



# TAP Job Coach/ TA - Job Description

£29,000 - £ 30,500 per annum dependent upon experience

**Reporting to:** TBC

**Main Purpose:** To provide integrated classroom and employment support to learners on The Autism Project (TAP), enabling them to develop independence, employability skills, and readiness for adulthood. The role combines in-class learning support with job coaching responsibilities, including work placements, employer liaison, and learner progression tracking.

**You will work with:** TAP staff and senior management team, Employer Engagement Officer, other CareTrade staff, local authorities, and other external partners e.g., external partners (e.g. schools, employers), as well as learners and parents/carers.

**Your place and hours of work:** Main office at Larcom Street, SE17 1RT plus regular travel throughout London. Hours are Monday to Friday, 9am to 5.30pm (allowing an hour for lunch). 37.5 hrs. a week. Candidates must be willing to be a little flexible to facilitate learner-parent meetings and occasional presentations in the early evening. Time may be taken in lieu for unsocial hours worked, where necessary.

## Salary and Benefits Information:

- Starting salary of £29,000 -£30,500 per annum (within CareTrade band 2) dependent on experience
- 37 days annual leave to be taken outside of term time, plus 3-day Christmas closure and 8 days bank holiday
- Pension
- Weekly wellbeing hour
- Annual staff wellbeing day
- Free eye tests
- Cycle to work scheme
- Interest free travel loans

## About CareTrade

**CareTrade has a passionate belief** "that employment is the biggest single factor that will transform the life of an autistic person."

**And our vision for the future is** "a world that embraces neurodiversity where all autistic people can lead purposeful, working lives".

- **Change** perceptions of neurodiversity.
- **Achieve** employment opportunities and outcomes for autistic jobseekers.
- **Raise** aspirations and employment skills of autistic people (through the delivery of innovative and person-centered projects).
- **Engage** employers in embracing neurodiversity in their workforces.

**Our ambition is to enable all autistic adults that want to work to be in work.**

## About The Autism Project

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**The Autism Project (TAP)** is a full-time supported **employability programme** for autistic young people **aged 18-25**, with an **Education Health & Care Plan (EHCP)**. We are an immersive programme for young autistic adults, who would like to be employed or work towards employment, but need more confidence, support and experience to take the next step.

The aim of TAP is to develop learners' **understanding of different work sectors**, professional conduct, and advance their development of transferrable skills needed for their futures. TAP uses **person-centred planning** to support learners to **identify aspirational outcomes for their own next steps in education, employment, training, and adult life**.

Learners will be assessed before joining the project as part of our admissions process. A pathway will be chosen for each individual based on their needs, aspirations, and EHCP outcomes.

Our three pathways are:

- *Building Independence*
- *Introduction to Employment*
- *Supported Internship*

An overview of how TAP supports learners to build and develop their skills:  
(sessions taken will vary dependent on each learner and pathway)

- **Work experience placements and job coach support** - *within one of our host employers; these include Guy's & St. Thomas' and Whittington Hospitals, CareTrade Working Kitchen and many other businesses around London.*
- **Employability sessions**
- **Careers IAG** (*Information, Advice and Guidance*), including 1:1s with Level 6 careers advisor
- **Independence/Adulthood-** *cooking, daily living tasks, and community involvement*
- **Functional Skills -Maths and English:** *City & Guilds up to Level 2/RARPA*
- **Personal and Social Development sessions-** *SaLT, social skills, strategies for safety, wellbeing & good health*
- **Travel Training/Confidence sessions**
- **Insight Days-** *exploring local businesses and work industries*
- **Social events**

More information can be found here: <https://care-trade.org/the-autism-project/>

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## Key Responsibilities:

### Learner Support (Classroom & Curriculum)

1. Support learners to access the curriculum in Functional Skills, PSD, social skills, and employability sessions as independently as possible.
2. Work alongside tutors to deliver sessions, adapt teaching materials, and provide differentiated support.
3. Promote learner development in communication, behaviour, independence, and emotional regulation.
4. Support positive behaviour strategies and help learners develop coping mechanisms.
5. Contribute to creating resources and teaching aids to meet learner needs.

### Job Coaching & Employability Support

1. Support learners in work placements, helping them develop workplace skills and confidence.
2. Liaise with employers to ensure appropriate support and implement reasonable adjustments.
3. Assist learners in understanding workplace expectations, routines, and professional behaviours.
4. Support employability sessions, careers guidance activity, and transition planning.
5. Contribute to travel training, independence skills, and community engagement.

### Assessment, Progress & Documentation

1. Support assessment of learner starting points and ongoing progress.
2. Maintain accurate records, including progress notes, targets, and evidence of outcomes.
3. Contribute to EHCP reviews, Individual Education Plans, risk assessments, and support plans.
4. Monitor and report on learner progress towards aspirations and outcomes.

### Multi-Agency & Team Working

1. Work collaboratively with tutors, job coaches, families, and external partners.
2. Communicate effectively with parents/carers, employers, and professionals.
3. Contribute to a consistent, person-centred approach across all areas of learner support.
4. Support enrichment activities such as trips, social events, and insight days.

### Safeguarding, Wellbeing & Professional Practice

1. Safeguard learners and promote their wellbeing at all times.

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2. Follow all policies including safeguarding, behaviour, health & safety, and equality.
3. Maintain confidentiality and professional standards.
4. Participate in training, supervision, and continuous professional development.

## **General Responsibilities:**

1. Maintain confidentiality at all times in line with organisational policies.
2. Ensure the respect, dignity, and rights to privacy of all learners and staff as far as possible.
3. Exercise vigilance in respect of Health and Safety and promptly report all hazards and/or remedying them where appropriate. Undertake all duties in a manner calculated to minimise or avoid unnecessary risks, personally or to others.
4. Report issues and/or incidents relating to staff and learners that have arisen in the day promptly to the relevant line manager or appropriate person.
5. To maintain the highest standards of professionalism in line with occupational and organisational Codes of Conduct
6. To attend all staff meetings, participate in probation, supervisions and appraisals and engage in staff/professional development opportunities.
7. Work to promote CareTrade as a valued, professional asset within its community.
8. To work to and exhibit the values of CareTrade and maintain standards of behaviour in accordance with policies, procedures, and practices, with particular reference to Safeguarding, Equity, Diversity & Inclusion, Whistleblowing, Complaints, Policies.
9. To promote a positive image of autism, CareTrade and our partners, maintaining good relationships with outside agencies and the general public in order to promote the charity and win increased support for its work.
10. To carry out any duties as are within the scope, spirit and purpose of the job and the title of the post, as required by your Line Manager or their Line Manager

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| <b>Person Specification</b>   | <b>Essential (E)<br/>Desirable (D)</b> |
|---|--|
| <b>Adjustments for individuals will be taken into consideration- please make reference to this in your application if you feel you do not meet minimum criteria</b> |  |
| <b>Skills</b>   |  |
| Proficient in Microsoft (Word, Excel, PowerPoint, and Outlook)  | <b>E</b>                               |
| Ability to enable, empower and motivate others to meet their maximum potential  | <b>E</b>                               |
| To be discreet and observe the rules of confidentiality   | <b>E</b>                               |
| Ability to present in a professional manner   | <b>E</b>                               |
| Good communication skills   | <b>E</b>                               |
| Ability to produce professional, accurate and factual documents   | <b>E</b>                               |
| Ability to organise own workload and work on own initiative   | <b>E</b>                               |
| Ability to prioritise work to achieve deadlines   | <b>E</b>                               |
| Ability to form and maintain professional relationships with all staff, Trustees, learners and their parents/carers, employers, and other external partners         | <b>E</b>                               |
| <b>Knowledge</b>  |  |
| Knowledge and understanding of autism and learning disabilities   | <b>E</b>                               |
| Knowledge of the SEND code of practice and EHCPs  | <b>D</b>                               |
| Knowledge of the Equality Act and reasonable adjustments  | <b>E</b>                               |
| Understanding of and commitment to safeguarding relating to vulnerable young people and adults  | <b>E</b>                               |
| <b>Experience</b>   |  |
| Experience of working as part of a multi-disciplinary team  | <b>E</b>                               |
| Experience of working within the field of Supported Employment  | <b>D</b>                               |
| Experience of working in SEND and/or post-16 provision  | <b>D</b>                               |
| Experience of working in an Information, Advice and Guidance (IAG) capacity   | <b>D</b>                               |
| Experience of using Databridge or similar MIS   | <b>D</b>                               |
| Experience of managing challenging behaviours/mental health   | <b>D</b>                               |
| <b>Qualifications</b>   |  |
| Minimum English and Maths GCSE/Level 2 equivalent   | <b>E</b>                               |
| Qualifications/CPD relevant to the post e.g., TSI, BASE training, IAG   | <b>D</b>                               |
| <b>Attitudes and qualities</b>  |  |
| To be reliable, honest, and trustworthy   | <b>E</b>                               |
| Possess considerable patience, to be tactful and diplomatic   | <b>E</b>                               |
| Loyalty and commitment  | <b>E</b>                               |
| Passion about advocating for the needs of autistic people and neurodiverse talent   | <b>E</b>                               |

**Pressures inherent in job:** The office varies from extremely busy (and can include autistic young people who may display anxiety, communication and social difficulties and other complex behaviours) to a day working alone.

**Other significant factors:** A professional and flexible approach is required in order to maintain and enhance the reputation of CareTrade and our partners.



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**Confidentiality:** All staff are required to maintain confidentiality for all areas of the CareTrade Charitable Trust, partner organisations, its staff, and its work. The nature of the work entrusts people with confidential information about clients/service users, their families, and staff within CareTrade and partner organisations. Any breach of this confidentiality will constitute gross misconduct.

**CareTrade is committed to safeguarding and promoting the welfare of learners and expects all staff, volunteers, and partners to share this commitment.** All roles are subject to safer recruitment checks, including an enhanced DBS check (with barred list where applicable), references, verification of identity and qualifications, and proportionate online checks of publicly available information as part of the shortlisting process.

**Applications are sought from all suitably qualified sections of the community.** We are happy to discuss any workplace adjustments needed to enable the right candidate to undertake the role including any support available via Access to Work if needed (<https://www.gov.uk/access-to-work>)

Please see our **privacy notice** for applicant's **[here](#)**