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Employment Support   
 Practice Guidelines

(Revised in 2023-24)

A Self-Review Template for Employment Support Providers

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| A Self Review Tool to AssistEmployment Support ProvidersTo 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 2025) 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.
* Meet regularly with relevant colleagues to self-evaluate your employment support service, starting by reviewing one or two of the Practice Guidelines. Try to reach consensus on what each quality indicator means for your services.
* Make sure you involve disabled people and family members in your self-review process as part of the review team – their experience and perspective is critical in reviewing your agency’s performance, development and governance.
* Clearly identify evidence that supports the rating you have assigned to each quality indicator.
* 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 the identify action steps needed.
* Record the tasks, activities, and changes that need to be undertaken, with timescales and identify who will be responsible for each one.
* Review progress quarterly with your management team.
* Use your organisation’s Annual Report as an opportunity to celebrate success.
* Ensure your organisation’s business planning process has regard to your ambitions as an employment support provider.
* Collaborate with other providers to build the capacity and capability of the wider employment support sector.
* Consider ways to overcome the systemic issues which may be inhibiting your organisations realisation of the Practice Guidelines.
* Commit to the development of this organisational self-review and consider how it can contribute to any external evaluation process.

## Rating Key to Review Each Quality Indicator

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

|  |
| --- |
| Organisational Review Process Date review commenced: ............................................................................  Date review completed: ................................................................................  Date action plan completed: ..............................................................................  Date of peer meeting/s: .........................................................................................  Who was involved? (staff, jobseekers, whanau, employers):  ................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................ |
| Review date .............................................................. |

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

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

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Quality Indicators** | **1** | **2** | **3** | **4** | **5** | **Evidence** |
| 1.8 | We work with whānau, Hapū, and Iwi to ensure disabled jobseekers who identify as Māori are engaged in a culturally appropriate way. |  |  |  |  |  |  |
| 1.9 | Our policies and practices provide evidence that we do not screen out jobseekers who have greater barriers to employment. |  |  |  |  |  |  |
| 1.10 | We can show how we actively work with disabled jobseekers with the highest labour market barriers to gain employment. |  |  |  |  |  |  |
| 1.11 | We have robust processes that enable us to receive anonymous and other feedback from jobseekers, their allies, and employers, which assists us to reflect on our current processes and practices. |  |  |  |  |  |  |
| 1.12 | We actively track and analyse our employment successes and failures to enable us to build an accurate profile of how we can improve our service. |  |  |  |  |  |  |
| 1.13 | We know about changes in the disability and employment sectors & how these impact on employment for disabled jobseekers. |  |  |  |  |  |  |
| 1.14 | We can give evidence that we are open to new ways of working and incorporating changes in policy and legislation. |  |  |  |  |  |  |
| Our 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 Providers)

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

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Quality Indicators** | **1** | **2** | **3** | **4** | **5** | **Evidence** |
| 2.5 | We have comprehensive recruitment, induction, orientation, initial, and ongoing training in place for all employment consultant roles. We are committed to building and developing our employment consultants. |  |  |  |  |  |  |
| 2.6 | Our internal reviews can show a clear link between a jobseeker’s ‘employment plan,’ their desires, employment aspirations, and the role they are supported to secure. |  |  |  |  |  |  |
| 2.7 | We recognise that the degree of support a disabled jobseeker requires for daily living does not prevent them from seeking work. Indeed, such support should enhance, rather than reduce, their opportunities to get a job, including self-employment. |  |  |  |  |  |  |
| 2.8 | We can share success stories where we have worked in partnership with a disabled jobseeker to successfully overcome barriers to work. |  |  |  |  |  |  |
| Our 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 Providers)

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** |
| 3.5 | Our policies and procedures show clear recognition of employment as a fundamental human right, and we can evidence our practice alignment. |  |  |  |  |  |  |
| 3.6 | Our organisation has recognised processes for training employment practitioners around rights and strength-based frameworks; their legal obligations align to employment legislation, including health and safety, privacy, UNCRPD, NZ Human Rights Act, Health & Disability Commission Code of Rights, and other wider employment policy and legislation. |  |  |  |  |  |  |
| 3.7 | We are aware of and can articulate our responsibilities as an organisation to disabled jobseekers we serve. We actively seek to understand the importance of a person’s background and culture. |  |  |  |  |  |  |
| 3.8 | We are aware of and can articulate our responsibilities as an organisation to the disabled jobseekers, their family/whānau, and employers with relation to their cultural identities. |  |  |  |  |  |  |
| 3.9 | We are committed to real employment outcomes where disabled employees receive the same wages and conditions as their non-disabled colleagues. |  |  |  |  |  |  |
| 3.10 | We have a thoughtful and strategic approach to working with employers that ensures the rights of disabled jobseekers are acknowledged and upheld. |  |  |  |  |  |  |
| Our score for Guideline 3 = \_\_\_\_\_\_\_\_ / 30 | A percentage of 75% or below necessitates clear actions for development (75% = 23/30) | | | | | | | |

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

Employment Outcomes are Individually Tailored to Each Disabled Jobseeker.

|  | **Quality Indicators** | **1** | **2** | **3** | **4** | **5** | **Evidence** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 4.7 | We have auditable internal processes that track how we are providing a person centred/individualised service to each jobseeker regardless of employment barriers. |  |  |  |  |  |  |
| 4.8 | We have a team that reflects the cultural diversity of our community. |  |  |  |  |  |  |
| 4.9 | We understand the critical role a thorough discovery process provides in laying the foundation for individualised employment outcomes, and we can show how we support our team to develop these skills and practice. |  |  |  |  |  |  |
| 4.10 | Our outcomes/service statistics clearly show how we have worked with jobseekers who have multiple and complex barriers to achieving employment outcomes. |  |  |  |  |  |  |
| 4.11 | Our post-placement support is tailored to the individual needs of each jobseeker, & our records show how we have tailored this to each jobseeker. |  |  |  |  |  |  |
| 4.12 | We have evidence of individuals advancing in their workplaces & careers. |  |  |  |  |  |  |
| Our 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 Providers)

Employment Support Practice and Outcomes Meet the Needs of Employers.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Quality Indicators** | **1** | **2** | **3** | **4** | **5** | **Evidence** |
| 5.8 | We are able to show how we are strategically building trusting and functional working relationships with local employers and employer networks, including Māori, Pacific, and other business networks. |  |  |  |  |  |  |
| 5.9 | We have cultivated relationships with at least a small group of employers who are willing to speak to other employers about the successes they have had with our service. |  |  |  |  |  |  |
| 5.10 | We have active strategies of working with (as opposed to against) other local employment support service providers so that local employers have their needs meet and are not ‘worn out’ by competing agencies. |  |  |  |  |  |  |
| 5.11 | We can clearly show how our service continues to provide support for as long as is needed to meet the needs of the employer after placement. |  |  |  |  |  |  |
| 5.12 | We have examples of repeat business with local employers that show a trend of increasing confidence in the service we are providing employers. |  |  |  |  |  |  |
| 5.13 | We have an active employer strategy for providing ongoing education to employer networks about the benefits of hiring disabled jobseekers and to measure our success with employers. |  |  |  |  |  |  |
| Our score for Guideline 5 = \_\_\_\_\_\_\_\_ / 30 | A percentage of 75% or below necessitates clear actions for development (75% = 23/30) | | | | | | | |

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

Employment Support Providers Support Successful Transitions from School to Work.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Quality Indicators** | **1** | **2** | **3** | **4** | **5** | **Evidence** |
| 6.6 | Whether we hold a specific Transition Contract or not, our service can show how we have worked to build relationships with local high schools. |  |  |  |  |  |  |
| 6.7 | We have invested in learning about how schools operate, the pressures they are under, and how our service can most effectively partner with them to get the best employment outcomes for disabled school leavers. |  |  |  |  |  |  |
| 6.8 | We have developed easy to understand materials on transition and employment support that can be given to local schools for distribution to disabled jobseekers and their family/whānau. |  |  |  |  |  |  |
| 6.9 | We have developed relationships with local parent/whānau led organisations such Parent to Parent, etc. |  |  |  |  |  |  |
| 6.10 | We provide them with resources and stories that they can share with family/whānau on the importance of beginning early in relation to preparing for a post school life and transitioning from school to employment. |  |  |  |  |  |  |
| 6.11 | Our specific transition service focuses on employment as the main service outcome providing disabled students, their family/whānau, and schools with links with employers, internship programmes, etc. that lead to employment. |  |  |  |  |  |  |
| Our score for Guideline 6 = \_\_\_\_\_\_\_\_ / 30 | A percentage of 75% or below necessitates clear actions for development (75% = 23/30) | | | | | | | |

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

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

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Quality Indicators** | **1** | **2** | **3** | **4** | **5** | **Evidence** |
| 7.6 | As an organisation, we are committed to deepening our understanding of self-employment as a legitimate, well evidenced, and highly effective method of employment for some disabled jobseekers. |  |  |  |  |  |  |
| 7.7 | Whether we have a specific contract line that includes self-employment or not, we ensure we inform disabled students, disabled jobseekers, and their allies about this option. |  |  |  |  |  |  |
| 7.8 | If we do not have, or cannot build the internal expertise in self-employment, we know who to contact when a disabled student, disabled jobseekers, or their ally is looking for assistance in this space. |  |  |  |  |  |  |
| 7.9 | We advocate, at all possible opportunities with funders for self-employment to be included in our contracts. |  |  |  |  |  |  |
| 7.10 | We courageously and authentically use our current resources to assist disabled jobseekers who are seeking self-employment as their preferred employment outcome |  |  |  |  |  |  |
| Our 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 Providers)

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

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Quality Indicators** | **1** | **2** | **3** | **4** | **5** | **Evidence** |
| 8.6 | We lead by example by having accessible and creative recruitment practices that lead to disabled staff being hired in our organisation. |  |  |  |  |  |  |
| 8.7 | We are committed to publishing our track record for reaching employment outcomes for disabled jobseekers. |  |  |  |  |  |  |
| 8.8 | This information is disaggregated so it clearly shows the outcomes for disabled jobseekers with the greatest barriers to employment. |  |  |  |  |  |  |
| 8.9 | We have methods to enable us to seek anonymous and other feedback from employers, disabled students/jobseekers, family/whānau, allies, and schools that will enable us to understand the experience of all. |  |  |  |  |  |  |
| 8.10 | We participate in research to progress evidence-based practices and to test the effectiveness of new initiatives. |  |  |  |  |  |  |
| 8.11 | We create resources (including video resources) which provide contemporary examples of successful employment outcomes. |  |  |  |  |  |  |
| 8.12 | We can provide evidence of our commitment to supporting our practitioners to grow and maintain their professionalism and skills needed to successfully support disabled jobseekers in finding sustainable employment. |  |  |  |  |  |  |
| Our score Guideline 8 = \_\_\_\_\_\_\_\_ / 35 | A percentage of 75% or below necessitates clear actions for development (75% = 26/35) | | | | | | | |

## Our 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 our actions/what will we do?** | **By when? (Date)** |
| **1** |  |  |  |
| **2** |  |  |  |
| **3** |  |  |  |
| **4** |  |  |  |
| **5** |  |  |  |
| **6** |  |  |  |
| **7** |  |  |  |
| **8** |  |  |  |

**Notes**