

# Good Job! Roadmap



*“Enabling transformation and change through trained educators and youth workers and inclusive workplace environments by creating an innovative methodology and resources for the development of life skills and employability competences in young adults with learning disabilities and difficulties, while supporting their transition into inclusive workplaces.”*

Institutional Roadmap for Supporting Young People with Disabilities and Learning Difficulties in Their Transition to Adulthood and Working Life

STEPS	KEY ACTIONS	TOOLS
<b>1. Lay down the foundations</b> <i>Building readiness and shared understanding</i>	A. Establish link between school's needs and the Good Job! Methodology.	a) <a href="#">Good Job Home page – methodology</a> , <i>Impact report, Case studies</i>
	B. Present it to the leadership team and gain commitment.	b) <a href="#">Starter Kit 1</a> – Powerpoint presentation and <a href="#">Starter Kit 2</a> – Talking points + FAQ
	C. Establish internal coordination and communication channels.	c) <a href="#">Starter Kit 2</a> <ul style="list-style-type: none"> <li>• Letter of presentation to engage more staff</li> <li>• Roadmap for schools</li> </ul>
	D. Map stakeholders: teachers, support services, employers, families.	d) <a href="#">Starter Kit 2</a> – Role description
	E. Review existing practices and identify learning opportunities.	e) <a href="#">Learning Framework</a>
	F. Build staff capacity through initial training and awareness sessions.	f) <a href="#">Training modules</a> – for self-learning or <a href="#">Blended Training</a> for group learning
<b>2. Understand each Young Person</b> <i>Recognising strengths, needs, and aspirations</i>	A. Conduct individual assessments using validated tools.	a) <a href="#">Good Job Assessment Tool</a> — to evaluate WITH the learner their competences, aspirations, and support needs

	B. Gather input from families, teachers.	b) <a href="#">Good Job Assessment Tool</a> — to evaluate WITHOUT the learner their competences, aspirations, and support needs
<b>3. Co-Design and follow up the Individual Plan</b> <i>Planning together for meaningful progress</i>	A. Identify personal goals, preferred pathways, and support needs. Document findings in a learner profile. Encourage self-reflection and self-advocacy. Define clear milestones (education, training, work, independent living).	a) <a href="#">TM Toolkit 1: Individual Plan co-developed with the learner</a>
	B. Follow up progress regularly.	b) <a href="#">TM Toolkit 1:</a> <ul style="list-style-type: none"> <li>• <i>Mentor's Form to Track Progress</i></li> <li>• <i>Learner's Self-Assessment of Progress</i></li> </ul>
	C. Select learning and support activities. Assign roles and responsibilities (coach, mentor, family, employer). Ensure accessibility and accommodations are built in.	c) Use techniques from the <a href="#">Training modules</a>
<b>4. Implement Support and Learning Pathways</b> <i>Putting the plan into action</i>	A. Deliver targeted training and coaching sessions. Adjust supports as needed. Foster soft skills: communication, teamwork, problem-solving	a) Use techniques from the <a href="#">Training modules</a>
	B. Offer work-centred learning: simulations	b) <a href="#">TM Toolkit 2</a> <ul style="list-style-type: none"> <li>• <i>Transition Preparation Workshops</i></li> </ul>
	C. Offer work-centred learning: internships, job shadowing	c) <a href="#">TM Toolkit 3</a> <ul style="list-style-type: none"> <li>• <i>Tools for cooperation with employers</i></li> </ul>

<b>5. Connect with Employers and the Community</b> <i>Building inclusive bridges to real opportunities</i>	A. Raise awareness among local employers about inclusive employment	a) <a href="#">Starter Kit 1</a> <ul style="list-style-type: none"> <li>• Video</li> <li>• Leaflet</li> </ul> and <a href="#">Starter Kit 3</a> <ul style="list-style-type: none"> <li>• Letter of presentation</li> <li>• Talking points + FAQ</li> </ul>
	B. Organise workplace visits, internships, or supported job placements	b) <a href="#">TM Toolkit 3</a> <ul style="list-style-type: none"> <li>• Collaboration Agreement</li> </ul>
	C. Facilitate collaboration between educators and employers	c) <a href="#">TM Toolkit 3</a> <ul style="list-style-type: none"> <li>• Monthly Meeting Form</li> </ul>
	D. Provide ongoing mentoring and feedback during placements	d) <a href="#">TM Toolkit 3</a> <ul style="list-style-type: none"> <li>• Employer Mentoring Form</li> </ul>
	E. Promote recognition of inclusive employers and good practices	e) <a href="#">Starter Kit 1</a> <ul style="list-style-type: none"> <li>• Recognition certificate</li> </ul>
<b>6. Review, Learn, and Sustain</b> <i>Embedding transition support into long-term practice</i>	A. Collect feedback from young people, mentors, and employers: identify successes and challenges	a) Compare to <b>Impact report</b> and <b>Case studies</b>
	B. Update internal policies and procedures based on learnt lessons	b) <a href="#">TM Toolkit 2</a> <ul style="list-style-type: none"> <li>• Policy Statement</li> </ul>
	C. Share good practices with other schools and organisations	c) <a href="#">Starter Kit 1</a> – communication tools and Good Job website and social media

	D. Institutionalise the Transition Mentor role and continuous training	d) <u>Training Modules</u> and <u>Certificates</u>
<b>Destination:</b> <b>Inclusive Transition Culture</b> <i>Every young person supported to thrive in life and work</i>	<b>End Goals</b> <ul style="list-style-type: none"> <li>• Empowered young people with stronger life and employability skills</li> <li>• Inclusive, supportive school and training culture</li> <li>• Active partnerships with families and employers</li> <li>• Sustainable and systemic transition support</li> <li>• Confident, trained mentors and educators</li> </ul>	