 2025



Employment Support
 Practice Guidelines

(Revised in 2023-24)

A Self-Review Template for Employment Support Practitioners

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| A Self Review Tool to AssistEmployment Support PractitionersTo Get More Sustainable Jobs for Disabled Jobseekers. |

## Self-Review Process

* Spend some time as an employment support team familiarising yourselves with the *Employment Support Practice Guidelines (Revised 2024) edition*.
* Complete the self-review process as outlined below using the 1 - 5 scoring system. Be as honest with yourself as you can. Please remember this is a developmental process.
* Clearly identify evidence that supports the rating you have assigned to each quality indicator.
* For full authenticity, do get feedback from some disabled jobseekers, their family/whānau and employers. Honest and open feedback from your main stakeholders is vital for any practitioner who really wants to develop.
* Following your personal review of the guidelines, ask a colleague / team leader / manager to complete an assessment of your practice from their perspective using the guidelines.
* Set time to meet with your colleague / team leader / manager to compare persepctives. Where are you aligned? Where is there difference? Why might this be the case? Aim to reach a consensus position on all ratings.
* Analyse the results and discuss the areas that seem to be strengths and those areas where there appears to be the need for development. Decide on the priorities for development and clearly identify action steps needed (there is a ‘My Action List’ form following the eight practice guideline.)
* Record the tasks, activities, and changes that need to be undertaken, with timescales and identify who will be responsible for each one.
* Celebrate your successes.
* Review your progress at least annually.
* Collaborate with other practitioners to share knowledge and learning.
* Consider opportunities for additional learning such as the (Level 5) New Zealand Diploma in Health and Wellbeing – Employment Support.

## Rating Key to Review Each Quality Indicator

|  |  |
| --- | --- |
| **5** | Very strong and consistent evidence to supportquality practice. |
| **4** | Some good examples of evidence and some areas for ongoing development.  |
| **3** | A few examples of evidence to support quality practice but I have key areas to strengthen and develop.  |
| **2** | I can see that I have a long way to go but I am committed to learning.  |
| **1** | I don’t know what to do and really need help.  |

|  |
| --- |
| Review ProcessDate self-review commenced: ............................................................................Date self-review completed: ................................................................................Date of peer meeting/s: .........................................................................................Date action plan completed: .............................................................................. |
| Review date.............................................................. |

### Practice Guideline 1 (Quality Indicators for Practitioners)

Any Disabled Jobseeker Who Wants to Work Receives Skilled and Competent Support to get Work.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Quality Indicators** | **1** | **2** | **3** | **4** | **5** | **Evidence** |
| 1.1 | I can demonstrate that I believe that every person, regardless of disability and employment barriers, has the right to work in Aotearoa NZ.  |  |  |  |  |  |  |
| 1.2 | I can demonstrate that I accept any disabled jobseeker who wants to work. |  |  |  |  |  |  |
| 1.3 | My attitude and actions show that a disabled person’s willingness and desire to work are the only requirements to access employment services. |  |  |  |  |  |  |
| 1.4 | I can provide evidence that I understand the areas of my role that I am strong in, the areas where I need to develop, and what steps I am taking to improve my practice.  |  |  |  |  |  |  |
| 1.5 | I successfully assist disabled jobseekers into quality sustainable paid roles. |  |  |  |  |  |  |
| 1.6 | I can show that I understand the labour market and am well connected to employer and business groups. |  |  |  |  |  |  |
| 1.7 | I provide information in accessible formats, and the way I interact with disabled jobseekers demonstrates an understanding of the different workplace support needs of people with different impairments. |  |  |  |  |  |  |
| My score for Guideline 1 = \_\_\_\_\_\_\_\_ / 35 | A percentage of 75% or below necessitates clear actions for development (75% = 26/35) |

### Practice Guideline 2 (Quality Indicators for Practitioners)

The Aspirations of the Disabled Jobseeker Drive the Employment Support that is provided.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Quality Indicators** | **1** | **2** | **3** | **4** | **5** | **Evidence** |
| 2.1 | I can demonstrate the ways I have listened to the jobseeker and include their hopes and aspirations into the employment processes. |  |  |  |  |  |  |
| 2.2 | I can demonstrate how I have engaged with the jobseekers, whānau, and allies, such as DPOs like DPA, People First, or Iwi (if the jobseeker wants this), to aid my understanding of the jobseekers' skills, gifts, interests, and strengths. |  |  |  |  |  |  |
| 2.3 | I understand what an active Discovery Process entails and can demonstrate how I have used this with jobseekers. |  |  |  |  |  |  |
| 2.4 | I can demonstrate how I have worked with each jobseeker’s employment aspirations and customised roles to fit their requirements. |  |  |  |  |  |  |
| My score for Guideline 2 = \_\_\_\_\_\_\_\_ / 20 | A percentage of 75% or below necessitates clear actions for development (75% = 15/20) |

### Practice Guideline 3 (Quality Indicators for Practitioners)

Employment Practitioners and Providers of Employment Support Believe that Real Work is a Basic Human Right for all Citizens, Including Disabled Jobseekers.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Quality Indicators** | **1** | **2** | **3** | **4** | **5** | **Evidence** |
| 3.1 | I believe (and can evidence) in the right of all people, despite their level of disability, to have meaningful and secure employment. |  |  |  |  |  |  |
| 3.2 | I can clearly articulate the rights and responsibilities of successful employment to jobseekers, family/whānau, allies, and employers. |  |  |  |  |  |  |
| 3.3 | My practice and employment outcomes provide evidence that I do not discriminate jobseekers based on the level of their disability.  |  |  |  |  |  |  |
| 3.4 | I acknowledge and take responsibility when my actions fall short. |  |  |  |  |  |  |
| My score for Guideline 3 = \_\_\_\_\_\_\_\_ / 20 | A percentage of 75% or below necessitates clear actions for development (75% = 15/20) |

### Practice Guideline 4 (Quality Indicators for Practitioners)

Employment Outcomes are Individually Tailored to Each Disabled Jobseeker.

|  | **Quality Indicators** | **1** | **2** | **3** | **4** | **5** | **Evidence** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 4.1 | I understand and can articulate what an individualised (person centred) approach to employment is and how my practice aligns. |  |  |  |  |  |  |
| 4.2 | I have a range of tools that enable the discovery process with each jobseeker to be tailored to their specific needs. |  |  |  |  |  |  |
| 4.3 | When I am unsure of how to best support a specific individual, I am willing to seek assistance and can show how/when I have done this. |  |  |  |  |  |  |
| 4.4 | My job search efforts align to the individual preferences of each jobseeker. Evidence of this person/job search match is clear in my records. |  |  |  |  |  |  |
| 4.5 | I do not disregard the knowledge and input of a person’s whānau/allies (if the person wants their input) based on ideology or my personal beliefs. |  |  |  |  |  |  |
| 4.6 | I know what a reasonable accommodation is and can articulate this clearly. |  |  |  |  |  |  |
| My score for Guideline 4 = \_\_\_\_\_\_\_\_ / 30 | A percentage of 75% or below necessitates clear actions for development (75% = 23/30) |

### Practice Guideline 5 (Quality Indicators for Practitioners)

Employment Support Practice and Outcomes Meet the Needs of Employers.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Quality Indicators** | **1** | **2** | **3** | **4** | **5** | **Evidence** |
| 5.1 | I can articulate and evidence an understanding of the business needs of employers, including but not limited to their need for new ‘talent’.  |  |  |  |  |  |  |
| 5.2 | I can articulate and evidence an understanding of common employer reasons for not considering disabled jobseekers, and I have a robust set of rational and logical responses to offer employers. |  |  |  |  |  |  |
| 5.3 | I can provide specific evidence of spending time researching and getting to understand the specific needs of different employers in my community.  |  |  |  |  |  |  |
| 5.4 | I can evidence how I am able to customise work opportunities that meet the needs of employers (and meet the employment needs of jobseekers.) |  |  |  |  |  |  |
| 5.5 | I can evidence my understanding of the local labour market and show how this knowledge has been incorporated into my practice.  |  |  |  |  |  |  |
| 5.6 | I have built relationships with local employers and employer networks including Māori, Pacific, and other business networks.  |  |  |  |  |  |  |
| 5.7 | I have performance targets to measure my success with employers. |  |  |  |  |  |  |
| My score for Guideline 5 = \_\_\_\_\_\_\_\_ / 35 | A percentage of 75% or below necessitates clear actions for development (75% = 26/35) |

### Practice Guidelines 6 (Quality Indicators for Practitioners)

Employment Support Providers Support Successful Transitions from School to Work.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Quality Indicators** | **1** | **2** | **3** | **4** | **5** | **Evidence** |
| 6.1 | Whether our organisation has a specific Transition Contract or not, I can articulate and describe what is needed for disabled students to be in a strong position to achieve their work aspirations when they leave school |  |  |  |  |  |  |
| 6.2 | Through my practice, I can evidence how I have included the student’s family/whānau in our transition and employment planning processes.  |  |  |  |  |  |  |
| 6.3 | I adjust when I am available to enable the family/whānau of disabled students to participate i.e. after hours, evenings, weekends. |  |  |  |  |  |  |
| 6.4 | I have actively and intentionally built working relationships with local high schools and can link them with employers, internship programmes, etc. that lead to employment opportunities for their disabled students.  |  |  |  |  |  |  |
| 6.5 | I can articulate and describe what the Enabling Good Lives principle of ‘Beginning Early’ means in this context. |  |  |  |  |  |  |
| My score for Guideline 6 = \_\_\_\_\_\_\_\_ / 25 | A percentage of 75% or below necessitates clear actions for development (75% = 19/25) |

### Practice Guideline 7 (Quality Indicators for Practitioners)

Self-Employment is Recognised as a Legitimate Form of Employment for Disabled Jobseekers.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Quality Indicators** | **1** | **2** | **3** | **4** | **5** | **Evidence** |
| 7.1 | I have taken time to research and understand the concept of self-employment (micro business) and can articulate how this strategy differs from traditional employment support practice.  |  |  |  |  |  |  |
| 7.2 | I have collected a range of resources, including videos on self-employment/micro business, that I can share with disabled students, jobseekers, their family/whānau, and allies. |  |  |  |  |  |  |
| 7.3 | I can articulate and describe where a person interested in self-employment can access support, including but not limited to, financial support. |  |  |  |  |  |  |
| 7.4 | Ideally, I have formed a relationship with at least one successful disabled entrepreneur so that I can more deeply understand how and why self-employment has been successful in their situation. |  |  |  |  |  |  |
| 7.5 | I negotiate with my employer to have the space to work with at least one jobseeker who is wanting to create a micro business co that I can build my understanding and competency. |  |  |  |  |  |  |
| My score for Guideline 7 = \_\_\_\_\_\_\_\_ / 25 | A percentage of 75% or below necessitates clear actions for development (75% = 19/25) |

### Practice Guideline 8 (Quality Indicators for Practitioners)

Employment Support Practitioners and Providers Actively Strive to Continually Improve Their Services and Measure Their Success.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Quality Indicators** | **1** | **2** | **3** | **4** | **5** | **Evidence** |
| 8.1 | I am committed to accepting feedback from disabled people, their family/whānau, and employers to improve my practice (not to justify my/our current position). |  |  |  |  |  |  |
| 8.2 | I actively build reciprocating and functional working relationships with other local providers, employer networks, and other allies. |  |  |  |  |  |  |
| 8.3 | I commit to working to identify and advocate for the removal of systemic barriers that are blocking more disabled jobseekers from achieving their employment aspirations.  |  |  |  |  |  |  |
| 8.4 | I have performance targets to measure the success of my work with disabled jobseekers and employers. |  |  |  |  |  |  |
| 8.5 | I actively pursue ongoing learning opportunities and professional development to help me become more skilled, competent, and successful. |  |  |  |  |  |  |
| My score for Guideline 8 = \_\_\_\_\_\_\_\_ / 25 | A percentage of 75% or below necessitates clear actions for development (75% = 19/25) |

## My Action List

Use this form to list the actions that you want to pursue as a result of the self-review process. Be specific and timeframe.

|  |  |  |  |
| --- | --- | --- | --- |
| **Guideline** | **% Score** | **What are my actions/what will I do?** | **By when? (Date)** |
| **1** |  |  |  |
| **2** |  |  |  |
| **3** |  |  |  |
| **4** |  |  |  |
| **5** |  |  |  |
| **6** |  |  |  |
| **7** |  |  |  |
| **8** |  |  |  |

**Notes**