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Supported Employment

Pathway Plan Checklist

Effective Guidance to Plan and to Quality Check your Supported Employment Pathway



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# Supported employment Pathway plan Checklist

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|  | Introduction  A Supported Employment Pathway is an inclusive approach and transition into meaningful paid work for learners with additional needs.  You should refer to the Supported Employment Framework model which is a separate document to guide you through a five-stage approach of a supported employment programme.  This checklist will support the planning approach and quality of your supported employment provision enables learners to develop the skills and experiences they need for sustainable employment.  The checklist should be used to plan and to determine the quality through a set of checklist headings and statements. From this you will highlight strengths and actions. |

### Checklist approach

1. Leadership and Management
2. Stakeholder Partnership
3. Pathway Planning
4. Staff Skills
5. Learner Readiness
6. Learner Progress
7. Learners Employment
8. Action Review
9. Strengths and Celebrations

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| **Checklist 1 Leadership and Management**  **There is a clear vision and culture of high aspirations for Learners with additional needs to gain high-quality sustainable employment** | **Y** | **N** | **note**  **strengths or improvement** |

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| 1 | The CEO/Principal ensures there is a clear culture and strategy and there is an ambitious curriculum into employment |  |  |  |
| 2 | Leaders ensures everyone understands the benefits of supported employment |  |  |  |
| 3 | Leaders ensure everyone has high aspirations of leaners to gain high-quality sustainable employment |  |  |  |
| 4 | Leaders review the curriculum and plans provision that enables learners’ skills development to gain sustainable employment |  |  |  |
| 5 | Leaders strategically and operationally engage well with employers within their community who promote and establish effective relationships for learners to access employment placements and work |  |  |  |
| 6 | Leaders ensure there is effective relations with the local authority to access funding support for supported employment |  |  |  |
| 7 | Leaders ensure internal systems and functions are flexible to enable supported employment programmes to run effectively |  |  |  |
| 8 | Leaders encourages parent and carers to have high aspirations of learners and ensure they are fully informed of plan for supported learning into employment |  |  |  |

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| **Checklist 2 Stakeholder Partnership**  **Effective partnership underpins the success of supported employment and enables the best opportunities for learners to secure high-quality sustainable employment** | **Y** | **N** | **note**  **strengths or improvement** |

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| 1 | Working together with partners (employers, local authority, families) ensures standards are upheld and there is openness and transparency, with a commitment to high standards and sustained employment |  |  |  |
| 2 | The provider ensures the quality of the employer who provides job responsibilities, induction, uniforms/ PPE, and a workplace mentor. |  |  |  |
| 3 | The employer understands their responsibilities and relevant legislation to ensure that workplaces are safe and to ensure the health, safety and wellbeing of learners |  |  |  |
| 4 | The provider and employer commitment enables learners’ skills to be developed well |  |  |  |
| 5 | There is good and regular communication with the provider and employer regarding the skills development |  |  |  |
| 6 | Employer’s value employment placements, job trials and other alternative methods for learners to gain experience and confidence |  |  |  |
| 7 | The provider works with employers to make reasonable adjustments that enables learners to participate in the workplace. |  |  |  |
| 8 | ​There is a culture that enables honest and robust feedback from all stakeholder partnership including, and most importantly the learner |  |  |  |
| 9 | There is well informed family involvement, who share the learner’s aspirations and support their aim to achieve high-quality sustainable employment |  |  |  |
| 10 | The Local Authority supports stakeholders’ employability outcomes through the education health and care plan |  |  |  |
| 11 | The Local Authority fund the employment pathways through high needs funding which enables learners to achieve high-quality sustainable employment |  |  |  |
| 12 | The Local Authority promotes the employments pathways through their Local Offer, employment forums and its parent/carer consortium |  |  |  |

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| **Checklist 3 Pathway Planning**  **A supported employment pathway is planned well and builds the skills of learners to achieve high-quality sustainable employment** | **Y** | **N** | **note**  **strengths or improvement** |

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| 1 | The supported employment curriculum is planned well and sets out aims of each stage of the programmes that enables learners to develop knowledge and skills gain at each stage |  |  |  |
| 2 | At different stages of the supported employment pathway learners develop employability skills such as customer services, communication in confidence, teamwork, problem solving etc |  |  |  |
| 3 | As learners progress, they should continue to develop and broaden their employability skills such as communication in confidence, interpersonal and verbal skills, travel training, CV writing, job searching, applications preparing for interviews etc |  |  |  |
| 4 | The provider accesses funding that enables learners to be effectively and fully supported whilst on their programme of study |  |  |  |
| 5 | The employment pathway is a programme of study and includes maths and English |  |  |  |
| 6 | The employment pathway has a varied sector skills curriculum that enables learners to develop a broader understanding of their chosen career path. |  |  |  |
| 7 | The learner can access sector specific skills such as food hygiene, first aid, manual handling, customer services courses to increase likelihood of an interview and employment. |  |  |  |
| 8 | There is high-quality supported employment training for learners and evidence of personalised support to help them achieve high-quality sustainable employment |  |  |  |
| 9 | Learners have employment placements when they are work ready and match their interests and career aspirations |  |  |  |
| 10 | There are opportunities with employment placements that mirrors workplace days and working hours such as evening and weekends |  |  |  |
| 11 | There is a coherent progression such as a supported Internship apprenticeship or supported employment agency into sustained employment. |  |  |  |

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| **Checklist 4 Skilled Trained Staff**  **The supported employment curriculum pathway has the appropriately skilled and trained staff at every stage** | **Y** | **N** | **note**  **strengths or improvement** |

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| 1 | Staff are trained and supported. Professional development is prioritised staff are skilled and committed to learners developing their employability skills |  |  |  |
| 2 | There is high-quality personalised level of support to help learners develop sector and employability skills. |  |  |  |
| 3 | Support is in place to ensure the learner can undertake curriculum and work-related duties effectively |  |  |  |
| 4 | Staff are skilful with decreasing support over time to enable the learner to be as independent as possible and flourish |  |  |  |
| 5 | The provider implements job coaches to the programme of study when there is learner readiness |  |  |  |
| 6 | The provider has trained job coaches who follows the National Occupational Standards. They use the principles of/trained in systematic instruction, which enables learners to build on skills and learn complex tasks |  |  |  |
| 7 | The trained job coach is skilled at facilitating links between the learner and employers through job analysis, job matches, negotiating and ‘carving’ job role. They tailor support for both the learner and the employer |  |  |  |
| 8 | The job coach is proficient in collating information of learners on the employment profile |  |  |  |
| 9 | The provider is resourced well, and staff are flexible through contracts that mirror realistic employer work patterns |  |  |  |

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| **Checklist 5 Learner Readiness**  **Learners aspire to want to develop skills for work** | **Y** | **N** | **note**  **strengths or improvement** |

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| 1 | Learners have an aspiration to employment is the intended pathway plan set out in at the earliest opportunity |  |  |  |
| 2 | Learners are assessed and placed in provision to enable work skills to be developed |  |  |  |
| 3 | There is a robust assessment to recruitment, selection, and induction process which ensures learners, and their families are clear that the end goal is paid work |  |  |  |
| 4 | As learners progress, they should continue to develop and broaden their employability skills such as communication in confidence, interpersonal and verbal skills, travel training, CV writing, job searching, applications preparing for interviews etc. |  |  |  |
| 5 | The provider collects key information on the employment profile such as learners’ preferences, work experience, other experiences, interests, skills, and the type of work interest |  |  |  |
| 6 | The Learners have a vocational profile which sets out their aspirations and employment goals |  |  |  |
| 7 | The vocational profile is owned by the learner and informs initial employment assessment tool and be completed in conjunction with the staff employment profile labour market support |  |  |  |
| 8 | The provider swiftly supports the learner and flexibly addresses barriers to work |  |  |  |

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| **Checklist 6 Learner Progress**  **Learners are on track and are making good progress into high-quality sustainable employment** | **Y** | **N** | **note**  **strengths or improvement** |

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| 1 | Learners are inspired and are enthusiastic to secure high-quality sustainable employment and are developing employability and other associated skills valued by employers |  |  |  |
| 2 | Learners progress well through supported employment pathways to develop skills for work |  |  |  |
| 3 | The learners are well prepared with the employability skills developed and confidently undertake employment placements |  |  |  |
| 4 | The employment placement is matched well, is of high-quality and reviewed to ensure development of skills and progress is being made by the learner |  |  |  |
| 5 | The learner is confident in sharing the adjustments needed in the workplace with the employer |  |  |  |
| 6 | The learner is confident with accessing the employer’s workplace buddy or mentor who is actively involved in supporting the skills development |  |  |  |
| 7 | Learners update their CV and regularly job search, apply for jobs and prepare for interviews |  |  |  |
| 8 | The providers prepare learners for recruitment and selection process and set up mock interviews |  |  |  |
| 9 | The provider makes suggests to the employer how they can adjust through recruitment and selection such as work trials |  |  |  |
| 10 | The findings from the placement recognises the progress of the learner and supports them to develop further skills to secure work |  |  |  |
| 11 | The progress involves the learner and all key partners (employer, job coach, families, and other relevant provider staff) who are committed to the success of the learner |  |  |  |

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| **Checklist 7 Learners Employment**  **Learners secure high-quality sustainable employment** | **Y** | **N** | **Note**  **Strengths or improvement** |

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| 1 | The provider is relentless in securing high-quality sustainable employment for the learner. Both the provider and learner find a suitable job that match to their interests and goals |  |  |  |
| 2 | The provider prepares learners well for work by skillfully supporting them with job searching, building a CV and interviews, ensuring the learners are successful ​with recruitment and selection |  |  |  |
| 3 | The learner secures high-quality sustainable permanent positions that match their aspirations, skills, and employment goals |  |  |  |
| 4 | They are employed no less the 16 hours per week or as adjusted to meet individual circumstances. The learner’s income is no less than the minimum wage |  |  |  |
| 5 | The provider supports the learner and guides employer to offer an inclusive induction and the workplace expectation |  |  |  |
| 6 | The provider supports the learners and/or the employer to identify if any extra assistance or alteration to working practice or the environment is essential |  |  |  |
| 7 | Outcome data is kept, regularly reviewed, and acted upon to ensure learners are achieving their aspirations into high-quality sustainable employment |  |  |  |
| 8 | There is commitment from the provider through partnerships such as the DWP, to support the learner and employer with future needs beyond the supported employment if the need arises |  |  |  |

**Action Review**

Once you have completed the checklist, add smart actions which enables you to develop and improve your supported employment. Include this to your annual self-assessment report and add identified actions to your quality improvement plan.

You may want to include stakeholders such as employers and parent carers in the process for a rounded review to support your quality improvement.

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| **Action Review Plan** | | | | |
| Checklist number | Action | By when | By whom | Date complete |
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**Strengths and Celebrations**

After completing the checklist where you have highlighted strengths and or have achieved your action plan, celebrate and promote the achievement of learner success into sustainable employment. You could do this through student, staff, employer, parent carer awards, press releases, case studies and share effective practice through your SEND communities of practice.

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| **Strengths and Celebrations** | |
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**Supported Employment Pathway Plan ChECklist by**

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