



## Role Profile

<b>Job Title:</b> Employment Adviser	<b>Role Profile Number:</b> SBC_11577
<b>Grade:</b> CFL 7	<b>Date Prepared:</b> March 2024
<b>Directorate/Group:</b> Children’s Services, Inclusion & Achievement	<b>Reporting to:</b> Team Leader – Supported Employment Service
<b>Structure Chart attached:</b>	No

### Job Profile / Purpose

Employment Advisers will work with a group of young people aged between 16 – 25 years old who are motivated to find work but face barriers to achieving this on their own. Through effective needs assessment, vocational profiling, action planning and review they will support these young people into paid, sustainable employment in the open labour market.

The Employment Adviser will be working on a DFN Project Search supported internship program. The internship program consists of 3 rotations within the organisation (Swindon Borough Council - SBC) supporting each individual.

The Employment Advisers will provide a range of support for the group of interns based at the SBC working with the interns who need support within the business to gain experience on employment and are also motivated to work.

The Employment Adviser will work closely with line managers to identify and support needs / challenges the interns may encounter as well as support the managers with understanding the interns abilities, identifying challenges and opportunities through effective communication, to improve effectiveness and efficiency and provision of information and advice on reasonable adjustments in the work place.

Employment Advisers will hold a caseload and will work to agreed minimum standards to ensure participants make progress and move closer to employment. They will provide short and medium term interventions to people who are motivated to find and sustain paid employment.

Employment Advisers support in:

- Identifying a student’s strengths, interests, and abilities related to skill acquisition, job development and employment.

- Job coaching techniques to support young people’s development towards employability
- Seeking appropriate employment consistent with the student’s interests and skills and to work with local business and industry to meet their employment needs.
- Determining and referring young people on the program to appropriate support services for training and successful employment.

### **Key Accountabilities**

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

- Provide individual training and support to the intern at the host business worksite or competitive job which includes: job coaching, building natural supports, identifying Reasonable Adjustments, assistive technology, etc.
- Communicate effectively with any other staff, co-workers, family members, college and supported employment agency personnel as relates to the intern being trained.
- Perform specific department analysis, job analysis, task analysis, and job matching activities.
- Carry out steps of employment plan with intern and other parties as
  - Appropriate and attend individual employment planning meetings to know intern’s strengths, interests and challenges
- Work with interns, employers, families, job development specialist, steering group partners and other appropriate parties to problem solve issues related to training and employment where necessary.
- Practice positive feedback techniques with interns, colleagues, and other staff.
- Train interns to the required standard in the areas of personal hygiene, communication, interviewing, and self -management as they relate to successful employment at the host business.
- Provide travel training to job site if necessary.
- Communicate with other partners to make final decisions regarding
  - any issues that may affect intern’s success at a worksite or competitive job site. These decisions may be related to continued job coaching, fading, self-management, job tasks, etc.
- Explore jobs that match intern’s interests and skills and communicate with all team members about job options.
- Attend training programs provided
- Participate in decision-making process to identify and implement training strategies and/or services with other partners and host business staff.

- Coordinates job coaching and other job details with all team members and provide reports for other team members when required.

## **PROFESSIONAL RESPONSIBILITIES:**

**Responsible for performing those duties and activities that ensure interns learn skills required for full time employment prospects.**

- Adhere to and promote the standards of the host business and/or competitive work site in order to promote job productivity and efficiency.
- Submit and complete appropriate job coaching paperwork.
- Recognise and act on the legal responsibilities concerning the safety and welfare of the interns.
- Demonstrate daily work assignment responsibilities: is accountable for all hours assigned, is punctual and regular in attendance, and attends appropriate training activities.
- Establish and maintain effective working relationships with interns, their parents/ carers, consortium partners and employers.
- Identify any training and development needs and discuss with line manager on a regular basis, identifying and attending relevant training opportunities as appropriate.
- Collate the data necessary for monthly and quarterly reporting (both internal and external) of achieved service standards; identify trends and contribute to a monthly report highlighting trends to be considered at quality improvement boards and other appropriate forums and meetings.
- Respond to requests for data from colleagues and other agencies and supply the information requested in the necessary format.
- Attend and contribute to regular team meetings and other meetings as invited.
- Report progress to the team and managers on a regular basis, sharing information about caseloads and the progress of individuals.
- Comply with SBC and GWH policies and procedures.
- Follow local operating procedures.
- Have an awareness of safeguarding of young people and vulnerable adults.

## **Knowledge & Experience**

*Candidates must have substantial knowledge and experience in the following areas of business and will be required to provide evidence of this:*

- Participate in professional growth activities such as workshops, conferences, in-services, etc. and uses information gained to improve performance.
- Act as an effective role model.
- Show enthusiasm and a sense of humour.
- Exhibit an overall positive attitude.
- Use sound judgment and decision-making skills.
- Work as a productive team member with families, college, council and agency supported employment agency personnel.
- Respect individual and cultural differences.
- Protect the privacy of individuals and the confidentiality of information unless disclosure serves a professional purpose or is required by law.
- Avoid action that could result in conflicts of interest.
- The Job Coach will be expected to perform other duties as deemed necessary and appropriate by the Project SEARCH steering group.
- Specialist knowledge and a deep understanding of approaches proven to work in terms of supported employment. This will include undertaking comprehensive needs assessments, vocational profiling and action planning, implementation and review. Holding a minimum of level 3 qualification in Supported Employment Practice or willingness to work towards.
- Solid understanding of the different needs of the priority groups and barriers to employment that people experiencing disadvantage live with.
- Knowledge, understanding and implementation of strength-based approaches to working with participants in order to move them closer to employment.
- Ability to manage own caseloads and projects over weeks/ months and/ or plan ahead, taking account of conflicting priorities and the impact on targets.

### Qualifications

- A minimum level 3 qualification in Supported Employment Practice or willingness to work towards within 12 months
- English and Maths at level 2 or above

### Decision Making

- Ensure the right support is provided to both interns and employers.
- Works within a strict framework of processes, policies and procedures and manages provision to ensure priorities of key stakeholders are met.

### Creativity and Innovation

- This role works within established frameworks and procedures as set out by the funders, however the post holder does have the freedom to interpret them to solve problems from a background of conceptual understanding as long as work remains within agreed parameters.

<b><u>Job Scope</u></b>	<b>Budget Holder</b>	No
<b>Number and types of jobs managed</b> <ul style="list-style-type: none"><li>• N/A</li><li>•</li></ul>	<b>Responsibility</b>	.
<b>Typical tasks supervised/allocated to others</b> <ul style="list-style-type: none"><li>• N/A</li><li>•</li><li>•</li></ul>	<b>Asset Responsibility:</b>	

### **Contacts and Relationships**

*(how the role relates to the work of others i.e. officers, groups, committees, general public, members, partner organisations, internal and external contacts of the council)*

Will have regular contact with key partners, other services and agencies, professional practitioners and residents.

Communication can be in all forms including in person, by telephone, email or virtual meeting. Will also be expected to present on progress and caseloads in team meetings to raise awareness, report on impact of work and to identify additional joint working opportunities.

### **Values and Behaviours**

We strive to underpin our culture of being 'At our Best' through strong management and authentic leadership. This means getting the management basics right. We own and demonstrate accountability, both individually and collectively, and aim to get things right first time. Building on this we also expect everyone at SBC to demonstrate and live our organisational values and behaviours, by displaying:

- Accountability at all levels
- Customer care and pride in what we do
- Continuous learning and evaluation
- Valuing one another and the contribution each of us makes

### **Other Key Features of the role**

*(working environment / emotional / conditions i.e. regular outside work, unpleasant or hazardous conditions, practical demands such as standing, carrying or working in constrained positions, potential verbal abuse and aggression from people, or risk of injury).*

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