Institute for Apprenticeships & Technical Education

EMPLOYABILITY PRACTITIONER

Reference Number: ST0663

Details of standard

Occupation 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. Employability Practitioners are responsible for safeguarding their services users from abuse and neglect as well as adherence to the Government's PREVENT strategy which aims to protect vulnerable people from radicalisation and/or extremism.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 servicer 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.

Occupation duties

Duty	Criteria for measuring performance	KSBs
Duty 1 Manage their caseload of challenging and complex cases.	Caseloads managed effectively so that: - All service users on caseload were seen on a regular basis (either face-to-face or remotely). - All interventions with service users were completed within set time frames. - Complex cases were dealt with using expertise. - Correct and appropriate application of caseload management techniques. - KPIs or performance targets were met.	K8 S9, S20, S22 B4, B5, B6, B7
Duty 2 Conduct holistic initial assessments, action plans, job search, job brokerage and other interventions with service users, either face-to-face or remotely, on an individual or group basis, and record them. Evaluate the effectiveness of service user interventions and make improvements where relevant.	Completed holistic initial assessments and diagnostics, SMART and work-focussed action plans and interventions that: - Met service user needs by addressing the whole person, not just their employability. - Were accurately and correctly recorded on the system following correct processes and procedures. -Directly corresponded and related to each other i.e. the initial assessments and diagnostics informed the action plans. -Were evaluated for effectiveness and relevant improvements were made as a result.	K1, K2, K3, K16 S1, S2, S3, S4, S6, S21 B1, B2, B3, B8, B9, B10
Duty 3 Provide information, advice and guidance on employability, careers and local labour market information to service users, employers and colleagues.	Provided IAG that: - Met the needs of the service user and enabled them to make an informed decision. - Was evidently thoroughly researched and was based upon	K13 S16, S17, S18, S19 B11

	detailed, valid, sufficient and reliable data.	
	- Adhered to relevant professional standards.	
	- Enabled service users to discuss their options and explore new ideas and opportunities.	
Duty 4 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.	Multi-Agency approach to signposting where: - The needs of service users were met through appropriate matching to support services/agencies both locally and nationally. - Regular progress reviews took place with representatives from other support services/agencies. - Representatives from other support services/agencies were involved in informing interventions for service users. - Service users were closer to finding employment as a result of the support services/agencies as their needs were met.	K4, K11 S5, S13, S14 B3, B4, B5, B9, B10, B11
Duty 5 Use non-clinical behavioural change techniques with service users.	Non-clinical behavioural change techniques were used with service users where: - The techniques were applied with service users correctly and appropriately. - The apprentice adhered to professional standards and boundaries. - Behavioural change in service users is evident.	K9, K10 S10, S11, S23 B2, B3, B5, B6, B7, B8
Duty 6 Coach and mentor both service users and colleagues to support their development.	Conducted coaching and mentoring sessions that: - Included the use of coaching and mentoring models, tools and techniques. - Were recorded and evidenced correctly.	K6 S7 B2, B3, B5, B6, B7, B8

	- Followed coaching and mentoring codes of conduct.	
	- Adhered to professional standards and boundaries.	
	- Supported the growth and development of service users and colleagues.	
Duty 7 Provide appropriate in work support to the service user which can then support them to stay and progress in employment.	Provided in work support services that: - Supported the service user to stay in work. - Supported the service user to progress in work. - Used a wide variety of different communication methods. - Identified when a service user was at risk of falling out of work and quickly put remedial action in place. - KPIs or performance targets were met.	K7 S8 B4, B5, B6, B7, B8, B9
Duty 8 Identify internal and external networking opportunities for partnership building and establishing working relationships with key stakeholders.	Built partnerships and relationships with key stakeholders: - Using relevant stakeholder management theories and models. - By identifying internal and external networking opportunities. - That included different types of public services, community services and funding streams. - That ensured a holistic approach that was of benefit to the service user.	K11, K13 S12 B3, B5, B10, B11
Duty 9 Manage challenging and complicated situations within own level of authority and make recommendations to enable and deliver change to improve service delivery.	Managed challenging and complicated situations: - Utilising a range of change management techniques that helped improve service delivery.	K10 S6, S8, S11 B1, B2, B3, B5, B6, B9, B10
Duty 10 Participate in practice development sessions, self-reflection, caseload reviews and observations to	Participated in practice development sessions that:	K12, K18 S15

support own and others' development via peer to peer support.	- Demonstrably improved practice and service delivery.	B2, B3, B4, B6, B7, B8, B10
Duty 11 Proactively gather service user feedback, critically analyse it, evaluate the meaning / implications and act upon it. Make recommendations to inform service delivery.	Proactively gathered service user feedback: - Using a variety of different methods. - That was analysed and improved service delivery. - And was able to appropriately respond to and deal with complaints from service users and colleagues.	K5 S6, S17, S19, S21 B4, B5, B9, B10
Duty 12 Be responsible for and maintain own continuing professional and personal development, particularly within own specialism.	Managed own CPD by: - Identifying and attending mandatory company training. - Identifying own development needs and addressed these using relevant opportunities available. - Undertaking both personal and professional development. - Ensuring CPD is relevant and up to date. - Actively reflecting on practice on a regular basis.	K12, K18 S15, S23 B2, B3, B4, B6, B7, B8, B10
Duty 13 Adhere to and apply safeguarding and PREVENT policies, procedures and best practice.	Safeguarded service users and colleagues by: - Having a full understanding of Safeguarding (and the government's Prevent strategy) and the impact on service delivery and business requirements. - Conducting risk assessments to identify safeguarding concerns. - Recognising when someone needed Safeguarding and responded appropriately. - Knowing and understanding a range of legal and policy frameworks within Safeguarding. - Following the correct process when Safeguarding concerns need to be escalated.	K17 S8, S22, B1, B3, B6, B7, B8, B9

	- Recording Safeguarding concerns appropriately and timely.	
Duty 14 Understand the employability industry including professional standards, welfare benefits, funding systems and key stakeholders.	Demonstrated knowledge of employability industry, professional standards, welfare benefits, funding systems and key stakeholders. - Used this knowledge to deliver an effective service that met service user needs and also met contractual and financial targets.	K4, K11, K13 S12, S13, S14 B3, B11
Duty 15 Adhere to, and support others to adhere to, relevant legislation and company vision, mission, values, policies and procedures.	Adhered to the following areas in all aspects of role: - Company's mission, vision and values. - Industry related legislation and regulations. - Company's policies and procedures. - Proficient use of relevant IT systems. - Kept accurate records to remain compliant.	K14, K19 S19, S22 B3
Duty 16 Promote equality of opportunity, embrace diversity and inclusion.	Promoted equality, diversity and inclusion by: - Knowing what equality, diversity and inclusion are. - Distinguished the differences between them. - Understood why they are important within the workplace and the employability industry. - Worked collaboratively, through strong relationships with service users and colleagues.	K19 S6, S19 B3, B5, B6, B7, B8
Duty 17 Meet minimum service levels and adhere to contractual requirements and support others to do so as well.	Fully understands minimum service levels, contractual requirements, financial targets and service level agreements. These are all met and adhered to. Identified, highlighted and addressed issues with service level requirements to make improvements.	K15 S20 B1, B4, B6, B8, B9, B10, B11

KSBs

Knowledge

K1 Holistic Assessments & 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.

K2 Holistic Action Plans & 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 and which considers the specific needs of different groups (e.g. those with physical disabilities and those with mental, learning, emotional and behavioural challenges, including autism and dyslexia). How to conduct regular reviews.

K3 Job Search & Other Interventions - How to deliver a wide range of interventions (either face-to-face or remotely) that are tailored to consider the specific needs of individual service users and different groups (e.g. those with physical disabilities and those with mental, learning, emotional and behavioural challenges, including autism and dyslexia). Not just employability related interventions but those that impact on health and well-being etc. Different methods of evaluating interventions for continuous improvement.

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.

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.

K6 Coaching & 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.

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.

K8 Challenging & 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.

K9 Non-Clinical Behavioural Change - Different types of non-clinical behavioural change techniques.

K10 Challenging Situations - A wide range of managing challenging behaviour techniques, change management techniques, when to use them and company referral/escalation processes.

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.

K12 Practice Development - Participate in practice development sessions, caseload reviews and observations to support the development of themselves and others.

K13 Careers, Employability & 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.

K14 Legislation & 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.

K15 Minimum Service Levels & Contractual Requirements - Current contractual requirements and minimum service levels, how to meet them, how to highlight and address issues with service level requirements.

K16 IT Systems & Record Keeping - How to use IT Systems for management of information to inform service delivery and how to conduct routine compliance checks of records.

K17 Safeguarding - The context for legal and policy frameworks, family and environmental context and how to deal with safeguarding and PREVENT concerns and knowing when to escalate. Knows and understands the government's Prevent strategy.

K18 Continuing Professional Development (CPD) - The importance of effective management of own and others' CPD.

K19 Equality, Diversity & Inclusion - Equality, diversity and inclusion, what they are, how to embed them within daily practice.

Skills

S1 Holistic Assessments & Diagnostics - Use holistic assessment and diagnostic skills to identify servicer 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.

S2 Interviewing & Effective Questioning		 - Apply effective interviewing and questioning techniques to identify servicer user employability, career goals and aspirations and potential barriers to these.

S3 Attention to detail & Record Keeping		 - Conduct routine compliance checks of service user records for own caseload and others, identifying areas for improvement and making recommendations.

S4 Design & Deliver Interventions - Utilise evidence-based solutions to design and deliver employability, health and wellbeing related programmes, services and interventions to service users which considers the specific needs of different groups (e.g. those with physical disabilities and those with mental, learning, emotional and behavioural challenges, including autism and dyslexia). These can be either on a one-to-one basis (face-to-face or remotely) or in groups at a central office or out in the community.

S5 Flexible Working - Where required, work flexibly across different locations by undertaking outreach work to make services accessible for service users or even co-locating with other community services. Where required, work flexibly outside of normal office working hours as 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 and provided with support outside of these times.

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.

S7 Coaching & Mentoring - Coach and mentor service users and colleagues and actively improve coaching and mentoring skills for themselves and others.

S8 Problem Solving & 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 and PREVENT concerns maturely, dealing with service users when they present in crisis, minimising risks/crises in the future through pastoral support and effective risk assessment.

S9 Managing Complex Caseloads - Application of specialist knowledge to deal with particular complex and challenging cases.

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.

S11 Change Management - Manage change effectively with the on-boarding/off-boarding of contracts and services.

S12 Business Development - Identify, seek out and establish business development and commercial opportunities for the organisation including new referral streams.

S13 Networking - Network with internal and external customers and key stakeholders to build relationships and identify business opportunities.

S14 Stakeholder Management & Engagement - Build and maintain strong working relationships with key stakeholders to support service delivery by taking a multi-agency and integrated services approach.

S15 Giving Feedback - Give constructive and timely feedback to service users and colleagues.

S16 Evaluation & Critical Analysis - Evaluates and analyses programmes, services and interventions, using data to make recommendations for improvements and to inform service delivery.

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.

S18 Deliver Information, Advice & 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.

S19 Service Delivery - Adheres to company vision, mission and values, embedding them in all service delivery.

S20 Performance Management - Independently manage own performance to meet and exceed minimum service levels, contractual requirements and service level agreements.

S21 ICT & 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.

S22 Assertiveness - Assertively directs and challenges service users to reach their potential. Will also be used when dealing with key stakeholders.

S23 Manage CPD - Manage your own and support the professional development of others. Promote best practice through learning opportunities as they arise.

Behaviours

B1 Pro-Active & 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.

B2 Positive - Has a 'can do' attitude, is enthusiastic and can inspire service users and colleagues.

B3 Professional - Demonstrates a genuine commitment to the personal, health & well-being and occupational success of individual service users by meeting industry standards.

B4 Target Driven - Ambitious and determined to succeed, finding better ways of achieving business objectives even in the light of sustained pressure.

B5 Flexible & Adaptable - Adapting to changing circumstances and implementing change effectively.

B6 Resilient - Has the capacity to respond to and recover from difficulties.

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.

B8 Supportive - Provide encouragement and emotional help and support appropriately and where needed to service users and colleagues.

B9 Analytical - Seeks and interprets information from a variety of sources, comparing and contrasting to identify key issues and make sound decisions.

B10 Innovative & 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.

B11 Commercially Aware - Understands the business, its strategy, goals and priorities as well as the business environment.

Qualifications

English and Maths qualifications

Apprentices without level 2 English and maths will need to achieve this level prior to taking the End-Point Assessment. For those with an education, health and care plan or a legacy statement, the apprenticeship's English and maths minimum requirement is Entry Level 3. A British Sign Language (BSL) qualification is an alternative to the English qualification for those whose primary language is BSL.

Professional recognition

Institute of Employability Professionals / Associate or Member

Additional details

Occupational Level: 4
Duration (months): 24

Review

This standard will be reviewed after three years.

Find an apprenticeship

Postcode (optional)

Version log

VERSION	DATE UPDATED	CHANGE	PREVIOUS VERSION
1	18/02/2019	Assessment plan and funding band first published	Not available
1	29/10/2018	Standard first published	Not available