

A How-to Guide to Job-carving for FE colleges



This guide has been produced by City of Islington College, with the support of the London Borough of Islington and City of Westminster College. It was developed as part of an LSIS project to explore ways of securing paid employment for young people with learning difficulties and/or disabilities.

What is job-carving?

Job carving is the name given to a practice by which certain components of a post, or many posts, are 'carved' to create a separate job. Carved jobs can be of any size but they are often for a small number of hours, perhaps two hours a day, or four hours a week on one day.

Job-carving is particularly beneficial for people with learning disabilities as the jobs created can be matched to their specific skill set, interests and strengths. Jobs can also be carved in such a way that they only require a limited range of tasks to be completed, making it easier for a person with a learning disability to learn the job role. Research has shown that people with learning disabilities sometimes display very specific skills sets, which can match the skills needed for jobs which are less popular with other employees. For example, a person with autism may be extremely skilled at producing accurate and detailed work, and indeed find pleasure in the repetitive nature of the work (such as detailed data entry). Other employees may find this type of work boring and repetitive and lack the concentration to apply themselves to it over an extended period of time.

Examples of job-carving in a College of Further Education include creating a single part-time post responsible for:

- Filing, photocopying or envelope stuffing by removing these components from several people's jobs, freeing them up to do higher-level administration, or teaching preparation.
- Ensuring all whiteboards are clean and functioning – acting as a 'runner' between the ICT technicians
- Kitchen technician in the training kitchens – cleaning as well as stock control (carved from a cleaner's job and a tutor's job)

Carved jobs are often part time positions, therefore potentially attractive to people with learning disabilities, who may not be capable of full-time work and are entitled to benefits provided they work fewer than 16 hours per week.

As jobs are carved from existing posts by removing responsibilities and hours from those posts, the process is normally cost neutral.

Why use job-carving?

Job carving can be seen as a 'win-win' approach to flexible employment within any organisation, benefitting employer and the employee in the carved position, as well as other staff.

For the employer:

- Job-carving can be a solution to filling small jobs that may be difficult to fill because they require a particular skill set (e.g. attention to detail, ability to complete repetitive, work to a high level of accuracy), need to be done at specific times or offer a very limited range of tasks.
- Job-coaching can support organisations to be family friendly (for example where a full-time member of staff wishes to reduce their hours slightly for childcare reasons, perhaps one hour a day could be released to a job-carved position).
- Job-carving can increase effectiveness and efficiency. In many organisations, staff are employed at a certain level to meet their skills set (e.g. lecturing), but are sometimes required to do simple at a lower level (e.g. administration). In these cases, the more basic tasks can be offered to a job-carved post (at a lower rate of pay), leaving the full-time employee to focus on the higher level work.
- Job-carving can help an organisation fulfil its mission and demonstrate its values – particularly in relation to equality and diversity.

For people with a learning disability

- Job-carving allows people with a learning disability to become paid members of the workforce, with all the social, health and financial benefits this brings.
- It enables people with a learning disability to undertake jobs which match their strengths and skills or which can be easily learned, rather than be excluded from employment because of the things they can't do or find difficult.

How to set up job-carving in your own college

Creating some job-carved positions within your own college is an ideal starting point. It will enable you to demonstrate to other employers that job-carving can be effective and you will be able to offer advice and support from a position of knowledge and experience.

Job-carved positions in the college can be permanent (offering long-term employment for individuals) or fixed term (providing an experience of work and a stepping stone on to further employment for different individuals year after year).

You may wish to target existing learners who are already studying in the college for these posts, or learners who about to progress from their courses within college. Once the pilot has been completed, you may then wish to expand the recruitment to any person with a learning disability in the locality of the college.

Where to start

Initially, the idea of job-carving needs to be submitted to your Senior Management Team (SMT) to have sign-up from the top of the organisation; a paper outlining the plans should be submitted for approval. You may also wish to involve the governing body to get support or even a champion for the initiative.

You can 'sell' the concept by demonstrating how job-carving can help the college fulfil its mission and demonstrate its commitment to its published values. A copy of a college proposal can be found at annex 1 at the back of this guide.

It would be useful to consult with another college that already has job-carving in place for ideas on positions that could be created, and any lessons learned. City of Westminster College has established job-carved positions and City & Islington are just starting out. Both would be willing to talk to other colleges about their experiences. See the back page of this guide for contact details.

Who to involve

The **Human Resources (HR) department** needs to take a strong lead in the setting up of job-carving, so will also need to buy in to the concept. The HR department needs to agree a policy regarding job-carving that would meet all the necessary legislation surrounding employment law. It is also important that job-carved positions should be treated like any other position within the organisation, and processes need to include a probation period, appraisal and access to Continuing Professional Development (CPD). Accessible documentation needs to be devised and in place and appropriate approaches to recruitment agreed (e.g. the option of work trials as opposed to formal interviews). Copies of accessible job descriptions, acceptance and rejection letters can be found in annex 2. The HR department also needs to understand Access to Work and how funding from this source can be used to support an employee.

The **relevant unions** (UCU, Unison) should be consulted and reassured so that the benefits can be seen to the organisation as a whole, across all level of staffing. The idea is not to take jobs away from individuals, or to replace individuals' roles, but to enhance the roles and responsibilities of existing posts or create additional flexibility for existing staff, while at the same time creating posts that are accessible to learners with learning disabilities.

Partner bodies are also important to involve from the outset. These might include local authorities, supported employment agencies or local voluntary organisations. Some will have valuable experience to share; others may be able to offer specific services.

Getting going

It can be useful to start with a pilot of job-carving, perhaps based in a department where the manager already has expertise in working with people with learning disabilities. This would enable good practice to be embedded from the start, success to be showcased to others (particularly those who are sceptical) and lessons learned to be applied as job-carving is extended more widely in the college.

Line managers across the college responsible for managing the people in job-carved posts may need training in working with people with learning disabilities. This can be provided by existing specialist college staff who work with people with learning disabilities or by partner bodies.

It will be important to ensure that access to job-coaching is available for the employees in the job-carved positions. These can be funded through Access to Work. If it is possible for the job coach to be one already known to the employee (e.g. through a college partnership with a supported employment agency) this is desirable as they will already have a well-established relationship with the employee and understand their needs.

Identifying job-carving opportunities

It is advisable to consult as many staff from different departments as possible for ideas. You can do this on a one-to-one basis or set up an event to brainstorm options together. Staff should be encouraged to think about job-carving as providing a solution to an existing issue (could it make their department or team more efficient, more family-friendly, more effective, more customer-focused...?).

Job-carved posts that could be created in a college setting may include the following:

- Recycling assistant
- Learning centre assistant
- Childcare resources assistant
- Photocopier/printer supply assistant
- 'late form' distributor
- Kitchen porter/cleaner

How to work with employers to set up job-carving

Selling the concept

Once the College has established job-carving within its own organisation, it is in a strong position to advertise the benefits to other employers in the locality, and to demonstrate the advantages both to the organisation as a whole and to individual, existing staff members and teams within the organisation. As with the college staff, the employers should be encouraged to see job-carving as beneficial to their organisation, not just to the employee in the job-carved position. Job-carving should not be presented as something 'worthy' or 'charitable', but as meeting a real business need.

You could hold a business breakfast with local employers, and explain the benefits of job-carving including to enable flexible employment in times of economic strictures. Efficiency and effectiveness can be demonstrated through case studies which illustrate the benefits brought to individuals and organisations. In a workshop setting, groups could work together to come up with ideas for positions within their organisations.

Identifying job-carving opportunities

Although it is not the core business of a college to work with employers to identify job-carved positions, it may be a useful 'string to your bow' to be able to do this. It can help you achieve positive progressions for your learners. It may also be useful if you are introducing supported internships and need to find suitable placements for learners. It can also be relevant for a standard work placement as part of a vocational or employability skills course.

You need to feel confident about talking to employers about the nature of existing job roles and ways in which they could be organised differently to the benefit of the business and the existing staff. You also need to be persuasive and to be able to advocate for the potential employee, knowledgeable about their strengths and abilities and clear about what they are not able to do.

You may find that you can further develop the links you already have with employers where you have placed learners on work experience. It may be that the work they have been doing on work experience could be translated into a job-carved post, and you could negotiate with the employer that if a learner successfully completes work experience of an agreed period of time, they may be offered a paid post doing the same work.

Promoting the skills of people with learning disabilities:

Some employers may be fearful of employing people with a learning disability. This is usually because they have not employed learning disabled people before and do not know what to expect. It is important to reassure employers and to make them aware that people with learning disabilities can add value to their businesses. While some people will bring a specific skillset which is an ideal match to a particular job role, research shows that people with disabilities in general have higher attendance rates than average, stay in jobs for longer and often demonstrate high levels of commitment and enthusiasm for their work. In some cases, they may also enjoy the sort of work that others find dull and repetitive.

Showing a video of employers (and employees) who have positive stories to tell can be very powerful. There are a number of these available including this one, produced by SHAPE ARTS, which was used at a business breakfast for Islington employers to promote the benefits of employing people with learning disabilities:

<http://www.youtube.com/watch?v=Ri701GCNSIU>

Ten benefits of job-carving

You might find this list useful in promoting job-carving within your own organisation, to partner bodies or to local employers:

1. A win-win, flexible approach to developing the workforce through enabling family friendly work-patterns
2. A way of ensuring efficiency and effectiveness through matching the skills required for the job to the skillset of individuals
3. A way to demonstrate inclusion within an organisation
4. A way to recognise and focus on the strengths and skills of individuals with learning disabilities
5. A way of developing strong links with employers, which may lead to other useful connections with the college (e.g. bespoke training for the employer and their employees)
6. A way to promote the positive benefits that individuals with learning disabilities can bring to the workplace
7. A way for an employer to demonstrate their commitment to inclusion and social responsibility
8. A means of achieving positive progressions for learners
9. A way forward for people with learning disabilities to get their foot in the door of a workplace, and possibly build up their hours to a fulltime post
10. A way of enhancing the quality of life for people with learning disabilities

Contacts

For further information or advice on introducing job-carving within a College of Further Education (FE), feel free to contact Maggie How at City & Islington - Maggie.how@candi.ac.uk or Anne Sheeran at City of Westminster College - anne.sheeran@cw.ac.uk.

Annex 1

Proposal to provide paid employment opportunities for young people with Learning Disabilities and Disabilities at City of Westminster College

Aims:

- To identify meaningful tasks in the College which can be carried out by students who have learning difficulties and or disabilities.
- To provide paid work opportunities for students who have learning difficulties and or disabilities for a fixed term- the experience will help the students' access paid employment after they leave College.

Background:

The concept of job carving (i.e. identifying parts of roles which could be successfully carried out by learners who have learning difficulties and or disabilities) has been discussed previously at governors and senior management; however the College as an institution has not been responsive to the concept.

To kick-start the process we are asking that the resources which will be used to pay students to complete tasks which contribute to the efficiency of college comes from a central College budget. The allocation of a relatively small amount of money will demonstrate the College's commitment to supporting the most vulnerable and disadvantaged learners experience meaningful paid employment and send out a positive message to students, staff and other stake-holders that we are committed to employing people with disabilities.

The model that is being proposed has been successfully implemented at Westminster Adult Education Services (WAES). At WAES identified tasks are offered as paid employment to ring fenced groups. In the City of Westminster College we would ring fence jobs to students who are enrolled on **XXXXXXXXXX**.

How the project would work:

- Tasks are identified and agreed with key stake-holders
- Job descriptions and person specifications for the roles will be written
- Student will be interviewed for roles
- Contracts specifying the number of hours/ weeks will be agreed
- Coaching for the role and initial support will be provided by the Job Coach employed by CS or through coaches funded by Access to Work.
- Roles will be term- time only (unless we decide that specific roles are full year roles) and offered for one year.
- At the end of the year the project will be evaluated, and a decision to carry on with the identified roles will be made or new roles/ tasks could be identified.
- The project will be evaluated at the end of the year and soft outcomes e.g. increased self-confidence, ability to work with reduced support etc.) recorded. Hard outcomes – e.g. the number of applications for paid or voluntary work the student makes or the number of interviews attended / job offered will be evaluated during the next 6 to 12 months.

- A new round of employment opportunities will be created for 2013/2014

Costs:

The project team have identified the following tasks and the hours and costs which need to be allocated -

| Task | Hours per week | Anticipated costs based on £8.30 per hour + 20% on costs x 36 weeks |
|--|-----------------------|--|
| Cleaning keyboards and monitors of LC TCs and laptops | 2 hours per week | £717.12 |
| Cleaning classroom whiteboards | 2 hours per week | £717.12 |
| Collecting and shredding confidential waste at PGC | 2 hours per week | £717.12 |
| Recycling at QPC- placing recycling bins in specific locations, emptying the bins and placing the waste in communal recycling hubs | 2 hours per week | £717.12 |
| Cleaning the fridge and microwave in the QPC teaching kitchens | 1 hour per week | £358.56 |
| Garden maintenance at PGC | 1 hour per week | £358.56 |
| | | Total: £3,585.60 |

Annex 2: Accessible documentation

1. Two sample job descriptions developed by City of Westminster College
2. A sample job description developed by the London Borough of Islington
3. A sample application form developed by the London Borough of Islington
4. A sample acceptance letter developed by the London Borough of Islington
5. A sample rejection letter developed by the London Borough of Islington

1.

Job Description

Post: Kitchen Cleaning Assistant

Responsible to:

Location: City of Westminster College, Queens Park Campus (QPC)

Purpose of the Job: Maintaining fridges and microwaves in the QPC kitchens.

Hours: 1 hour a week

Main Duties:

- Cleaning fridges and microwaves in the kitchen area.
- Getting rid of all “out of date” and spoilt food.
- Report any damages to supervisor.

Required Skills:

- Physically fit to carry out the task.
- Reliable, punctual and hard working.
- Basic communication skills.

Desired Skills:

- Able to work without supervision.
- Previous experience in cleaning desired.

Job Description

Post: Learning Centre assistant

Responsible to:

Location: City of Westminster College, Paddington Green Campus

Purpose of the Job: Maintain IT Equipment and Facilities in the learning centre

Hours: 2 hours a week

Main Duties:

- Clean monitors and keyboards of laptops and PCs in the learning centre.
- Maintain a record.
- Report any damages to manager.
- Book shelving

Required Skills:

- Basic numeracy.
- Basic communication skills.
- Able to manage time and work efficiently.
- Reliable, punctual and hard working.

Desired Skills:

- Able to work without supervision.
- Previous working experience is desired, however training will be provided.

2.

JOB DESCRIPTION

POST TITLE: Apprentice Office Assistant

POST NUMBER

GRADE: Scale 1 - £15, 399 fixed term to 31 March 2014

HOURS Up to 35

DEPARTMENT: Housing and Adult Social Services

SECTION: Islington Learning Disabilities Partnership

This job is for an Islington resident aged 16 to 24 with learning disabilities

what this job is



to help us with office work

where we are



52d Drayton Park

London

N5 1NS

getting around our office

| | |
|---|---|
|  | <p>wheelchairs can get to all parts of our office</p> |
| <p>your supervisor</p> | |
|  | <p>your manager will be: Simon Court</p> |
| <p>your work</p> | |
|  | <p>meeting people who visit us</p> |
|  | <p>telling us that people have arrived</p> |



talking to people on the phone



helping us to send out letters



arranging chairs and tables for meetings



preparing tea and coffee



putting out pens, pencils and paper

| | |
|---|--|
|  | <p>putting paper by the photocopier and photocopying</p> |
|  | <p>looking after our leaflets</p> |
|  | <p>looking after our deliveries</p> |
|  | <p>making sure our phones are clean</p> |
|  | <p>keeping the garden tidy</p> |

| | |
|---|---|
|  | <p>helping us to make our leaflets clear</p> |
| <p>your training</p> | |
|  | <p>we will train you</p> |
|  | <p>this will help you to get a qualification</p> |
| <p>equal opportunities</p> | |
|  | <p>we will treat you fairly and equally</p> <p>you must treat other people fairly and equally</p> <p>this is called equal opportunities</p> |

other jobs



we may ask you to do other jobs



we will always train you for these jobs

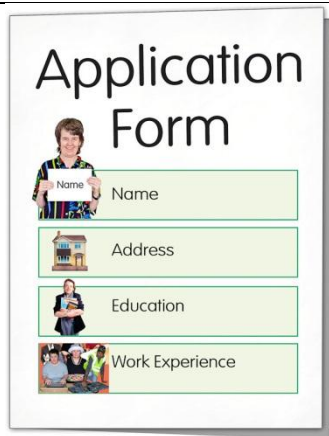
3.

JOB APPLICATION

Apprentice Office Assistant

This job is for an Islington resident aged 16 to 24 with learning disabilities




what is this form for?




A graphic of an application form titled 'Application Form'. It features four sections, each with a small icon and a label: 'Name' (with a person icon), 'Address' (with a house icon), 'Education' (with a person at a desk icon), and 'Work Experience' (with a person at a computer icon). Each section has a green rectangular box next to the label for writing the answer.

when you fill in this form you are applying to be an apprentice office assistant

we will use this form to help us decide whether to ask you to meet us and show us if you can do the job

you can use another piece of paper if you need more room for your answers

| our questions | your answers |
|--|---------------------------------------|
|  | <p>what is your name?</p> |
|  | <p>where do you live?</p> |
|  | <p>what is your telephone number?</p> |

| | | |
|--|--|--|
|  <p>Work Place</p> | <p>have you had a job before?</p> <p>What things did you do in that job?</p> | |
|  | <p>did you go to college?</p> <p>What did you learn at college?</p> | |
|  | <p>what are you good at that will help you do this job?</p> | |

When you have completed this form



you must send your form to us by

10 October 2012



please post your form to

Islington Council

HR Express

Islington Town Hall

Upper Street , N1 2UD

what happens next?



we will read your answers

we will use your answers to decide

if we would like you to meet us and show us if you can do the job

if we do we will

- send you a letter
- phone you to tell you what day and time we would like you to come

there will be other people showing us what they can do

we will decide who we think can do the best job

we will ask that person to come and work with us



please tell us if you

- use a wheelchair
- need any other help when you see us
- need to bring someone to support you



4.

Private & Confidential

Provisional offer: Maintenance Assistant-
SSA/1896/KD

Dear



Well done we would like to offer you the job **Maintenance Assistant.**



You will be paid £9.41 an hour.



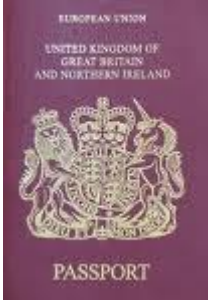


Before we can definitely give you the job we need to do a few things



INVESTORS IN PEOPLE



| | |
|--|--|
|  | <p>You need to give us some references. This is where people tell us if they think you can do the job well.</p> |
|  | <p>You need to fill in a health questionnaire – we can help you with this if you would like. If you want some help then call Lakhvinder Bhogal at Daylight on 020 7704 7470 and he will arrange for someone to help you.</p> |
|  | <p>We will need to take a copy of your passport to show that you are allowed to work in the UK.</p> |



INVESTORS IN PEOPLE





You will also need to have an appointment with our Human Resources (HR) department to have a Criminal Record Bureau check. We call this CRB.

You have an appointment on.....at.....The appointment will take about 30 minutes.

You have to go to **7 Newington Barrow Way, Islington London N7 7EP**

You need to take some documents with you to this appointment. What you need is listed on page 1 of the purple booklet. If you are not sure what to bring then please call us and we can help you with the list.

You should bring something that shows where you live now like a bill for your gas or electricity. You should also bring something that shows when you were born like your passport or your birth certificate.



INVESTORS IN PEOPLE





When you come for your CRB you should also make sure that you bring with:

A copy of this letter that you have signed

Your job description

Your health questionnaire

And any other things in the list that is attached to this letter.



If you can't come to the appointment we have made for you then please call Sofia Christou on 020 7527 4078 to make a new appointment.

Here is a summary of your main terms and conditions.

When you come to Daylight to work we will explain this to you and make sure that we help you with anything you don't understand.

We will pay you every month for the previous month by credit transfer on the 26th of each month.

We will follow our probation scheme when you start work. You must complete a satisfactory period of probationary service of six months before we can confirm your appointment. During your probationary service, we will expect you to show that you are suitable for the post by meeting the standards, which we have set for employees.



INVESTORS IN PEOPLE



You will automatically join the Local Government Pension Scheme when you start work, so will start making contributions to the scheme unless you decide to opt out. If you are a member of the Local Government Pension Scheme for less than three months, you could be entitled to a refund of contributions after your membership ends. However, if you are a member for three months or more, you will be entitled to pension benefits when you retire so a refund would not apply.

If you accept the job, we will give you a formal statement, in line with the Employment Rights Act 1996, setting out your conditions of service.

Please note that you should not end your current employment until I can confirm I have received satisfactory references, Criminal Records Bureau clearance and medical clearance.

If you have any problems, please contact me at the email address shown at the top of this letter or by telephone on 020 7527 2718.

Yours sincerely

HR Recruitment Assistant

I accept the provisional offer to the position of Maintenance Assistant on the terms and conditions set out above, and agree to follow your 'Dignity for all' policy.

| | |
|------------|-------|
| Signature: | Date: |
|------------|-------|

| |
|------------------|
| Print your name: |
|------------------|





Dear

Private and confidential

Maintenance Assistant-



Thank you for coming for your interview.



We are sorry we could not give you the job this time.



You managed the tasks well but the person we gave the job to did a bit better.



We may be able to help you with your search for employment.

Please contact the person below so we can talk about what help we can give you.

Jessie Gibson
Islington Working
0207 527 3036

Yours sincerely



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