or voluntary)</p> <p>Experience of a SEN learning environment</p> <p>An understanding of care plans and their use</p> <p>Experience of group/class supervision</p> <p>Experience of monitoring and recording individual progress</p> <p>Alternative communication skills such as Makaton, VOCA</p>

	<p>sympathetically with children and parents</p> <p>Ability to support emotional wellbeing, self-reliance, self-esteem and resilience in others</p>	
Core Competencies	<p><b>Student Led</b></p> <p>Passionate about supporting young people with a disability in a dignified and person centred way</p> <p>Committed to a proactive approach to meeting the needs of students</p> <p>Is approachable and helpful</p> <p>Acts with honesty, integrity and discretion</p> <p>Is concerned with the health, safety and wellbeing of others</p> <p><b>Results Orientation</b></p> <p>Displays drive and energy and enthusiasm to enable progress and achieve results</p> <p>Works systematically and plans effectively</p> <p>Delivers on objectives</p> <p>Committed to continuous professional development</p> <p><b>Working Together</b></p> <p>Contributes to effective teamwork</p> <p>Understands and supports others</p>	

	<p>Values people equally and encourages inclusive participation</p> <p>Willing to work in line with all MGS policies and procedures and attend all supervisions</p> <p><b>Adaptability</b></p> <p>Aligns behaviour to the needs / priorities / goals of students and the school as a whole</p> <p>Deals and copes with change</p> <p>Works well in a challenging environment</p> <p>Copes with ambiguity</p> <p>Remains calm and professional at all times</p> <p>Is self-aware and able to undertake self-evaluation</p> <p>Able to attend class from 8.45am daily during term time and undertake occasional out of hours activities as required.</p> <p>Must be a car driver with business insurance and willing to travel between sites.</p>	
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