

## NJC Job Description

<b>Job Title</b>	Space Youth Worker – Sessional
<b>Department</b>	SPACE
<b>Grade</b>	FfB3
<b>Last updated</b>	November 2019
<b>Reports to</b>	SPACE Domestic Abuse Support Youth Worker

### **Job Purpose** *(a brief statement summarising the overall responsibility of the post)*

The SPACE Project is a joint venture between Project 229 and Families First Bedfordshire. Its main principals are to improve the life chances of children and young people impacted by domestic abuse and who are affected by:

- changes in circumstances (physical transitions: moving or fleeing/changing schools);
- the potential loss of a significant adult;
- becoming a carer/protector; or
- having to grow up quickly: loss of childhood experiences.

SPACE supports children and young people by providing opportunities to:

- build self-worth and belief;
- create positive opportunities including positive adult role models;
- enable access to therapeutic interventions;
- understand and build healthy relationships; and
- develop coping mechanisms.

The SPACE Sessional Youth Worker will play a pivotal role in securing the best outcomes for those children and young people we will work with through SPACE. They will support the Domestic Abuse Support Youth Worker at evening youth groups and holiday clubs.

### **Main Duties and Responsibilities** *(what are the main responsibilities of the job? This is NOT to be an exhaustive list of tasks, it should be the key accountabilities only and should only be around 8 – 10 points long.)*

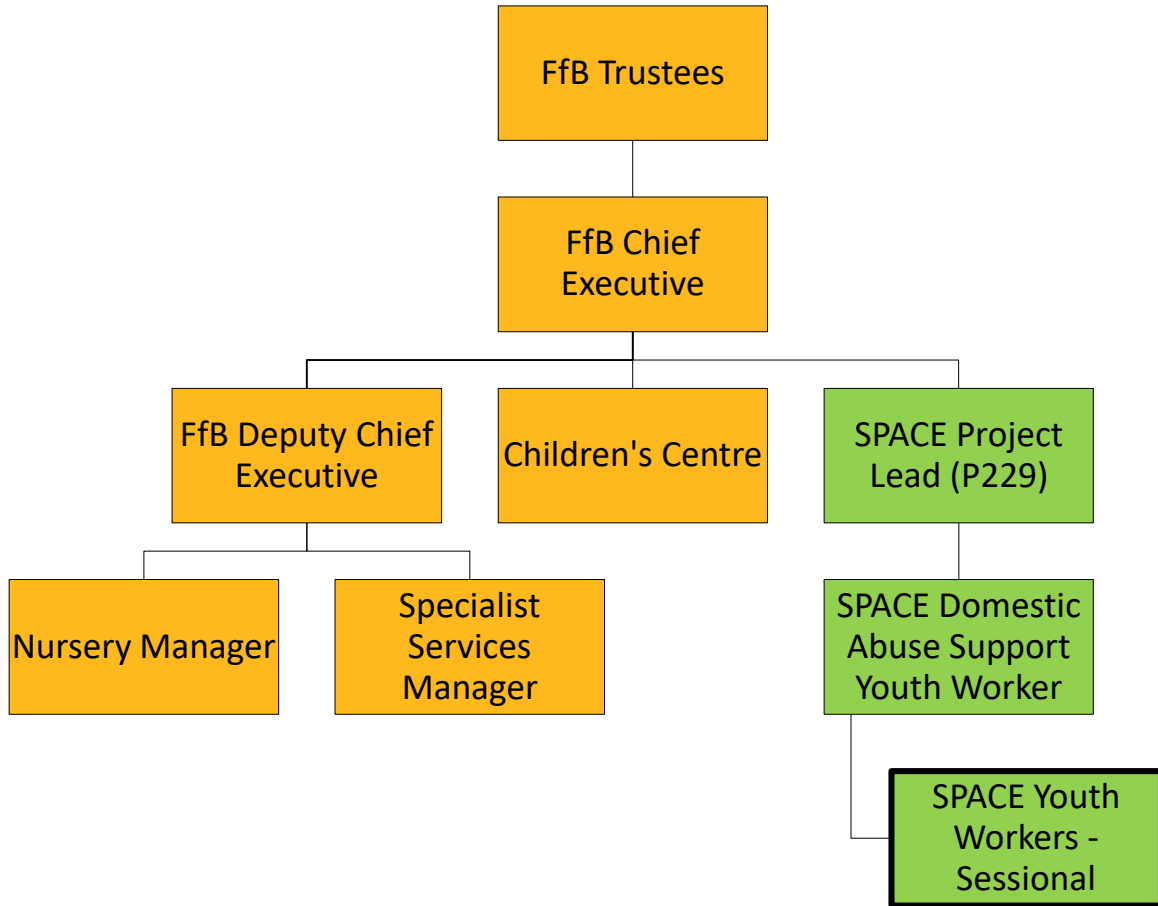
	%
1. Contribute to the planning, delivery and evaluation of the SPACE programme designed to meet the interests and needs of children and young people who have been affected by domestic abuse.	10%
2. Support the delivery of the bi-weekly evening youth club and holiday provision with a strong emphasis on fun, empowerment and healthy relationships.	25%
3. Direct work with a focus on engaging and motivating the children and young people, building positive relationships and supporting individuals to manage their own behaviour.	25%

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4. Utilise existing skills to provide learning and development opportunities for the young people through both structured and unstructured education.	20%
5. Ensure that the service users' voice is incorporated into service planning.	5%
6. Follow and adhere to all policies and procedures of the project.	5%
7. Track the progression of young people using a recognised monitoring tool.	5%
8. Attend team meetings, training, supervision and other meetings as required.	5%

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## Organisation Chart



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### Context

SPACE is a new provision for young people whose lives have been affected by domestic abuse. Participants can attend, meet other children impacted by domestic abuse, have opportunities to talk about their experiences and have fun in a safe environment.

The FfB and P229 partnership demonstrates a commitment to working effectively for the benefit of children and young people affected by domestic abuse. P229 bring expertise in community development and FfB in the field of domestic abuse and therapeutic support. These two skills mixed create a strong partnership for the delivery of SPACE.

### Additional Information – Physical Effort and/or Working Environment *(insert details if these conditions exceed those normally incurred in a day to day office environment.)*

Physical Effort: Above normal physical effort. We encourage staff to get involved in activities alongside the young people.

Working Environment: Youth Centre and minibus plus various locations for offsite activities.

**This post is classed as having a high degree of contact with children or vulnerable adults and is exempt from the Rehabilitation of Offenders Act 1974. An enhanced disclosure will be sought through the Disclosure and Barring Service as part of FfB's employment checks and Personal Interviews will be required as part of the employment process.**

### Dimensions

Physical Resources: Equipment, resources and tablets (provided by the project).

### Health & Safety Risk Assessment *(please indicate which are applicable)*

- Manual Handling activities
- Regular exposure to mental pressures and demands
- Visual display equipment – regular use
- Exposure to substances hazard to health
- Exposure to infection
- Risk of verbal abuse
- Risk of physical assault
- Working alone
- Adverse environmental conditions
- Use of dangerous machinery
- Driving PSV/HGV vehicles

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### Person Specification

This acts as a selection criteria and gives an outline of the types of person and the characteristics to do the job.

Essential (E): without which candidate would be rejected

Desirable (D): useful for choosing between two good candidates

**Please make sure, when completing your application form, you give clear examples of how you meet the essential and desirable criteria.**

Attributes	Essential	How Measured	Desirable	How Measured
<b>Experience</b>	Experience of working with children and young people in a similar role.	1, 2	Experience of sessional recording.  Demonstrable experience for working with children and young people who have complex, multiple needs.  Experience of involving young people in projects as peer leaders and/or consulting with young people.  Demonstrate experience of delivering or supporting others to deliver key activities.	1, 2, 5  1, 2  1, 2  1,2
<b>Skills/Abilities</b>	Proven ability to communicate effectively with adults and children.  Able to accept and respond to the varying needs of children in a non-judgemental way.  Proven ability to manage own time whilst demonstrating effective team working at all times.  Takes responsibility for own workload.  Record writing skills.  Confidence using digital technology to record and communicate.	1, 2  1, 2  1, 2  1, 2  1, 2, 5  1, 2, 5		

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**Please make sure, when completing your application form, you give clear examples of how you meet the essential and desirable criteria.**

Attributes	Essential	How Measured	Desirable	How Measured
<b>Equality</b>	Able to recognise discrimination and to follow the policies and procedures of the organisation.	1, 2	Able to demonstrate some understanding of cultural and religious factors which affect parenting and children's development.	1, 2
<b>Specialist Knowledge</b>	A good understanding of the impact of adverse childhood experiences on children and young people.	1, 2	An understanding of child development from early years through to adolescence.	1, 2
	Good knowledge and understanding of health and wellbeing issues effecting young people.	1, 2	Knowledge of external young people's support and services.	1, 2
<b>Education &amp; Training</b>	Commitment to ongoing professional development.	1, 2	GCSE English and Maths at Grade C or above (or equivalent).	2, 4
			A relevant qualification and or training in the field of youth work.	2, 4
<b>Other Requirements</b>	Adheres to organisational policies and procedures seeking clarification when needed.	1, 2	Car driver with use of a vehicle for work purposes.	1, 2
	Ability to work flexible hours, when required, according to the needs of the organisation including outside normal working hours such as evenings and school holidays (on average once a fortnight).	1, 2		

**1 – Application Form, 2 – Interview, 3 – Test, 4 – Proof of qualification, 5 – Practical Exercise**

We will consider any reasonable adjustments under the terms of the Equality Act (2010), to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.

The job holder will ensure that Families First Bedfordshire's policies are reflected in all aspects of his/her work, in particular those relating to;

- (i) Equality and diversity
- (ii) Health and safety
- (iii) General Data Protection Regulation
- (iv) Confidentiality.