

## **JOB DESCRIPTION**

**FACULTY:**

**JOB TITLE:** Supported Internship Tutor/Job Coach (SEND)

**SALARY:**

**HOURS:** 8.30-4.30pm Mon-Fri, 36 hours per week, 42 weeks a year (3 weeks in addition to term time. All annual leave is to be taken outside of term time)

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**RESPONSIBLE TO:** Head of College/ Post-16 Strategic Lead

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### **1. JOB PURPOSE**

- a) To identify student's strengths, interests, and abilities related to skill acquisition, job development and employment.
  - b) To deliver an employability curriculum whilst embedding Maths and English and use job coaching techniques to support young people's development towards employability, including Systematic Instruction
  - c) To seek appropriate employment consistent with the student's interests and skills and to work with local business and industry to meet their employment needs.
  - d) To determine and refer young people on the programme to appropriate support services for training and successful employment.
  - e) To be a member of the Supported Internship Steering Group and to support with the development and implementation of the provision
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### **2. PRINCIPAL ACCOUNTABILITY**

#### **TEACHING AND LEARNING – Develop skills for achieving and maintaining paid employment**

- a) Deliver employability skills such as communication, problem solving, teamwork, personal hygiene, budgeting and self-advocacy, under guidance
- b) Assess students against exam board portfolio criteria and prepare portfolios for internal and external moderation, under guidance
- c) Fulfil student's EHC Plans through differentiation and working with specialist teams such as SaLT, OT etc., assess progress and write new, aspirational outcomes according to the Preparing for Adulthood framework
- d) Support to prepare and deliver an induction programme which teaches soft skills about professionalism in the workplace, and also reflects the Host Business' policies and practices
- e) Monitor and record daily attendance at work sites; teach students to inform departments independently of their absence or lateness

- f) Maintain student learning plans, setting appropriate long-term goals and short-term targets with students based on participation, skill development, attitude, etc. Review ILPs regularly and record progress.
- g) Assess students on a daily/weekly basis and layer on additional skills.
- h) Coordinate own and Job Coach daily activities
- i) Coordinate travel training (when appropriate) on public transport or teach students to be able to access private transport independently
- j) Refer students to appropriate agencies for further support related to successful employment.
- k) Plan and attend three early evening trips a year

**JOB COACHING – progressive skills development for a competitive jobs market**

- a) Support the Post-16 Strategic Lead to identify internship sites within the host business so that students can participate in a variety of work experiences to build marketable, competitive skills and leading to employment.
- b) Develop opportunities that will increase job specific skills, work quality and productivity.
- c) Vocationally profile students, families, and support services to determine career interests, specific job preferences (hours, location, etc.), skills and abilities to develop an individualised approach to employment.
- d) Perform specific workplace analysis, job analysis, task analysis, and job matching activities using vocational profiles and Systematic Instruction
- e) Design and implement reasonable adjustments for each student in the workplace
- f) Identify and create solutions for behavioural habits that may interfere with gaining and maintaining employment
- g) Develop Personal Profiles, CV's, cover letters and support students to collect references from placements
- h) Support students to apply for appropriate job roles, request reasonable adjustments at interview, prepare for interview and attend interview
- i) Support students who are successful at interview to onboard for their role and through their probation period
- j) Provide follow-on support, alongside external agencies, for students who have not yet achieved paid employment
- k) Provide 'preparing for internship' workshops before students start, and Employment Workshops for students on the internship within college holidays

### **COMMUNICATION – Communicate with all appropriate parties**

- a) Attend and report to Steering Group Meetings and department meetings.
- b) Communicate regularly with business liaison, job coach and job developer for student progress and issues and coordinate the operational meetings on site to discuss issues
- c) Raise Host Business' and potential employers' understanding of Reasonable Adjustments and implementation
- d) Plan and implement termly employment planning meetings for each student participant with appropriate parties including business mentor representatives and parent/carer/keyworker.
- e) Provide concise and constructive feedback in Annual Reviews, in regards to progress against Preparing for Adulthood
- f) Communicate about internship rotations and student progression with team members
- g) Work in partnership with parents/carers, ensuring that they are fully involved in their child's learning and development and well-informed about the curriculum, their child's individual targets, progress and achievement. Encourage and welcome parental contact and endeavour to ensure that such relationships are supportive, informative and helpful
- h) Work collaboratively with colleagues including a multi-disciplinary team of professionals and medical/therapeutic staff and implement therapeutic programmes following advice and training, if/where appropriate
- i) Support the Post-16 Strategic Lead to plan, promote and implement Open Events and Skills & Assessment Days to publicise the program and recruit potential students, in liaison with other college staff.
- j) Support the Post-16 Strategic Lead to host potential students and families onsite for tours/information sessions and attend college/school open events/fairs to support learner recruitment
- k) Support the Post-16 Strategic Lead in promoting the course and student achievement on social media channels

### **PROFESSIONAL DEVELOPMENT**

- a) To take part in staff meetings and training opportunities
- b) To attend relevant training courses and share good practice and knowledge gained with members of the staff team as appropriate
- c) To participate in the Statutory Performance Management/Appraisal arrangements

### **ADMINISTRATION**

- a) Support the Post-16 Strategic Lead to ensure that learners are inducted and enrolled and their progress is properly recorded
- b) Record detail of attendance, punctuality and absence are accurately in registers
- c) Correctly establish student information including learning aims, achievement and changes to learner information including learner withdraw, transfer and programme completion
- d) Collect and report data on student outcomes including jobs gained, wages, hours worked per weeks, benefits taken, etc, in line with college systems
- e) Liaise with the Post-16 Strategic Lead in regards to exams registration, internal and external verification and certification of portfolios

#### **OTHER**

- a) Apply and understand the policies and working practices, aims and objectives, and the mission statement of the Trust and assist senior leaders in creating and constructing new practices and policies
- b) Complete general and individual risk assessments for each department working environment along with the Host Business, in line with Academy and Host policies, finding resolutions together and reporting any unsolved issues to the Steering Group
- c) To liaise with the Trust and Host Business HR departments/teams to gather and adapt personnel policies/practice, such as job descriptions and adaptations required for interns to access work opportunities
- d) Support the Post-16 Strategic Lead in holding accurate files for internal and external audits
- e) Identify and report any Safeguarding concerns directly to the Post-16 Strategic Lead and record accurately on the Trust's CPOMS
- f) Recognise and act on the legal responsibilities concerning the safety and welfare of the interns and promote Equality, Diversity & Inclusion practices
- g) To organise and maintain teaching/learning resources and equipment, keeping an up to date inventory in accordance with trust requirements
- h) The above-mentioned duties are neither exclusive nor exhaustive and the post holder may be required to carry out other relevant and/or reasonable duties as directed by the CEO/their Line Manager commensurate with the skills, abilities and grade of the post.

### **3 SPECIAL CONDITIONS**

Your principle place of work will be the Redbridge Local Authority's Host employer's premises, which includes several locations. However, you may be required to work on either a temporary or an indefinite basis at any premises within reasonable daily travelling which the Academy currently has ,or may subsequently acquire ,or at any premises at which it may from time to time provide services.

## PERSON SPECIFICATION

Criteria	Essential	Desirable
<b>Qualifications &amp; Training</b>	<ul style="list-style-type: none"> <li>- Experience in delivering or covering differentiated lessons to individuals/small cohorts</li> <li>- Relevant qualification in education, SEND, employability, or coaching</li> <li>- Level 2 (or equivalent) in English and Maths</li> </ul>	<ul style="list-style-type: none"> <li>- Job coaching or Supported Employment training (e.g. Systematic Instruction)</li> <li>- Safeguarding training</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>- Experience working with young people with SEND</li> <li>- Experience with EHCP processes and Preparing for Adulthood framework</li> <li>- Experience supporting employability skills and/or work-based learning</li> <li>- Experience working with employers, businesses, or external agencies</li> </ul>	<ul style="list-style-type: none"> <li>- Experience in Supported Internship programmes</li> <li>- Experience in vocational profiling, job matching, or workplace assessments</li> </ul>
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>- Understanding of SEND and barriers to employment</li> <li>- Understanding of therapeutic approaches (SaLT, OT, etc.)</li> <li>- Knowledge of employability skills (communication, teamwork, problem solving, etc.)</li> <li>- Awareness of safeguarding, health &amp; safety, and equality principles</li> </ul>	<ul style="list-style-type: none"> <li>- Knowledge of Systematic Instruction and supported employment models</li> <li>- Knowledge of local labour market and employer engagement strategies</li> </ul>
<b>Skills &amp; Abilities</b>	<ul style="list-style-type: none"> <li>- Ability to assess, monitor and record student progress</li> <li>- Strong communication and interpersonal skills with students, families, colleagues, and employers</li> <li>- Ability to plan and deliver engaging employability curriculum</li> <li>- Ability to set targets and support individual learning plans (ILPs)</li> <li>- Ability to support students in real work environments</li> <li>- Coaching skills in CV writing, job searching and interview preparation</li> <li>- Skilled at recognising teaching, learning and development opportunities for students within a workplace</li> <li>- Organisational and administrative skills (record keeping, data tracking)</li> </ul>	<ul style="list-style-type: none"> <li>- Ability to develop employer partnerships and secure placements</li> <li>- Ability to design workplace adjustments and support strategies including job carving</li> <li>- Ability to analyse job roles and match to student needs</li> <li>- Ability to identify paid employment opportunities and/or negotiate paid job roles</li> </ul>
<b>Personal Attributes</b>	<ul style="list-style-type: none"> <li>- Commitment to supporting young people with SEND into employment</li> <li>- Patient, empathetic, and adaptable approach</li> <li>- Proactive and solution-focused mindset</li> <li>- Ability to work independently and as part of a multidisciplinary team</li> <li>- Resilience and ability to manage</li> </ul>	

	challenging situations	
<b>Professional Practice</b>	<ul style="list-style-type: none"> <li>- Willingness to engage in ongoing professional development</li> <li>- Ability and commitment to follow organisational policies and safeguarding procedures</li> <li>- Commitment to equality, diversity, and inclusion</li> <li>-Willingness to model professional practice at all times</li> </ul>	<ul style="list-style-type: none"> <li>- Experience contributing to programme development or quality improvement</li> <li>- Experience supporting recruitment events or stakeholder engagement</li> </ul>
<b>Other Requirements</b>	<ul style="list-style-type: none"> <li>- Ability to travel to different work sites</li> <li>- Flexibility to work occasional evenings (e.g. trips/events)</li> <li>- Commitment to accurate record keeping and compliance</li> </ul>	