Standard for Youth Worker (L6)

**1 Occupational profile:**

As a Youth worker, you will work with young people (primarily in the age range of 11-19) and communities to promote their personal, social, political and spiritual development by leading on developments both of youth work and in the leadership and management of the organisation to which you belong. This work may be carried out in a range of situations including one-to-one work, group work, detached and outreach youth work and may be in formal or informal settings such as youth clubs, activity based projects, in a school setting and in private, local authority, charity or voluntary organisations as well as in national and international programmes. In all cases, safeguarding young people and following equal opportunities policies will be central.

Professionally qualified youth and community workers carry responsibility for the delivery, design and development of youth work. Professionally qualified youth and community workers can also be expected to carry operational management responsibilities

**Example of key duties**

* Maintaining quality of service provision including giving directions to other workers
* Managing and developing a range of services including working with other agencies to develop services across the community
* First line management responsibility for workers and volunteers, including recruitment, training and development and initial disciplining of staff
* Initiating and monitoring developments of services, particularly with other agencies
* Design, lead and implement a youth work curriculum
* Leading project development and implementation
* Performing and ensuring the discharge of administrative duties (including budget control, records keeping and health and safety)
* Working directly with young people to develop their social education by providing programmes of activities, services and facilities
* Establishing contact with and guiding young people as part of local programmes
* Providing advice and support to local community groups and agencies
* Assisting in the motivation, retention, developing and supporting of staff and volunteers
* Contributing to service development by planning, delivering and monitoring of local provision
* Implementing safeguarding duties and equal opportunities policies as required in the organisation
* Establishing and maintaining relationships with young people and community groups

Job titles may include Youth club manager, Youth worker, Part-time youth leader, Youth development manager, Youth project manager, Senior youth worker, Youth worker in charge. (This list is not exhaustive.)

National Occupational Standards (2012) define the purpose of youth work as:

“Enabl[ing] young people to develop holistically, working with them to facilitate their personal, social and educational development, to enable them to develop their voice, influence and place in society and to reach their full potential”

**2 Entry requirements:**

Since the apprenticeship programme will involve working with children/young people and/or vulnerable adults all new entrants will be subject to an enhanced Disclosure and Barring Service (DBS) check.

All new entrants to the Apprenticeship must have studied at Level 3 an awareness of the purpose of youth work. They should also have undertaken 100 hours of voluntary work in a youth work setting, prior to enrolling on the programme.

Apprentices without level 2 English and maths will need to achieve this level and take the test for Level 2 English and maths prior to taking the end-point assessment

**3 Requirements: knowledge, skills and behaviours (KSBs)**

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| **Behaviours:**  **These are the behaviours expected of all Youth workers carrying out their role:** |
| **Leadership and management of teams and facilities:**   * **Establishing the need for projects, implementing and evaluating them** * **Managing and monitoring designated budgets**   **Participation and active involvement:**   * Respect young people’s rights to make their own decision about how and why they get involved * Encourage active participation in youth work * Start where young people are at in relation to their own vision and values while seeking opportunities to widen their horizons and increase their active participation   **Equality, diversity and inclusion:**   * Effectively demonstrate respect for diversity and ability to provide equality and challenge discrimination and oppression   **Partnership:**   * Work alongside and with young people and others in partnership, to enable young people to achieve their full potential. This is likely to include leading activities or taking the initiative to drive activities on occasion.   **Personal social political development:**   * Encourage young to think critically within a safe environment in which everyone supports their feelings, values, beliefs and issues * Support young people in making their voices heard on issues which affect them |

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| **Knowledge**  **A Youth worker knows and understands:**  Subject knowledge as included in QAA Subject benchmarks statement covering the following areas: |
| **Working in and with communities which will include:**   * Investigation of the meaning and practice of community including the scope of professional practice, studies of public services, the relationship of young people to communities * Communities, networks and coalitions including partnership, power, empowerment and democratic learning, analysis of practices which challenge existing power relations, collective action and social change, citizenship democracy social justice and social value as underpinning professional practice   **Working with young people: working with adults which will include:**   * Models and meanings of development through the life course such as links between education and development, critique of normative and deficit models of development * Engaging with young people and adults in communities in order to develop strategies for education and change including investigations of models of work with young people and communities and models of practice including outreach and detached work, project based work and participatory practice * Children’s young people’s and adults’ health, safety and well-being including professional practice in relation to legal obligations and duties of care. Promoting good mental and emotional health will also be required as well as the importance and nature of personal and professional boundaries with young people and with adults   **Approaches to learning and development and reflective practice which will include:**   * Informal education, conservation, critical dialogue and experiential learning including situated learning, characteristics of informal learning requiring location of practice in matrix of power dynamics, citizenship learning and culturally sensitive/culturally specific learning * Developmental group work. Personal development through group participation, social education and popular education as well as debates on peer education, volunteering and community activism as learning, exploration of groups based on affirmative action * Creativity in learning particularly the nature of creativity as a source of learning including links between information education, adventure education and play and arts based education and holistic approaches to learning recognising emotional and spiritual aspects   **Developing community-based organisations which will include:**   * Understanding organisations where community and youth workers are employed including agencies, workplaces, third sector organisations including churches and faith communities as well as cooperatives and social enterprises. * Management and leadership in community-based projects to include study of inter-professional and interdisciplinary working, leadership of teams and individuals, mentoring and supervision, staff development and training * Interdisciplinary and collaborative working including the nature of applicable approaches as well as possibility of transprofessional approaches, current context, youth work in variety of agency and multi-agency contexts, exploration of the links with other professionals and nature of accountability |

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| **Skills**  **A Youth worker is able to demonstrate skills in the following areas:** |
| * Understanding, developing and managing their professional role covering a wide range of skills such as: substantial autonomy in planning, delivery and evaluation of educational programmes across range of settings, ability to maintain professional boundaries, make informed judgements of complex ethical and professional issues, operate as reflective practitioners, critically reflect on continuing personal and professional development and evolution of own practice * Fostering democratic and inclusive practice through building trusting relationships, foster support for young people and adults, creation of inclusive environments and to identify and counter oppressive attitudes, behaviours and situations at interpersonal and systemic levels * Maintaining and developing organisations which support practice including: support and management of organisations, implementation of legal and regulatory frameworks, context appropriate leadership, and project management skills. * Facilitating personal and collective learning development and capacity building by designing and implementing initiatives, projects and programmes using appropriate professional frameworks and methods as well as evaluation of their impact and effectiveness * Networking and multi-agency working including building partnerships with other professionals and with community groups and young people’s projects, creating and developing inclusive networks, contributing to wider development of services. |

**4 Duration:** Typically**, 36 months** for new entrants.

**5 Level:** This apprenticeship standard is at Level 6.

**6 Review date:** After 3 years.