

Appendix One - Formal Observation Record

Date and Time of Observation	Group and Location	
Observer	Observee	
Note of any prior conversation/planning?		
<p style="text-align: center;">Evaluative Description of the session</p> <p>Prompts : <i>Does everyone in the room understand what they are doing and why they are doing it?</i> <i>Are there clear links between this lesson and previous learning? Between this lesson and the curriculum framework?</i> <i>Have staff taken on board training in metacognition, executive functioning and working memory, is more training needed?</i> <i>Do staff check that learning is happening?</i> <i>Can you see evidence of individual development?</i> <i>Do candidates know how well they are doing and what they need to do next/different?</i> <i>Is the overall atmosphere conducive to learning, respectful and empowering?</i> <i>If this is not the case how are staff working to overcome this?</i> <i>What did you enjoy about the session?</i> <i>Is there practice here that can be shared?</i></p>		
Observation Summary		
Actions to take forward:		
Observer		Line manager
Observee		
Line Manager		

Appendix Two - Details of the Job coach observation procedure

The aim is to complete a minimum of four Job Coach observations throughout the academic year. Ideally this would cover the beginning, middle and final stage of a SIP.

The observations will be divided into three areas of focus: Engagement, Support Strategies and Opportunities for Challenge and Development. Within each area there will be specific criteria which can be selected for each visit as appropriate. This can be Job Coach specific or stage of SIP dependent. Each observation will be adapted and open to context.

At the start of the academic year Job Coaches will be made aware that observations will be taking place periodically throughout the year. The Job Coach will receive notice at the beginning of the scheduled week that it will happen on one SIP day that week.

Observations will primarily use a narrative method to capture evidence and provide sufficient information to produce feedback to the Job Coach and a demonstration of the value and efficacy of Access to Work funding. The recording document includes the areas of focus to serve as prompts for the visit.

In addition to producing a narrative the observer will provide feedback to the Job Coach, within 2 weeks, and discuss any identified actions. In cases where there are more concerns regarding the quality of provision this time period will be accelerated.

These may include actions required by an employer, the immediate staff team in the workplace or the Employment Team. The emphasis will be on quality improvement where identified; there will not be a fixed number of actions per visit.

If the feedback is positive this can be communicated via email with a copy of the observation sheet shared with the Job Coach. If there are actions to be taken a follow-up in-person meeting will be arranged for the actions to be discussed sensitively. If there are recurring issues across several Job Coaches this will require analysis on a broader level, e.g. recruitment, training and quality of supervision. Any feedback provided must be specific and provide a clear pathway for positive action.

Job Coach Observation Record on next page...

Date and time:	Candidate and Location:
Observer:	Observed:
Duration:	Weeks on placement:
Date Job Coach notified:	Date candidate notified:
Focus considerations for Observation.	
<p>Engagement</p> <ul style="list-style-type: none"> Evidence of a positive and professional relationship between Job Coach and candidate during the shift Appropriate level of involvement from Job Coach to candidate in relation to the stage of SIP Sufficient degree of communication between Job Coach and staff in relation to the stage of SIP The Job Coach and candidate are fully aware and in agreement about what the current aims and focus should be. Evidence of clear communication from Job Coach to candidate Positive responses from candidate to Job Coach The dynamic is respectful, empowering and conducive to learning. <p>Support Strategies</p> <ul style="list-style-type: none"> Evidence of task modelling appropriate to the stage of SIP TSI in evidence as an effective means of support Other resources being used to support candidate. Fading Job Coach support in relation to stage of SIP Evidence of a strength-based method of support Proximity of Job Coach to candidate in relation to stage of SIP <p>Opportunities for Challenge and Development</p> <ul style="list-style-type: none"> Evidence of appropriate challenge through setting targets that stretch the candidate. Candidate autonomy regarding problem solving in the first instance before Job Coach steps in. Encouraging candidate to communicate with colleagues The candidate knows what progress they have made and towards what they are working. Use of open-ended questions to encourage critical thinking 	
Observation:	
Good practice that can be shared:	
Feedback:	
Actions:	
Follow up:	
Observer:	Date:
Observed:	Date:
Line manager:	Date:
Quality Lead:	Date: