

Work Experience and Employability Coaching	
Person Responsible:	Rich Murr
Date of Policy:	January 2024
Next review date:	January 2026
Rationale	
<p>At Great Oaks College, students on the Vocational Pathway courses access work placements. We employ four employability coaches and have a senior teacher supporting the team. Work placements and employability coaching is seen as an embedded part of the students' curriculum to re-enforce real working environments. All staff are trained in using specialist strategies for supporting work skills development. Work experience and employment coaching are key to support our vocational students to transition into adulthood and achieve aspirations set out in their EHCP</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 coaching and work experience. Work towards the college aims to ensure that all students work towards their aspirations, that being paid or voluntary employment. Support the transition of vocational students to post education life Where appropriate, prove bespoke plans to students in other pathways where an aspiration for work/volunteering has been identified and discussed as a realistic opportunity</p>	
Roles and Responsibilities	
<p>Employability Coaches Consistently follow cycle of tasks, see appendix Write and follow risk assessments To work with students during the hours of 8:45am – 2:45pm, 4 days per week 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 To complete recording, planning and preparation during designated times Find specific job placements that match students' aspirations 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 the beginning of the term Complete student specific risk assessments around travel to and working at the placement 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 with a career plan and attend all annual reviews for students on their caseload Complete a fading support plan for all students (See Appendix 2) Mediate dialogue between student and employer to help provide regular feedback to the student and open discussions about potential future employment.</p>	

Complete Employers Risk assessment including the building, insurance, environmental audits and tasks that are being completed to enable students risk assessments to be more specific

Work collaboratively with the transitions support worker to deliver parents and students information events and 'signpost' them towards support beyond Great Oaks College e.g. social care, DWP Employment Coaches or travel assistance

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

Work collaboratively with businesses and organisations in order to identify and put in place reasonable adjustments in line with students' needs whilst on the work placement and in employment.

Deputy Principal with support of senior teacher: 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 Employability Coaches

Assessment of overall student experience

Ongoing and summative assessment of students' ability to travel in the community from home to a place of work by foot and public transport, where applicable.

Principal

Cycle of tasks Quality assurance

Oversight of Policy

Objectives

Great Oaks College aims for all students work towards their aspirations, that being paid or voluntary employment. which is motivating and appropriate to the student's interests, abilities, goals and aspirations. To aid this we have an Employment Coaching team to support the transition from education to employment.

All students who access job coaching will receive high quality, systematic, specialist 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 and assessed to enable Employment Coaches to create bespoke faded support plans, enabling students to rely less on staff support and become independent in the workplace with on-going dialogue between Employment Coach, student and employer relating to attaining an employment contract. Students will be provided with regular feedback and 'next steps' for their employment. These can be provided by the employment coach or the employer (with guidance from the coach).

For some students, independently traveling to the workplace 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 will attend a work placement in at least two different vocational areas; specifically, one customer facing role and one physically demanding role. Placements will be in the local area, around Great Oaks College. Targets will work towards making informed choices with the support of careers advice. The fundamental/general skills needed for regular employment will be delivered in coaching sessions at college as well as in the work place.

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.

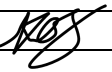
Year 4

Students in year 4 should attend at least two external work placements in the autumn, spring or summer term. The final work placement should be in the setting they will be transitioning to when they leave education

Appendix

Cycle of tasks	Employability Coach
Yearly	<ul style="list-style-type: none"> • Attend caseload Annual Reviews and provide a Career Plan • Arrange GOC Employment Fair, part of the transitions fair • Attend Employment Fairs • Deliver Gifts to Employers with Vocational Student council members • Attend Employment Fairs with students

Termly	<ul style="list-style-type: none"> • Complete Vocational Profile • Meet with Class team (PHPs, RAs, Timings, PPPs) • Meet with parents/carers • Find work placements specific to student • Risk assess work placements • Risk assess fading support showing progress over the course of the work placement • Plan travel with student • Maintain Work placement spreadsheet and tracker • Complete own timetable, one term in advance and share with teachers and relevant support staff • Obtain student references from work placements • Set aspirational and realistic goals for students at the start, mid and end of work placements • Baseline Students skills • Take students to work placements • Join Enrichment Day and lessons working with students being supported next term • Complete vocational profile & CVS for students as required • Read and follow PHPs, Risk assessments, Medical care plans • Travel training assessment • Find work placements specific to student (as required) • 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 trainings and meetings as required • Maintain relationships with existing employers through regular contact and updates, including face-to-face meetings, emails and phone calls.
Weekly	<ul style="list-style-type: none"> • Report on placement attendance • Update Solar • Participate and contribute in team meetings • Track progress against PFA, English and Math's Targets as directed by teachers and tracking folders • Provide brief updates for teachers within pathway meetings • Record planned activities, interventions and activities on shared diaries
Daily	<ul style="list-style-type: none"> • Photograph evidence • Create any resources the students require for their placements • Update any changes to weekly diaries to evidence student attendance or changes to work placements. • Build relationships with students and support parents with transition into adulthood

Approved by Board of Trustees	
Print Name	Killian O'Sullivan
Sign	
Date Agreed	23/7/2024