

Identify the needs of the job seekers to enable a good job match

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## Overview

### **What is this Standard about?**

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.

### **Who is this Standard for?**

This standard is for all supported employment practitioners

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## Performance criteria

You must be able to:

1. assist job seekers to identify their experiences, skills, needs, talents and employment preferences through **vocational profiling**
2. gather information from colleagues and other interested parties about the job seeker, with their consent, to identify their skills, needs, talents and employment preferences
3. identify the impact on job seekers' finances from changes to their welfare benefits and income from working
4. advise job seekers of the financial and social benefits of being in paid employment
5. present the information from the **vocational profiling** back to the job seeker in a format that is accessible to them
6. assist job seekers in preparing their curriculum vitae in a format that is accessible to them,
7. assist job seekers to 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
8. assist job seekers to identify and address personal, financial, housing or childcare barriers that may impact on gaining employment
9. organise and evaluate short term, focused, work experiences or other activity to enable the job seeker to identify their skills, needs, talents and preferences
10. identify specific support strategies or technologies that will be required to facilitate the employment of the job seeker

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## Knowledge and understanding

You need to know and understand:

1. how to carry out a **vocational profile** and the benefits of this type of assessment
2. information sources that are available about the job seeker from colleagues and other interested parties and how to access them
3. why it is essential to get the consent of the job seeker before seeking further information about them from a third party to identify their skills, needs, talents and employment preferences
4. why it is essential and how to evaluate short term experiences with the job seeker in order to determine their implications for employment
5. why the job seeker needs to **co-produce** the **vocational profile**
6. appropriate and accessible formats to present **vocational profiling**
7. 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
8. how to prepare job seekers for interviews or present a person positively to employers to achieve a good job match
9. typical personal, financial, housing or childcare barriers that may be confronted by job seekers and how to provide support to address them
10. sources of information about welfare and job-related benefits
11. how to calculate the financial and social benefits of work and compare them with not working
12. how to organise short term work experiences or other activity to meet the job seekers needs
13. the importance of matching short term work experiences or other activity to job seeker skills, needs, talents and preferences
14. 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

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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, train and maintain" 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

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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.

## Glossary

**Co-produce:** A relationship where professional and individuals share power to plan and deliver support together, recognising that both have vital contributions to make

**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, train and maintain" approach that does not rely on long periods of pre-vocational training or a basic level of qualification or experience.

**Vocational Profile:** The tool/form used to record the information from the vocational profiling

**Vocational Profiling:** A person-centred approach to identify and collect relevant information about the individual's aspirations, interests, skills and abilities for work

## External Links

**British Association for Supported Employment:**  
<http://base-uk.org/> for England, Scotland and Wales

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Scottish Union of Supported Employment:

<http://www.susescotland.co.uk/>

Northern Ireland Union of Supported Employment:

<http://www.niuse.org.uk>

European Union of Supported Employment:

<http://www.euse.org/>

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