

# JOB DESCRIPTION

**POST TITLE:** JOB COACH – SEND EMPLOYABILITY (80%)  
(TERM-TIME ONLY)  
**POST NUMBER:** WREQ3932  
**GRADE:** HAY 10 SCALE

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## JOB PURPOSE

As the Employability Job Coach, you will be required to work as part of a team developing and delivering high quality individualised programmes of support to learners on a 1:1 basis and/or small groups with a focus of ensuring sustainable paid employment outcomes providing Job Coaching within the work place environment. The post-holder will be required to work within Foundation Learning with learners with SEND. You will be expected to develop individualised learning programmes in partnerships with local employers and curriculum staff.

## KEY DUTIES AND RESPONSIBILITIES

As post-holder, you will be responsible to the Subject Area Manager, and ultimately to the Dean of Faculty, for the following:

- Carrying out high quality Initial Needs Assessments and Vocational Profiling along with other appropriate assessments to establish support needs and effectively track progress leading to successful outcomes.
- Proactively deliver Job Coaching and implement the SEND Code of Practice and adherence to the Supported Employment National Occupational Standards.
- Plan and reviewing individual programmes of support ensuring all aspects of provision and support specified within a student's Education Health and Care Plan is in place and the progress is effectively tracked and monitored.
- Close liaison with the EHCP co-ordinator to ensure a seamless process of applying for an EHCP, producing the necessary documentation and ensuring the statutory requirements are in place.
- Arrange and deliver individualised employability, employer engagement, Job Coaching and Into Work programmes.
- Plan, deliver and review high quality support programmes to enable students to achieve their employment goals and assisting in developing strategies to work with individuals and/or small groups and informing course teams.

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- Ensuring the delivery of high-quality provision to support the learners in achieving greater independence and autonomy, especially in achieving paid employment outcomes.
- Completion of and regular update of all appropriate documentation required for delivering specialist support that addresses funding and audit requirements.
- Undertake a range of administrative tasks, ensuring all appropriate auditable documentation is up to date and accurate including the requirements for Access to Work funding.
- Plan, arrange and facilitate learner centred reviews, including where appropriate annual statutory reviews of Education Health and Care Plans involving all relevant parties.
- Sharing good practice in ensuring sustainable employment outcomes by informing subject and course tutors, teams and employers about how to make the curriculum and/or workplace accessible for learners with learning difficulties and/or disabilities.
- Advising colleagues and employers, where appropriate, about adapting learning and work environments to meet the individual needs of learners with SEND.
- Mentoring generic and personal support workers and other appropriate specialist staff as appropriate to role.
- Regular Liaison with Cross College Co-ordinators, EHCP Co-ordinators and curriculum staff in all areas and on all sites of the college to ensure the support needs of individuals are met.
- Building and nurturing effective partnerships with employers and employment staff within Foundation Learning and Cross College.
- Liaise with parents/carers and outside agencies and other stakeholders, particularly employers, in order to ensure the support needs of individuals are met and when appropriate to ensure seamless transitions.
- Contributing to course and employment team meetings to monitor, review and evaluate the learners' progress.
- Contributing to and developing new initiatives to improve provision for learners, including employer engagement.

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- To keep up to date with current developments and funding requirements.
- A willingness to adapt and respond to any local or national changes in the field of learning difficulties and disabilities and SEND.

## GENERIC DUTIES

In addition to the requirements of the post above, the post-holder is required:

- To complete all associated organisation/administrative work, preparation and marking.
- To deal with immediate student safeguarding, disciplinary and welfare problems, including when these present within work placements.
- To keep and maintain specified student and class records.
- To place, prepare, develop and evaluate courses and course materials, and where appropriate supervise course provision.
- To assist with administration, enrolment, pre-enrolment counselling and identification of customer requirements.
- To participate in programme/school/college activities as requested, including parents' evenings/open evenings.
- To participate and undertake staff appraisal and in-service training based on an assessment of individual service needs.
- To meet the requirements of the health & safety at work act 1974 and the college's health & safety procedures. This includes ensuring the appropriate records are kept and updated according to requirements.
- To comply with Information Security requirements, in line with Weston College policy.
- To be prepared to operate on a flexible year as required; members of the academic staff will normally be expected to work not more than two evenings per week on average.
- To undertake such other duties as may be reasonably required commensurate with the grade of the appointment.

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## HEALTH AND SAFETY

All members of staff have a duty to maintain the safe and clean conditions of their workplace area and to co-operate with Weston College on matters of health and safety. This will include assisting with risk assessments and carrying out appropriate actions as required. Staff are required to refer to Weston College's Health and Safety Policies in respect to their specific duties and responsibilities.

## STAFF DEVELOPMENT

All staff are required to participate fully in Weston College's staff development programmes and have a responsibility to identify their own professional development needs in conjunction with their line manager.

## CONDITIONS OF SERVICE

The College standard Contract of Service for Support staff applies.

## SALARY

Hay 10 Scale, Points 18-21: £13,278.50 to £14,706.05 per annum (actual).

## HOURS

Hours of attendance: 29.6 hours per week, term-time only (38 weeks).

## SPECIAL NOTES AND CONDITIONS

The post is term-time only (38 weeks – academic year), working 29.6 hours per week. Holidays must therefore, be taken outside the terms of the academic year. The post holder may, on occasions, be required to work irregular hours.

The particular duties and responsibilities attached to the post may vary from time to time without changing the general character of the duties or the level of responsibility entailed. Such variations are a common occurrence and would not themselves justify a re-evaluation of the post.

The post holder may be required to move between sites on either a permanent or temporary basis.

***Weston College is committed to safeguarding and promoting the welfare of children, young people, and vulnerable adults, and expects all staff and volunteers to share this commitment.***

# PERSON SPECIFICATION

	ESSENTIAL	DESIRABLE
Five GCSEs at Grade C or above (or equivalent), including Mathematics and English. <i>All applicants must be able to provide evidence of a Level 2 Qualification in Mathematics and English, or be willing to undertake the qualification whilst in post.</i>	✓	
LDD or SEND qualification. <i>All candidates must possess a recognised LDD qualification or be prepared to gain (with the assistance of the College) a qualification within the first two years of service.</i>	✓	
A professional qualification that is appropriate to the work.	✓	
Relevant successful learning support and job coaching experience with evidence that these have led to sustainable paid employment outcomes.	✓	
Knowledge and understanding of learning difficulties and disabilities and how these may affect the way students learn, gain and sustain paid employment.	✓	
Knowledge and experience of current evidence-based job coaching and learning strategies.	✓	
Skills in the development and implementation of individual learning programmes	✓	
Working knowledge of Additional Learning Support funding.	✓	
Highly motivated and committed to developing the Additional Learning Support Area.	✓	
Excellent organisational and administrative skills.	✓	
Innovative and flexible approach to the delivery of Additional Learning Support.	✓	
Excellent interpersonal skills and the ability to work as a team.	✓	
A willingness to undertake the college minibuss driver assessment.		✓

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## FACULTY OF INCLUSIVE PRACTICE

The Faculty delivers a wide range of courses aimed at widening participation particularly for groups of people who might not otherwise access opportunities for learning. We are committed to meeting the lifelong learning needs and aspirations of learners through the development of an inclusive and progressive curriculum provision that supports learners in overcoming barriers to learning. We seek to address social exclusion by helping learners to become active citizens with a range of employability skills.

All areas within the Faculty achieve high levels of retention and achievement and the OFSTED in 2013 graded the LDD areas as Outstanding.

The Faculty currently consists of the following divisions:

- Foundation Learning;
- Additional Learning Support;
- HE and External Projects;
- Weston Bay Residential Training Facility.

The Faculty enjoys a high profile within the college and the community. There are strong links with local schools, Education and Health Authorities, Social Service, Bath Spa University College and other organisations.

The Faculty has a commitment to providing all learners opportunities to achieve their full potential by offering individualised programmes and high levels of additional support where appropriate.

Learners benefit from well qualified, experienced and dedicated staff, we have established an excellent record for placing students on other Further Education courses, training and employment.

The success of the Faculty is based on a strong belief in teamwork and a staff commitment to a learner centred, quality experience.

**Sam Mayhew**  
**Dean of Faculty**