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***Job Description***

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| ***Post:*** | **Job Coach (ALN)** |
| ***Accountable to:*** | **Learning Area Manager – ILS** |
| ***Department:*** | **Learner Support** |

***Job Purpose***

To work with a group of interns with additional learning needs (ALN) to identify their strengths, interests, and abilities related to skill acquisition, job development and employment. Using job coaching techniques, you will support young people’s development towards employability and seek appropriate support and employment consistent with the student’s interests and skills and to work with local business and industry to meet their employment needs. You will also determine and refer young people on the programme to appropriate support services for training and successful employment.

MAIN DUTIES AND RESPONSIBILITIES

**To facilitate the training and integration of Project SEARCH student into a department rotation and/or competitive work environment.**

1. Provide individual training and support to the intern at the host business worksite or competitive job, which includes: attending job induction with the intern and clarifying information with the intern as necessary, identifying Reasonable Adjustments and assistive technology requirements.
2. Teach the essential tasks/duties/core skills of the job to the intern
	1. Each job coach is assigned several students and will practice good supported employment, providing individual support and Systematic Instruction depending on each intern and job task needs
	2. Because the goal is independence, the job coach builds natural supports for interns from their co-workers and reduces the amount of time spent with each intern as core skills are developed
3. Perform specific department analysis, job analysis, task analysis, and job matching activities.
4. Works with business liaison, department managers, instructor and fellow job coaches to develop internship sites, write job descriptions, task lists, job analysis and plan for Reasonable Adjustments for the internships and competitive jobs.
5. Carry out steps of the employment plan with the intern and other parties as appropriate, liaise with the Instructor and attend individual employment planning meetings to assess skills and gather baseline data on the interns strengths, interests and challenges.
6. Work with interns, employers, families, job development specialist, steering group partners and other appropriate parties to problem solve issues and make decisions related to training and employment where necessary. These decisions may be related to continued job coaching, fading, self-management, job tasks, etc.
7. Communicate effectively with any other staff, co-workers, family members, college and supported employment agency personnel as relates to the interns training.
8. Reinforce employability skills and assist interns to understand protocol and interpret work culture (e.g. required standard in the areas of personal hygiene, communication, interview skills, travel training and self-management as they relate to successful employment at the host business).
9. Assess intern progress and give regular feedback (practicing positive feedback techniques) to intern and team members, completing necessary evaluations, reports and other documentation.
10. Explore new internship opportunities and jobs that match intern’s interests and skills and communicate with all team members.
11. Coordinate job coaching and other job details with all team members and provide reports when required. Meet with the manager and peer mentor regularly to discuss issues and solve problems.
12. Adhere to and promote the standards of the host business and/or competitive work site in order to promote job productivity and efficiency.
13. Recognise and act on the legal responsibilities concerning the safety and welfare of the interns, including teaching safe practices according to the work environment.
14. Protect the privacy of individuals and the confidentiality of information unless disclosure services a professional purpose or is required by law.
15. Support all aspects of the work experience programmes across the department, including sharing the instructor role as needed.
16. Maintain basic up to date knowledge of work related benefits and funding support.
17. Work with managers and co-workers to educate on disability awareness

Other Tasks

1. Comply with all College Policies & Procedures, keeping abreast of any changes and updating practice and/or systems to ensure continued compliance.
2. Ensure that all aspects of the College Financial Regulations are followed.
3. Contribute to and represent the overall vision and values of the College.
4. Ensure that all services are delivered in compliance with the Welsh Language Standards.
5. To flexibly respond to the needs of the business and to provide an effective service to our learners and other stakeholders.

##### Personal Development

In partnership with the College, take responsibility for personal development, including:

1. Participating in an annual staff review and identifying development needs.

2. Updating of professional, teaching and training skills and qualifications, through attending staff development opportunities, joining professional bodies and keeping informed of educational and professional initiatives.

Health & Safety

All employees have a statutory duty of care for their own personal safety and that of others who may be affected by their acts or omissions. Staff are required to co-operate with management to enable the College to meet its own legal duties and to report any hazardous situations or defective equipment.

General

This description is not intended to establish a total definition of the job, but an outline of the responsibilities you are expected to undertake. From time to time you may be required to undertake any other duties commensurate with your level of responsibility.

This is a description of the job as it is at present constituted. It is the practice of the College periodically to examine employees’ job descriptions and to update them to ensure that they relate to the job as then being performed, or to incorporate whatever changes are being proposed. You will, therefore, be expected to participate in any discussions relating to Job Description change.

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***Person Specification – Job Coach (ALN)***

*In your application you are asked to address only those criteria labelled A. These will be used to shortlist applicants; they may also be explored at interview and in assessment centre activities, if appropriate. Criteria labelled I will be explored at interview and in assessment centre activities.*

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| ***Criteria*** | **Essential** | **Desirable** | **Method** |
| ***Qualifications:*** | * Level 3 or above qualification
* Five Level 2 qualifications (Grade A-C) or equivalent, including Maths and English.
 | * Qualification in Advice and Guidance or Coaching
 | **A** |
| ***Knowledge & Experience:*** | * Experience of delivering good employment skills and systematic instruction
* Understanding of barriers to training and employment for students with ALN
* Experience of supporting the initial assessment of students
* Knowledge of job/task analysis and job matching
* Knowledge and ability to identify appropriate reasonable adjustments and assistive technology requirements
* Experience of working with internal and external partners to deliver support to students
* Understanding of equality and diversity issues and respect individual and cultural differences.
 | * Understanding of health and safety and safeguarding issues
* Knowledge of work related benefits and funding support
 | **A/I****I****A/I****A/I****I** |
| ***Skills & Abilities:*** | * Ability to plan and manage own workload
* Excellent communication skills, including report writing
* Ability to relate to a diverse range of students
* Excellent interpersonal skills
 |  | **A/I****I****I****I** |
| ***Personal Attributes:*** | * Enthusiastic and able to positively influence and motivate others
* Calm and patient
* Ability to work on own initiative and as part of a team
* Demonstrate sound judgment and decision-making skills.
* Acts as a role model
 |  | **I** |
| ***Special Requirements:*** | * Must be flexible.
* Hold a full driving license.
 | * Welsh Language Skills Level 2 (See detailed Language Level Descriptors attached)
 | **I****I****A** |

**A – Application Form**

**I – Interview**

**DISGRIFYDD LEFEL IAITH GYMRAEG**

***WELSH LANGUAGE LEVEL DESCRIPTORS***

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| --- | --- | --- | --- | --- | --- |
| **Welsh Essential** | **LEVELS** | **Listening** | **Speaking** | **Writing** | **Reading** |
| **Level 4****Proficient** | Able to understand all conversations involving work | Fluent – able to conduct a conversation and answer questions, for an extended period of time where necessary | Skilled – able to complete complex written work without the need for revision | Able to understand all material involving work |
| **Level 3****High** | Able to follow the majority of conversations involving work including group discussions | Able to speak the language in the majority of situations using some English words | Able to prepare the majority of written material related to the area, with some assistance in terms of revision | Able to read the majority of material in own area |
| **Level 2****Intermediate** | Able to follow routine conversations involving work between fluent Welsh speakers | Able to converse with someone else, with hesitancy, regarding routine work issues | Able to draft routine text, with editing assistance | Able to read routine material with a dictionary |
| **Level 1****Foundation** | Able to understand a basic social conversation in Welsh | Able to answer simple enquiries involving work | Able to answer simple correspondence with assistance | Able to read basic material involving work (slowly) and understand text that consist mainly of high frequency everyday work related language |
| **Welsh Desirable** | **Entry** | Able to understand basic enquiries in Welsh (“Ble mae…? Ga’ i siarad â…?”) | Able to conduct a general conversation (greetings, names, sayings, place names) | Able to write basic messages (“Diolch am dy help.”) | Able to understand and read very short, simple texts |
| **None** | No Welsh language skills at all | No Welsh language skills at all | No Welsh language skills at all | No Welsh language skills at all |

**DISGRIFYDD LEFEL IAITH GYMRAEG**

***WELSH LANGUAGE LEVEL DESCRIPTORS***

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| --- | --- | --- | --- | --- | --- |
| **Cymraeg Hanfodol** | **LEFEL** | **Gwrando** | **Siarad** | **Ysgrifennu** | **Darllen**  |
| **Lefel 4****Rhugl** | Gallu deall pob sgwrs yn ymwneud a’r gwaith  | Rhugl – gallu cynnal sgwrs a gofyn cwestiynau, am gyfnod estynedig pan fod angen  | Medrus – gallu cwblhau gwaith ysgrifenedig cymhleth heb angen adolygu | Gallu deall deunyddiau yn ymwneud a’r gwaith  |
| **Lefel 3****Uchel** | Gallu dilyn y mwyafrif o sgyrsiau yn ymwneud a’r gwaith yn cynnwys trafodaethau grwp  | Gallu siarad yr iaith yn y mwyafrif o sefyllfaoedd gan ddefnyddio rhai geiriau Saesneg  | Gallu paratoi'r mwyafrif o waith ysgrifenedig yn ymwneud a’r maes, gyda pheth cymorth o ran adolygu  | Gallu darllen y mwyafrif o ddeunyddiau yn fy maes  |
| **Lefel 2****Canolradd** | Gallu dilyn sgyrsiau arferol yn ymwneud a gwaith, rhwng siaradwyr Cymraeg rhugl  | Gallu sgwrsio gyda rhywun arall am faterion gwaith arferol, ond yn petruso | Gallu drafftio testun arferol, gyda chymorth golygu | Gallu darllen deunyddiau arferol gyda geiriadur  |
| **Lefel 1****Sylfaen** | Gallu deall sgwrs gymdeithasol sylfaenol yn Gymraeg  | Gallu ateb cwestiynau sylfaenol yn ymwneud a’r gwaith  | Gallu ateb gohebiaeth gyda chymorth  | Gallu darllen deunyddiau syml yn ymwneud a gwaith (yn araf) a gallu deall testun sy’n cynnwys iaith gwaith pob dydd yn bennaf  |
| **Cymraeg Dymunol** | **Mynediad** | Gallu deall ymholiadau sylfaenol yn Gymraeg (“Ble mae…? Ga’ i siarad â…?”) | Gallu cynnal sgwrs gyffredinol (cyfarchion, enwau, dywediadau, enwau llefydd)  | Gallu ysgriffennu negeseuon sylfaenol (“Diolch am dy help.”) | Gallu deall a darllen testunau byr, syml iawn  |
| **Dim** | Dim sgiliau Cymraeg o gwbl  | Dim sgiliau Cymraeg o gwbl  | Dim sgiliau Cymraeg o gwbl  | Dim sgiliau Cymraeg o gwbl  |