

THE HIVE COLLEGE: GRADE 3 JOB COACH – JOB DESCRIPTION

Hours of work: 32.5 hours per week (5 Days) TTO (39 weeks)

Salary FTE: £25,119 + £1,628 SEN allowance (Actual salary £19,555.76 + £1,267.44 SEN allowance)

1. JOB PURPOSE

- To provide tailored support to young people to enable them to gain, learn from, develop in and maintain their supported internship / traineeship and to make a positive progression on to paid, sustainable employment.
- To support employers to enable them to offer a meaningful internship that will work for them in their setting and suit the needs of the interns.
- To report to the Work Placement Co-ordinator on the interns progress into employment and sustained employability upon completion of the internship.

2. DUTIES AND RESPONSIBILITIES

- Job coaches must be able to undertake flexible working hours which will require working outside term times and will include some early mornings and late evenings.
- Job coaches need to be able to recognise when and how to support, and when to increase, decrease or remove support to the intern and the employer.
- Job coaches will need to be able to assess student's progression towards completion of vocational targets.

Job coaches will be involved in the following activities:

Pre-placement at work

- Helping interns to prepare for work by accompanying them to the workplace prior to starting a job.
- Sourcing and gathering relevant documentation for work, including Risk Assessments and Vocational Profiles.
- Prepare the intern to travel to work independently where possible and arranging for Access to Work to be in place where required.
- Understand a job role in readiness to train the intern.

Workplace support

- Attend workplace inductions and first day/s at work depending on the needs of the intern and the employer.
- Mentor and support the intern to improve self-confidence.
- Train the intern to master tasks.
- Breakdown tasks and apply systematic instruction techniques.
- Model workplace behaviours
- Target set and monitor and review progress of the intern and encourage self-assessment and reflection.
- Regularly visit the interns in the workplace, carry out observations and support them to acquire the skills they need to fulfil the role.
- Produce visual or written aids and reminders to assist the intern in their role where necessary.

- Negotiate an increase / decrease in responsibilities or new activities to suit the intern and the employer.
- Determine if an intern needs to move placement and liaising with the Work Placement Co-ordinator for that to happen.

Support for employers

- Explain an intern's strengths and support needs and advise on any reasonable adjustments.
- Be a first point of call if issues or problems arise and negotiate solutions.
- Introduce the intern to his/her colleagues and offer advice on how to best support and include him/her.
- Identify additional or more challenging tasks or roles that an intern could not take on and negotiate a solution with the employer.
- Ensure that interns are on task and meeting workplace standards and expectations.

Other roles during the internship

- Helping interns to prepare for and accompanying them to job interviews.
- Providing a link between the classroom and the workplace learning by undertaking assessments within the workplace and completing witness testimonies.
- Support the use of information and communication technology in the workplace.
- Monitor attendance and punctuality at work placement, especially when the intern attends the work placement independently.
- Responsibility for promoting and safeguarding the welfare of the interns and ensure their health and safety when in the workplace.
- Provide administrative documents for all interns.

Support for the college

- Support the development and effectiveness of team work within the college environment.
- Reporting on progress to the Work Placement Co-ordinator and the Executive Principal.
- Develop and maintain working relationships with other professionals.
- Liaise with parents where appropriate.
- Work as required across the curriculum and within the college in accordance with the job.
- Participate in appropriate professional development including adhering to the principle of performance management.
- Attend appropriate staff meetings and parent's evenings.
- Adhere to the ethos of the college to:
 - Promote the agreed vision and aims of the college.
 - Set an example of personal integrity and professionalism.
- Any other duties as commensurate within the grade in order to ensure the smooth running of the college.

3. SUPERVISION RECEIVED

- **Supervising Officer's Job Title:** Work Placement Co-ordinator and Assistant Principal
- **Level of Supervision:** Left to work within established guidelines subject to scrutiny by supervisor



Notes:

This job description may be amended at any time in consultation with the postholder.

ALL STAFF ARE EXPECTED TO BE COMMITTED TO THE ACADEMY'S EQUAL OPPORTUNITIES POLICY

PERSON SPECIFICATION

Method of Assessment (MOA)

AF = Application Form

I = Interview

T = Test or Exercise

P = Presentation

CRITERIA	ESSENTIAL	M.O.A.
EXPERIENCE (Relevant work and other experience)	Experience of working with young adults special educational needs and disabilities	AF/I
	Experience of supporting young adults in a work placement environment	AF/I
	Experience of using Information Technology effectively to support students in the work placement environment	AF/I
SKILLS AND ABILITIES (E.g. Written communication skills, dealing with the public)	A good standard of education particularly in English and Mathematics	AF/I
	Good ICT skills	AF/I
	Knowledge of the legal and organisational requirements for maintaining the health, safety and security of yourself and others in the learning and work placement environment	AF/I
	Knowledge of SEN Code of Practice	AF/I
	Knowledge of strategies to recognise and reward efforts and achievements towards self-reliance that are appropriate to the age of the students	AF/I
	Ability to provide classroom cover, with agreed parameters, in the absence of the class teacher or teaching assistant	AF/I
	Ability to consistently and effectively implement agreed behaviour management strategies	AF/I
	Ability to use language and other communication skills that students can understand and relate to	AF/I
	Ability to establish positive relationships with students and empathise with their needs	AF/I
	Ability to demonstrate active listening skills	AF/I
	Ability to provide levels of individual attention, reassurance and help with learning tasks as appropriate to students' needs, encouraging the students to stay on task	AF/I
	Ability to monitor the students' response to the learning activities and, where appropriate, modify or adapt the activities as agreed with the teacher or the employer to achieve the intended learning outcomes	AF/I
	Ability to carry out and report on systemic observations of students' knowledge understanding and skills	AF/I
	Ability to assist in the recording of lessons and assessment as required by the teacher	AF/I
	Ability to offer constructive feedback to students to reinforce self-esteem	AF/I

	• Ability to work effectively and supportively as a member of the college team • Ability to work within and apply all college policies e.g. Behaviour Management, Adult Safeguarding, Health and Safety, Equal Opportunities	AF/I AF/I
EDUCATION/ QUALIFICATIONS (NB Full regard must be paid to overseas qualifications)	• NVQ Level 3 Vocational or Teaching Assistant qualification (or equivalent) • Minimum GCSE English and Maths Grade C and above or equivalent	AF/I AF/I
OTHER	• Willingness to maintain confidentiality on all college matters • A flexible and positive attitude • Competent and organised • Patient • Reliable and punctual • Enjoy working with young adults	AF/I AF/I AF/I AF/I AF/I AF/I
TRAINING	• Competency based training for the role will be provided with regular reviews and updates • Willingness to participate in further training and developmental opportunities offered by the college, to further knowledge	AF/I AF/I
SAFEGUARDING	• Enhanced DBS is essential • This post is covered by Part 7 of the Immigration Act (2016) and therefore the ability to speak fluent English is an essential requirement of the role	AF/I AF/I

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