

THE HIVE COLLEGE: GRADE 4 SENIOR JOB COACH – JOB DESCRIPTION

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

Salary FTE: £32,076 + £1,628 SEN allowance (Actual salary £24,971.96 + £1,267.44 SEN allowance)

1. JOB PURPOSE

- To contribute to the development of the Work Placement Team, supervising job coaches and teaching assistants who support learners in the workplace.
- To promote the college employment study programme to local businesses and procure work placement opportunities for learners leading to paid employment.
- Establish professional links with employer networks within the local area to promote the college, leading to opportunities of meaningful employment for our learners.
- To complement the professional work of the Work Placement Officer and teachers who support learners on the employment study programmes by taking responsibility for agreed learning activities in the workplace under an agreed system of supervision from job coaches and teaching assistants.
- To assist in the planning, preparation, and delivery of learning activities for individuals or groups of learners on supported internships, traineeships and work placements.
- To monitor the assessment and recording of learner's progress towards their work placement targets and liaise with the RARPA Moderator for quality assurance purposes.

2. DUTIES AND RESPONSIBILITIES

Support for Learners

- Assess the needs of the learners and use detailed knowledge and specialist skills to support learning on and off site.
- Carry out pre-placement preparation checks for learners working closely with Occupational Therapists and Speech and Language Therapists to ensure a smooth transition into the workplace for our learners.
- Establish productive working relationships with learners acting as a role model and setting high expectations.
- Identify where additional support and interventions are required for learners in the workplace and instruct job coaches and teaching assistants on what they need to put in place to support the learner and the employer.
- Promote independence and provide feedback to learners on their progress and achievement.
- Monitor the sustainability of learners who transition into work to ensure they remain in employment.

Support for the Teacher(s)

- Contribute to the identification and planning of out of college learning activities to consolidate and extend work carried out in the classroom.
- Organise and manage appropriate learning environments and resources within an agreed system of supervision, plan challenging teaching and learning objectives with the teacher to ensure what is learned in the classroom transfers to the workplace.
- Implement and evaluate specific curriculum plans and activities prepared by teachers to meet the individual needs of the learners whilst on work placement. This includes the delivery of Maths, English and ICT which is relevant to the learner's job role.

- In an emergency supervise the classroom activities until the teacher returns or alternative arrangements are made. During a longer planned absence of a teacher, deliver planned lessons and supervise work set by the teacher.
- Monitor and evaluate learner responses to learning activities through a range of assessment and monitoring strategies.
- Provide objective and accurate feedback as required on learner achievement and progress, supported by appropriate evidence on Evidence for Learning.
- Assist in the management of behaviour in the workplace and promote self-control and independence.
- Support the role of parents in learner's progression and contribute /lead meetings with parents to provide constructive feedback on learner's progress and achievement in the workplace.
- Support teachers in the development and monitoring of the curriculum, assist in producing schemes of work and participate in moderation activities.
- Use ICT and assistive technology effectively to support learning activities and develop learner's competence and independence in its use.
- Select and prepare resources necessary to lead learning activities, taking into account individual learner's needs.

Support for Employers

- Maintain regular contact with employers, develop relationships and offer them training in supporting young people with special educational needs and disabilities in the workplace.
- Be a point of contact if issues or problems arise in the workplace and negotiate solutions.
- Identify additional or more challenging tasks or roles that the learner cannot take on and negotiate a solution with the employer.
- Identify the learner's needs and advise the employer on any reasonable adjustments that may be required.
- Encourage employers to provide feedback on the learner's progress and participate in setting targets for the learners that are appropriate to the job role.

Support for College

- Be responsible for promoting and safeguarding the welfare of learners.
- Ensure learners tasks are carried out with due regard to Health and Safety.
- Identify what assistance is required for the learner via Access to Work and liaise with the member of staff responsible to contacting Access to Work on behalf of the college.
- Ensure risk assessments have been carried out prior to the commencement of the work placement and up-date risk assessments as and when necessary.
- Report progress to the Work Placement Co-ordinator and the RARPA Moderator.
- Participate in appropriate professional development including adhering to the principle of performance management.
- To adhere to the ethos of the college:
 - To promote the agreed vision and aims of the college and attend events to promote the college.
 - To set an example of personal integrity and professionalism.
 - Attendance at appropriate staff meetings and progression evenings.
- Any other duties as commensurate within the grade and nature of the post in order to ensure the smooth running of The Hive 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)	<ul style="list-style-type: none"> Experience of working with young adults special educational needs and disabilities 	AF/I
	<ul style="list-style-type: none"> Experience of supporting young adults in a work placement environment 	AF/I
	<ul style="list-style-type: none"> 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)	<ul style="list-style-type: none"> A good standard of education particularly in English and Mathematics 	AF/I
	<ul style="list-style-type: none"> Good ICT skills 	AF/I
	<ul style="list-style-type: none"> 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
	<ul style="list-style-type: none"> Knowledge of SEN Code of Practice 	AF/I
	<ul style="list-style-type: none"> Knowledge of strategies to recognise and reward efforts and achievements towards self-reliance that are appropriate to the age of the students 	AF/I
	<ul style="list-style-type: none"> Ability to provide classroom cover, with agreed parameters, in the absence of the class teacher or teaching assistant 	AF/I
	<ul style="list-style-type: none"> Ability to consistently and effectively implement agreed behaviour management strategies 	AF/I
	<ul style="list-style-type: none"> Ability to use language and other communication skills that students can understand and relate to 	AF/I
	<ul style="list-style-type: none"> Ability to establish positive relationships with students and empathise with their needs 	AF/I
	<ul style="list-style-type: none"> Ability to demonstrate active listening skills 	AF/I
	<ul style="list-style-type: none"> 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
	<ul style="list-style-type: none"> 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
	<ul style="list-style-type: none"> Ability to carry out and report on systemic observations of students' knowledge understanding and skills 	AF/I
	<ul style="list-style-type: none"> Ability to assist in the recording of lessons and assessment as required by the teacher 	AF/I
	<ul style="list-style-type: none"> Ability to offer constructive feedback to students to reinforce self-esteem 	AF/I

	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Full clean driving licence and willingness to drive a college minibus • 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 AF/I
TRAINING	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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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