LSI SE00
Supported Employment National Occupational Standards

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Suite Overview

The Learning and Skills Improvement Service (LSIS) has developed new National Occupational Standards (NOS) for Supported Employment, which provide the statements of skills and knowledge needed by the supported employment workforce.

Supported employment is the term for high quality, personalised support for people with disabilities and/or disadvantages which enables them to seek, access and retain employment. The people who provide support tend to have a variety of job titles such as job coaches, employment advisers, employment consultants and employment support officers. Jobcentre Plus staff, Disability Employment Advisors, Care Managers, schools and colleges are often a key referral route onto supported employment. Individuals can also self-refer. A person's line manager and colleagues in the work place can also provide support; they are sometimes called 'natural supports'.

Previous research and consultation has helped to inform the detail of the Supported Employment NOS, namely the "Supported Employment and Job Coaching: best practice guidelines" *(Department of Health and Valuing People Now: HM Government published March 2011)*.

About the NOS

The Supported Employment National Occupational Standards (NOS) are not designed to describe any level, or type of supported employment role. Role definitions are normally based on a number of different functional areas and therefore a given role may draw on a number of NOS.

There is no expectation that any individual job role would encompass all the performance requirements across every NOS within the suite; rather that specific jobs will utilise those NOS appropriate to their role.

The NOS for Supported Employment do not equate directly to qualifications, but can be used to inform and underpin relevant competency-based qualifications for supported employment practitioners.

Performance criteria and Knowledge and understanding

Each National Occupational Standard comprises a number of **performance criteria** which an individual should demonstrate to be competent in the sector, as well as the underpinning **knowledge and understanding** statements.

It should be noted that there is not an immediate and direct relationship between an individual performance criterion and a knowledge and/or understanding statement, with the knowledge statements underpinning the whole of each National Occupational Standard.

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Additional Information

Scope/range

The scope or reach of the Supported Employment National Occupational Standards is expressed within the definition of supported employment and the functional process.

Definition

The definition of Supported Employment is ……

….the high quality, personalised support for people with disabilities and/or other disadvantages which enables them to seek, access and retain employment in the open labour market.

Functional Process

The functional process follows the "Supported Employment and Job Coaching: best practice guidelines" *(Department of Health and Valuing People Now: HM Government publication March 2011*) which specify nine key stages in the supported employment process:

A. Employer engagement
B. Job seeker engagement
C. Understanding employer needs and identifying vacancies
D. Getting to know the job seeker
E. Getting to know the job
F. Agreeing a Plan together
G. Arranging a Job Match
H. Arranging the right support
I. Developing a career

In addition to the functional process, there is an expectation that supported employment practitioners will apply a value based and ethical approach and will seek to develop their own practice. These aspects are captured as an addition to the functional process:

J. Develop own supported employment practice

The functional process forms the basis of content for the Supported Employment NOS. By interrogating "what needs to happen?" in each stage of the process, the performance criteria and associated knowledge and skills required are drawn out.

It should be noted that there will not necessarily be individual NOS that are identical in name or related specifically to each of the individual functional processes, since it is the combination of functions which define the performance and knowledge requirements for those delivering a given role.

In addition, while there will be functions which are met by the Supported Employment suite of NOS, there will be functions that are also supported by other existing NOS from other suites, such as Employer Engagement NOS.

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Values

For a supported employment practitioner to practice competently he or she must apply skills and knowledge that is informed by a set of values. Supported employment practitioners are expected to be aware of and to apply a value based and ethical approach in their practice.

It is also recognised that the values as well as the NOS may need to be placed within the local, national, social and political context in which supported employment activities are undertaken.

Values of Supported Employment

1. An understanding of the positive contribution people with disabilities and/or disadvantages can make in the workplace.
2. Understand the main components of a real job (wages are paid at the going rate for the job, with the same terms and conditions as all other employees; the job helps the person to meet their life goals and aspirations; the role is valued by managers and colleagues; the job has similar hours and times at work as other employees, with safe working conditions).
3. Understand the "zero rejection" philosophy of supported employment and that everyone can work, with the right job and the right support.
4. Supported employment does not adhere to a work readiness model. It is about getting people into competitive employment first with training and support on the job: a 'place then train' approach.
5. Job search should happen at the earliest opportunity.
6. Choice and control – people are presented with a variety of experiences, options and support to achieve their career aspirations. Support is built around an individual, promoting choice and career satisfaction. All options assume successful employability.
7. Partnership – there is genuine partnership between the person, their family carers, employers, community supports and the provider of supported employment.
8. Full inclusion – people are supported to be full and active members of their workforces and wider communities, both socially and economically.
9. Support services recognise the importance of the employer as a customer of supported employment in their own right with requirements that need to be satisfied.
10. Draws on Social Role Valorisation (SRV) in recognising that people with disabilities and/or disadvantages are often regarded as of less value than others in society, resulting in poor life outcomes. Employment is a valued social role and becoming employed can help reverse societal devaluation, with wider positive consequences for the person.
11. Draws on the social model of disability recognizing that disability is the product of the physical, organizational and attitudinal barriers present within society leading to discrimination. The removal of discrimination requires a change of approach and thinking in the way in which society is organized, in this case removing barriers to employment.
12. Recognises that not many people stay in the same job for the whole of their working lives and people with disabilities and/or disadvantages are no different in having to adapt to changing labour markets and wanting to improve their working lives. Supported employment should encourage the career development of individuals by promoting training opportunities and seeking options for increased responsibility by offering time unlimited support.

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Mapping of Functions to the Supported Employment NOS:

This table shows the titles of the Supported Employment NOS (**in bold**) along with other signposted NOS (those existing NOS from other areas which are identified as relevant to the supported employment functions). They are presented within the Functional Process categories A – J presented earlier.

More general links to other NOS suites which 'add value' to supported employment practice are shown in the links to other NOS section.

Ref	Function Title	NOS Ref	NOS title
A	Employer engagement	**(LSI) SE02**	**Advise employers about the benefits, processes and practices to recruit and retain a diverse workforce**
		(LSI) EE01	Work in partnership with employers for the benefit of learners *Engaging Employers NOS – owned by Learning and Skills Improvement Service*
		(LSI) EE02	Work in partnership with employers to facilitate workforce development. *Engaging Employers NOS – owned by Learning and Skills Improvement Service*
		(CFA) GOV12	Manage relationships with stakeholders *Governance NOS - owned by the Council for Administration*
		(SFH) MH71	Raise stakeholders' awareness of the value of employment, training and education for people with mental health needs. *Mental Health NOS - owned by Skills for Health*
B	Job seeker engagement	**(LSI) SE03**	**Assist prospective job seekers to aspire to paid employment**
C	Understanding needs and identifying vacancies	**(LSI) SE04**	**Identify the needs of the job seeker**

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D	Getting to know you (the job seeker)	**(LSI) SE04**	**Identify the needs of the job seeker**
E	Getting to know the job	**(LSI) SE06**	**Ensure employment opportunities meet the needs of job seekers**
		(SFJ) CCBA3.1	Manage the induction of staff *Operational Delivery Contact Centre NOS – owned by Skills for Justice*
F	Agreeing a Plan together	**(LSI) SE05**	**Create and agree development plans**
G	Job Match	**(LSI) SE06**	**Ensure employment opportunities meet the needs of job seekers**
H	Arranging the right support	**(LSI) SE07**	**Enable individuals in supported employment to be productive and integrated in their workplace**
		(SFJ) CCBA3.1	Manage the induction of staff *Operational Delivery Contact Centre NOS – owned by Skills for Justice*
		(SCD) SS5	Enable individuals with sensory needs to access training, employment and career development *Sensory Services suite – owned by Skills for Care and Development.*
I	Developing a career	**(LSI) SE07**	**Enable individuals in supported employment to be productive and integrated in their workplace**
		(SCD) SS5	Enable individuals with sensory needs to access training, employment and career development *Sensory Services suite – owned by Skills for Care and Development.*
J	Develop own supported employment practice	**(LSI) SE01**	**Develop and apply values and ethical practice within supported employment**
		(LSI) SE08	**Develop as a reflective employment support practitioner**

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Glossary

Advocate: In this context this means that supported employment practitioners should argues for the employment of a person with a disability or disadvantage, argue for equality of opportunity and for reasonable adjustments in the workplace to ensure positive outcomes for the job seeker and the employer. It also means being a supporter or defender of the rights of the job seeker.

Assistive Technology: Assistive technology is technology used by individuals with disabilities to carry out functions that might otherwise be difficult or impossible. Assistive technology can include personal aids as well as hardware, software, and peripherals that assist people with disabilities in accessing computers or other information technologies. In the context of employment it can include hand-held devices that can prompt work tasks, jigs that can hold or guide materials and equipment adapted to specific tasks.

Better-off calculations: This is a calculation that aims to show jobseekers whether they will be better off in work than when living on welfare benefits. It will take into account details of the amount of welfare benefit income they receive, including housing benefit covering rent and the amount of money they can earn in paid work, along with any welfare benefits or tax credits they can receive when in work, and shows if they will be better off going into paid work.

Circles of support: A Circle of Support, sometimes called a circle of friends, is a group of people who meet together on a regular basis to help somebody accomplish their personal goals in life. Often used in person centred planning, the Circle acts as a community around that person (the 'focus person') who, for one reason or another, is unable to achieve what they want in life on their own and decides to ask others for help.

Co-production: This refers to active input by the people who use services, as well as – or instead of – those who have traditionally provided them. It contrasts with approaches that treat people as passive recipients of services designed and delivered by someone else. In the employment context this means job seekers leading or making a full contribution to processes such as completing a Vocational Profile, or deciding what job to pursue.

Job Development: This refers to finding a person's preferred job through contact with employers. It includes all aspects of identifying suitable jobs and potential employers, approaching employers on behalf of a job seeker, obtaining a job and, where necessary, negotiating reasonable adjustments (see below).

Natural Supports: The focus on natural supports emphasises the participation of supervisors and co-workers in the hiring, training and supervising supported employees. The concept of natural support highlights the need to understand the worksite culture and what is "natural" or "typical" for that particular situation."

Prompting and fading techniques: Prompts, or cues, are a way of providing enough information to the job seeker about how to do their job task and how to perform its steps correctly. Prompts are usually seen to differ in their power, or intrusiveness, from demonstration at one end through verbal prompts, gestures to physical assistance. Prompts can also include written lists, checklists, audio-tapes, or other forms of assistive technology. Fading means reducing the power of prompts over time to leave the person as independent in their task as possible.

Reasonable adjustment: The term "reasonable adjustment" comes from the Disability Discrimination element of the Equality Act and refers to the actions institutions need to make in order to alleviate or remove the effects of a 'substantial disadvantage.' In practice this means doing things differently if the usual way would substantially disadvantage a disabled person. It can mean providing additional services or equipment. Reasonable adjustments in employment could include changing recruitment procedures, altering the physical environment to make it more accessible, or changing training to meet a person's needs.

Supported Employment: Supported employment is the term for high quality, personalised support for people with disabilities and/or disadvantages which enables them to seek, access and retain employment in the open labour market. It is a "place and train" approach that does not rely on long periods of pre-vocational training or a basic level of qualification or experience.

Task analysis: A task analysis is the process of breaking down a work task into smaller parts. The best way to develop a task analysis is to observe someone performing a task and write down every step that is performed. Used more commonly with people who have cognitive problems and find it difficult to learn steps, task analysis makes a task easy to replicate and teach parts of a job and link these together until the person does them independently.

Vocational profiling: This is a process of "getting to know" the person to identify their aspirations, learning needs, individual skills, former experiences and job preferences. It can involve inputs from those who know the person well, but is conducting from a "zero rejection" stand-point (see below). The profile informs practical job finding and helps to achieve a good job match for the job seeker that suits their skills and preferences. Many people have never worked or not worked for many years and will need support to make informed choices about career opportunities.

Work trials: In the context of people with disabilities or disadvantages, work trials are time limited placements in real jobs. They allow the job seeker to learn more about what they are good at and what they want to do, enable employers to find out more about what the person can do. Supported employment practitioners can provide on-the-job support enabling them to better understand the training and support needs of the job seeker. Work trials may be designed to lead to a job if criteria are met on all sides, or to inform next steps towards the right job.

Zero rejection: Part of the underlying philosophy of supported employment, this means that anyone who wishes to work can work, provided the correct level of support is available. It stems from a rejection of assessments in the past that categorised people into those who could or could not work without taking into account effective job match, task teaching and support.

Links to other NOS

Links to individual NOS which have been identified as relevant to supported employment practitioners are included in the mapping of functions to NOS

A number of existing NOS suites are identified to ensure that supported employment practitioners are able to identify and access other NOS which may be relevant to their role.

The signposted NOS suites identified are given below with a summary of the content.

Sensory Services NOS
This is a key suite for those who support and work with individuals with sensory needs.

Mental Health NOS
This is a key suite for those who advocate on behalf of, support and work with individuals with mental health needs.

Business Administration
Suitable for roles which include administrative functions. The suite includes some aspects of planning and project management.

Career Development
Suitable for those who deliver offer aspects of career development support.

Employer Engagement
Suitable for those who work in partnership with employers to facilitate learning opportunity and delivery of service.

Family Learning
This is suitable for roles which may have crossover or elements of working with and supporting families to learn and develop.

Health and Safety
Suitable for all roles with health and safety responsibilities, and those who control, assess and manage health and safety.

Learning and Development
Suitable for roles which aim to support the learning and development of others.

Management and leadership NOS
Suitable for roles with responsibility for leading or managing staff, developing or managing strategy, planning and evaluation. This suite includes NOS for obtaining and managing finance and budgets.

Project Management
Suitable for those who plan, manage and deliver projects.

Social Work
Suitable for social care workers and employers of social care workers

All NOS are available from the NOS Database: http://www.ukstandards.org.uk

External Links

The NOS for Supported Employment have been developed with the input of the supported employment practitioners across the UK. They represent the minimum recommended performance and knowledge and, alongside other relevant NOS or accepted standards, can be used to inform and underpin training courses and qualifications, as well as individual professional development.

The NOS have been written to take account of codes of ethics or conduct and models of practice or competence which may apply, and links to the most widely recognised are included below.

It should be noted that many codes and models that apply to supported employment practitioners expect that the practitioner will have a clear understanding of their professional boundaries, and should practise only in line with their own knowledge and professional competence.

"Supported Employment and Job Coaching: best practice guidelines" *(Department of Health and Valuing People Now: HM Government published March 2011* http://www.valuingpeoplenow.dh.gov.uk/content/employment-resources-hub

Also available from the BASE Knowledge base: http://base-uk.org/knowledge

Mental Health Individual Placement and Support model:
http://www.centreformentalhealth.org.uk/employment/ips.aspx

Supported Employment (mental health) Fidelity Scale:
http://www.centreformentalhealth.org.uk/employment/ips_fidelity.aspx

British Association for Supported Employment: http://base-uk.org/

Scottish Union of Supported Employment: http://www.susescotland.co.uk/

Wales Association of Supported Employment Agencies:
http://www.learningdisabilitywales.org.uk/supported-employment-networks.php

Northern Ireland Union of Supported Employment: http://www.niuse.org.uk

Ireland Association of Supported Employment http://www.iase.ie/

European Union of Supported Employment: http://www.euse.org/

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Originating organisation	Learning and Skills Improvement Service
Original URN	LSI SE00
Relevant occupations	2449 Welfare professionals n.e.c; 3219 Health associate professionals n.e.c ; 3564 Careers advisers and vocational guidance specialists; Line managers; supervisors; team leaders
Suite	Supported Employment
Key words	Supported employment,

LSI SE01
Develop and apply values and ethical practice within supported employment

Overview

This standard is about ensuring own practice adheres to the relevant ethical principles, values and codes of ethical practice that apply within supported employment.

This standard is for all supported employment practitioners.

LSI SE01
Develop and apply values and ethical practice within supported employment

Performance criteria

You must be able to:

P1   adhere to relevant codes of ethics and conduct standards and guidance required by own organisation

P2   promote the values of supported employment as a 'place and train' model in own practice

P3   act non-judgementally and respect individuals' informed views and rights to chose their own employment and career aspirations

P4   access and use information regarding individuals' needs, wishes and preferences

P5   challenge own and others' assumptions about the employment choices that individuals can make

P6   promote the 'zero rejection' philosophy of supported employment

P7   recognise the employer as a customer of supported employment with requirements that need to be satisfied

P8   maintain impartiality when giving information, advice and support to those seeking supported employment

P9   encourage the autonomy of the individual in making decisions, and their responsibility in implementing them

P10   proactively promote social inclusion at work, inclusivity in supported employment, diversity and equality of opportunity

P11   challenge any prejudice, use of stereotypes, discrimination, assumptions and unethical or oppressive behaviour by self, other people or organisational processes

P12   meet requirements to keep individuals safe and healthy with all risks minimised and to safeguard them when seeking work and in employment

P13   reflect on the impact of own values and ethical practice, when working as a supported employment practitioner

LSI SE01
Develop and apply values and ethical practice within supported employment

Knowledge and understanding

You need to know and understand:

K1   relevant codes of ethics and conduct standards and guidance required by own organisation

K2   current UK legislation and organisational requirements and procedures and practices for accessing records, recording, reporting, confidentiality, health and safety, safeguarding and equality

K3   the values of supported employment as a 'place and train' model as applied to ethical practice

K4   how to act non-judgmentally and respect individual's views and rights to chose their own employment and career aspirations

K5   the types of records and information that may be available to identify individuals' needs, wishes and preferences

K6   the concept of and philosophy underpinning 'zero rejection' within supported employment

K7   the employer requirements in recruitment, selection and professional development of employees to meet business needs and in line with current UK equality legislation

K8   how to provide impartial information, advice and support to those seeking supported employment

K9   how to encourage the autonomy of the individual to make their own decisions about choices and their responsibility for implementing them

K10   methods of self-determination

K11   how to proactively promote social inclusion at work, inclusivity in supported employment, diversity and equality of opportunity

K12   the impact of stigma, discrimination and social exclusion and ways to actively challenge any prejudice, use of stereotypes, discrimination, assumptions and unethical or oppressive practice by self, other people or organisational processes

K13   legal and organisational requirements to keep individuals safe and healthy when seeking work and employment

K14   ways to manage risks

K15   how to reflect on the impact of own values and ethical practice, when working as a supported employment practitioner

LSI SE02
Advise employers about the benefits, processes and practices to recruit and retain a diverse workforce

Overview

This standard is about engaging with employers to enable them to understand the benefits of developing processes and practices to recruit and retain a diverse workforce. It includes providing support to the employer to review their employment practices, to facilitate workforce diversity, while at the same time meeting their business needs.

This standard is for all supported employment practitioners.

LSI SE02
Advise employers about the benefits, processes and practices to recruit and retain a diverse workforce

Performance criteria

You must be able to:

P1 identify local, regional and national sources of labour market intelligence

P2 access and interpret statistics on the nature of businesses operating on a local, regional and national basis

P3 develop and articulate the business case for a diverse workforce to employers in the local area

P4 make initial contact with employers across sectors to promote the business case for a diverse workforce

P5 provide support to employers to overcome perceived and actual barriers to employing and retaining a diverse workforce

P6 secure the employer's commitment to engage in the supported employment process

P7 enable employers to maintain productivity whilst customising jobs to meet the needs of individual job seekers

P8 propose reasonable adjustments that employers could make to facilitate the recruitment and selection, support, mentoring and management of a diverse workforce

P9 support employers to meet current national and European employment and equality legislation requirements for the workforce

LSI SE02

Advise employers about the benefits, processes and practices to recruit and retain a diverse workforce

Knowledge and understanding

You need to know and understand:

K1   local, regional and national sources of market intelligence and how to access them

K2   key employers locally, regionally and nationally and their interest and engagement in supported employment

K3   the business case for employers recruiting and retaining a diverse workforce

K4   how to make initial contact with employers across different sectors in a way that engages and interests them

K5   the main concerns and perceived barriers for employers in recruiting and retaining a diverse workforce and how to address them

K6   how to secure the employer's commitment to engage in the supported employment process

K7   the types of advice and awareness training employers may require to understand the support requirements of job seekers

K8   ways in which jobs and recruitment and selection processes can be adapted to meet employer and job seeker needs

K9   processes that employers may adopt to support employees who become sick, disabled or stressed while at work

K10 how to support employers in developing their organisational culture to embrace diversity and inclusion

K11 the type of reasonable adjustments that employers can be encouraged to make to attract, support, mentor and manage a diverse workforce

K12 current national and European employment and equality legislation requirements for the workforce

LSI SE03
Assist prospective job seekers to aspire to paid
employment

Overview
This standard is about enabling those people who have disabilities and/or disadvantages to raise their aspirations and to make informed decisions about employment. It also identifies how the supported employment practitioner works with families, communities and other partners to address their concerns and to enable prospective job seekers to raise their aspirations for work.

In the context of this standard the term 'job seeker' applies to an individual seeking some form of supported employment.

This standard is for all supported employment practitioners.

LSI SE03
Assist prospective job seekers to aspire to paid employment

Performance criteria

You must be able to:

P1   work with individuals, local services and communities with access to disabled and/or disadvantaged people who may benefit from or aspire to paid employment

P2   provide accessible information including better-off calculations to prospective job seekers to enable them to make informed job decisions

P3   support job seekers in preparing their curriculum vitae in a format that is accessible to them, prepare for interviews or working interviews and gain agreement on how to present the person's strengths to prospective employers to achieve a good job match

P4   engage with families and community support organisations and individuals who can influence job seekers' aspirations and choices

P5   develop partnerships, networks and circles of support to develop the individual's aspiration to work and have a career

P6   ensure that the concerns of families and other interested parties about the prospective job seeker entering paid employment are addressed

P7   advocate for the job seekers with families, employers and other interested parties as required

P8   negotiate work trials and criteria when appropriate to enable employers and prospective employees to determine if their respective needs will be met through supported employment

LSI SE03
Assist prospective job seekers to aspire to paid employment

Knowledge and understanding

You need to know and understand:

K1   the range of local services and communities with access to disabled and/or disadvantaged people who may benefit from or aspire to supported employment

K2   the types of accessible information and the media within which they are presented that may be available for those with specific needs

K3   how to assist an individual to write a curriculum vitae in a format that is accessible to them that reflects their experience, skills and interests

K4   how to prepare individuals for interviews or present a person positively to employers to achieve a good job match

K5   how to engage with families and community support organisations and individuals in order to raise aspirations for employment and career progression

K6   the value of partnerships, networks and circles of support for the prospective job seeker, and how to build them

K7   why families and other interested parties may be concerned about the prospective jobseeker taking paid employment and how to overcome those fears

K8   why it may sometimes be necessary to advocate for job seekers

K9   the value of establishing work trials for some job seekers as appropriate to need

K10   how to determine criteria against which to measure the success of work trials

LSI SE04
Identify the needs of the job seeker

Overview

This standard is about the supported employment practitioner identifying the needs of the individual in terms of their skills, abilities and experiences to enable a good job match. It includes finding ways to address any difficulties in their personal circumstances that might create a barrier to paid employment.

In the context of this standard the term 'job seeker' applies to an individual seeking some form of paid employment.

This standard is for all supported employment practitioners.

LSI SE04
Identify the needs of the job seeker

Performance criteria

You must be able to:

P1 support job seekers to identify their experiences, skills, needs, talents and employment preferences through vocational profiling

P2 seek information from colleagues and other interested parties about the job seeker, with their consent

P3 collect information about the impact on job seekers' finances from changes to their welfare benefits and income from working

P4 advise job seekers of the financial and social benefits of being in paid employment

P5 present the information from the vocational profiling back to the job seeker in an appropriate and accessible format as part of co-production of the vocational profile

P6 support job seekers in preparing their curriculum vitae in a format that is accessible to them, prepare for interviews or working interviews and gain agreement on how to present the person's strengths to prospective employers to achieve a good job match

P7 provide support to enable the job seeker to address any personal, financial, housing or childcare barriers to their participation in paid employment

P8 organise short term, focused, work experiences or other activity where necessary to enable the job seeker to identify their skills, needs, talents and preferences

P9 identify specific support strategies or technologies that may be required to facilitate the employment of the job seeker

P10 evaluate, with the job seeker, benefits and issues of the short term work experiences or other activity and their implications for employment

LSI SE04
Identify the needs of the job seeker

Knowledge and understanding

You need to know and understand:

K1   how to carry out a vocational profile and the benefits of this type of assessment

K2   information sources that are available about the job seeker from colleagues and other interested parties and how to access them

K3   why it is essential to get the consent of the job seeker before seeking further information about them from a third party

K4   why it is essential and how to evaluate short term experiences with the job seeker in order to determine their implications for employment

K5   why the job seeker needs to co-produce the vocational profile

K6   appropriate and accessible formats to present vocational profiling

K7   how to assist a job seeker to write a curriculum vitae in a format that is accessible to them that reflects their experience, skills and interests

K8   how to prepare job seekers for interviews or present a person positively to employers to achieve a good job match

K9   typical personal, financial, housing or childcare barriers that may be confronted by job seekers and how to provide support to address them

K10 sources of information about welfare and job-related benefits

K11 how to calculate the financial and social benefits of work and compare them with not working

K12 short term work experiences or other activity to meet job seeker needs and how to organise them

K13 the importance of matching short term work experiences or other activity to job seeker skills, needs, talents and preferences

K14 specific support strategies or technologies that may be required to facilitate the employment of a job seeker, and where to seek further advice about them

LSI SE05
Create and agree development plans

Overview

This standard is about working with job seekers to develop and agree development plans that meets their employment, personal and financial needs.

In the context of this standard the term 'job seeker' applies to an individual seeking some form of paid employment.

This standard is for all supported employment practitioners.

LSI SE05
Create and agree development plans

Performance criteria

You must be able to:

P1 involve job seekers, and others they choose to involve, in person-centred employment planning sessions

P2 support job seekers to consider the active involvement of family, friends or others in planning, decision making, job finding and job development

P3 ensure that job seekers have choice and control over the process of entering paid employment

P4 agree with job seekers which employers to target for specific types of paid work

P5 use information about job seekers' welfare benefits and income prior to them accessing work to assess the impact on their finances from working

P6 calculate and present to job seekers the financial and social benefits of being in paid employment

P7 identify opportunities for job seekers to be socially included within employment

P8 use information collected to agree and review plans with job seekers to access and maintain paid employment

LSI SE05
Create and agree development plans

Knowledge and understanding

You need to know and understand:

K1   how to enable job seekers and others they choose to involve to contribute to discussions about employment consistent with their skills and abilities

K2   how to gain the active involvement of family, friends and others in planning, decision making, job finding and job development

K3   methods used to enable job seekers to make their own decisions and choices about the suitability of the job they get and its importance to the success of the placement

K4   sources of information about employers who may wish to develop a diverse workforce

K5   sources of information about welfare and job-related benefits

K6   how to calculate the financial benefits of work and compare them with not working

K7   ways of enabling the job seeker to understand the social benefits of employment

K8   how to enable job seekers to access support to be socially included within employment

K9   methods to write specific, measurable, achievable, realistic and time bound plans

K10   methods to engage job seekers to agree plans to access employment and hold down a job

LSI SE06
Ensure employment opportunities meet the needs
of job seekers

Overview

This standard is about working with job seekers and employers to match individuals to jobs based on the job seeker's needs, skills and abilities, and available employment opportunities. It includes carrying out job analyses and assessments to ensure that employment opportunities are suitable and reflect the aspirations of the job seeker, their health, safety and wellbeing is addressed and that there are support structures in place.

In the context of this standard the term 'job seeker' applies to an individual seeking some form of paid employment.

This standard is for all supported employment practitioners.

LSI SE06
Ensure employment opportunities meet the needs of job seekers

Performance criteria

You must be able to:

P1   identify the characteristics and culture of local employers and the type of job opportunities they offer for paid employment

P2   source current and potential vacancies from employers which match the skills, talents and preferences of job seekers

P3   carry out job analyses to understand the nature of prospective employment

P4   assist the employer to establish productivity, quality and professional standards, rules, codes of conduct and expectations

P5   provide support to job seekers and employers through any recruitment and selection process

P6   advocate on behalf of job seekers to encourage employers to develop or design jobs that match the jobseeker's skills, talents and preferences

P7   address with the employer where standards and requirements may need to be adapted in job specifications to facilitate paid employment

P8   observe the methods and culture of co-workers and their implications for the job seeker

P9   carry out health and safety and risks assessments which are tailored to the individual job seeker, supporting employers to carry out their responsibilities for the health and safety of their employees

P10   identify with the employer any reasonable adjustments that may need to be made to ensure the health, safety and wellbeing of the job seeker

P11   identify natural support mechanisms that can promote social inclusion in the workplace

P12   advocate and facilitate for positive support with co-workers, colleagues and managers

LSI SE06
Ensure employment opportunities meet the needs of job seekers

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Knowledge and understanding

You need to know and understand:

K1   the different characteristics and social cultures offered by local employers

K2   the nature of current and potential job vacancies in order to match job seekers to available vacancies

K3   how to conduct job analyses to understand all aspects of employment opportunities

K4   typical productivity, quality and professional standards, rules, codes of conduct and expectations found in different employment sectors and organisations

K5   why some standards and requirements may need to be adapted in job specifications to ensure equal access to all prospective job seekers

K6   what can be learned about organisational culture from observing co-workers, and why this information is important

K7   methods to match individual job seekers to paid employment opportunities

K8   support that job seekers and employers may require to prepare for any recruitment and selection exercise

K9   how to advocate on behalf of job seekers in order to encourage employers to recognise their skills, abilities and needs

K10 how to ensure the safety, security and wellbeing of those in paid employment

K11 employer responsibilities to their employees with regard to health, safety and wellbeing

K12 methods to undertake health, safety, risk, safeguarding and quality and diversity assessments tailored to the individual job seeker

K13 to whom to report the outcomes of risk assessment

K14 how to negotiate with employers to enable them to recognise why they need to attend to any issues associated with health, safety, risk, safeguarding and equality and diversity

K15 why and how reasonable adjustments may need to be made to secure equal access to paid employment as well as the safety and welfare of those in paid employment

K16 the forms of natural support available in the workplace from co-workers, systems and processes

K17 why it may be necessary to advocate and facilitate for positive support from co-workers, colleagues and managers

K18 techniques used to advocate for support to achieve positive outcomes

LSI SE07
Enable individuals in supported employment to be productive and integrated in their workplace

Overview

This standard is about enabling individuals in paid employment and their employers to have the support and resources they require to be productive in work and do a job which meets the employer's requirements. It enables the practitioner to explore and use proven techniques to support task training, problem solving and coaching in the workplace. It includes working with the employer and employee to identify and obtain any special resources or assistive technologies to enable the individual to do their job and become as independent as possible in the workplace. This also includes identification of funding sources that may be available to enable the job seeker to enter and perform productively within the workplace.

The standard also identifies help to those employed to play a full role in the social life of the workplace.

In the context of this standard the term 'job seeker' applies to an individual seeking some form of paid employment.

This standard is for all supported employment practitioners.

LSI SE07
Enable individuals in supported employment to be productive and integrated in their workplace

Performance criteria

You must be able to

P1 assess the financial and human resources needed to enable individuals to gain and retain jobs and to become productive and as independent in the workplace as possible

P2 use contemporary tools, models and assistive technology to support people to gain and retain jobs and be productive and independent at work

P3 where needed, conduct a task analysis to break key work routines down into the sequence of steps and actions as performed in the workplace to help people with cognitive impairments learn jobs

P4 where needed, use prompting and fading techniques to coach new recruits to learn new work, and workplace related, tasks without developing unnecessary dependence on others

P5 collect relevant information and feedback data on successful, independent achievement of tasks to identify when an individual is not making progress and deliver options for performance improvement

P6 support individuals and employers to overcome any potential behavioural problems at work

P7 identify interventions in and outside work to support individuals in overcoming employment-related and personal issues

P8 refer individuals to additional sources of support when problems and issues are outside own competence or authority

P9 assist job seekers to be socially included at work with advice, social training strategies or by engaging natural supports

P10 identify sources of funding and other supports that may be available from government or other agencies to support employers, disabled or otherwise disadvantaged job seekers to gain and retain jobs or self-employment

P11 support job seekers and employers in applying for funding or other support

P12 support individuals in planning future career progression

LSI SE07

Enable individuals in supported employment to be productive and integrated in their workplace

Knowledge and understanding

You need to know and understand:

K1   methods to assess the financial and human resource needs of job seekers, including any need for intensive systematic instruction

K2   contemporary models, tools and assistive technology as part of plans for delivery improvement to gain and retain jobs or be more productive and independent at work

K3   how to conduct task analyses to break jobs down into their constituent parts and to identify the key tasks that make up each part of the job

K4   techniques for coaching and supporting learning in and outside the workplace for the full range of disabled and/or disadvantaged people

K5   how to use reinforcement techniques for motivational purposes and how to enable people access to naturally occurring rewards in paid jobs

K6   how to collect relevant information and feedback data on successful, independent achievement of tasks and levels of independence to determine whether an individual is making progress

K7   how to agree with employers and individuals options for performance improvement when progress is not being made

K8   common behavioural problems encountered in the workplace

K9   forms of support needed to help individuals overcome common behavioural related threats to successfully completing job tasks

K10   common employment related problems, such as getting to work, working with colleagues and personal issues, such as finding childcare, housing, debt management encountered by individuals in paid employment

K11   interventions in and outside work needed by individuals to help them to overcome common employment related problems and personal issues

K12   options for further referral when any problems and issues are outside own competence or authority

K13   local community and development partners able to provide support for disabled and/or disadvantaged job seekers and employers

K14   current government funding, programmes and organisations which may provide funding or other support to disabled and/or disadvantaged job seekers

K15   sources of information on career progression

Overview

This standard is about the way in which the supported employment practitioner develops their own competence and practice through supervised guidance, communities of practice, review and reflection.

This standard is for all supported employment practitioners.

LSI SE08
Develop as a reflective supported employment practitioner

Performance criteria

You must be able to:

P1   critically reflect on own values, behaviours, attitudes and commitment to improving professional and personal development

P2   reflect on how own values, behaviours and attitudes impact on own role as a supported employment practitioner

P3   recognise the boundaries of own competence as a supported employment practitioner and own relationship with other professionals

P4   seek feedback on own performance from job seekers, employers, colleagues and stakeholders within communities of practice

P5   seek professional guidance to identify priorities and develop own competence as a supported employment practitioner

P6   maintain and update own knowledge of supported employment in order to develop own practice

P7   agree own professional and personal development priorities with relevant colleagues

P8   review and update own continuous professional development plan taking account of feedback and changing supported employment practice

P9   record the outcomes of continuous professional development in accordance with organisational policies and procedures

LSI SE08
Develop as a reflective supported employment practitioner

Knowledge and understanding

You need to know and understand:

K1 contemporary models, tools and techniques of reflection

K2 the importance of critically reflecting on own values, behaviours, attitudes and commitment and how they impact on own practice

K3 why it is important to have a clear understanding of own competence

K4 how to receive objective feedback on own performance from job seekers, employers, colleagues and stakeholders

K5 the purpose of professional guidance for the development of own role

K6 how to identify communities of practice that can provide advice and support

K7 how to use professional guidance to set priorities for and review own professional development plan

K8 contemporary models and techniques which could be used to improve own performance as a supported employment practitioner

K9 why it is important to keep own knowledge of supported employment current

K10 opportunities available to support own professional and personal development

K11 why it is important to reflect on and take responsibility for own professional and personal development

K12 how to update own continuous professional development plan taking account of feedback

K13 how to record the outcomes of continuous professional development in accordance with organisational policies and procedures

LSI SE08

Develop as a reflective supported employment practitioner

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