

## SFJ GG4

Provide access to interventions to maximise individual development via education and employment



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### Overview

This standard is about enabling individuals, who are likely to offend, or who have offended, to develop their vocational skills and to access education or employment. This includes reviewing with the individual the opportunities available, and supporting them in accessing and making the best use of the agreed option.

#### **There are two elements**

- 1 Enable individuals to identify the education/employment opportunities available
- 2 Assist individuals to progress their education/employment opportunities

#### **Target group**

This standard is applicable to those whose responsibilities include working with individuals at risk of offending, or who have offended, to maximise the individuals' education/employment opportunities.

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### Performance criteria

#### Enable individuals to identify the education/employment opportunities available

*You must be able to:*

- P1 gather and assess relevant information about the individual's:
  - P1.1 educational achievements and needs
  - P1.2 personal circumstances
  - P1.3 preferred ways of learning
- P2 identify any required information that is missing, and take the relevant steps to obtain it
- P3 explain accurately to the individual your role and your organisation, and the services available
- P4 explain accurately the benefits to the individual of relevant education/employment opportunities
- P5 check, where relevant, that the individual understands legislative requirements regarding their attendance at school
- P6 explain accurately legislative and good practice requirements relating to the disclosure of convictions to prospective employers and providers of education, where relevant
- P7 facilitate individuals to recognise the behaviours that education providers and employers expect, and the consequences of failing to meet these expectations
- P8 assist individuals to identify suitable education/employment opportunities that are of interest to them and available to them, assessing with them the relative advantages and disadvantages
- P9 identify any concerns or potential obstacles in accessing the options, assess how these can be addressed and make the necessary arrangements
- P10 obtain the informed consent from the individual regarding the way forward, where possible

#### Assist individuals to progress their education/employment opportunities

*You must be able to:*

- P11 help individuals to develop a realistic and achievable plan for accessing their preferred education/employment opportunities
- P12 enable individuals to make informed decisions about their goals, actions, timescales and the support that they might access
- P13 agree how progress against the plan will be reviewed
- P14 assist individuals to access and use relevant sources of support and resources to maximise their independence
- P15 approach relevant providers of education/employment and discuss the individual's educational achievements and personal circumstances, and the services that the providers may be able to offer
- P16 facilitate providers to work with individuals who are likely to offend or who have offended, and challenge any discrimination if it occurs

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- P17 provide relevant support to providers in making any necessary preparations to provide education/employment to individuals
- P18 maintain contact with providers and individuals to a level which enables any issues to be identified, taking the appropriate action within required timescales
- P19 facilitate providers and individuals to provide feedback on progress by the individual against their goals, recognising achievements and addressing any setbacks
- P20 maintain accurate records, and keep relevant parties informed of progress and outcomes
- P21 maintain confidentiality in line with statutory and organisational requirements

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#### Knowledge and understanding

*You need to know and understand:*

- K1 legislation and guidelines of effective practice, including their local, social and political context, which relate to providing individuals with access to education/employment, and the impact of this on the work undertaken
- K2 the role of your organisation and its services, and how they relate to those of other organisations and services in the justice sector
- K3 your organisation's policy and procedures regarding confidentiality of information and the disclosure of information to third parties, and the specific circumstances under which disclosure may be made
- K4 factors affecting the development of individuals, including their physical, social, psychological and emotional development
- K5 the potential effect that being in care/custody can have on individuals
- K6 how culture, gender and beliefs can affect attitudes and behaviour and how it may be perceived by others
- K7 how to support individuals to manage their challenging behaviour overall, and particularly when using education services/employment providers
- K8 your role and responsibilities and who to seek assistance and advice from when necessary
- K9 the principles of equality, diversity and anti-discriminatory practice
- K10 the importance of education/employment as a factor in reducing offending and reoffending
- K11 ways of maximising individual's employability and how to access support and services to assist in this
- K12 the value of vocational skills and how these might be developed
- K13 the particular difficulties that those who have offended, or are likely to offend, may face in seeking education/employment opportunities, both in terms of the concerns of providers and their own abilities and confidence
- K14 effective ways of motivating individuals
- K15 the range of local employment, training and education opportunities, the forms these take, who may be eligible and how to access them
- K16 national and local schemes, and associated agencies, which are involved in providing, promoting or creating employment, training and education opportunities, for whom they are designed, and how to access them
- K17 the support and resources that may be needed by individuals seeking education/employment
- K18 the offences which might debar young people and vulnerable adults from particular employment
- K19 the role of relevant vetting/disclosure services agencies and their impact for offenders seeking employment
- K20 requirements relating to the disclosure of convictions
- K21 the potential risks of disclosing and of not disclosing convictions and

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offences, and how to discuss these risks with individuals to assist them to make informed decisions on whether to disclose such offences/convictions

#### **Educational achievements and needs**

*You need to know and understand:*

- K22 how individuals learn to achieve through education, training, leisure and recreation and how this relates to other aspects of their development
- K23 the nature of the education sector and the roles and functions of the principal agencies within it
- K24 the impact of legislation and educational policy on the sector and on individuals
- K25 the inter-relationship between different types of sentence and order placed on individuals and types of educational provision which it is possible to organise
- K26 funding routes for educational bodies and how this affects the services they offer
- K27 the funding which is available for different groups of individuals and how to encourage educational bodies and others to use this for individuals who have offended
- K28 the interactions and tensions between the education sector and the organisation
- K29 other government policies that are designed to tackle social exclusion and enable individuals to develop and learn

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**Relevant occupations** Youth Offending Team Officer; Youth Offending Team Worker; Youth Justice Officer; Youth Justice Practitioner; Senior Youth Offending Team Officer; Senior Youth Offending Team Worker; Senior Youth Justice Practitioner; Youth Offending Team Manager; Youth Justice Manager

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**Suite** Youth Justice; Resettlement of Offenders;

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