



IMPLEMENTATION ROLES



“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.”



This table summarises the key roles involved in implementing the Good Job approach in schools and training organisations. Each role contributes to building an inclusive transition system that supports young people with disabilities and learning difficulties as they prepare for adulthood and working life.

Role	Purpose	Key Tasks	Suggested Profile
Good Job Lead	Oversee and coordinate the school's implementation of the Good Job approach.	<ul style="list-style-type: none"> • Plan the rollout and timeline. • Coordinate between staff, families, and external partners. • Ensure alignment with school strategy. • Monitor progress and evaluate overall outcomes. 	Leadership team member, SEN coordinator, or project-oriented staff with organisational and communication skills.
Staff Training Coordinator	Build staff capacity and ensure quality, sustainable implementation.	<ul style="list-style-type: none"> • Identify staff training needs. • Organise workshops and peer learning sessions. • Promote use of Good Job Training Modules. • Integrate inclusive transition practices into staff development plans. 	Senior teacher, staff training officer, or CPD coordinator experienced in adult learning.
Transition Coach or Mentor	Guide individual learners through mentoring and personalised support.	<ul style="list-style-type: none"> • Build trusting relationships with learners. • Use the Good Job Assessment Tool and mentoring forms. • Support goal setting and life-skill development. • Monitor and reflect on progress. 	Teacher, assistant, counsellor, or youth worker with empathy and mentoring ability.
Inclusion Ambassador	Promote inclusion and accessibility across the school community.	<ul style="list-style-type: none"> • Advocate inclusive teaching and learning. • Support colleagues in adapting materials. • Organise awareness events or campaigns. • Share inclusive practices and successes. 	Any staff member passionate about inclusion and capable of inspiring others.
Quality Coordinator	Ensure that learner assessment, monitoring, and reflection are consistent and meaningful.	<ul style="list-style-type: none"> • Support the use of the Good Job Assessment Tool. • Collect input from learners, families, and mentors. • Assist with progress reviews and reflection meetings. • Summarise findings to guide overall planning. 	SEN coordinator, counsellor, or experienced teacher skilled in observation and data tracking.
Family Liaison	Strengthen engagement and communication	<ul style="list-style-type: none"> • Keep parents informed and involved. • Gather feedback from families. • Manage internal and external communication on Good 	Administrative staff, pastoral lead, or parent representative with good communication skills.

	between the school, families, and community.	Job activities. <ul style="list-style-type: none">• Share good practices and success stories.	
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How to Use This Role Framework

- Use these six roles as **anchors** for implementation — every school can adapt them to its size and resources.
- One person may take multiple roles, but all should know how their contribution fits the bigger picture.
- When presenting these roles, highlight that each contributes uniquely to creating an inclusive transition culture — it's a *team effort*, not a hierarchy.