



1625 Independent People Employment Application Process

You have downloaded the Job Pack for this role, which includes the Summary of Main Terms, Job Description, Job Profile and our Competency Development Framework.

Please also download the Word document application form linked in the advert.



Please complete the Word application form, most importantly your supporting statement by answering the questions at the end.



Click apply on the online advert and complete the private online application questions (safeguarding, referees and equalities monitoring).



Attach your completed Word application form at the end of the online application, where prompted. If you missed downloading the application form from the advert, you can download it at this 'upload' stage. However, this doesn't allow you much time to complete it as the online application cannot be saved.

Please do not also attach a CV or cover letter as these are NOT necessary and will not be reviewed.

1625 Independent People Summary of Main Terms of Employment

Employer:	1625 Independent People
Job title:	EET Coach - Transitions to Employment
Duration of contract:	Fixed term to 31 st March 2026
Main place of work:	Kingsley Hall
Salary scale:	NJC scale 16 - 19 starting at the bottom of the scale
Salary range:	£28,282 - £29,777 per annum (pro rata)
Hours of work:	26.25 (this represents 0.7 of FTE)
Holidays:	30 days per annum plus the usual public and bank holidays in England and Wales (pro rata for part time roles)
Company sick pay:	<p>Less than 6 consecutive months continuous employment, SSP only (annual leave can be used so no loss of pay)</p> <p>6 - 12 consecutive months' continuous employment, 3 weeks' full pay, 3 weeks' half pay</p> <p>12 -18 consecutive months' continuous employment, 6 weeks' full pay, 6 weeks' half pay</p> <p>18 - 36 consecutive months' continuous employment, 9 weeks' full pay, 9 weeks' half pay</p> <p>36 consecutive months' plus continuous employment, 12 weeks' full pay, 12 weeks' half pay</p>
Probationary period:	6 months
Notice on termination: (unless gross misconduct)	<p>During probation - employee must give four weeks' notice employer must give statutory notice</p> <p>After - employee must give 2 months' notice employer must give four weeks' or statutory notice, whichever is longer</p>
Pension:	Employer's contribution 4%. Mandatory requirement for employees to contribute 3.2% subject to eligibility.

Please note there may be supplementary provisions in the contract of employment accompanying the above terms. In the event of any inconsistency between the contents of this document and any subsequent contract of employment provided by the employer, the terms of the contract of employment shall prevail.

1625 Independent People JOB DESCRIPTION

POST Education, Employment and Training (EET) Coach -
Transitions to Employment

RESPONSIBLE TO: Participation and Learning Manager

AIMS AND OBJECTIVES:

The John Lewis Foundation are supporting a 2-year Transitions to Employment project that will provide an enhanced offer to young people using 1625ip services who are keen to move into employment. Working alongside one of our existing EET coaches, key objectives of this post are:

- Support a case load of young people with experience of/or at risk of homelessness into sustained employment.
- Provide employability skills training for young people so they are thoroughly prepared for the workplace – including detailed financial planning.
- Engage with employers in order to equip them with the skills and confidence to support vulnerable young adults in the workplace.
- Create and evaluate tools and resources to support this and future work.

These objectives should be achieved in line with the organisation's ethos of *keeping young people at the heart of everything that we do*.

RESPONSIBILITIES

1. SUPPORTING YOUNG PEOPLE INTO SUSTAINED EMPLOYMENT

- 1.1 Liaise with colleagues across 1625ip to identify young people who are ready to move into employment (or move into different/better employment).
- 1.2 Assess young people's suitability for the project and sign them up.
- 1.3 Maintain an active caseload of sufficient size to ensure outcomes are met.
- 1.4 Provide careers guidance and practical support with CVs, application forms and interview preparation.
- 1.5 When young people are offered a position support them with all necessary preparation – ideally this will include liaison with the employer.
- 1.6 Maintain contact with young people (and the employer where possible) to help them maintain work – this may involve some advocacy / mediation work.

2. PREPARE YOUNG PEOPLE FOR EMPLOYMENT

- 2.1 Develop employability skills sessions to prepare young people for working life (these can potentially be AQA unit awards).
- 2.2 Work through financial calculations with young people so they understand what their income and outgoings will be when they start the job (this may also require engagement with the employer to clarify the contract/hours).
- 2.3 Support young people to claim bursary awards to address any barriers to employment, e.g., travel, clothes, materials.

If the employer is engaged with the project and providing workplace mentors, potentially attend any introduction meetings with the young person (where this is appropriate).

3. SUPPORT EMPLOYERS TO BE MORE ABLE TO EMPLOY VULNERABLE YOUNG ADULTS

- 3.1 With EET colleagues, develop resources (including in-person training sessions) to help employers understand the challenges faced by young people who have been homeless or who are in temporary supported accommodation or who have other challenges.
- 3.2 When supporting young people to apply for particular roles, take any suitable opportunity to engage employers with the project – advocating for young people and offering the ongoing support of the project.
- 3.3 Outreach and networking to source suitable employers who can offer well supported job roles to young people (this will entail working alongside existing partners and colleagues).

4. EVALUATE PROJECT

- 4.1 Maintain ongoing data and statistics to inform project outcomes.
- 4.2 Gather feedback from all project participants – young people and employers to meet funder requirements.

5. OTHER ORGANISATIONAL AND GENERAL RESPONSIBILITIES

- 5.1 Adopt, in all aspects of the role, the organisation's psychologically informed framework.
- 5.2 Safeguard the welfare of children, young people and adults at risk, working within 1625 Independent People's safeguarding policies, Southwest Child Protection Procedures and local procedures for safeguarding adults at risk.
- 5.3 Carry out day-to-day administration functions to ensure that all records and files are maintained and stored securely in line with the Data Protection legislation.

- 5.4 Provide a diverse and culturally sensitive service, ensuring that anti-discriminatory practice and equity of opportunity are promoted within all aspects of Independent People's services.
- 5.5 Promote a safe working environment in line with policies on Health and Safety, highlighting any significant deficiencies to a senior colleague.
- 5.6 The list of tasks is not exclusive, and duties may be varied from time to time, with the job description being subject to review and periodic amendments.

1625 Independent People
Job profile
EET Coach

Competency	Level of Competency			Assessment Method	
	Level 1	Level 2	Level 3	Tested at Application	Tested at Interview
Taking Responsibility Showing pride and passion for role and purpose, leading by example, taking ownership, and seeing things through to fruition	✓			<input checked="" type="checkbox"/>	<input type="checkbox"/>
Empathetic Communication The ability to communicate with clarity, integrity, and enthusiasm, listening to and respecting the needs, responses, and opinions of others		✓		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Emotionally aware Seeking to understand different perspectives, acting with sensitivity, compassion, and warmth. The ability to adopt emotionally intelligent behaviors and control emotions in stressful situations	✓			<input type="checkbox"/>	<input checked="" type="checkbox"/>
Delivering Quality Delivering objectives professionally and efficiently, putting young people's needs and aspirations at the centre and delivering in a timely manner and without bias	✓			<input type="checkbox"/>	<input checked="" type="checkbox"/>
Transparency and Inclusivity Building trust by being open about what we have done and why we have done it, keeping promises and valuing difference, diversity, and inclusion, ensuring fairness and opportunity for all		✓		<input type="checkbox"/>	<input checked="" type="checkbox"/>
Working Collaboratively The ability to build relationships with people from diverse backgrounds, and form effective working partnerships, both internally and externally	✓			<input checked="" type="checkbox"/>	<input type="checkbox"/>
Developing Capability Proactively maintaining and developing own job knowledge and skills, and promoting learning and growth in others	✓			<input checked="" type="checkbox"/>	<input type="checkbox"/>
Technical competency The skills, knowledge, and ability to meet the technical requirements that are specific to the job role	✓			<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

<p>Technical competencies:</p> <ul style="list-style-type: none"> - An understanding of and ability to work within safeguarding, confidentiality and equal opportunities frameworks when working with children and young people
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Values based Competency Development Framework





The competency development framework is a set of core skills, behaviours and attitudes required by all colleagues that define “how” we are expected to approach our work, and sits alongside “what” we do, as defined in our job descriptions. The framework ensures that we work in a way that exhibits behaviours aligned to 1625IP values, therefore leading to optimal performance.

The framework is a tool that enables discussions around recruitment and selection, supervision, performance and development. It helps to define the standards for each job role against which colleagues and managers can identify current strengths and develop training and development plans.

*At 1625IP we are driven by **Social Justice and Passion**: We strive to do something that matters and see the results of our work in social outcomes. We show pride in our work to improve young people’s lives and deliver the best service we can.*

*We are guided by our Values of **Ownership / Integrity / Humility / Empathy / Equity***

Ownership	Empathy	Integrity	Humility	Equity
<p>We take responsibility for and are accountable for our role and its delivery.</p> <p>We do not wait to be asked or told but identify what needs to be done.</p> <p>We embrace accountability for seeing our work through to fruition.</p>	<p>We see another’s perspective or circumstance whether we agree with this person or not.</p> <p>We approach things in a person-centred way.</p>	<p>We uphold the values of honesty and sincerity while remaining fair and ethical in even the most difficult situations.</p> <p>We treat our colleagues, partners and young people with fairness, honesty and respect.</p> <p>We lead by example and do what we say we will do.</p>	<p>We value openness and curiosity to learn from others.</p> <p>We are open to personal change and continual growth.</p> <p>We learn from both successes and mistakes in equal measure.</p>	<p>We recognise that everyone has a different but equal worth and that everyone deserves the right to be supported to reach their potential.</p> <p>We welcome Equality Diversity Inclusion and to create an equitable environment for all colleagues, partners and young people.</p>



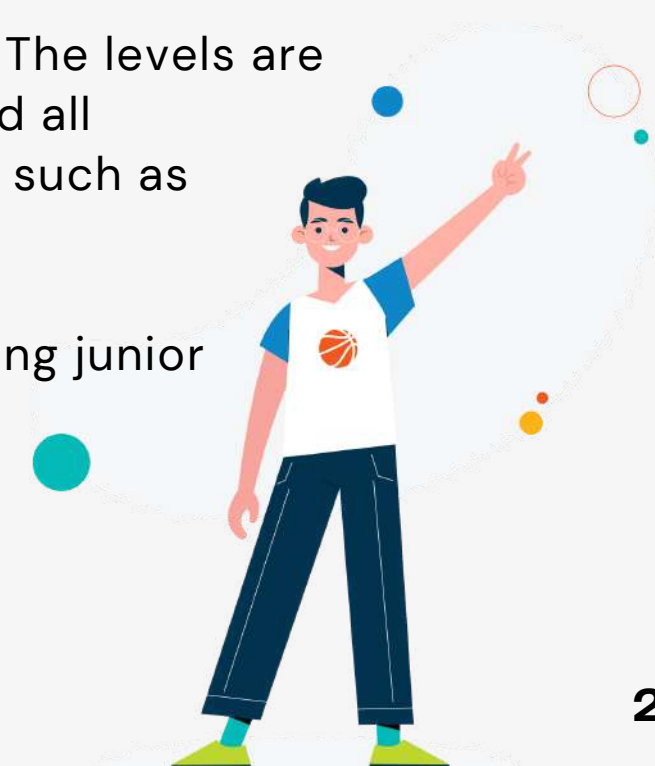
And deliver through our competencies: *Taking responsibility / Empathetic communication / Emotionally aware / Delivering quality / Transparency & inclusivity / Working collaboratively / Developing capability*

Taking responsibility	Empathetic communication	Emotionally aware	Delivering quality	Transparency & inclusivity	Working collaboratively	Developing capability
Showing pride and passion for role and purpose, leading by example, taking ownership and seeing things through to fruition.	The ability to communicate with clarity, integrity and enthusiasm, listening to and respecting the needs, responses and opinions of others.	Seeking to understand different perspectives, acting with sensitivity, compassion and warmth. Adopting emotionally intelligent behaviours and controlling emotions in difficult or challenging situations.	Delivering objectives professionally and efficiently, delivering the aims of 1625IP which is to put young people’s needs and aspirations at the centre, and executing in a timely manner without bias.	Building trust by being open about what we have done and why we have done it, keeping promises and valuing difference, diversity and inclusion, ensuring fairness and opportunity for all.	The ability to build relationships with people from diverse backgrounds and form effective partnerships both internally and externally.	Pro-actively maintaining and developing job knowledge and skills and promoting learning and growth in others.

Each competency has a description and a list of behaviours which indicate that a person is displaying that particular competence.

Each competency is split into three levels, which are intended to be used flexibly to allow for a good fit with different roles. The levels are designed to be cumulative, so those working at higher levels should also demonstrate each preceding level’s behaviours, and all colleagues can aspire to develop the highest level of competency. Higher levels of competency are required for some roles, such as leadership and senior practitioner roles, as defined in the role profile.

- Level 1 – required behaviours for all colleagues.
- Level 2 – all colleagues should seek to demonstrate these behaviours. They are required behaviours for some roles, including junior leadership and some specialist roles.
- Level 3 – aspirational behaviours for colleagues looking to develop into leadership roles. They are required behaviours for those in managerial and leadership positions and some senior practitioner roles.





Role profiles also include Technical Competencies: the experience and knowledge required to carry out the role (for example, a role in Finance may require that the individual was numerate and had some prior financial experience, knowledge and/or qualifications). These are defined in more detail in existing job descriptions

Taking Responsibility

Showing pride and passion for role and purpose, leading by example, taking ownership and seeing things through to fruition.

Level 1	Level 2	Level 3
<ul style="list-style-type: none"> • I actively identify and respond to situations as they arise without waiting to be told. • I approach tasks with enthusiasm. • I take responsibility for my own actions; I fulfil my promises and do what I say I will. • I recognise where I can help others and willingly take on additional tasks to support them, where appropriate. • I see things through to completion. • I deliver on time and to the right quality. 	<ul style="list-style-type: none"> • I proactively create a culture of ownership within my areas of work and support others to display personal responsibility. • I am accountable for the decisions my team make and the activities within our teams. • I take personal responsibility for seeing events through to a satisfactory conclusion and for correcting any problems promptly and openly. • I am comfortable in working with autonomy and independence. • I engage with the purpose of the role and will go beyond the specifics of the job description. 	<ul style="list-style-type: none"> • I take responsibility for making improvements to policies, processes and procedures, actively encouraging others to contribute their ideas. • I foster a culture of personal responsibility, encouraging and supporting others to make their own decisions and take ownership. • I act as a role model, leading by example and proactively sharing purpose and the bigger picture. • I put in place support processes that allow delegated decision making and help to improve performance and accountability. • I take an organisation-wide view, acknowledging where improvements can be made and taking responsibility for making these happen.

Empathetic communication

The ability to communicate with clarity, integrity and enthusiasm, listening to and respecting the needs, responses and opinions of others

Level 1

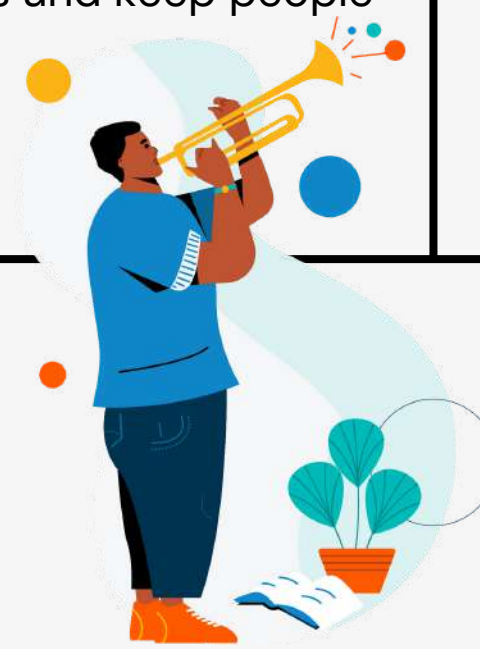
- I communicate orally and in writing in a clear, fluent and concise way that is easy to understand.
- I am open and show respect for others.
- I use an appropriate communication medium and language for each person.
- I respond constructively to comments and questions and handle challenging conversations with confidence and sensitivity.
- I listen to and value different ideas, views and ways of working.
- I check for understanding with messages that I both send and receive.

Level 2

- I deliver complex and difficult messages with clarity and sensitivity whilst showing empathy with others' needs.
- I ensure communication has a clear purpose and addresses others' individual needs.
- I monitor the effectiveness of my own and my team communications and initiate improvements where necessary.
- I am flexible and open, always seeking to discuss and understand others' needs.
- I advocate for young people.
- I show interest in colleagues and keep people involved and informed.

Level 3

- I continually communicate with colleagues to ensure understanding of goals and activities and links between these and organisational strategies.
- I develop a culture where colleagues consider individual needs when deciding how and when to communicate and understand the impacts of the different methods.
- I demonstrate and promote communicating with honesty, integrity, impartiality, objectivity, appreciation and respect.
- I proactively support colleagues to make a positive difference and to be sensitive to different views and opinion.



Emotionally aware

Seeking to understand different perspectives; acting with sensitivity, compassion and warmth. The ability to adopt emotionally intelligent behaviours and control emotions in stressful situations

Level 1

- I treat others with respect, tolerance and compassion.
- I acknowledge and respect a range of different perspectives, values and beliefs.
- I understand my own emotions and I know which situations might affect me negatively.
- I ask for help and support when I need it.
- I understand the value that diversity offers.
- I am able to be open about my own feelings.
- I seek to understand the thoughts and concerns of others even when they are not expressed clearly.

Level 2

- I remain calm and think about how to best manage the situation I face, including asking for help and suggestions from others.
- I adapt my style and approach according to the needs of the people I am working with.
- I promote a culture that is compassionate and supportive.
- I empathise with young people and the difficulties that they face.
- I am transparent and open about my personal values.
- I am open to feedback and to change.

Level 3

- I am responsive to others' needs, knowing when to offer support and challenge.
- I am accessible and present when needed.
- I am confident to challenge without blaming.
- I accept that other people may carry out the role better than I can.
- I am able to see things from a variety of perspectives and I use this knowledge to challenge my own thinking, values and assumptions.
- I take responsibility for helping to ensure the emotional wellbeing of those in my team(s).



Delivering quality

Delivering objectives professionally and efficiently, putting young people's needs and aspirations at the centre and executing in a timely manner and without bias.

Level 1	Level 2	Level 3
<ul style="list-style-type: none"> • I work with accuracy and pace to complete tasks on time and to a high standard. • I plan, organise and manage my time. • I regularly check performance against objectives and take corrective action where necessary. • I show enthusiasm for my role and the work I do. • I complete tasks, keeping notes and records transparent and up to date. • I am flexible in my approach. • I look for ways to improve services and processes. 	<ul style="list-style-type: none"> • I act to reassess workloads and priorities when there are conflicting demands. • I develop, implement, maintain and review systems and processes. • I am self-organised and can be trusted to work independently. • I value and seek feedback in order to improve my performance. • I work with a positive, solution focus approach. • I am resilient, able to manage challenging situations and competing demands. • I proactively seek innovative ways to overcome difficulties and make improvements. 	<ul style="list-style-type: none"> • I promote a culture which allows people space and authority to deliver results and to seek and implement innovative solutions. • I act as a role model for delivery by showing efficiency and focus, whilst welcoming new ideas and being honest about challenges. • I am able to balance helping and doing, showing good judgement on when to intervene and not micro-manage. • I establish objectives and priorities that are focused on delivering our purpose and mission. • I am creative in managing resources, risks and areas of responsibility.



Transparency & inclusivity

Building trust by being open about what we have done and why we have done it, keeping promises and valuing difference, diversity and inclusion, ensuring fairness and opportunity for all

Level 1	Level 2	Level 3
<ul style="list-style-type: none">• I am open and honest about my actions and motivations.• I am consistent and truthful in my dealings with others.• I represent the opinions of others without bias.• I keep my commitments and promises.• I treat people with respect.• I maintain appropriate confidentiality.• I treat everyone with dignity, fairness and respect, regardless of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.	<ul style="list-style-type: none">• I take the time to get to know others and their perspective in order to build rapport.• I treat people with respect as individuals and address their specific needs and concerns.• I actively involve others, especially young people, in making the decisions that affect them.• I understand the value that diversity offers.• I am clear about what I can and cannot do.• I promote the importance of treating others with dignity, fairness and respect, regardless of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.	<ul style="list-style-type: none">• I drive an inclusive culture which welcomes and values diversity and encourages openness, approachability and sensitivity.• I promote a culture that demonstrates a belief in the work that we do and delivers a service that is free from bias.• I use my influence to create a working environment free of bullying, harassment, victimisation and unlawful discrimination, and where all individual differences and the contributions are recognised and valued.• I encourage reflective practice among others and take the time to support others to understand reactions and behaviours.



Working collaboratively

The ability to build relationships with people from diverse backgrounds and form effective partnerships both internally and externally.

Level 1	Level 2	Level 3
<ul style="list-style-type: none"> • I work cooperatively with others to get things done, willingly giving help and support to colleagues. • I am approachable and explain things well so that I generate a common understanding. • I am open to taking on new and different tasks. • I am supportive of my colleagues. • I actively create positive relationships at work. 	<ul style="list-style-type: none"> • I manage relationships and partnerships for the long term, sharing information and building trust to find the best solutions. • I help create joined-up solutions across the organisation and with partner organisations. • I work with colleagues and partners to decide who is best placed to take the lead on initiatives. • I am willing to help others across teams and agencies to deliver a service. • I work to aid cooperation within and between teams in order to achieve results. 	<ul style="list-style-type: none"> • I remove practical barriers to collaboration to enable others to build relationships across and outside the organisation. • I take the lead in partnerships so that 1625IP has a major influence in the design and delivery of services to our community. • I actively offer support and help whilst being careful to not take over. • I invest time to develop a common focus and genuine positive sense of community where colleagues feel valued and respected.





Developing capability

Pro-actively maintaining and developing own job knowledge and skills. and promoting learning and growth in others.

Level 1	Level 2	Level 3
<ul style="list-style-type: none">• I show a desire to improve by identifying gaps in my skills and knowledge and actively seeking to develop.• I look for and suggest improvements to current working methods.• I actively reflect on my actions and practice in order to improve.• I openly share knowledge and skills to contribute to the learning and development of the whole team.• I encourage, support and listen to developmental feedback from colleagues.• I recognise my own limitations.	<ul style="list-style-type: none">• I identify and address team and individual requirements to ensure delivery of work.• I proactively manage own development and carry out workplace learning opportunities.• I devote time to train/coach/mentor to support the development of others and practice improvement.• I am flexible and comfortable with change.• I actively seek supervision and act on feedback to evaluate and improve own and others' performance.• I promote inclusiveness by respecting different personal needs in the team and use these to develop others.	<ul style="list-style-type: none">• I develop and maintain an organisational commitment to empowering individuals to take responsibility for their own learning.• I role model continuous self-learning and development, evaluate the effectiveness and plan next steps• I provide colleagues with opportunities for development, coaching, supervision and reflective practice, and to share their knowledge and skills with others.• I actively seek opportunities to increase my knowledge and insights of people from different backgrounds and perspectives.• I develop and deliver strategies to grow sustainable capability that welcomes and values diversity and inclusivity.





Technical competency

The skills, knowledge and ability to meet the technical requirements that are specific to the job role

Level 1	Level 2	Level 3
<ul style="list-style-type: none">• I have a basic level of understanding and/or experience of the technical competency.• I am able to apply the competency with guidance.	<ul style="list-style-type: none">• I have a good level of understanding and/or experience of the technical competency.• I am able to apply the competency with little or no guidance.	<ul style="list-style-type: none">• I have an expert level of understanding and/or experience of the technical competency.• I role model the application of the competency and can coach and guide others.

