

SFJGG4

Provide access to interventions to maximise development for individuals through education and employment



---

## Overview

This standard is about enabling individuals, who have or are likely to offend 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.

## Performance criteria

### *You must be able to:*

1. gather and assess relevant information about the individual's:
  - educational achievements
  - personal circumstances
  - preferred ways of learning
2. identify any information that is missing, and take the relevant steps to obtain it
3. explain to the individual your role and your organisation, and the services available
4. explain to the individual the benefits of relevant education or employment opportunities
5. explain legislative and good practice requirements relating to the disclosure of convictions to prospective employers and providers of education, where relevant
6. facilitate individuals to recognise the behaviours that education providers and employers expect, and the consequences of failing to meet these expectations
7. support individuals to identify suitable education or employment opportunities that are of interest and available to them, whilst discussing the advantages and disadvantages
8. identify any concerns or obstacles in accessing the options, assess how these can be addressed and make the necessary arrangements
9. obtain the informed consent from individuals regarding the way forward
10. help individuals to develop a realistic and achievable plan for accessing their preferred education or employment opportunities
11. support individuals to make informed decisions about their goals, actions, timescales and the support that they might access
12. agree how progress against the plan will be reviewed
13. assist individuals to access and use relevant sources of support and resources to maximise their independence
14. approach relevant education or employment providers and discuss the individual's educational achievements and personal circumstances, and the services that providers can offer
15. facilitate providers to work with individuals towards making preparations to provide education or employment to individuals
16. maintain contact with providers and individuals to a level which enables any issues to be identified, taking the appropriate action within required timescales

- 
17. facilitate providers and individuals to provide feedback on progress by the individual against their goals, recognising achievements and addressing any setbacks
  18. maintain records, and keep relevant others informed of progress and outcomes
  19. maintain confidentiality in line with statutory and organisational requirements

## Knowledge and understanding

### *You need to know and understand:*

1. relevant legislation and organisational policies and procedures that apply to your own organisation for the work being undertaken
2. the role of your organisation and its services, and how they relate to those of other organisations and services
3. your organisation's policy and procedures regarding confidentiality of information and the disclosure of information to third parties including specific circumstances under which disclosure may be made
4. how to adhere to professional codes or standards of practice
5. how to work within all relevant legal requirements and organisational policies and procedures including child protection and safeguarding requirements
6. factors affecting the development of individuals, including their physical, social, psychological and emotional development
7. the potential effect that being in care or custody can have on individuals
8. how culture, gender and beliefs can affect attitudes and behaviour and how they may be perceived by others
9. how to support individuals to manage their challenging behaviour
10. your role and responsibilities and who to seek assistance and advice from when necessary
11. the principles of equality, diversity and anti-discriminatory practice
12. the importance of education and employment as a factor in reducing offending and reoffending
13. ways of maximising individual's employability and how to access support and services to assist in this
14. the value of vocational skills and how these might be developed
15. the difficulties that those who have or are likely to offend may face in seeking education or employment opportunities, in terms of the concerns of providers and their own abilities and confidence
16. effective ways of motivating individuals
17. the range of employment, training and education opportunities, the forms these take, who may be eligible and how to access them
18. national and local schemes and associated agencies, involved in providing, promoting or creating employment, training and education opportunities
19. the support and resources that may be needed by individuals seeking

---

education or employment

20. the offences which might exclude individuals from employment

21. the role of disclosure services and their impact for individuals seeking employment

22. requirements relating to the disclosure of convictions

23. the potential risks of disclosing and not disclosing convictions and offences and how to discuss risks with individuals to assist them to make informed decisions on whether to disclose

24. how individuals learn to achieve through education, training, leisure and recreation and how this relates to other aspects of their development

25. the nature of the education sector and the roles and functions of the principal agencies within it

26. the impact of legislation and educational policy on individuals and the inter-relationship between different types of sentences and order placed and educational provision

27. the funding routes available and how to access them.

28. other government policies that are designed to tackle social exclusion and enable individuals to develop and learn

SFJGG4

Provide access to interventions to maximise development for individuals through education and employment



---

<b>Developed by</b>	Skills for Justice
<b>Version Number</b>	3
<b>Date Approved</b>	31 Mar 2025
<b>Indicative Review Date</b>	31 Mar 2030
<b>Validity</b>	Current
<b>Status</b>	Original
<b>Originating Organisation</b>	Skills for Justice
<b>Original URN</b>	SFJGG4
<b>Relevant Occupations</b>	Senior Youth Offending Team Officer, Senior Youth Offending Team Worker, Youth Justice Manager, Youth Justice Officer, Youth Justice Practitioner, Youth Offending Team Manager, Youth Offending Team Officers, Youth Offending Team Worker, Youth Workers
<b>Suite</b>	Resettlement of Offenders, Youth Justice
<b>Keywords</b>	Maximise individual potential; employment; education; vocational skills

---