

## Standard L4: Lead Employability Practitioner

### UOS reference number

ST0663

### Trailblazer reference number

TB0161

### Title of occupation

Lead Employability Practitioner

### Trailblazer name

Employability Trailblazer Employer Group

### Core and options

No

### Resubmission

No

### Level of occupation

Level 4

### Route

Care Services

### Typical duration of apprenticeship

18 - 24 Months

### Target date for approval

03 December 2018

## Occupational profile

### Summary

This occupation is found in small, medium or large organisations which sit within any of the public, private or charitable sectors. These organisations will deliver employability support through local and national contracts across different public services such as back to work programmes, careers advice and guidance, housing, probation, health, social care, apprenticeships and skills development.

The broad purpose of the occupation is to work with individuals (service users) who are distanced furthest from the labour market, helping them to address and overcome obstacles to securing suitable and sustainable employment. Employability Practitioners may specialise in working with a specific group of service users and will devise strategies to address and overcome the multiple and complex barriers to employment, and to improve their employability prospects, with the end goal being to find employment or to progress in work if they are already employed. This requires a broad appreciation of the types of public services,

community offerings and funding streams available and an understanding of how these fit together so that they can put in place a bespoke plan of support that takes a holistic approach to the whole service user.

In their daily work, an employee in this occupation interacts with service users. This can include individuals who have or may have one or more of the following; mental health conditions, physical health conditions, disabilities, generational unemployment, social barriers e.g. lone parenting, addiction or substance misuse, low levels of education/attainment, language barriers i.e. English is not their first language, financial difficulties, ex-forces, ex-offenders, youth unemployment barriers etc. This list is not exhaustive. They will also interact with their colleagues, employers who are providing employment to service users, recruitment companies, public services, other community and support organisations that the service user is accessing and other key stakeholders. They will sit within a team of other Employability Practitioners who all report into a Team Manager and will usually work normal working hours however there may be times when they have to work evenings and weekends if any of their service users are employed and need to be contacted outside of these times.

An employee in this occupation will be responsible for supporting a caseload of the hardest to help individuals to change behaviours and develop knowledge and skills to improve their employability. All interactions and interventions that the employee has with service users will be recorded and regularly updated on the relevant in-house company computer systems. They will also be responsible for undertaking practitioner development and supporting colleagues through coaching and mentoring. The role will involve gathering data and information through research to make recommendations and inform service delivery through evidence-based improvements. They will also liaise with employers, advocating on a service user's behalf, to find the right opportunity, based on their wants, needs and aspirational employment/career goals. They will be responsible for developing relationships with external stakeholders and to identify business development opportunities for the benefit of the local community and generating referrals of service users. An Employability Practitioner can be based in an office where the service users travel to meet them or equally they can be field based and will meet with service users out in the community in agreed locations.

### Typical job titles

Typical job titles could include but are not limited to: Employment Advisors/Coaches/Consultants, Employability Tutors, Job Coaches, Careers Advisors, IAG Advisors, Student Support Workers, Housing Officers, Case Workers, Case Managers, Community Support Advisors, Training Advisors, Career or Employment Coordinators, Personal Advisors, Advanced, Lead or Senior Employment Advisors/Coaches/Consultants, Senior or Lead Job Coaches/Careers Advisors, Lead IAG Advisors, Senior Student Support Workers, Advanced Practitioners and Key Workers.

Duty	Criteria for measuring performance	Knowledge	Skills	Behaviours
Manage their caseload of challenging and complex cases. (K8, S9, S20, S22, B4, B5, B6, B7)	<p>Caseloads managed effectively so that:</p> <ul style="list-style-type: none"> <li>All service users on caseload were seen on a regular basis (either face-to-face or remotely).</li> <li>All interventions with service users were completed within set time frames.</li> <li>Complex cases were dealt with using expertise.</li> <li>Correct and appropriate application of caseload management techniques.</li> <li>KPIs or performance targets were met.</li> </ul>	<ul style="list-style-type: none"> <li>K8 Challenging &amp; Complex Caseloads - How to manage caseloads effectively. Knowledge of caseload management techniques and time management techniques. Obstacles and factors that affect caseload management and how to deal with complex and challenging cases.</li> </ul>	<ul style="list-style-type: none"> <li>S9 Managing Complex Caseloads - Application of specialist knowledge to deal with particular complex and challenging cases..</li> <li>S20 Performance Management - Independently manage own performance to meet and exceed minimum service levels, contractual requirements and service level agreements.</li> <li>S22 Assertiveness - Assertively directs and challenges service users to reach their potential. Will also be used when dealing with key stakeholders.</li> </ul>	<ul style="list-style-type: none"> <li>B4 Target Driven - Ambitious and determined to succeed, finding better ways of achieving business objectives even in the light of sustained pressure.</li> <li>B5 Flexible &amp; Adaptable - Adapting to changing circumstances and implementing change effectively.</li> <li>B6 Resilient - Has the capacity to respond to and recover from difficulties.</li> <li>B7 Emotional Intelligence - Recognises, understands and manages own emotions and recognises, understands and be proactive in influencing the emotions of others. Can handle interpersonal relationships establishing trust and rapport effectively.</li> </ul>

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<p>Conduct holistic initial assessments, action plans, job search, job brokerage and other interventions with service users (either face-to-face or remotely) and record them.</p> <p>Evaluate the effectiveness of service user interventions and make improvements where relevant. (K1, K2, K3, K16, S1, S2, S3, S4, S6, S22, B1, B3, B4, B5, B7, B8, B9, B10)</p>	<p>Completed holistic initial assessments and diagnostics, SMART and work-focussed action plans and interventions that:</p> <ul style="list-style-type: none"> <li>• Met service user needs by addressing the whole person, not just their employability.</li> <li>• Were accurately and correctly recorded on the system following correct processes and procedures.</li> </ul> <p>-Directly corresponded and related to each other i.e. the initial assessments and diagnostics informed the action plans.</p> <p>-Were evaluated for effectiveness and relevant improvements were made as a result.</p>	<ul style="list-style-type: none"> <li>• K1 Holistic Assessments &amp; Diagnostics - How to use a wide range of holistic assessments and diagnostics that take into consideration the whole person, not just employability related factors. For example, physical health, mental well-being and external factors such as housing, financial situations, family etc.</li> <li>• K2 Holistic Action Plans &amp; Reviews - How to develop and use SMART, holistic and in-depth work-focused action plans that are user-led and agreed with representatives from other agencies. How to conduct regular reviews.</li> </ul>	<ul style="list-style-type: none"> <li>• S1 Holistic Assessments &amp; Diagnostics - Use holistic assessment and diagnostic skills to identify service user employability, career goals and aspirations and health and well-being barriers. Assess service users' strengths and obstacles to building healthier lives through returning to work.</li> <li>• S2 Interviewing &amp; Effective Questioning - Apply effective interviewing and questioning techniques to identify service user employability, career goals and aspirations and potential barriers to these.</li> <li>• S3 Attention to detail &amp; Record Keeping - Conduct routine compliance checks of service user records for own caseload and others, identifying areas for improvement and making recommendations.</li> </ul>	<ul style="list-style-type: none"> <li>• B1 Pro-Active &amp; Efficient - Gets own job done and where relevant gets tasks done through others, always achieving high standard results, taking a pro-active approach to all work areas.</li> <li>• B2 Positive - Has a 'can do' attitude, is enthusiastic and can inspire service users and colleagues.</li> <li>• B3 Professional - Demonstrates a genuine commitment to the personal, health &amp; well-being and occupational success of individual service users by meeting industry standards.</li> <li>• B8 Supportive - Provide encouragement and emotional help and support appropriately and where needed to service users and colleagues.</li> </ul>

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		<ul style="list-style-type: none"> <li>• K3 Job Search &amp; Other Interventions - How to deliver a wide range of interventions (either face-to-face or remotely) that are specifically tailored to meet the needs of individual service users. Not just employability related interventions but those that impact on health and well-being etc. Different methods of evaluating interventions for continuous improvement.</li> <li>• K16 IT Systems &amp; Record Keeping - How to use IT Systems for management of information to inform service delivery and how to conduct routine compliance checks of records.</li> </ul>	<ul style="list-style-type: none"> <li>• S4 Design &amp; Deliver Interventions - Utilise evidence-based solutions to design and deliver employability, health and wellbeing related programmes, services and interventions to service users either on a one-to-one basis (either face-to-face or remotely) or in group settings.</li> <li>• S6 Communication - Communicate to a high standard, both verbally and written, using a wide variety of different methods and adapting for different audiences, evaluating the effectiveness for continuous improvement.</li> <li>• S21 ICT &amp; Digital Skills - ICT skills are used for record keeping and digital skills are used to support service users with finding employment through social media and the internet.</li> </ul>	<ul style="list-style-type: none"> <li>• B9 Analytical - Seeks and interprets information from a variety of sources, comparing and contrasting to identify key issues and make sound decisions.</li> <li>• B10 - Innovative &amp; Creative - Quickly appreciates diverse and complex information, using it to challenge current methods and generate innovative ideas and solutions to improve business performance and act upon potential business opportunities.</li> </ul>
<p>Provide information, advice and guidance on employability, careers and local labour market information to service users, employers and colleagues. (K13, S6, S16, S17, S18, S19, B3, B8, B9, B10, B11)</p>	<p>Provided IAG that:</p> <ul style="list-style-type: none"> <li>• Met the needs of the service user and enabled them to make an informed decision.</li> <li>• Was evidently thoroughly researched and was based upon detailed, valid, sufficient and reliable data.</li> <li>• Adhered to relevant professional standards.</li> <li>• Enabled service users to discuss their options and explore new ideas and opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>• K13 Careers, Employability &amp; Labour Market Information - Career choice theories and concepts, how to use these to provide advice and guidance, an understanding of employers and how to work with them, advocating on the behalf of individual service users to broker suitable employment based on their individual circumstances and considering any reasonable adjustments that might need to be made, how to analyse and interpret labour market information for service delivery improvement.</li> </ul>	<ul style="list-style-type: none"> <li>• S16 Evaluation &amp; Critical Analysis - Evaluates and analyses programmes, services and interventions, using data to make recommendations for improvements and to inform service delivery.</li> <li>• S17 Research Skills - Gather labour market, employability and careers information, analyse it, spot trends and patterns, draw conclusions to inform information, advice and guidance given to service users and employers. Research skills are used to further specialism knowledge and experience, as well as to support service design and delivery.</li> </ul>	<ul style="list-style-type: none"> <li>• B11 Commercially Aware - Understands the business, its strategy, goals and priorities as well as the business environment.</li> </ul>

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<p>Signpost services to relevant third-party provision, taking a multi-agency (e.g. mental health services, probation service, police, social care services, health care services, local authorities etc.) and integrated services approach. (K4, K11, S5, S6, S13, S14, S22, B3, B4, B5, B9, B10, B11)</p>	<p>Multi-Agency approach to signposting where:</p> <ul style="list-style-type: none"> <li>The needs of service users were met through appropriate matching to support services/agencies both locally and nationally.</li> <li>Regular progress reviews took place with representatives from other support services/agencies.</li> <li>Representatives from other support services/agencies were involved in informing interventions for service users.</li> <li>Service users were closer to finding employment as a result of the support services/agencies as their needs were met.</li> </ul>	<ul style="list-style-type: none"> <li>K4 Integrated Services - Multi-agency (e.g. mental health services, probation services, police, social care services, health care services, local authorities etc.) approaches to service delivery where local third-party provision is integrated with other services and knowledge of outreach, mobile and flexible working practices. Facilitate “service user focused” meetings with external multi-agency caseworkers, utilising all available sources of support to help assist service users move into work, ensuring synergy and non-duplication of other agency work.</li> <li>K11 Employability Industry - Funding systems, welfare benefits and professional boundaries. The different types of public services, community offerings and funding streams available and an understanding of how these fit together so that they can put in place a bespoke plan of support that takes a holistic approach to the whole service user.</li> </ul>	<ul style="list-style-type: none"> <li>S18 Deliver Information, Advice &amp; Guidance - Apply employability, careers and labour market knowledge to deliver high quality information, advice and guidance that is tailored to the needs of the service users and key stakeholders.</li> <li>S19 Service Delivery - Adheres to company vision, mission and values, embedding them in all service delivery.</li> <li>S5 Mobile &amp; Flexible Working - Work flexibly across different locations, undertaking outreach work to make services accessible for service users, co-locating with other community services and other forms of mobile working.</li> <li>S13 Networking - Network with internal and external customers and key stakeholders to build relationships and identify business opportunities.</li> <li>S14 Stakeholder Management &amp; Engagement - Build and maintain strong working relationships with key stakeholders to support service delivery by taking a multi-agency and integrated services approach.</li> </ul>	<ul style="list-style-type: none"> <li>B3, B4, B5, B9, B10, B11</li> </ul>

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Use non-clinical behavioural change techniques with service users. (K9, K10, S6, S10, S22, S23, B2, B3, B5, B6, B7, B8)	<p>Non-clinical behavioural change techniques were used with service users where:</p> <ul style="list-style-type: none"> <li>The techniques were applied with service users correctly and appropriately.</li> <li>The apprentice adhered to professional standards and boundaries.</li> <li>Behavioural change in service users is evident.</li> </ul>	<ul style="list-style-type: none"> <li>K9 Non-Clinical Behavioural Change - Different types of non-clinical behavioural change techniques.</li> <li>K10 Challenging Situations - A wide range of managing challenging behaviour techniques, change management techniques, when to use them and company referral/escalation processes.</li> </ul>	<ul style="list-style-type: none"> <li>S10 Behaviour Management - Anticipate and de-escalate challenging behaviour in service users, managing challenging behaviour as it presents itself using relevant non-clinical behaviour change tools and techniques.</li> <li>S11 Change Management - Manage change effectively with the on-boarding/off-boarding of contracts and services.</li> <li>S23 - Manage CPD - Manage your own and support the professional development of others. Promote best practice through learning opportunities as they arise.</li> </ul>	<ul style="list-style-type: none"> <li>B2, B3, B5, B6, B7, B8</li> </ul>
Coach and mentor both service users and colleagues to support their development. (K6, S6, S7, B2, B3, B5, B6, B7, B8)	<p>Conducted coaching and mentoring sessions that:</p> <ul style="list-style-type: none"> <li>Included the use of coaching and mentoring models, tools and techniques.</li> <li>Were recorded and evidenced correctly.</li> <li>Followed coaching and mentoring codes of conduct.</li> <li>Adhered to professional standards and boundaries.</li> <li>Supported the growth and development of service users and colleagues.</li> </ul>	<ul style="list-style-type: none"> <li>K6 Coaching &amp; Mentoring - A wide range of coaching and mentoring techniques for use with service users and colleagues. The differences between coaching and mentoring and knowing when to coach and when to mentor. Methods of reviewing and improving coaching and mentoring practice.</li> </ul>	<ul style="list-style-type: none"> <li>S7 Coaching &amp; Mentoring - Coach and mentor service users and colleagues and actively improve coaching and mentoring skills for themselves and others.</li> </ul>	<ul style="list-style-type: none"> <li>B2, B3, B5, B6, B7, B8</li> </ul>

Duty	Criteria for measuring performance	Knowledge	Skills	Behaviours
Provide appropriate in work support to the service user which can then support them to stay and progress in employment. (K7, S8, B4, B5, B6, B7, B8, B9)	<p>Provided in work support services that:</p> <ul style="list-style-type: none"> <li>Supported the service user to stay in work.</li> <li>Supported the service user to progress in work.</li> <li>Used a wide variety of different communication methods.</li> <li>Identified when a service user was at risk of falling out of work and quickly put remedial action in place.</li> <li>KPIs or performance targets were met.</li> </ul>	<ul style="list-style-type: none"> <li>K7 Supported Employment - In work support, supported employment models, individual placement and support models. Other models that support those with complex needs to stay in work. How to manage the employer relationship to provide supported employment.</li> </ul>	<ul style="list-style-type: none"> <li>S8 Problem Solving &amp; Risk/Crisis Management - Uses advanced problem solving, and negotiation skills to establish win-win situations with service users where possible. Identifying when they might potentially fall out of work and rapidly respond to minimise the risk. Address safeguarding concerns maturely, dealing with service users when they present in crisis, minimising risks/crises in the future through pastoral support and effective risk assessment.</li> </ul>	<ul style="list-style-type: none"> <li>B4, B5, B6, B7, B8, B9</li> </ul>
Identify internal and external networking opportunities for partnership building and establishing working relationships with key stakeholders. (K11, K13, S12, S13, S14, B3, B5, B10, B11)	<p>Built partnerships and relationships with key stakeholders:</p> <ul style="list-style-type: none"> <li>Using relevant stakeholder management theories and models.</li> <li>By identifying internal and external networking opportunities.</li> <li>That included different types of public services, community services and funding streams.</li> <li>That ensured a holistic approach that was of benefit to the service user.</li> </ul>	<ul style="list-style-type: none"> <li>K11, K13</li> </ul>	<ul style="list-style-type: none"> <li>S12 Business Development - Identify, seek out and establish business development and commercial opportunities for the organisation including new referral streams.</li> </ul>	<ul style="list-style-type: none"> <li>B3, B5, B10, B11</li> </ul>
Manage challenging and complicated situations within own level of authority and make recommendations to enable and deliver change to improve service delivery. (K10, S6, S8, S11, B1, B2, B3, B5, B6, B9, B10)	<p>Managed challenging and complicated situations:</p> <ul style="list-style-type: none"> <li>Utilising a range of change management techniques that helped improve service delivery.</li> </ul>	<ul style="list-style-type: none"> <li>K10</li> </ul>	<ul style="list-style-type: none"> <li>S6, S8, S11</li> </ul>	<ul style="list-style-type: none"> <li>B1, B2, B3, B5, B6, B9, B10</li> </ul>

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Participate in practice development sessions, self-reflection, caseload reviews and observations to support own and others' development via peer to peer support. (K12, K18, S6, S15, S23, B2, B3, B4, B6, B7, B8, B10)	Participated in practice development sessions that: <ul style="list-style-type: none"> <li>Demonstrably improved practice and service delivery.</li> </ul>	<ul style="list-style-type: none"> <li>K12 Practice Development - Participate in practice development sessions, caseload reviews and observations to support the development of themselves and others.</li> <li>K18 Continuing Professional Development (CPD) - The importance of effective management of own and others' CPD.</li> </ul>	<ul style="list-style-type: none"> <li>S15 Giving Feedback - Give constructive and timely feedback to service users and colleagues.</li> </ul>	<ul style="list-style-type: none"> <li>B2, B3, B4, B6, B7, B8, B10</li> </ul>
Proactively gather service user feedback, critically analyse it, evaluate the meaning / implications and act upon it. Make recommendations to inform service delivery. (K5, K16, S6, S17, S19, S21, B4, B5, B9, B10)	Proactively gathered service user feedback: <ul style="list-style-type: none"> <li>Using a variety of different methods.</li> <li>That was analysed and improved service delivery.</li> <li>And was able to appropriately respond to and deal with complaints from service users and colleagues.</li> </ul>	<ul style="list-style-type: none"> <li>K5 Customer Service - How to deal with complaints, Different methods of gathering service user feedback, approaches to evaluate it, critically analyse it and use it for service delivery improvements.</li> </ul>	<ul style="list-style-type: none"> <li>S6, S17, S19, S21</li> </ul>	—
Be responsible for and maintain own continuing professional and personal development, particularly within own specialism. (K12, K18, S15, S23, B2, B3, B4, B6, B7, B8, B10)	Managed own CPD by: <ul style="list-style-type: none"> <li>Identifying and attending mandatory company training.</li> <li>Identifying own development needs and addressed these using relevant opportunities available.</li> <li>Undertaking both personal and professional development.</li> <li>Ensuring CPD is relevant and up to date.</li> <li>Actively reflecting on practice on a regular basis.</li> </ul>	<ul style="list-style-type: none"> <li>K12, K18</li> </ul>	<ul style="list-style-type: none"> <li>S15, S23</li> </ul>	—



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Adhere to and apply safeguarding policies, procedures and best practice. (K17, S8, S22, B1, B3, B6, B7, B8, B9)	<p>Safeguarded service users and colleagues by:</p> <ul style="list-style-type: none"> <li>• Having a full understanding of Safeguarding (and the government's Prevent strategy) and the impact on service delivery and business requirements.</li> <li>• Conducting risk assessments to identify safeguarding concerns.</li> <li>• Recognising when someone needed Safeguarding and responded appropriately.</li> <li>• Knowing and understanding a range of legal and policy frameworks within Safeguarding.</li> <li>• Following the correct process when Safeguarding concerns need to be escalated.</li> <li>• Recording Safeguarding concerns appropriately and timely.</li> </ul>	<ul style="list-style-type: none"> <li>• K17 Safeguarding - The context for legal and policy frameworks, family and environmental context and how to deal with safeguarding concerns and knowing when to escalate. Knows and understands the government's Prevent strategy.</li> </ul>	<ul style="list-style-type: none"> <li>• S8, S22,</li> </ul>	<ul style="list-style-type: none"> <li>• B1, B3, B6, B7, B8, B9</li> </ul>
Understand the employability industry including professional standards, welfare benefits, funding systems and key stakeholders. (K4, K11, K13, S12, S13, S14, B3, B11)	<p>Demonstrated knowledge of employability industry, professional standards, welfare benefits, funding systems and key stakeholders.</p> <ul style="list-style-type: none"> <li>• Used this knowledge to deliver an effective service that met service user needs and also met contractual and financial targets.</li> </ul>	<ul style="list-style-type: none"> <li>• K4, K11, K13</li> </ul>	<ul style="list-style-type: none"> <li>• S12, S13, S14</li> </ul>	<ul style="list-style-type: none"> <li>• B3, B11</li> </ul>
Adhere to, and support others to adhere to, relevant legislation and company vision, mission, values, policies and procedures. (K14, K17, K19, S19, S22, B3)	<p>Adhered to the following areas in all aspects of role:</p> <ul style="list-style-type: none"> <li>• Company's mission, vision and values.</li> <li>• Industry related legislation and regulations.</li> <li>• Company's policies and procedures.</li> <li>• Proficient use of relevant IT systems.</li> <li>• Kept accurate records to remain compliant.</li> </ul>	<ul style="list-style-type: none"> <li>• K14 - Legislation &amp; Company Vision, Mission, Values - Industry relevant legislation and company's own vision, mission and values, how to adhere to these and how they inform service delivery.</li> <li>• K19 Equality, Diversity &amp; Inclusion - Equality, diversity and inclusion, what they are, how to embed them within daily practice.</li> </ul>	<ul style="list-style-type: none"> <li>• S19, S22</li> </ul>	<ul style="list-style-type: none"> <li>• B3</li> </ul>

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Promote equality of opportunity, embrace diversity and inclusion. (K19, S6, S19, B3, B5, B6, B7, B8)	<p>Promoted equality, diversity and inclusion by:</p> <ul style="list-style-type: none"> <li>• Knowing what equality, diversity and inclusion are.</li> <li>• Distinguished the differences between them.</li> <li>• Understood why they are important within the workplace and the employability industry.</li> <li>• Worked collaboratively, through strong relationships with service users and colleagues.</li> </ul>	<ul style="list-style-type: none"> <li>• K19</li> </ul>	<ul style="list-style-type: none"> <li>• S6, S19</li> </ul>	<ul style="list-style-type: none"> <li>• B3, B5, B6, B7, B8</li> </ul>
Meet minimum service levels and adhere to contractual requirements and support others to do so as well. (K15, S20, B1, B4, B6, B8, B9, B10, B11)	<p>Fully understands minimum service levels, contractual requirements, financial targets and service level agreements.</p> <p>These are all met and adhered to.</p> <p>Identified, highlighted and addressed issues with service level requirements to make improvements.</p>	<ul style="list-style-type: none"> <li>• K15 Minimum Service Levels &amp; Contractual Requirements - Current contractual requirements and minimum service levels, how to meet them, how to highlight and address issues with service level requirements.</li> </ul>	<ul style="list-style-type: none"> <li>• S20</li> </ul>	<ul style="list-style-type: none"> <li>• B1, B4, B6, B8, B9, B10, B11</li> </ul>

Duty	Training requirement	Method of delivery	Provider type	OTJ days
Manage their caseload of challenging and complex cases. (K8, S9, S20, S22, B4, B5, B6, B7)	<ul style="list-style-type: none"> <li>~ Caseload management techniques</li> <li>~ Time management techniques</li> <li>~ Understanding the service user journey</li> <li>~ Obstacles and factors that affect caseload management and how to overcome them</li> <li>~ How to deal with complex and challenging cases</li> <li>~ Research into area of specialism (where working with specific groups of service users)</li> </ul>	['Classroom based learning' 'Online learning' 'Reading']	['Employer' 'FE College' 'Private training organisation' 'Specialist training provider']	6
Conduct holistic initial assessments, action plans, job search, job brokerage and other interventions with service users (either face-to-face or remotely) and record them. Evaluate the effectiveness of service user interventions and make improvements where relevant. (K1, K2, K3, K16, S1, S2, S3, S4, S6, S22, B1, B3, B4, B5, B7, B8, B9, B10)	<ul style="list-style-type: none"> <li>~ Types of holistic initial assessments</li> <li>~ Types of diagnostics</li> <li>~ Identification of career goals and aspirations</li> <li>~ What makes initial assessments and diagnostics effective</li> <li>~ Interviewing and questioning techniques</li> <li>~ How to identify barriers/obstacles to employment e.g. physical health, mental well-being and external factors such as housing, financial situations, family etc.</li> <li>~ Relevant IT systems to be used to conduct and record initial assessments and diagnostics</li> <li>~ Whole person approach to writing holistic action plans</li> <li>~ Types of holistic action plans</li> <li>~ Methods and actions to address barriers/obstacles to employment identified in the initial assessments and diagnostics</li> <li>~ How to write SMART actions that are agreed with the service user</li> <li>~ How to agree holistic action plan with other agencies</li> <li>~ Importance of reviewing and updating action plan regularly</li> <li>~ How to review holistic action plan with other agencies</li> <li>~ Data and information sharing regulations and protocols</li> <li>~ Action plans include -               <ul style="list-style-type: none"> <li>● Medical treatment: GP; Psychiatrist; Community psychiatric nurse</li> <li>● Personal care and well-being: GP; Practice nurse; Health Promotion Service</li> <li>● Other forms of treatment:; Self-help group; Gym; Counsellor</li> <li>● Work and occupation: Jobcentre; My Adviser; Voluntary Service</li> <li>● Training and education: My Adviser; Local College; On-line Learning</li> <li>● Accommodation: Carer; Housing officer; Housing Association; Social worker</li> </ul> </li> </ul>	['Classroom based learning' 'Practical workshop' 'Online learning' 'Role Plays Observations Job Shadowing']	['Employer' 'FE College' 'Private training organisation' 'Specialist training provider']	23

Duty	Training requirement	Method of delivery	Provider type	OTJ days
	<ul style="list-style-type: none"> <li>● Finance and money: Benefits Adviser; Citizens Advice Bureau; Debt counsellor; Bank manager</li> <li>● Social, cultural and spiritual: Friends; Carer; Family, Religious group</li> <li>● Caring relationships or Parenting: Friends; Carer; Family; Social worker</li> </ul> <p>~ Relevant IT systems to be used to conduct and record action plans and reviews</p> <p>~Types of job search - newspapers, internet, social media, word of mouth, networks, radio, television, recruitment agencies etc.</p> <p>~Types of job brokerage activities - CV writing, interview techniques, completing application forms, registering with recruitment agencies, approaching employers to secure interviews employer CV drops, speculative letters/CV's etc.</p> <p>~Facilitating group sessions - what is facilitation, the role of the facilitator, session plans, managing behaviour in group sessions, Training Cycle (Initial Assessment, Design, Delivery &amp; Evaluate), Tuckman's model (Forming, Storming, Norming &amp; Performing)</p> <p>~ Other activities and interventions that address career goals and aspirations, health &amp; well-being and other social and skills needs of service users e.g. Attitudes &amp; Behaviours, Motivation &amp; Confidence Building, Basic Skills, ESOL, Self-Presentation, Information Technology, , Behavioural Economics, Childcare &amp; Related Obstacles, Finances &amp; Tackling Debt, Digital Life Skills,Vocation Skills, Achieving Qualifications &amp; Skills, Improve problem solving, team work, negotiating and following instruction, Alcohol &amp; Substance Management, Mental Health Condition Management, Physical Condition Management, Health Wellness &amp; Lifestyle, Housing Stability, Psycho-education etc.</p>			
	<p>~ Relevant IT systems to be used to conduct and record interventions with service users</p> <p>~ Methods of evaluating interventions</p> <p>~ How to use evaluation outcomes to make improvements</p> <p>~ Use of IT Systems for management of information to inform service delivery</p> <p>~ Contextualisation of specific company IT systems</p> <p>~ Word Processing, Spread sheets, Email, Databases, Internet etc.</p> <p>~ Social Media - Facebook, LinkedIn, Twitter, Instagram, What Sapp, Snap Chat etc.</p> <p>~ What is compliance, what is non-compliance, how do you identify it and take relevant action</p>			

Duty	Training requirement	Method of delivery	Provider type	OTJ days
Provide information, advice and guidance on employability, careers and local labour market information to service users, employers and colleagues. (K13, S6, S16, S17, S18, S19, B3, B8, B9, B10, B11)	<ul style="list-style-type: none"> <li>~ Career choice and career guidance theories and concepts</li> <li>~ How to use career choice and career guidance theories and concepts to provide information, advice and guidance to service users, employers and colleagues</li> <li>~ Understanding of types employers available locally and how to work with them</li> <li>~ Sources of labour market information</li> <li>~ How to ensure that labour market information is valid, reliable, sufficient and authentic</li> <li>~ How to analyse and interpret labour market information to inform provision of IAG and service delivery improvement</li> <li>~ Close engagement with employers to help them overcome traditional recruitment and selection barriers</li> <li>~ How to 'qualify' employers and sell service users to them effectively</li> <li>~ How to advocate to employers on behalf of service users.</li> <li>~ Management of information</li> <li>~ Qualitative vs quantitative data</li> <li>~ Development of area of specialism such as working with particular service user groups using research skills</li> </ul>	<ul style="list-style-type: none"> <li>['Classroom based learning'</li> <li>'Online learning'</li> <li>'Shadowing</li> <li>Observations</li> <li>Reading &amp; Research']</li> </ul>	<ul style="list-style-type: none"> <li>['Employer'</li> <li>'FE College'</li> <li>'Private training organisation'</li> <li>'Specialist training provider']</li> </ul>	6
Signpost services to relevant third-party provision, taking a multi-agency (e.g. mental health services, probation service, police, social care services, health care services, local authorities etc.) and integrated services approach. (K4, K11, S5, S6, S13, S14, S22, B3, B4, B5, B9, B10, B11)	<ul style="list-style-type: none"> <li>~ Multi-Agency approach</li> <li>~ Integrated services</li> <li>~ Specialist and additional support services e.g. charities, independent organisations, public services, community services etc.</li> <li>~ Employer services</li> <li>~ Outreach, mobile, flexible and lone working practices</li> <li>~ Third party provision</li> <li>~ Potential barriers to working together and how they can be overcome</li> <li>~ Industry knowledge and employability fits into the wider areas of public and community services such as housing, probation, skills, social services etc.</li> <li>~ Facilitate "service user focused" meetings with external multi-agency caseworkers</li> <li>~ Utilising all available sources of support to help assist service users move into work</li> <li>~ Ensuring synergy and non-duplication of other agency work</li> </ul>	<ul style="list-style-type: none"> <li>['Classroom based learning'</li> <li>'Online learning'</li> <li>'Research &amp; Networking']</li> </ul>	<ul style="list-style-type: none"> <li>['Employer'</li> <li>'FE College'</li> <li>'Private training organisation'</li> <li>'Specialist training provider']</li> </ul>	6

## Example training specification (continued)

Duty	Training requirement	Method of delivery	Provider type	OTJ days
Use non-clinical behavioural change techniques with service users. (K9, K10, S6, S10, S22, S23, B2, B3, B5, B6, B7, B8)	~ Non-clinical behavioural change techniques e.g. systematic instruction, motivational interviewing, nudge theory, solution focused approaches, mindfulness, creating psychologically informed environments, resilience building, negotiating & influencing, coaching.	['Classroom based learning' 'Online learning' 'Observation & Self-Reflection']	['Employer' 'FE College' 'Private training organisation' 'Specialist training provider']	3
Coach and mentor both service users and colleagues to support their development. (K6, S6, S7, B2, B3, B5, B6, B7, B8)	~ Coaching and mentoring tools and techniques for use with service users ~ Differences between coaching and mentoring ~ Knowing when to coach and when to mentor ~ Methods of reviewing and improving coaching and mentoring practice ~ Ensure autonomy and the importance of the empowerment of the service user ~ Evaluate and analyse own coaching and mentoring practice for improvement ~ Methods of coaching and mentoring supervision and sharing of best practice ~ Coaching and mentoring codes of conduct and professional standards	['Classroom based learning' 'Role Plays Observations & Self-Reflection']	['Employer' 'FE College' 'Private training organisation' 'Specialist training provider']	5
Provide appropriate in work support to the service user which can then support them to stay and progress in employment. (K7, S8, B4, B5, B6, B7, B8, B9)	~ In work support methods and techniques ~ Supported employment models ~ Individual placement and support models ~ Risks to employment e.g. change in circumstances, deteriorating mental/physical health etc. ~ Strategies to overcome risks e.g. signposting, rapid response, additional support, intervention with employer etc. ~ How to manage the employer relationship to provide supported employment ~ Relevant IT systems to be used to conduct and record in work support undertaken with service users	['Classroom based learning' 'Online learning']	['Employer' 'FE College' 'Private training organisation' 'Specialist training provider']	5

## Example training specification (continued)

Duty	Training requirement	Method of delivery	Provider type	OTJ days
Identify internal and external networking opportunities for partnership building and establishing working relationships with key stakeholders. (K11, K13, S12, S13, S14, B3, B5, B10, B11)	<ul style="list-style-type: none"> <li>~ Theories of stakeholder management</li> <li>~ Primary &amp; Secondary Stakeholders</li> <li>~ How to identify stakeholder needs</li> <li>~ Organisation's stakeholder strategy and stakeholder communications plan - allows for company contextualisation</li> <li>~ Stakeholder analysis</li> <li>~ Organisational strategy - what are the businesses commercial goals and how you can contribute you to them</li> <li>~ How to work with business development colleagues to use local contacts within other agencies and the local community to look at ways to bring on new contracts/service user referrals</li> </ul>	['Classroom based learning' 'Online learning' 'Reading Research & Networking']	['Employer' 'FE College' 'Private training organisation' 'Specialist training provider']	6
Manage challenging and complicated situations within own level of authority and make recommendations to enable and deliver change to improve service delivery. (K10, S6, S8, S11, B1, B2, B3, B5, B6, B9, B10)	<ul style="list-style-type: none"> <li>~ What is challenging behaviour, what causes it, what does it seek to achieve</li> <li>~ Managing challenging behaviour techniques</li> <li>~ Change management techniques, models and theories</li> <li>~ Company referral/escalation processes</li> <li>~ Risk Assessments</li> </ul>	['Classroom based learning' 'Online learning' 'Observations & Self-Reflection']	['Employer' 'FE College' 'Private training organisation' 'Specialist training provider']	5
Participate in practice development sessions, self-reflection, caseload reviews and observations to support own and others' development via peer to peer support. (K12, K18, S6, S15, S23, B2, B3, B4, B6, B7, B8, B10)	<ul style="list-style-type: none"> <li>~ What is practice development, what makes it effective, templates/forms</li> <li>~ What are caseload reviews, what makes one effective, templates/forms</li> <li>~ What are observations, what makes one effective, templates/forms</li> <li>~ What is self-reflection, what makes it effective, templates/forms</li> <li>~ What is peer to peer support, what makes it effective, templates/forms</li> </ul>	['Classroom based learning' 'Practical workshop' 'Role Plays Observations Self-Reflection Coaching/Mentoring']	['Employer' 'FE College' 'Private training organisation' 'Specialist training provider']	5

## Example training specification (continued)

Duty	Training requirement	Method of delivery	Provider type	OTJ days
Proactively gather service user feedback, critically analyse it, evaluate the meaning / implications and act upon it. Make recommendations to inform service delivery. (K5, K16, S6, S17, S19, S21, B4, B5, B9, B10)	<ul style="list-style-type: none"> <li>~ Feedback theories, models and techniques</li> <li>~ Methods of gathering service user feedback</li> <li>~ Analyse the feedback and make improvements</li> <li>~ How to deal with complaints</li> <li>~ Methods of gathering service user feedback</li> <li>~ Approaches to evaluate it, critically analyse it and use it for service delivery improvements</li> <li>~ Use of IT Systems for management of information to inform service delivery</li> <li>~ Contextualisation of specific company IT systems</li> <li>~ Word Processing, Spread sheets, Email, Databases, Internet etc.</li> <li>~ Social Media - Facebook, LinkedIn, Twitter, Instagram, What Sapp, Snap Chat etc.</li> <li>~ What is compliance, what is non-compliance, how do you identify it and take relevant action</li> </ul>	<ul style="list-style-type: none"> <li>['Classroom based learning'</li> <li>'Online learning'</li> <li>'Research</li> <li>Reading</li> <li>Shadowing</li> <li>Role Plays']</li> </ul>	<ul style="list-style-type: none"> <li>['Employer'</li> <li>'FE College'</li> <li>'Private training organisation'</li> <li>'Specialist training provider']</li> </ul>	5
Be responsible for and maintain own continuing professional and personal development, particularly within own specialism. (K12, K18, S15, S23, B2, B3, B4, B6, B7, B8, B10)	<ul style="list-style-type: none"> <li>~ The importance of effective management of own and others' CPD</li> <li>~ Appraisal discussions or performance reviews with line manager</li> <li>~ 360 feedback exercise</li> <li>~ Review against a competence framework</li> <li>~ Review of leadership style</li> <li>~ Review of learning style</li> <li>~ Personality profiling</li> <li>~ Personal SWOT</li> <li>~ Skills gap analysis</li> <li>~ Review of job description - essential vs desirable</li> <li>~ Effective personal development planning</li> <li>~ Reflective practice</li> </ul>	<ul style="list-style-type: none"> <li>['Classroom based learning'</li> <li>'Online learning'</li> <li>'Induction']</li> </ul>	<ul style="list-style-type: none"> <li>['Employer'</li> <li>'FE College'</li> <li>'Private training organisation'</li> <li>'Specialist training provider']</li> </ul>	6



Duty	Training requirement	Method of delivery	Provider type	OTJ days
Adhere to and apply safeguarding policies, procedures and best practice. (K17, S8, S22, B1, B3, B6, B7, B8, B9)	<ul style="list-style-type: none"> <li>~ Providing pastoral support to service users to minimise the risk of a safeguarding concern</li> <li>~ Identify and recognise safeguarding concerns in service users and colleagues</li> <li>~ Types of safeguarding concerns - radicalisation/extremism, domestic abuse/violence, neglect, female genital mutilation, force marriages, gangs, child abuse/exploitation, trafficking, bullying/cyber-bulling, self-harm/suicide etc.</li> <li>~ Potential consequences of a safeguarding concern</li> <li>~ Support networks available</li> <li>~ Reporting and recording concerns</li> <li>~ Complexities and dilemmas that may be involved in taking action</li> <li>~ Referring safeguarding concerns to designated office</li> <li>~ Referral processes to follow</li> <li>~ What happens after a referral is made</li> </ul>	<ul style="list-style-type: none"> <li>['Classroom based learning'</li> <li>'Online learning'</li> <li>'Readingm Research Induction']</li> </ul>	<ul style="list-style-type: none"> <li>['Employer'</li> <li>'FE College'</li> <li>'Private training organisation'</li> <li>'Specialist training provider']</li> </ul>	5
Understand the employability industry including professional standards, welfare benefits, funding systems and key stakeholders. (K4, K11, K13, S12, S13, S14, B3, B11)	<ul style="list-style-type: none"> <li>~Employability industry - how it works, types of employability organisations (charities, not for profit, private, public etc.), objectives of the sector, types of programmes and services provided etc.</li> <li>~Types of industry standards - Professional bodies, duty of care, contractual requirements, codes of conduct/poractice/ethics</li> <li>~Types of funding systems - ESFA, DWP, Local authorities etc.</li> <li>~Types of key stakeholders - service users, employers, commissioners, schools, colleges, UK tax payers, local communities, third party provision, supply chain/sub contractors etc.</li> <li>~Types of welfare benefits - Universal Credit, JSA, ESA, Income Support, Personal Independence Payments etc.</li> </ul>	<ul style="list-style-type: none"> <li>['Reading Research &amp; Induction'</li> <li>'Classroom based learning'</li> <li>'Online learning']</li> </ul>	<ul style="list-style-type: none"> <li>['Employer'</li> <li>'FE College'</li> <li>'Private training organisation'</li> <li>'Specialist training provider']</li> </ul>	6
Adhere to, and support others to adhere to, relevant legislation and company vision, mission, values, policies and procedures. (K14, K17, K19, S19, S22, B3)	<ul style="list-style-type: none"> <li>How to support others to work within and adhere to these. For example:</li> <li>~ Models of organisational culture - Handy, Schein, Johnson &amp; Scholes or Hofstede</li> <li>~ PESTLE analysis</li> <li>~ Company's Vision, Mission and Values - why are they important, how are they communicated, how do they align with your own, how do you demonstrate and role model them in your behaviours</li> <li>~ Relevant legislation e.g. data protection, health &amp; safety, human rights, equality, freedom of information etc.</li> <li>~Company policies and procedures</li> </ul>	<ul style="list-style-type: none"> <li>['Classroom based learning'</li> <li>'Reading Research &amp; Induction']</li> </ul>	<ul style="list-style-type: none"> <li>['Employer'</li> <li>'FE College'</li> <li>'Private training organisation'</li> <li>'Specialist training provider']</li> </ul>	5

## Example training specification (continued)

Duty	Training requirement	Method of delivery	Provider type	OTJ days
Promote equality of opportunity, embrace diversity and inclusion. (K19, S6, S19, B3, B5, B6, B7, B8)	<ul style="list-style-type: none"> <li>~ Equality Act 2010, protected characteristics, discrimination, bullying, harassment, unconscious bias</li> <li>~ Positive and negative behaviours</li> <li>~ Embracing and celebrating differences - differentiation</li> <li>~ Organisational policies and procedures relating to EDI</li> <li>~ Role of Human Resources</li> <li>~ Sources of support e.g. ACAS</li> </ul>	['Classroom based learning', 'Online learning', 'Induction']	['Employer', 'FE College', 'Private training organisation', 'Specialist training provider']	3
Meet minimum service levels and adhere to contractual requirements and support others to do so as well. (K15, S20, B1, B4, B6, B8, B9, B10, B11)	<ul style="list-style-type: none"> <li>~ Current contractual requirements, financial targets and minimum service levels</li> <li>~ How to highlight and address issues with service level requirements.</li> <li>~ Contextualisation of current contract/programme being delivered</li> <li>~ Establish and maintain service level agreements</li> <li>~ Contractual targets and KPIs (Key Performance Indicators)</li> </ul>	['Classroom based learning', 'Research Reading & Induction']	['Employer', 'FE College', 'Private training organisation', 'Specialist training provider']	3

### Entry requirements

No entry requirements specified

### Professional recognition

Professional body	Level
Institute of Employability Professionals	Associate or Member

### Trailblazer membership details

#### Chair

Claire Illingworth (Seetec)

#### Facilitator

No facilitator

#### Employer members

Name	Employer
Aleswith Frayne	London Borough of Tower Hamlets
Alex Greaves	G4S - Employment Support Services
Chris Hammond	RBLI
Debbie Wilson	Orbit
Jessica Chadwick	PeoplePlus
Juliet Mortiss	APM
Kathryn Gallagher	Working Links
Kieran Gordon	Career Connect
Liz Sewell	Belina
Maria Cerezo	MAXIMUS People Services
Monique Debono	Reed in Partnership
Sam Siswick	Jobskilla
Stewart Holdsworth	Serco
Sylvia Osaji	The Salvation Army

#### Other members

Name	Employer
	Institute of Employability Professionals (IEP)