



Shaw  
Education  
Trust



# Careers

at Shaw Education Trust





<b>Job Title:</b>	<b>Job Coach (SEN)</b>
<b>Grade:</b>	<b>6</b>
<b>SCP:</b>	<b>SCP 20 – SCP 24</b>
<b>Conditions of Service:</b>	<b>Support Staff Contract</b>
<b>Responsible to:</b>	<b>Headteacher</b>

## Job Purpose

We are working with young people with a range of Special Educational Needs and disabilities to prepare them for adulthood. A core part of our offer is to support young people into meaningful and sustained employment. The School offers a diverse employability offer including work placements and supported internships delivered in partnership with local and national businesses and charitable organisations including the NHS, supermarkets, and charities.

The Job Coach role is central to the success of these programmes. As a Job Coach you will be working with young people supporting them to develop the employability skills and knowledge they need as well as supporting young people on work placements in the workplace.

As a Job Coach you will be working as part of a team who are passionate about ensuring our learners receive outstanding learning and positive employment outcomes. You will have a driving licence and have daily access to a car as the role is across multiple sites and settings.

## Key Responsibilities

### Supporting Preparation for Employment

- Provide support and relevant training to learners, business colleagues and families to ensure young people have the skills and knowledge required for the workplace.
- Engage with employers to identify and promote job opportunities for young people and employer links for the college and our learners.
- Work in collaboration with learners, families, employers, and relevant agencies to devise intentional employment plans, which identify learner strengths, interests and areas for training and development.
- Complete task and job analysis for available roles within each organisation and devising training plans and strategies to allow young people to learn and progress in the workplace.
- Liaise with young people, families, and other agencies to signpost additional support (Social Care, Local Authority, Department of Work and Pensions etc.), completing and supporting referrals where necessary.
- Deliver training, workshops and learning materials to students and staff, to maximise success in the workplace and raise awareness.
- Ensure the Health and Safety of learners, adhering to Health and Safety at Work Legislation and Workplace/College policies.
- Monitor progress and measuring outcomes to identify areas for improvement and also to provide feedback to key stakeholders
- Provide written and verbal reports, maintaining management database and cohort information on relevant recording systems, within given timescales.
- Be responsible for managing time working across multiple sites and settings.

### Supporting Learners

- Coach young people using TSI (Training- Systematic Instruction); breaking down job roles and tasks, modelling expectations and procedures required by the workplace.
- Promote independence and resilience amongst learners; including identifying reasonable

- adjustments and how use of assistive technology can support task completion.
- Develop Literacy, Numeracy and Skills for Adulthood

#### **Support to Pupils, Parents and the Community**

- Supporting parents and students in crisis, liaising with identified personnel.
- To support staff by maintaining a high profile around the school.

#### **Support to School** (this list is not exhaustive and should reflect the ethos of the school)

- Promote and safeguard the welfare of children and young persons you are responsible for or come into contact with.
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Ensure all pupils have equal access to opportunities to learn and develop.
- Appreciate and support the role of other professionals.
- Contribute to the overall ethos/work/aims of the school.
- Attend and participate in relevant meetings as required.
- Participate in training and other learning activities and performance development as required.
- Contribute to the achievement of the school's objectives.
- **Promote inclusion and acceptance of all pupils within the school.**
- Establish good working relationships with pupils, acting as a role model and setting high expectations.
- Be aware of, support and ensure equal opportunities for all.
- Assist with pupil needs as appropriate during the school day.

#### **Safeguarding**

- Take responsibility for promoting the safety and welfare of all pupils.
- Report all concerns to an appropriate person.
- Co-operate and work with relevant agencies to protect children.
- Ensure all statutory requirements are adhered to, including prevention.

***This job description is not prescriptive, nor necessarily a comprehensive definition of the position.***

***Notwithstanding the duties in this job description, you will be expected to undertake any other duties and tasks which are not specifically listed but are within the scope and remit of this post to ensure the effective delivery and development of the service.***

## Qualifications and Experience

### Qualifications/Training

- Numeracy/literacy skills minimum equivalent to GCSE C /4 or Functional Skills Level 2.
- Qualifications/training for working with young people
- Qualifications/training for working with children or adults with SEND
- Coaching qualification
- Ability to drive and access to a car
- Willingness to complete relevant training including coaching qualification.

### Experience / Knowledge / Skills

- Understanding of education including meeting the needs of young adults with SEND.
- Have experience of working to support children and/or young people's learning, gained in a relevant environment.
- Experience of working with children/young people/adults with additional needs.
- Experience of supporting young adults in preparation for employment and/or adulthood
- Supporting the development of employability and preparation for adulthood skills.
- Understanding how to help overcome barriers to learning.
- Good interpersonal skills to be able to relate well to a wide range of people.
- Work constructively as part of a team whilst being able to demonstrate initiative.
- Effective communication skills.
- Development and support of learning plans

## Codification of expected norms and behaviours

Leadership, of self and others		
Attitude	Aptitude	Functional Capability
<ul style="list-style-type: none"> <li>• Build relationships between yourself and the team, and between team members.</li> <li>• Unify not divide the team, promote a culture of respect.</li> <li>• Manage conflict well and pro-actively.</li> <li>• Embrace and welcome accountability of self, and for team.</li> <li>• Care for the well-being of your team/colleagues.</li> <li>• Support the retention of good staff by creating a positive culture around workforce development and team communities.</li> <li>• Ensure good communication amongst your team and the wider organisation as appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure effective workforce development and training for self and all, including coaching and mentoring.</li> <li>• Spot and nurture talent – in yourself and in others.</li> <li>• Positively engage in development opportunities and aptitude development.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure clear roles and accountabilities for the team are well understood.</li> <li>• Develop and promote mutual accountability between colleagues in the team.</li> <li>• Deploy staff and resources effectively across the team.</li> <li>• Manage the workload of self and team.</li> <li>• Know your team(s)/colleagues well.</li> </ul>
Model our values and behaviours		
Attitude	Aptitude	Functional Capability
<ul style="list-style-type: none"> <li>• Build trust within your teams and across the Trust.</li> <li>• Create and contribute to a psychologically safe environment so staff can work and flourish within your team and across the Trust.</li> <li>• Value compassion</li> <li>• Encourage a can-do approach personally and across your team.</li> <li>• Positively challenge poor behaviour and call it out.</li> </ul>	<ul style="list-style-type: none"> <li>• Be self-reflective on your own strengths and be proactive in seeking support (via colleagues, reading or CPD) to understand any areas for improvement and ensure your development in these.</li> </ul>	<ul style="list-style-type: none"> <li>• Display professional credibility to team, peers, and trustees.</li> </ul>

<ul style="list-style-type: none"> <li>• Be highly and consistently visible across the organisation and within your team.</li> <li>• Demonstrate a consistent approach and calmness.</li> </ul>		
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**Motivate and inspire**

<b>Attitude</b>	<b>Aptitude</b>	<b>Functional Capability</b>
<ul style="list-style-type: none"> <li>• Celebrate and acknowledge success of self and others.</li> <li>• Show and demonstrate the value of others – create an abundance culture where all can be successful without threat or competition.</li> <li>• Demonstrate drive and ambition for self, team and Trust.</li> </ul>	<ul style="list-style-type: none"> <li>• Engage in wider networking, development opportunities and/or reading to gain inspiration and personal motivation.</li> <li>• Understand and share your ‘why’ – and revisit it regularly.</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate a precise and clear vision.</li> <li>• Set the journey ahead which is understood by all.</li> <li>• Evidence sharp goal setting and achievement.</li> <li>• Ensure errors, oversights and mistakes are rare.</li> </ul>

**Reflection**

<b>Attitude</b>	<b>Aptitude</b>	<b>Functional Capability</b>
<ul style="list-style-type: none"> <li>• Demonstrate transparency and integrity within team and across the Trust.</li> <li>• Accept responsibility and be vulnerable, avoid a blame culture.</li> </ul>	<ul style="list-style-type: none"> <li>• Take time to know yourself and engage in self-reflection and learning.</li> <li>• Ask thoughtful questions and seek the truth.</li> <li>• Give and accept feedback.</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage your team to reflect on efficiency and effectiveness, striving to gain a constantly improving approach.</li> </ul>

**Secure accountability by giving tools to succeed by...**

<b>Attitude</b>	<b>Aptitude</b>	<b>Functional Capability</b>
<ul style="list-style-type: none"> <li>• Giving generously with your time.</li> <li>• Ensuring 1:1 meetings are useful and effective in driving improvement.</li> <li>• Providing support and removing barriers to success.</li> <li>• Be true to your word, if you say you will do something, do it.</li> </ul>	<ul style="list-style-type: none"> <li>• Have high expectations of yourself and others, seek out best practice.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensuring absolute clarity in terms of expectation and ‘the ask’.</li> <li>• Allocating resources effectively to support KPI delivery.</li> <li>• Be willing and able to have challenging conversations.</li> </ul>

**In addition to candidates' ability to perform the duties of the post, the interview will explore issues relating to safeguarding and promoting the welfare of children including:**

- Motivation to work with children and young people
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people
- Attitudes to the use of authority and maintaining discipline
- The post holder will be required to have an enhanced DBS check



If a disabled person meets the criteria indicated by the 'Two Ticks' symbol and provides evidence of this on their application form they will be guaranteed an interview.

**SS 07.12.2021**

***Note This job description and person specification conforms to the Shaw Education Trust job evaluation standards and cannot be amended/updated without SET HR approval.***