

## Job description



**Job Title:** Specialist Support  
Assistant for College-Link – Job Coach and  
Employment Pathways

Excellence for All

**Responsible to:** College-Link Class Teachers

35 hours a week Monday to Friday, term time only

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### STATEMENT OF PURPOSE

To provide high-quality specialist support to students with Special Educational Needs and Disabilities (SEND) across educational, vocational, employment and community settings.

The post holder will support students' learning, personal development, independence, wellbeing and employability through classroom support, vocational learning, café-based training and work experience. They will work in partnership with teachers, support staff, therapists, employers, families and external agencies to enable students to achieve their individual educational, personal and employment outcomes.

The role requires a person-centred approach, combining classroom learning support, job coaching, employer engagement, personal care responsibilities, and vocational instruction to help students develop confidence, independence and meaningful pathways into adult life and employment.

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### KEY RESPONSIBILITIES

#### Learning and Development

- Provide support for learning activities across the curriculum and vocational programmes within the classroom environment.
- Support students' effective learning, engagement and progress in line with educational targets and regulation support strategies.
- Assist with the preparation of resources, activities and learning environments, ensuring student safety at all times.
- Adapt resources and tasks to meet individual student needs.
- Support the development and implementation of PCPaths and personalised learning targets.
- Assist students to review, evaluate and celebrate their own learning and achievements.
- Provide accurate feedback to teachers and therapists on student progress, engagement and attainment.

- Assist in implementing and reviewing agreed programmes of work and report concerns to teaching staff.
- Support students to participate as independently and inclusively as possible in all learning activities.
- Implement agreed regulation support strategies to promote positive behaviour and engagement.
- Encourage healthy risk-taking, personal growth and independence.
- Support students to participate fully in recreational, social and community activities.

### **Job Coaching and Employment Support**

- Support and coach students into and within work placements, supported internships and employment opportunities using systematic instruction techniques.
- Break down tasks into achievable steps and develop workplace support materials including task lists, visual supports, workplace maps and guidance documents.
- Develop personalised employment and work-readiness plans based on students' strengths, aspirations and needs.
- Support students to develop employability skills including:
  - Communication
  - Teamwork
  - Timekeeping
  - Professional presentation
  - Workplace behaviour
  - Problem-solving
  - Independence
  - Customer service
- Assist students with CV writing, application forms, interview preparation and assessment activities.
- Support learners to secure paid and unpaid employment opportunities.
- Travel train and route train students to improve independence when travelling to placements, work and community activities.
- Maintain accurate records of support, progress and outcomes.
- Assist students in identifying future career pathways and next steps.

### **Care, Welfare and Safety**

- Support students' personal care, welfare and independence needs.
- Maintain student dignity and promote independence at all times.
- Follow individual care plans and risk assessments.
- Monitor and support students' physical wellbeing and healthy lifestyles.
- Support emotional wellbeing, resilience, confidence and self-esteem.
- Assist in the administration of medication in accordance with school procedures and care plans.
- Supervise off-site activities and community visits.
- Read, understand and follow safeguarding procedures and report concerns immediately.
- Remain alert to specific student safety risks, including PICA and other identified vulnerabilities.

## **Physical Requirements**

The role may require:

- Supporting students during sports and physical activities.
- Walking, running, swimming and outdoor activities.
- Supporting students within swimming pools and changing facilities.
- Assisting students of varying ages, sizes and physical needs.
- Working outdoors in all weather conditions.

## **Communication**

- Support students' communication and interaction needs.
- Support students and families who use English as an Additional Language.
- Maintain effective communication with parents, carers and families through meetings, communication books, telephone calls and reviews.
- Contribute to annual reviews, meetings, reports, and transition planning.
- Maintain accurate documentation and records and support the maintenance of record-keeping systems.

## **Team Working**

- Work collaboratively with teachers, HLTAs, therapists, job coaches, employers and families.
- Assist in assessment, monitoring and recording of progress.
- Provide supervision of groups or classes for time-limited activities or emergencies.
- Provide cover for absent colleagues where required.
- Support the induction and development of new staff.
- Participate in appraisal and professional development activities.
- Work flexibly across classrooms, vocational settings, café environments and employment placements.

## **Please Note**

Working with students with Special Educational Needs and Disabilities requires a strong commitment to understanding individual needs and providing person-centred support.

The role can be physically and emotionally demanding and involves supporting students with a wide range of learning, communication, sensory, behavioural, emotional and some physical needs. Comprehensive training, supervision and wellbeing support will be provided.

**Staff will be required to travel off site and to transport students as part of their duties; this will involve the use of their own vehicle, which must be appropriately insured for business use in line with school policy.**

This job description is not exhaustive, and the post holder may be required to undertake other reasonable duties consistent with the grade and purpose of the role.

## PERSON SPECIFICATION

| Key Criteria                | Essential                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Desirable                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| Qualifications and training | <ul style="list-style-type: none"> <li>• Level 2 qualification (or equivalent) in English and Maths, or willingness to achieve these whilst in post.</li> <li>• Experience of working with young people in education, health, care or community settings.</li> <li>• Awareness of safeguarding, health, safety and wellbeing requirements.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>• Health and Social Care, Childcare, Education, SEND or related qualification.</li> <li>• Food Hygiene Certificate.</li> <li>• Barista or hospitality industry experience.</li> <li>• Supported Employment or Job Coaching training.</li> </ul>                                                                                                                                          |
| Skills and experience       | <ul style="list-style-type: none"> <li>• Experience working with children or young people, particularly those with additional needs</li> <li>• Experience supporting students with social, emotional and mental health (SEMH) needs</li> <li>• Experience of working in a school or educational setting</li> <li>• Experience of working collaboratively within a team</li> <li>• Experience of building positive relationships with children, families, or vulnerable individuals</li> <li>• Experience of working in a challenging environment</li> <li>• Excellent planning and organisation skills</li> <li>• Experience of accurate record keeping</li> <li>• Excellent communication skills including written skills and the ability to communicate sympathetically with children and parents</li> <li>• Ability to support emotional wellbeing, self-reliance, self-</li> </ul> | <ul style="list-style-type: none"> <li>• Experience of job coaching or supported employment.</li> <li>• Experience of working in hospitality, retail or café settings.</li> <li>• Experience of SEN education.</li> <li>• Understanding of risk assessments.</li> <li>• Experience of monitoring and recording progress.</li> <li>• Experience of group or class supervision.</li> <li>• Travel training experience.</li> </ul> |

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|                   | esteem and resilience in others                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                     |
| Core Competencies | <p><b>Student Led</b></p> <ul style="list-style-type: none"> <li>• Passionate about supporting young people with disabilities in a dignified and person-centred manner.</li> <li>• Proactive in meeting students' needs.</li> <li>• Approachable, supportive and respectful.</li> <li>• Acts with integrity, honesty and discretion.</li> <li>• Promotes wellbeing, safety and safeguarding.</li> </ul> <p><b>Results Orientation</b></p> <ul style="list-style-type: none"> <li>• Demonstrates drive, enthusiasm and resilience.</li> <li>• Works systematically and effectively.</li> <li>• Delivers agreed outcomes and objectives.</li> <li>• Committed to continuous professional development.</li> </ul> <p><b>Working Together</b></p> <ul style="list-style-type: none"> <li>• Contributes positively to team effectiveness.</li> <li>• Values diversity and inclusion.</li> <li>• Builds strong professional relationships.</li> <li>• Works in line with all Manor Green School policies and procedures.</li> </ul> <p><b>Adaptability</b></p> <ul style="list-style-type: none"> <li>• Responds positively to change and challenge.</li> <li>• Remains calm and professional under pressure.</li> <li>• Works effectively in complex and demanding environments.</li> <li>• Demonstrates self-awareness and reflective practice.</li> </ul> | Ability to lead small group or whole-class sessions |

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|  | <ul style="list-style-type: none"> <li>Adjusts practice to meet changing student and organisational needs.</li> </ul> |  |
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#### **Additional Requirements**

- Available to attend duties from 8:45am during term time.
- Willing to undertake occasional out-of-hours activities.
- Full driving licence, access to a vehicle and business insurance.
- Willingness to travel between school sites, workplaces and community locations as required.