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The College is committed to safeguarding and promoting the welfare of young people, and expects all staff to share this commitment

## **JOB DESCRIPTION**

### **JOB COACH**

**GRADE: SCALE 4 – TERM TIME ONLY, 33H/WEEK - PERMANENT**

**RESPONSIBLE TO: SENIOR JOB COACH/INSTRUCTOR / CURRICULUM LEAD / CAREERS LEAD**

#### **PURPOSE OF THE POST:**

- To run Enrichment sessions.
- To support students, under the direction of the Instructor/ Teacher/ Careers Lead, introducing tasks, monitoring their work and using a range of strategies to support their learning.
- To support students (sometimes 1:1, sometimes in a group) whilst engaging with the curriculum and on their work placements.
- To support the student's journey to paid supported employment.
- To support Phoenix College's mission, vision, values and strategic objectives.

#### **MAJOR DUTIES AND RESPONSABILITIES**

1. To support students at their work placements in a student-centred way, supporting them towards an appropriate level of independence.
2. To develop professional, long lasting placements and mutually beneficial relationships with employers.
3. To be the day-to-day first point of contact for employers.
4. To participate in job coach training and undertake appropriate learning and development.
5. To attend and feedback in 6 weekly review meeting with Careers Lead, employers and students.
6. To share skills with less experienced colleagues and trainees on work placements, modelling good practice and providing simple demonstrations.
7. To support employers by suggesting adaptations to work placements environment (reasonable adjustments).

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Phoenix Autism Trust (PAT) – A Pathway Towards Independence and Employment  
Registered Company no. 09615159 Registered Charity no. 1172227

8. To work with individual young persons and groups, under the direction of the Instructors and Teachers and the careers team, introducing tasks, monitoring young persons' work and using a range of strategies to support their learning.
9. To complete daily risk assessments for work placements (original risk assessment completed by the careers team and other paperwork related to the job).
10. To contribute to records of young persons' progress and achievements, as agreed with the Instructors, Teachers, Curriculum Leads.
11. To contribute to the class planning, target setting and tracking progress for individuals and groups.
12. To provide practical support to the Instructors, Teachers and Leads in maintaining a purposeful, orderly and supportive environment for learning.
13. To provide care with regards to the physical welfare of students.
14. To plan and undertake Enrichment activities for the class.
15. To provide support with non-curricular issues such as Behaviour, Medical and Personal Care.
16. Any other duties as required per principal's requests.

### **EQUAL OPPORTUNITIES STATEMENT**

To ensure equality of opportunity for all people in service provision and in employment, and to oppose strongly any form of discrimination

### **PERSON SPECIFICATION**

1. The ability to work as part of a team.
2. The ability to communicate effectively with individual and groups of young people, teachers, parents and other members of staff.
3. The ability to establish and maintain effective working relationships with teachers and other members of staff.

4. The ability to accept guidance and direction from teachers.
5. The ability to distinguish between the roles and responsibilities of the Teaching Assistant and the Class Teacher.
6. The ability to keep written records and support the development of student's skills with confidence.
7. Confident with IT. Can use systems like Microsoft Word, Powerpoint, email and cloudbased servers. The need to navigate the server and find relevant documents.
8. Awareness of the needs of students with autism and related learning disabilities.
9. Awareness of how the students learn and the various factors which affect their learning.
10. Awareness of the need to show respect and value students as individuals.
11. An understanding of commitment to inclusive education.
12. A willingness to undertake paid training to develop job related skills and seek to achieve an NVQ or equivalent qualification.
13. A sympathetic approach to parents and an understanding of the need of confidentiality.
14. A commitment to the Authority's Equal Opportunities Policy.
15. Be prepared to work throughout the College with all students.
16. An understanding of, and sympathy with, the aims of the College.