

THE PARTNERSHIP TRUST	
JOB DESCRIPTION & PERSON SPECIFICATION	
POST TITLE: Job Coach	GRADE: 4
RESPONSIBLE TO: Head of Finding Futures	
DATE: May 2026	

JOB PURPOSE

The Job Coach role works with learners with SEND to support their development towards future employment outcomes. The postholder provides direct, practical job coaching support in real work settings and works closely with employers and partner organisations to support reasonable adjustments; they also support in classroom-based sessions which provide the underpinning theory and academic input that complement practical experience gained.

The Job Coach role is central to the delivery of high-quality provision and the securing of high-quality employment outcomes for college learners, as it supports them to build independence, confidence and resilience in the workplace whilst gaining real-world knowledge and skills in how to successfully navigate and maintain a paid career.

The post holder plays an active role in engaging with employers and external partners to facilitate meaningful work-based learning opportunities, helping learners to gain insight into different industries, workplace expectations and career pathways.

MAIN DUTIES AND RESPONSIBILITIES

1. Job Coaching and Direct Support to Learners

Support learners to develop employability skills within real workplace environments.

Teach specific job tasks through direct job coaching, task modelling and systematic instruction.

Use task analysis to break down work routines and support learners to learn tasks effectively.

Proactively and dynamically identify learners' skills and support needs, adapting approach as appropriate.

Develop and use appropriate supports such as task lists and visual prompts; identify and implement reasonable adjustments to support an accessible, inclusive workplace.

Provide feedback to learners on progress and achievement through supportive conversations, observation and agreed recording systems.

Use prompting and fading techniques to promote independence and avoid unnecessary dependence on support.

Encourage professional working relationships between learners and colleagues in the workplace.

Support learners with emotional regulation, confidence, resilience and self-advocacy.

Deliver personalised 1:1 sessions providing pastoral, educational and employability-focused support.

Listen to learners' work-related concerns and support them to identify practical solutions.

2. Preparation for Employment and Progression

Support learners to identify their skills, aspirations, strengths and support needs.

Support learners to develop clarity about realistic long-term career goals and next steps beyond their current placement

Contribute to vocational profiling and job-matching activities.

Support learners to aspire to paid employment and increased independence, including understanding the financial and social benefits of work.

Support learners with employment-related issues, including benefits advice, Access to Work, aids and adaptations.

Support with learners' maintenance of CVs, understanding/navigating of job applications and preparation for job interviews in line with the aims of their programme.

Support learners with job searching activities when appropriate.

Support learners with accessing job interviews and liaise with employers regarding reasonable adjustments to meet individual needs, as appropriate.

Support learners with disability disclosure discussions with employers and colleagues where appropriate.

Liaise sensitively with families/carers to support learner outcomes when agreed.

Employ strategies to encourage and facilitate the development of independence and working resilience in learners.

3. Academic Learning Support

Assist teaching staff with elements of the planning cycle and the management/preparation of resources.

Work with teaching staff to establish and maintain an appropriate learning environment.

Implement agreed learning activities and tasks, adjusting activities according to learner responses/needs.

Lead the delivery of pre-planned lesson content to learner groups in case of short-term teacher absence for training, meetings or unplanned sickness.

Monitor and evaluate learners' responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives.

Support the use of ICT in learning activities and develop learners' competence and independence in its

use.

Provide objective and accurate feedback and reports to the teacher on learner achievement, progress and other matters.

4. Employer Engagement and Partnership Working

Work collaboratively with host employers, supervisors and mentors to support high-quality placements.

Maintain regular communication with employers to monitor progress and address issues.

Collaborate with employers to identify and implement reasonable adjustments within the workplace.

Act as a visible, consistent point of contact for learners and employers.

Work closely with colleagues across partner organisations to support learner progression.

Liaise sensitively and effectively with parents/carers as required.

5. Monitoring, Recording and Reporting

Maintain accurate and up-to-date records relating to learner progress and support.

Collate and maintain placement documentation and learner files in line with data protection requirements.

Contribute to reviews, evaluations and reporting processes as required.

Provide feedback to colleagues on learner progress, challenges and effective support strategies, ensuring that employability support aligns with the individual's goals and intended outcome.

Collect and use relevant feedback and performance information to identify when a learner is not making progress and adjust support strategies accordingly.

Support with the administration and collation of Access to Work paperwork in a timely and organised manner.

6. Professional Practice and Safeguarding

Promote independence, dignity, inclusion and high expectations for all learners.

Establish constructive, positive working relationships with learners, acting as a role model and setting high expectations.

Maintain a positive learning environment where learners feel safe, supported and able to take responsibility for their learning, behaviour and development.

Be aware of and support difference, ensuring all learners have equitable access to opportunities to learn, develop and progress.

Contribute positively to the ethos, values and aims of the programme and wider organisation.

Work constructively as part of a team, understanding roles and responsibilities and own position within these.

Attend and participate in meetings, reviews and other forums as required.

OTHER

Work across Finding Futures sites, in line with needs of the learners and programmes and at the discretion of line manager or Head of Finding Futures.

The postholder will be expected to undertake bending, stretching, and lifting in the course of their duties. There may be an increased level of physical effort required for supporting students with personal or specialist needs.

During occasional periods of supervision, there will be an expectation that the postholder will be exposed to heat and cold which on occasions, for example adverse weather conditions, may be higher than normal.

GENERAL

The Partnership Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. As this postholder will be working in regulated activity, an Enhanced Disclosure and Barring Service (DBS) check will be required prior to commencement of employment. Individuals will be expected to provide details of their disclosure as soon as they receive it or if they are registered with the DBS Update Service to have given their permission for the Trust to access their online record.

The postholder will be expected to contribute to the protection of children as appropriate, in accordance with any agreed policies and/or guidelines, reporting any issues or concerns to their immediate line manager or Designated Safeguarding Lead.

The postholder will be required to promote, monitor and maintain health, safety and security in the work place to include ensuring that the requirements of the Health & Safety at Work Act and all other mandatory regulations are adhered to.

The postholder will be expected to undertake any appropriate training provided by the college or Multi Academy Trust to assist them in carrying out any of the above duties.

This job description only contains the main accountabilities relating to the posts and does not describe in detail all of the duties required to carry them out.

This job description may be reviewed from time to time and amended after discussion with the postholder. It does not form part of the written particulars of employment of the postholder.

PERSON SPECIFICATION

	Essential	Desirable
Qualifications & Training	- Either a minimum of 3 GCSEs grades 9 to 4 (grade A* - C), including English Language and Mathematics (or Functional Skills equivalent) - And/Or Level 2 Certificate in Supporting Teaching & Learning in Schools - And/Or a minimum of 2 years recent, relevant experience, which demonstrates that the postholder has applied a wide range of strategies in supporting young people and successfully supporting the delivery of education/training programmes	- A relevant, recognised qualification such as: - <i>Level 3 certificate in Coaching and Mentoring</i> - <i>Level 3 Diploma in Child Care and Education</i> - <i>Training in Systematic Instruction (TSI)</i> - Specific training/qualifications in supporting individuals with special educational needs and/or Autism - Specific training/qualifications in areas such as mentoring, pastoral care, mental health support or careers advice/support - First Aid training - Clean driving licence
Experience	- Experience of working with or caring for young people of a relevant age in either a paid, voluntary or domestic environment - Able to show an interest in young people's development and in a wide range of issues concerning their education and welfare - Experience of working with/supporting young people with special educational needs	- Experience of working within an educational setting - Experience of working in Further Education, other Post-16 education and/or supporting with: employability programmes, internships or apprenticeships, careers advice or 1:1 coaching - Able to demonstrate experience of using varied learning support strategies whilst working with a range of individuals with special educational needs - Experience of assessing student attainment levels to inform planning for next steps - Experience of working with a variety of different employers
Skills & Knowledge	- Strong organisational, time management and prioritisation skills	- Knowledge of a range of communication strategies that can

	- Ability to develop and sustain good relationships with learners, staff and parents - Skills and expertise in understanding the needs of learners - Excellent verbal communication and active listening skills - Knowledge of guidance and requirements around safeguarding children and young people - Confident ICT user - Ability to work well as part of a team, understanding roles and responsibilities and own position within organisational structure - A systematic approach to work, with excellent problem solving and an ability to use initiative - Able to work autonomously to agreed standards, with an ability to exercise effective decision making	support individuals with SEND and Autism - Ability to effectively use a range of technology to support learning - Ability to self-evaluate development needs and actively seek learning opportunities - Ability to plan and implement effective actions for learners at risk of underachieving (under the guidance of teaching/senior staff and within an agreed system of supervision) - Understanding of basic principles of learning processes and, in particular, barriers to learning and strategies to overcome them - Highly developed skills in liaison and networking; ability to develop positive working relationships with individuals of all levels (internal & external) to promote the college - Working with a variety of different employers
Personal Qualities	- Commitment to safeguarding and promoting pupils' wellbeing and equality - Resilient and patient - Positive, proactive, forward-looking attitude - Enthusiastic about making a difference - Sensitivity and understanding, to help build good relationships with learners - A commitment to securing the best outcomes for all learners, and promoting the ethos and values of the college - Capacity to inspire, motivate and challenge learners - Commitment to maintaining confidentiality at all times	

	- Ability to motivate and encourage others, inspire trust and a sense of common purpose	
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