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**Suite information**
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).

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.

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.
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.
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.
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.

<table>
<thead>
<tr>
<th>Ref</th>
<th>Function Title</th>
<th>NOS Ref</th>
<th>NOS title</th>
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<tbody>
<tr>
<td>A</td>
<td>Employer engagement</td>
<td>(LSI) SE02</td>
<td>Advise employers about the benefits, processes and practices to recruit and retain a diverse workforce</td>
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<tr>
<td></td>
<td></td>
<td>(LSI) EE01</td>
<td>Work in partnership with employers for the benefit of learners</td>
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<td><em>Engaging Employers NOS – owned by Learning and Skills Improvement Service</em></td>
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<tr>
<td></td>
<td></td>
<td>(LSI) EE02</td>
<td>Work in partnership with employers to facilitate workforce development.</td>
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<td></td>
<td><em>Engaging Employers NOS – owned by Learning and Skills Improvement Service</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(CFA) GOV12</td>
<td>Manage relationships with stakeholders</td>
</tr>
<tr>
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<td><em>Governance NOS - owned by the Council for Administration</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(SFH) MH71</td>
<td>Raise stakeholders’ awareness of the value of employment, training and education for people with mental health needs.</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td><em>Mental Health NOS - owned by Skills for Health</em></td>
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<tr>
<td>B</td>
<td>Job seeker engagement</td>
<td>(LSI) SE03</td>
<td>Assist prospective job seekers to aspire to paid employment</td>
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<tr>
<td>C</td>
<td>Understanding needs and identifying vacancies</td>
<td>(LSI) SE04</td>
<td>Identify the needs of the job seeker</td>
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<tr>
<td>D</td>
<td>Getting to know you (the job seeker)</td>
<td>(LSI) SE04</td>
<td>Identify the needs of the job seeker</td>
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<tr>
<td>E</td>
<td>Getting to know the job</td>
<td>(LSI) SE06</td>
<td>Ensure employment opportunities meet the needs of job seekers</td>
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<td></td>
<td></td>
<td>(SFJ) CCBA3.1</td>
<td>Manage the induction of staff</td>
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<td><em>Operational Delivery Contact Centre NOS – owned by Skills for Justice</em></td>
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<td>F</td>
<td>Agreeing a Plan together</td>
<td>(LSI) SE05</td>
<td>Create and agree development plans</td>
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<tr>
<td>G</td>
<td>Job Match</td>
<td>(LSI) SE06</td>
<td>Ensure employment opportunities meet the needs of job seekers</td>
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<td>H</td>
<td>Arranging the right support</td>
<td>(LSI) SE07</td>
<td>Enable individuals in supported employment to be productive and integrated in their workplace</td>
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<tr>
<td></td>
<td></td>
<td>(SFJ) CCBA3.1</td>
<td>Manage the induction of staff</td>
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<td><em>Operational Delivery Contact Centre NOS – owned by Skills for Justice</em></td>
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<tr>
<td></td>
<td></td>
<td>(SCD) SS5</td>
<td>Enable individuals with sensory needs to access training, employment and career development</td>
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<td></td>
<td><em>Sensory Services suite – owned by Skills for Care and Development.</em></td>
</tr>
<tr>
<td>I</td>
<td>Developing a career</td>
<td>(LSI) SE07</td>
<td>Enable individuals in supported employment to be productive and integrated in their workplace</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(SCD) SS5</td>
<td>Enable individuals with sensory needs to access training, employment and career development</td>
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<td></td>
<td></td>
<td><em>Sensory Services suite – owned by Skills for Care and Development.</em></td>
</tr>
<tr>
<td>J</td>
<td>Develop own supported employment practice</td>
<td>(LSI) SE01</td>
<td>Develop and apply values and ethical practice within supported employment</td>
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<tr>
<td></td>
<td></td>
<td>(LSI) SE08</td>
<td>Develop as a reflective employment support practitioner</td>
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</table>
Glossary

**Advocate**: In this context this means that supported employment practitioners should argue 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.

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:

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:
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/
LSI SE00
Supported Employment National Occupational Standards

 Developed by: Learning and Skills Improvement Service

 Version number: 1

 Date approved: May 2012

 Indicative review date: May 2015

 Validity: Current

 Status: Original

 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,
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.
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
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
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
Overview

This standard is about working with job seekers to develop and agree development plans that meet 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.
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

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
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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