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# Ready to Coach?

**A checklist of local capacity for supporting  
young people to move into a paid career**

v2. January 2010

Locality:	
Completed by:	
Organisation:	Date:

*Getting a Life  
in Control*

*Based on the Red House Partnership's Geared to Plan?*

## **Register your copy**

This is an unregistered copy of Ready to Coach. You are welcome to use it. However in our experience it is helpful to have outside experience and knowledge when using this tool, to help achieve the large scale changes required to support young people to achieve the adult lives they want.

## **Benefits of registration**

We will be continually updating this checklist in the light of the experience of people who use it. Registered users

- receive a day on the use of the checklist from Getting a Life and in Control consultants
- will be sent updates as they are produced;
- have the opportunity to become part of a network of people and organisations who are working to achieve real careers for young people with learning disabilities;
- receive a copy of the checklist without the 'unregistered' watermark
- are eligible for further support at preferential rates

## **To register**

Registration costs £500 (plus VAT) and includes a day consultation.

If you sign up for "Real Jobs" your registration cost is included in the total package.

Send contact details and payment to:

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## Ready to Coach?

### A checklist of local capacity for supporting young people into a paid career

#### ***Introduction***

This checklist prioritises people with learning disabilities as they are furthest from the labour market. However it is designed to help you improve employment for any person who is disadvantaged in local work places.

It is now widely accepted (and government policy) that people with learning disabilities should be entitled to career aspirations and success. The new social inclusion target, PSA NI 146 and cross government employment strategy, Valuing Employment Now are leading the way. However for this to be a reality, there are major implications for the way services and local planning systems (such as the new Regional Boards in England) operate.

This checklist is designed to help you assess the extent to which your locality is geared up to support young people with learning disabilities achieve full adult citizenship through employment.

The checklist does not focus on particular forms of supported employment, but helps you to look more broadly at the way you approach your work with individuals.

#### ***Supported Employment and Customised Employment***

We use the term *Supported Employment* to refer to systematic ways of listening to individuals and supporting them to achieve paid jobs. The supported employment process includes developing a vocational profile, individualised job searching, matching jobs to individual strengths and interests and supporting the person to learn and perform the job successfully. It may include systematic instruction if the person needs that level of input. Customised Employment is based on sound supported employment practice and involves using additional person centred and employer led approaches to discover and negotiate individualised job descriptions based on job seeker strengths and employer need.

We refer to Self Employment to describe a business idea or venture that is wrapped around an individual's skills interests and aspirations and where this meets an identified demand with a product or service. This route often begins with a similar process to supported or customised employment approaches but builds in business development and planning to support the individual and those that support them.

Ready to Coach looks at whether the entire locality is geared to work with people in a way that is likely to result in people getting and sustaining life changing jobs. For example whether staffing, financing, planning, transport and other functions of the organisation are all focused on ensuring that each individual is supported to achieve his or her ambitions. An organisation which aspires to young people achieving paid careers requires both supported and customised employment to achieve this goal for everyone.

## **Using the checklist**

This is really hard. Otherwise we'd all be doing it already. So the diagnostic is not about high scores. It's about clarifying where you are and where you next need help. (So in some areas your answer may be: None). Everyone in the UK will need help in some area or another since the number of people in good paid jobs is not growing beyond 10%. (Beyer et al).

We have made the checklist as simple and straightforward to use as possible. It is divided into two major sections: *External influences* and *Organisational commitment*. Within each section there are a number of questions and possible answers. Select the answer which most closely applies to your organisation. We have included space to write comments. We have also suggested where you might look for evidence to support your answer to each question. We think this is best completed by a team of people including a commissioner, a senior manager responsible for employment issues and some frontline staff in social care, health, Job Centre Plus and Connexions. There will also be other people you specifically want to include in your area.

The checklist is divided into the following sections:

### 1. External influences

- Government Policy
- Links with government
- Local policy
- Partner organisations
- External funding

### 2. Organisational commitment

- Policy
- Organisational leadership
- Organisational knowledge of Supported Employment and Customised Employment
- Culture
- Current profile
- Resources
- Service development
- Expertise
- Alliances
- Staff empowerment and support
- Support for advocacy

There is also space in each section to note barriers and supports.

## 1. External influences

### Government policy

To what extent are you familiar with relevant Government policy and the implications for people with learning disabilities succeeding in full time paid careers?

Policy is set out in Valuing People Now and Valuing Employment Now in England.

- We are clear about government policy and its implications for implementing supported and customised employment including the time, quality improvement, budgetary implications. Specific people take responsibility for this locally.
- We are aware of government transition policy about young people getting paid jobs but are unclear about time and budgetary implications.
- We are aware of government policy, but are not clear about the implications for our current practice.
- We are not aware of the relevant government policy.

### Evidence

Policy/position statements about the implications of government policy on supported, customised and self employment and other approaches used by the local authority.

### Notes and comments

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### Links with Government

To what extent are you in touch with the relevant government officers responsible for implementing policy at national and regional levels?

- We are in close contact with national and regional officers and work closely with them over the implementation of policy regarding people with learning disabilities getting full time paid jobs.
- We are in contact with national and regional officers concerned with the implementation of government policy and have contacted them for advice;
- We are aware of national and regional officers concerned with the implementation of government policy.
- We have no awareness of or contact with national and regional officers concerned with the implementation of government policy.

### Evidence

Correspondence or notes of meetings with relevant government officers including (Nic to add)

#### Notes and comments

### Local policy

To what extent does local policy and strategy specifically state that full time paid jobs must be a priority and that supported and customised employment should be used to achieve this goal?

- Paid careers are the focus of local policy and is resulting in jobs
- Local policy encourages paid careers for young people in the transition from school to adult life?
- Paid careers are mentioned in local policy
- Paid careers are not mentioned in local policy
- There is no relevant local policy

### Evidence

Relevant policy statements including day service reform

Evidence of sustaining funding for supported and customised employment through secondment and shifting funding from day service to employment

### Notes and comments

### Partner organisations

To what extent are partner organisations (leading employers, advocacy and parent/carer groups, schools, colleges, health, social services, other providers, business associations and advisers committed to paid careers for young people with learning disabilities?

- There is a very strong commitment from all partner organisations
- Some partner organisations are strongly committed
- There is some commitment from some partner organisations
- There is little or no commitment from partner organisations

### Evidence of commitment including resources available

Written policy or position statements.

Correspondence and notes of meetings.

Actions taken promoting partnership and careers for people with learning disabilities.

### Notes and comments

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### External funding

To what extent is external funding known about and being used to help people get paid careers (e.g. Access to Work, other DWP money, Skills Accounts, other DBIS money?)

- There is considerable funding available for benefit advice, supported and customised employment and we are not limited in who we can assist
- There is some funding available
- There is a small amount of funding available
- There is no funding available

### Evidence

Information about funding opportunities. (How is it used? What can it be used for? (e.g. Information packs, training, human resources)

### Notes and comments

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**Supports for achieving paid careers for people with learning disabilities**

Identify all external supports you see making a difference  
What are the 3 main supports?

**Barriers**

Identify all serious external barriers to achieving paid careers for people with learning disabilities. What are the 3 main barriers?

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## 2. Commitment

### Policy

To what extent do written policy documents specifically encourage a focus on people with learning disabilities getting full time paid jobs?

- Full time paid jobs and resulting social inclusion are the focus of our policy
- Our policies encourage a focus on full time paid jobs for young people
- Full time paid jobs are mentioned in our policy
- Full time paid jobs are not mentioned in our policy

### Evidence

Name the key organisations and their key internal policy documents

### Notes and comments

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## Leadership

Where in the locality does the ownership and responsibility come for adopting a focus on full timepaid jobs for people with learning disabilities?

- Very top of the organisation
- Senior managers
- Middle and first line managers
- Direct support staff
- Isolated individuals

## Evidence

Name the leading organisations and key individuals together with their designation.

### Notes and comments

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**Knowledge of supported, customised and self employment**

Does anyone in the locality have detailed knowledge of the principles of using best practice to help people get paid jobs and succeed in their chosen careers? If so where is it

- Very top of the organisation
- Senior managers
- Middle and first line managers
- Direct support staff
- Isolated individuals or no knowledge

**Evidence**

Name key individuals together with their designation.

**Notes and comments**

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## Culture

To what extent is a commitment to valued roles and full time paid jobs a part of your locality's culture?

- Our ethos is about recognising and realising each person's gifts and potential to contribute. This can be seen clearly in everything we do in all parts of the organisation e.g. human resources, finance, care management, commissioning.
- We see working towards valued roles and full time paid jobs as a very important part of our organisational culture, and examples of this can be clearly seen
- We believe that it is important to work towards valued roles and full time paid jobs and can identify a few examples of this happening.
- We have some commitment to working towards valued roles and full time paid jobs, but it is sometimes difficult to see this in practice.
- We have very little expectation of people working and/or contributing at present.

## Evidence

Examples of the way the whole locality has worked towards people achieving full time careers and other valued roles

## Notes and comments

### Current profile

To what extent is supported employment used and expected to be a part of the way the partner organisations achieves their goals?

- Widely available – just the way we do things for all people from age 14
- Widely available but we would like to extend it to more people
- Regularly available but only to a minority
- Only isolated instances
- We are newcomers to all this

### Evidence

Accounts of how supported employment has made a difference in people's lives.

List PSA NI 146 figures.

### Notes and comments

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## Resources

To what extent are resources (specific budgets, staff time, expenses, funds for people with learning difficulties, etc.) available in a flexible way to support people getting full time jobs?

- Our budgeting systems are based entirely on investing to save and people with learning disabilities getting paid careers is a key part of this strategy
- We have specific budget headings for supporting young people to get full time jobs
- It is possible to obtain some resources for career related work
- It is difficult or impossible to obtain resources for employment related work

## Evidence

Budget statements and other descriptions of resource allocation.

### Notes and comments

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## Service Development

To what extent are organisations geared to develop new support options in response to lack of career success and other gaps identified by people who want paid jobs and their families

- Our strategic planning is driven by the social inclusion agenda and person centred planning. We are actively developing additional approaches to add to our good practice (such as customised employment and community building) to ensure no one becomes stuck in services. We have the resources for this.
- The presumption that all people are employable informs our strategic planning. We have some employment support options but recognise the need to develop a range of more individualised options (such as customised employment and building individuals' links with their communities) in response to people's plans and are actively taking steps to do this including securing the necessary resources.
- We recognise the need to develop a range of more individualised support options (such as supported and customised employment, supported living, community building) in response to the social inclusion agenda and people's plans, but are at an early stage in the process.
- We recognise the need to develop a range of more individualised support options (such as supported employment, supported living, building individuals' links with their communities) in response to the social inclusion agenda and people's plans, but have not yet started doing this.
- Our organisation has not yet recognised the need to develop a range of more individualised support options (such as supported employment, supported living, building individuals' links with their communities) in response to people's plans.

## Evidence

Examples of strategic plans and approaches developed to increase employment success  
Examples of people previously excluded getting jobs (people with complex support needs)

**Notes and comments including Job successes (Total number and examples)**

### Expertise

To what extent does your locality have a network of trained and committed job coaches (ie people who undertake the full range of supported and customised approaches as outlined)

- We have a trained and committed job coach network who get people good jobs
- We have a network of job coaches, but more training/commitment is required
- There are some trained and committed job coaches available to us
- There are only isolated individuals with some knowledge of supported employment, job coaching and systematic instruction
- There is not yet anyone in our locality with commitment to or knowledge of supported employment, job coaching or systematic instruction

### Evidence

Lists of trained and committed coaches

Notes of meetings

Lists of training attended

### Notes and comments

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### Job Coach Support

To what extent does your locality offer support to job coaches including role clarity and career progression opportunities in roles that build on their job coaching success?

- We provide active support to our job coaches, through regular training, mentoring from expert job coaches, action learning groups, dedicated supervision, etc.
- We offer support to our job coaches as and when they ask for it.
- We offer occasional support to our job coaches
- Our job coaches receive little or no support
- We have no job coaches or we have them but they don't get people paid jobs

### Evidence

Details and notes of support sessions, training, problem solving, career progression

### Notes and comments

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## Self Employment Support

To what extent does your locality offer support to explore self employment as an option for people interested in this route to work success?

- We provide active support to explore self employment through a strong network of enterprise coaches, job coaches, business support organisations & dedicated agencies
- We have a network of enterprise and job coaches with some experience and links
- We have some trained and committed enterprise coaches with knowledge but little experience of self employment and few links available to them
- There are only isolated individuals with commitment to self employment
- There is not yet anyone in our locality with knowledge of self employment

### Evidence

Lists of trained and experienced individuals and/or providers

Lists of local business support organisations actively providing support to people

Examples of partnership working with external business support providers

### Notes and comments

## Employment Pathway

To what extent are you already working closely with other organisations to promote young people successfully achieving paid careers such as schools and FE colleges?

- Our employment pathway approach is one which requires both close co-operation with other agencies and bodies, and the active participation of people receiving services and organisations of people with learning disabilities
- Our employment pathway approach goes to some length to achieve coordination across agencies and to empower people with learning disabilities to achieve paid jobs, but there are some areas where we fall short
- There have been some attempts to coordinate an employment pathway across agencies and to include people with learning disabilities in the process, but they haven't been very extensive or very successful
- There have only been isolated attempts at coordination or participation
- Each organisation, or part of it, just does its own thing

### Evidence

Notes of meetings

Correspondence

Examples of joint working

### Notes and comments

## Staff empowerment and support

To what extent are staff empowered and supported to carry out their roles in relation to young people with learning disabilities achieving paid careers?

- Belief in full time paid employment as an important part of adult life is a main focus of staff job descriptions, training and support arrangements
- Support for full time paid employment for people with learning disabilities features in job descriptions, training and support arrangements, alongside other aspects of our service
- Full time paid employment is mentioned in job descriptions, training and support arrangements, but does not have a high profile
- Staff are free to promote full time paid employment if they so choose
- There are few, if any, ways in which staff are empowered and supported to increase people's chances of achieving full time paid employment.

### Evidence

Job descriptions

Training programmes

Notes from relevant meetings

### Notes and comments

## Support for advocacy

To what extent does the locality support people with disabilities to have a strong voice if they want a full time paid job?

- People with learning disabilities are very actively encouraged to sign up for a life changing career. We take special steps to ensure that we encourage participation of those with severe impairments or those who use different communication styles/systems.
- People with learning disabilities have a strong voice through advocacy, user councils, complaints procedures, etc. and we are confident that we listen and act on people's job aspirations, including those with severe impairments or those who use different communication styles/systems.
- People with learning disabilities do have a voice and there are mechanisms in place to listen and take action. However paid employment is not spoken about much and we could do more to ensure that we listen to all people.
- We take some steps to listen to the voices of the people in our locality, but we could do far more to ensure that we really listen and respond.
- People have very little say in the way their lives develop.

### Evidence

Statements by people with learning disabilities about their job aspirations and support

Notes of relevant meetings

Examples of services responding to people, including those with severe impairments or who use different communication styles/systems.

Summaries of complaints, comments, etc. from people with learning disabilities, and the response to these.

### Notes and comments

### **Supports**

Identify all strong internal supports to getting people full time paid careers.  
What are the 3 most important supports?

### **Barriers**

Identify all serious internal barriers to getting people full time paid careers.  
What are the 3 strongest barriers?



### **Next Steps**

What will you do?

What help do you need?

### **Summary**

As a result of using this checklist how would you summarise your locality's position on Supported Employment?

Customised Employment?

Self Employment?

**Comments on this checklist**

We are keen to get comments and feedback on the use of this checklist. Please send any comments to:

(Andrew to insert name and address to contact)

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