

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

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

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

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 professionals and circles of support about the job seeker, with their consent, to identify their skills, needs, talents and employment preferences
3. check that steps have been taken to ascertain the impact of paid work on job seeker's finances and benefits
4. advise job seekers of the financial and social impact 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. 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, health, financial, housing or childcare barriers that may impact on gaining employment
9. organise and evaluate short term, focused, work experiences and/or other **work-related activity** to enable the job seeker to identify their skills, needs, talents and preferences

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

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 professionals and circles of support 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 or other **work-related activity** 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. typical personal, health, financial, housing or childcare barriers that may be confronted by job seekers and how to provide support to address them
9. sources of information about welfare and job-related benefits
10. how to calculate the financial and social benefits of work and compare them with not working
11. how to organise short term work experiences or other **work-related activity** to meet the job seeker's needs
12. the importance of matching short term work experiences or other **work-related activity** to job seeker skills, needs, talents and preferences
13. 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

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

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.

Supported employment practitioners embrace the philosophy that:

1. People with disabilities and/or disadvantages can make a positive contribution in the workplace.
2. People with disabilities / disadvantage should have access to a real job where
 - wages are paid at the going rate for the job,
 - the employee enjoys 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. Practitioners uphold the "zero rejection" philosophy of supported employment so that, with the right job and the right support, everyone who wants to work, can work.
4. Supported employment does not adhere to a work readiness model and a 'place, train and maintain' approach is implemented.
5. Job search should happen at the earliest opportunity.
6. People are encouraged to exercise choice and control in achieving their career aspirations. Support is individualised and all options assume successful employability.
7. There is genuine partnership between the person, their family carers, employers, community supports and the provider of supported employment.
8. 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. Supported employment draws on Social Role Valorisation (SRV) in recognising that employment is a valued social role and becoming

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

employed can help reverse societal devaluation, with wider positive consequences for the person.

11. Supported employment draws on the social model of disability recognising that disability is the product of the physical, organisational and attitudinal barriers present within society. The removal of discrimination requires a change of approach and thinking in the way in which society is organised, in this case removing barriers to employment.

12. Supported employment should encourage the career development of individuals by promoting training opportunities and seeking options for increased responsibility.

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

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

Work-related activity: A range of short job-specific tasks and other hands-on experiences which provide opportunities for job seekers to understand their strengths and talents, and make informed career choices.

External Links

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

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/>

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

Developed by	BASE
Version Number	2
Date Approved	July 2017
Indicative Review Date	July 2020
Validity	Current
Status	Original
Originating Organisation	LSIS
Original URN	LSI SE04
Relevant Occupations	Supported Employment Practitioners; Job Coaches; Careers Advisers and Vocational Guidance Specialists, Line Managers, Supervisors and Team Leaders; Health Associate Professionals; Welfare Professionals
Suite	Supported Employment
Keywords	Supported Employment