

JC Training & Consultancy

APPRENTICESHIPS

BUSINESS

**CUSTOMER
SERVICE**

**LEADERSHIP &
MANAGEMENT**

**CHOOSE YOUR
APPRENTICESHIP
PATHWAY**

EDUCATION

EARLY YEARS

BUSINESS IMPROVEMENT

RETAIL

SALES & MARKETING



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About Us

Based in the East Midlands, JC training & Consultancy specialise in the delivery of Apprenticeships across a range of sectors. We understand the importance of learning and how Apprenticeships ensure the development and growth of knowledge, skills and behaviours which is why we focus our pathways to meet sector specific aims and goals, maximising your learning and development through robust teaching, learning and assessment.

Our tutors and delivery team have vast sector knowledge and experience and deliver teaching and learning tailored to your individual needs and learning styles whilst maximising all learning opportunities on and off the job.

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APPRENTICESHIP PATHWAYS

As part of our Apprenticeship offer, we deliver the following pathways

Business:

- Business Administrator Level 3
- Business Improvement Technician Level 3
- Business Improvement Practitioner Level 4
- Business Improvement Specialist Level 5
- Business Improvement Leader Level 6
- Quality Practitioner Level 4
- Team Leader Level 3
- Operations/Department Manager Level 5
- Senior Leader Level 7
- Senior People Professional Level 7

Finance:

- Payroll Administrator Level 3
- Payroll Manager Level 5

Sales, Marketing & Procurement:

- Digital Marketer Level 3
- Marketing Assistant Level 3
- Marketing Executive Level 4
- Marketing Manager Level 6
- Sales Executive Level 4
- PR & Communications Level 4
- Procurement & Supply Level 3
- Bid & Proposal Co-Ordinator Level 3
- Customer Service Practitioner Level 2
- Customer Service Specialist Level 3
- Retailer Level 2
- Retail team Leader level 3
- Retail manager Level 4

Education:

- Learning Mentor Level 3
- Learning & Development Practitioner Level 4
- Assessor/Coach Level 4
- Employability Practitioner Level 4
- Coaching Professional Level 5
- Learning & Skills Teacher Level 5



OUR CORE VALUES

1

Learner Aspirations

Learning that goes beyond boundaries to create lifelong impact, that ensures pathways are achieved that meets our learners' aspirations.

2

Customer Delight

We Satisfy and Delight Our Customers, our customers are the lifeblood of our business and our most important stakeholder. We strive to meet or exceed their expectations in every aspect of our services. To honor our commitment and act with responsibility in all our relationships. Quality in Method and Design enables us to tailor our approach to sector and industry standards

3

Integrity

We are committed to right first time and on time in full principals across all aspects of the business, ensuring that the quality of services meets with customer expectation and beyond. We believe that nothing is more important than our reputation and behaving with the highest levels of integrity is fundamental to who we are

4

Transparency

Our business is run with clear and open communications with learners, client and employees that forms transparent transactions and delivery of high-quality training. We are one team and it's when we share our skills, knowledge and experience, ensuring that diversity makes us strong.

5

Passion

To excel through quality and to enjoy our work. To address sector developments ahead of the curve, that enables us to provide timely training for our clients and learners. To learn from our experiences, to encourage new ideas and try new possibilities

4

EMPLOYABILITY PRACTITIONER LEVEL 4

Typical Duration: 24 Months

Maximum Funding: £6000

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.

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.

KNOWLEDGE

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.

KNOWLEDGE

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 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.

S2: Interviewing & Effective Questioning - Apply effective interviewing and questioning techniques to identify service 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.

SKILLS

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.

SKILLS

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.

DELIVERY METHOD

- **Experience/educational attainment required to undertake the course?**

There are no formal entry requirements however as part of the apprenticeship, the apprentice would need to achieve Functional Skills Level 2 in Maths and English unless prior attainment of this is provided but the tutor would fully support as part of the learning journey.

- **How the apprenticeship is studied towards**

As part of the teaching and learning journey, we use a blended approach to support and facilitate the learning cycle whilst maximising the learning opportunities.

To do this, we complete teaching and learning on a face to face basis (prior agreement of dates and times with yourself as the employer), remote and online so that the apprentice can take advantage of receiving face to face teaching whilst using the remote and online to supplement the areas taught

We use an e-portfolio where all teaching and learning resources will be provided and the designated line manager will have access to the portfolio through their very own log in where they are able to support the apprentice, provide feedback and complete witness testimonies etc.

This encourages a full triangulated approach between us as the provider, the employer and apprentice

We ensure that apprentices have the opportunity to have enrichment to their learning through away days (planned & agreed with employer) along with our very own apprentice platform designed to experience others views within the same apprenticeship pathway operating as a forum to share ideas, opinions and experiences whilst gaining peer support

- **What support we can expect from you?**

We ensure that the triangulated approach is enacted and that regular reviews are completed on a monthly basis to measure your progression, learning, achievements and distance travelled and communicate this with you on a monthly basis where you can discuss these areas and any concerns or adaptations you require.

We ensure that your feedback is captured and you are then able to add your review feedback to the portfolio directly, again showing an employer journey throughout, keeping you involved and engaged to support you.

All we require in order to perform this is the designated manager to allocate monthly meeting times per month at a suitable date and time to them to complete this process.

ONBOARDING

We tailor our approach to all employers and apprentices needs which is why we are able to complete onboarding and preferred start dates anytime of the academic year and is based upon your request.

We complete stage gates for our onboarding, induction and official start date of the Apprenticeship which consists of:

Stage 1:

Employer Analysis

- Completion of Organisational Training Needs for the organisation

Stage 2:

Onboarding

Onboarding where our Apprenticeship Engagement Officer will meet with the employer/manager and apprentice to complete all onboarding actions which include:

- The entirety of the Apprenticeship overview including expectations
- Delivery Methods
- Introduction & Overview of the tutor
- Resources
- Online Portfolios

Stage 3:

Start of Apprenticeship Journey

- Planned official start date where the apprentice will meet with the tutor to complete their first teaching and learning



**"WE BELIEVE IN
MAKING A REAL
DIFFERENCE TO
PEOPLES LIVES**

"That's why we only provide
the best for our clients. "

Jennifer Crook

Managing Director of JC Training & Consultancy



CONTACT US

For Further Information

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