

Work Experience and Job Coaching	
Person Responsible:	Rich Murr
Date of Policy:	January 2022
Next review date:	January 2024
Rationale	
<p>At Great Oaks College, students on the Vocational Pathway courses access work experience placements. We employ an Employer Engagement Officer and currently one Job Coach. Work experience and job coaching is seen as an extension of the students' curriculum to re-inforce real working environments. All staff are trained in using specialist strategies for supporting work skills development.</p>	
Aims	
<p>To outline the roles and responsibilities of the team members. To list the processes that must take place to ensure all students have the correct access to bespoke, high quality job coaching and work experience. Work towards the college aims to ensure that all students on a vocational course have paid employment when they leave education.</p>	
Roles and Responsibilities	
<p>Job Coaches Consistently follow cycle of tasks, see appendix Follow risk assessments To work with students during the hours of 8:45 – 2:45 Use strategies outlined in Therapy plans, Positive Handling Plans and EHCPs to support the development in work based skills Complete and keep up to date records including but not limited to vocational profiles, CVs and assessments (NOCN, Entry Level, Travel, IEP targets) Complete end of placement documentation</p> <p>When completing Administration tasks To complete recording, planning and preparation during designated times Under direction of line manager: find specific job placements Create resources specific to the students' needs and the identified work placements to enable differentiated work access Communicate with teachers around targets, evidence and learner journey Read student documentation including but not limited to Positive Handling Plans, Medical Care plans and EHCPs along with associated risk assessments Upload evidence photos to college assessment tool Review targets set at beginning of term Complete student specific risk assessments around travel to and working at the placement</p> <p>Employment Engagement Officer Consistently follow and quality assure cycle of tasks, see appendix To complete all aspects of the job coaching role when required To oversee and support Job Coaches To create effective timetables that work in line with the college curriculum timetables To establish and secure specific work placements for students Contribute to student's annual report and attend year 2 and year 4 annual reviews Take independently travel trained students on work placements and complete a fading support Risk assessment Complete Employers Risk assessment including the building, insurance and tasks that are being completed to enable students risk assessments to be more specific Support individual student risk assessments Quality assure Vocational Profiling</p>	

Work collaboratively with the transitions coordinator to deliver parents and students information events

Ensure the Work placement spreadsheet is up to date and being used effectively

Assistant Head: Vocational

Oversite of Cycle of tasks for Job Coaching team

Quality assurance of service and paperwork

Oversight of Risk Assessments

Oversight of partnerships

Observation of Job coaches and Employer Engagement officer

Assessment of overall student experience

Head Teacher

Cycle of tasks Quality assurance

Oversight of Policy

Objectives

Great Oaks College aims for all students to leave and transition in to paid employment which is motivating and appropriate to the student's interests, goals and aspirations. To aid this we have a Job Coaching team to support the transition from education to employment.

All students who access job coaching will receive high quality, systematic, specialist job coaching that is differentiated to the needs of the student. Strategies outlined in students' EHCPs, PPP's, annual reviews and communications with teachers, therapists and specialists should be used to enhance and support the development of work skills.

Progress will be planned for and tracked to enable staff to create bespoke faded support plans, enabling students to rely less on staff support and become independent in the work place. For some students, independently traveling to the work place will also be considered in line with their individual risk assessment.

Great Oaks College offers two, two year courses giving students the opportunity to establish what kind of employment motivates them and is suited to their individual skill set and local area offer.

Using this knowledge, students are then able to choose an area to specialise in, to further develop specific skills ready to transition into paid employment on completion of the course.

Vocational Options

Students in year 1/2 should attend a work placement in at least two different vocational areas; specifically one customer facing role and one physical role. Placements should be in the local area, around Great Oaks College. Targets should work towards making future choices and the fundamental/general skills needed for regular employment.

Year 1

Students in year 1 should attend at least one, six-week external work placements in the spring or summer term.

Year 2

Students in year 2 should attend at least 2 six-week external work placements in the autumn, spring or summer term.

Vocational Training

Students in year 3/4 should attend a work placement in their chosen specialist vocational area.

Placements should be in the local area to where they live, and they should work towards traveling from their home to the placement. Targets should work towards developing specific skills in their chose vocation needed for regular employment and fading support to enable students to complete the jobs independently. Work should also be done with the employer around reasonable adjustments if required.

Year 3

Students in year 3 should attend at least one twelve-week external work placements in the spring or summer term.

Year 4

Students in year 4 should attend at least two external work placements in the Autumn, spring or summer term

Appendix

Cycle of tasks	Employer Engagement Officer	Job Coach
Yearly	<ul style="list-style-type: none"> • Annual Report • Job Coach Appraisals • Attend year 2 and Leavers Annual Reviews • Arrange GOC Employment fair • Organize and attend Employment Fairs • Run a report against Gatsby bench marks • Manage Job Coaching Budget (subsidiary of Vocational budget) 	<ul style="list-style-type: none"> • Deliver Gifts to Employers with Vocational Student council members • Attend Employment Fairs with students
Termly	<ul style="list-style-type: none"> • Identify students who need work placements • Complete Vocational Profile • Meet with Class team (PHPs, RAs, Timings, PPPs) • Meet with parents/carers • Quality assure Solar • Find work placements specific to student • Risk asses work placements • Risk asses fading support showing progress over the course of the work placement • Plan travel • Match Job Coach to placement and Student • Observe Job Coaches • Maintain Work placement spread sheet and tracker • Complete timetable for term and share with Job coaches, teacher sand relevant support staff • Obtain student references from work placements • Attend all training and meetings as required • Support job coach with setting aspirational and realistic goals for students at the start mid and end of work placements • Seek relevant CPD for Job Coaching Team 	<ul style="list-style-type: none"> • Baseline Students skills • Take students to work placements • Join Enrichment day working with students being supported next term • Complete vocational profile & CVS for students as required • Read and follow PHPs, Risk assessments, Medical care plans • Set and develop Targets for work experience and travel training • Travel training assessment • 3, termly contacts with parents, support staff and teachers • Find work placements specific to student (as required) • Take students to work placements • Introduce employer with student • Travel training evaluation • Regular Contact with parents, support staff and teachers • Create Jigs/resources as per TEAACH strategies to enable students to work independently. • Attend all training and meetings as required
Weekly	<ul style="list-style-type: none"> • Chair Job Coach meeting • Report on placement attendance • Develop skills development sessions delivered by Job coach team on Wednesdays 	<ul style="list-style-type: none"> • Update Solar • Participate and contribute in team meetings • Track progress against PFA, English and Maths Targets as directed by Teachers and tracking folders
Daily	<ul style="list-style-type: none"> • Organise Job Coach cover • Ensure risk assessments are handed in 24 hours in advanced 	<ul style="list-style-type: none"> • Photograph evidence, • Create any resources the students require for their placements