

UOS reference number

ST0522

Trailblazer reference number

TB0371

Title of occupation

Youth Worker

Trailblazer name

Youth Worker

Core and options

No

Resubmission

No

Level of occupation

Not known

Route

Care Services

Typical duration of apprenticeship

3 years

Target date for approval

01 February 2019

Occupational profile

Summary

A youth worker is someone who uses positive relationships to engage with young people to promote their social, emotional, and personal development through informal education approaches.

This occupation can be found in a range of settings where young people are including: youth projects, educational settings, health environments. This may be in informal settings such as youth clubs, activity-based or social action projects; or more formal settings such as Local Authority Children's Services, hospitals, schools, alternative education provisions or youth custody.

The broad purpose of the occupation is to enable 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 individual and collective full potential.

In their daily work, an employee in this occupation interacts with voluntary, charitable and statutory services such as youth services, education, health, social and community provisions. They will also engage with a range of other partners and stakeholders such as funders, families, and allied professionals.

An employee in this occupation will be responsible for working with young people to plan, deliver and evaluate the youth work curriculum and programmes with individuals and groups. The employee will receive supervision from their line manager but will work autonomously and provide management for other staff through line management of teams including volunteers, youth support/assistants, youth support workers, peer mentors.

They may be responsible for building management such as youth clubs and youth project premises or mobile units depending on the organisational size or structure. They will be responsible for managing the operational budget of projects regardless of location and maintaining appropriate financial and other administrative records.

Typical job titles

Typical job titles include Youth Worker, Youth Leader, Youth Development Manager, Youth Project Manager, Youth Work Practitioner, Senior Youth Worker, Project Worker, Key Worker, Young People's Worker, Engagement Worker, Participation Worker (this list is not exhaustive).

Duty	Criteria for measuring performance	Knowledge	Skills	Behaviours
Effectively engage and develop informal relationships with young people.	<p>Youth worker uses a range of tools and methods to engage with young people.</p> <p>Young people are able to develop and maintain positive relationships with youth worker.</p>	<ul style="list-style-type: none"> • The importance of building trust and rapport, and methods for achieving this with diverse groups of young people. • Effective written and oral communication strategies that are appropriate when working with young people. • Barriers to communication, their causes and ways to overcome them, drawing on research and theoretical understanding. 	<ul style="list-style-type: none"> • Evaluate and utilise appropriate forms and styles of communication suited to the needs and abilities of a variety of young people. • Recognise and demonstrate appropriate professional boundaries of relationships with young people. 	<ul style="list-style-type: none"> • Treat young people with respect. • Take a positive interest in young people’s concerns, ideas and interests. • Work in an anti-oppressive manner.
Lead on partnership work with other agencies to promote services for young people.	<p>Establishes and maintains partnerships with relevant organisations and agencies to increase local and national opportunities for young people.</p> <p>Develops and participates in strategies that contribute to addressing issues in young people’s lives such as increasing employability for the local labour market.</p>	<ul style="list-style-type: none"> • Inter-disciplinary and collaborative working including the nature of applicable (trans-professional) youth work and multi-agency settings. • A range of organisations where youth workers are employers including voluntary sector, statutory sector, faith-based and social enterprise organisations. • National and local policies and strategies that influence young people’s lives. • Funding issues and strategies that affect partnership working. 	<ul style="list-style-type: none"> • Network and engage in multi-agency working including building partnership with other professionals, community groups and young people’s projects to create and develop inclusive networks contributing to organisational development. • Seek, resource and maintain appropriate organisational relationships for the benefit of young people. • Demonstrate effective communication with local community groups, colleagues and agencies who work with young people. • Develop and initiate programmes in partnership with other agencies. 	<ul style="list-style-type: none"> • Commitment to partnership working to enhance opportunities for young people. • Positive engagement in appropriate professional relationships for the benefit of young people.

Duty	Criteria for measuring performance	Knowledge	Skills	Behaviours
<p>Act as an informal education practitioner and lead work with young people.</p>	<p>Youth worker has developed understanding of and identified needs via Local Plans.</p> <p>Sessions & programmes are planned and carried out underpinned by youth work principles.</p> <p>Youth worker manages acceptable behaviour boundaries within a range of settings.</p> <p>A range of review and evaluation methods are utilised to assess the impact of sessions and projects with individuals and groups.</p>	<ul style="list-style-type: none"> • Own role as a facilitator of group dynamics and activities and factors likely to affect group dynamics, along with theoretical underpinnings for this. • Informal education pedagogy, critical dialogue and experiential learning methodologies. • How to understand, develop and manage own professional role; demonstrating autonomy in planning, delivery and evaluation of educational programmes across a range of settings. • Team working principles and practices and the application of these in planning good informal education projects. • The importance of agreeing boundaries of behaviour with the group and its members. • Methods, strategies and interventions used to develop group activities. • How to agree and prioritise with young people their goals, and support action planning towards realising these goals. 	<ul style="list-style-type: none"> • Facilitate the learning and development of young people in suitable settings. • Create and maintain a safe environment for group work and address unacceptable behaviour in creative ways. • Provide effective leadership of the group, leading to active participation and ownership for young people. • Use facilitation methods and styles appropriate to the group's stage of development. • Encourage and recognise the ideas and input of all young people. • Create an inclusive, participatory environment. 	<ul style="list-style-type: none"> • Promote acceptance and understanding of others. • Treat young people with respect. • Support positive participation in activities. • Stimulate understanding of issues, impact of behaviours, alternative behaviours.

Duty	Criteria for measuring performance	Knowledge	Skills	Behaviours
Effectively plan, deliver and evaluate high quality youth work experiences.	<p>Needs are assessed using a variety of youth work planning tools.</p> <p>Sessions, programmes or project plans meet the needs of participants.</p> <p>Work is evaluated with young people to assure quality and promote development.</p> <p>Young people's learning and personal growth is identified and used to plan for future experiences.</p> <p>Young people are involved in the evaluation of youth work activities to identify their own learning or development.</p>	<ul style="list-style-type: none"> • Ways of planning, monitoring and evaluating group work and the success of groups. • Theories of learning and development within an informal education setting. • Research and best practice in relation to recording outcomes and measuring change in a youth work setting. • The importance of designing activities that take account of the preferred learning styles and diverse needs of those participating; and how to apply this knowledge in practice. • Ways of encouraging and enabling young people to participate in an inclusive manner. 	<ul style="list-style-type: none"> • Identify and agree with young people activities that are relevant to their interests and development. • Support young people to participate in planning, organising and delivering youth work activities and programmes. • Involve young people in monitoring and evaluating the effectiveness of the activities and the impact on their own development or learning. 	<ul style="list-style-type: none"> • Treat young people with respect. • Uphold principles and values of youth work practice. • Stimulate reflection as a tool for development of self and others. • Celebrate success and the journey of young people individually and collectively.
Facilitate active participation in service development by young people.	<p>Youth worker works in partnership with young people.</p> <p>Opportunities are created for young people for active engagement and participation.</p> <p>Young people are supported to lead, design, develop and evaluate their own youth work opportunities.</p>	<ul style="list-style-type: none"> • Models of participation and engagement with young people, and how to overcome barriers to participation. • Processes and techniques for designing and developing activities with young people. • Local community and ways in which young people might become involved. • Democratic structures, local elected members, potential partner organisations. 	<ul style="list-style-type: none"> • Build trusting relationships and create inclusive environments. • Create activities that enable young people to contribute to the planning and preparation of activities. • Encourage and support young people to take the lead in services and projects. • Support young people to plan, lead, resource and evaluate youth work activities and programmes through negotiation and democratic process. • Use suitable methods to agree with young people criteria for evaluation of progress, monitoring and methodology. • Raise awareness of the benefits of active participation and inclusive practice with colleagues and partner agencies. 	<ul style="list-style-type: none"> • Value young people as partners. • Start with young people where they are at in relation to their own vision and values. • Seek opportunities to widen young people's horizons and increase active involvement. • Encourage young people to take the lead in their individual and collective youth work journey. • Demonstrate democratic and inclusive practice.

Duty	Criteria for measuring performance	Knowledge	Skills	Behaviours
Design, lead and implement youth work curriculum programmes.	<p>The work with young people reflects contemporary issues affecting them and communities.</p> <p>Effective and appropriate programmes are implemented.</p> <p>Learning, personal and social development of young people is facilitated through application of youth work principles and practices.</p>	<ul style="list-style-type: none"> • How to use informal and non-formal educational approaches to facilitate the learning and development needs of young people. • Theories and models for programme planning. • The key purpose and principles expressed in the theory of youth work and different models of youth work delivery. • Issues which impact young people and ways in which these might be included in curriculum. • Social policy locally, nationally and globally that affects young people and their impact on current programme development. 	<ul style="list-style-type: none"> • Select and use methods and tools suitable for planning youth work activities. • Facilitate youth work programmes that are engaging, creative and contribute to the learning and development of young people. 	<ul style="list-style-type: none"> • Treat young people with respect. • Enthusiasm to work with young people and recognise their ideas and contribution. • Work in an inclusive manner and challenge oppressive behaviour. • Foster creativity and innovation in self and others.
Provide a safe and stimulating environment for young people to explore and challenge their values, beliefs, ideas and issues.	<p>A safe and secure environment promotes open dialogue between and with young people.</p> <p>Young people clearly feel safe to express and challenge views and values, evidenced through inclusive participation in projects that take place.</p> <p>Youth worker challenges colleagues and young people to explore a range of viewpoints and values.</p>	<ul style="list-style-type: none"> • What is meant by values and beliefs and why it is important to encourage young people to explore their own values and beliefs. • Different contexts, cultures and perspectives operating within young people's communities, wider society, nationally and internationally. • Basic sociological concepts and their relevance for work with young people. • Issues, policy and legislation relevant to working with young people. 	<ul style="list-style-type: none"> • Enable young people to express their views, aspirations, needs and concerns. • Use techniques and activities that encourage young people to become more self-aware, and recognise how their values and beliefs impact upon their lives and those of others. • Enable young people to think critically within a safe environment that supports their feelings, values and beliefs. • Facilitate activities and techniques to use with young people that promote self-confidence and build self-esteem and resilience. 	<ul style="list-style-type: none"> • Treat young people with respect. • Encourage young people to express how they feel and accept their view of themselves. • Demonstrate inclusivity, challenge oppression and celebrate diversity.

Duty	Criteria for measuring performance	Knowledge	Skills	Behaviours
<p>Work with young people in promoting their rights.</p>	<p>Young people are able to empower themselves to actively participate in youth work.</p> <p>Young people express their views and opinions regarding social, political and global issues.</p> <p>Young people are supported to take appropriate action for social change.</p> <p>Youth worker acts in accordance with relevant legislation, guidelines and codes of practice regarding the rights of young people.</p>	<ul style="list-style-type: none"> • How anti-oppressive practice relates to and impacts on the principles and delivery of youth work, and how to apply this knowledge in professional practice. • The rights of young people, including relevant legislation and codes of practice in the local, social and political context. • The role of the United National Convention on the rights of the child. 	<ul style="list-style-type: none"> • Foster democratic and inclusive practice through building trusting relationships, support for young people and creating inclusive environments. • Support young people in making their voices heard and creating change on issues that affect them. • Identify and counter oppressive attitudes, behaviours and situations at interpersonal and systemic levels. • Demonstrate an understanding and commitment to the rights of young people. 	<ul style="list-style-type: none"> • Respect young people’s rights to make their own decision about involvement with youth work. • Uphold the values and principles underpinning youth work. • Work in an anti-oppressive manner. • Uphold the values of justice, fairness and equality.
<p>Lead on work that enables young people to explore their wellbeing.</p>	<p>Sessions and programmes are designed so young people are able to explore factors impacting upon their well-being.</p> <p>Young people reflect on their progress and development using appropriate evaluation methods.</p>	<ul style="list-style-type: none"> • Models and meaning of development through adolescence and links between education and development to include critique of normative and deficit models of development. • The five psychological perspectives and their relevance in youth work. • Legal requirements and best practice in relation to confidentiality and safeguarding. • Knowledge of current social, economic and political issues likely to impact on the well-being of young people. • Knowledge of local plans and strategies to which this work may contribute. 	<ul style="list-style-type: none"> • Use appropriate forms and styles of communication suited to the needs and abilities of a variety of young people. • Demonstrate empathy when working with young people to explore their wellbeing, and encourage this in others, including young people. • Identify appropriate partners whose involvement may enhance the work e.g. CAMHS, drugs services, sexual health. • Engage young people to discuss openly and honestly their concerns, choices and behaviour. • Engage young people in strategies to enhance their well-being and decision- making. • Know limits of own role and when to seek advice from others. 	<ul style="list-style-type: none"> • Respect young people’s rights to make their own decision about how and why to get involved with youth work. • Uphold the values and principles underpinning youth work.

Duty	Criteria for measuring performance	Knowledge	Skills	Behaviours
Implement safeguarding duties and equal opportunities policies as required in the organisation.	<p>Works with young people to enable them to find ways to keep themselves safe and understand health and safety.</p> <p>Implements all appropriate organisational policy and procedures to protect and safeguard young people, self and colleagues.</p>	<ul style="list-style-type: none"> Safeguarding and information sharing procedures and duties for safeguarding young people across professional boundaries. Safeguarding leads within service/organisation, and when to involve them. Legislation and guidance relevant to own role and those of team members regarding safeguarding and equal opportunities. Processes of early intervention work with young people including multi agency casework meetings; understanding assessments and thresholds; step up and step down processes. 	<ul style="list-style-type: none"> Implement effective safeguarding practices. Work within the parameters of organisational, local and national safeguarding policies and procedures. Work within the parameters of organisational, local and national equality and diversity policies and procedures. Promote good mental and emotional health for young people. 	<ul style="list-style-type: none"> Model respect for diversity. Promote respect for diversity and equality. Strive for social justice. Active listening, non-judgmental approach. Challenges inappropriate language and behaviours.
Work with young people individually.	<p>Young people are supported to assess their own needs.</p> <p>Young people are supported to develop action plans for their short and long-term goals.</p> <p>Appropriate organisational processes are utilised to record and monitor the progress of individual young people.</p> <p>Effective team working supports young people and their goals.</p>	<ul style="list-style-type: none"> Casework approaches underpinned by youth work in a range of settings. Recording and data protection legislation relevant to the setting and safeguarding procedures. Theories and models applicable to direct work with young people to enhance practice. 	<ul style="list-style-type: none"> Assess the needs of individual young people to locally agreed thresholds guidance. Involve young people in identifying their own needs and seeking solutions. Develop action plans with young people to achieve individual goals. Record and monitor individual casework with young people. Monitor and review the progress of individual young people and effectiveness of approaches to support. 	<ul style="list-style-type: none"> Treat young people with respect. Work with colleagues to secure the best outcomes for young people. Advocate on behalf of young people to represent their needs and wishes.

Duty	Criteria for measuring performance	Knowledge	Skills	Behaviours
Work within the ethical professional boundaries of youth work.	<p>Professional relationships are established and maintained with young people, colleagues and partners in accordance with youth work values and principles.</p> <p>Youth worker will demonstrate and uphold professional youth work values across all work that is undertaken, regardless of personal views and experiences.</p>	<ul style="list-style-type: none"> • How the code of youth work ethics impacts on youth work delivery and own practice. • The importance of enabling and supporting work with young people in accordance with youth work values and principles. • Ethical dilemmas in work with young people and how these can impact on individuals, teams and organisations (including appropriate ways to address and critically examine these). 	<ul style="list-style-type: none"> • Maintain professional boundaries, make informed judgements of complex ethical and professional issues and operate as a reflective practitioner. • Agree ground-rules and codes of conduct with young people. • Identify any unacceptable behaviour and address this appropriately and fairly within the boundaries of role and organisational procedures. 	<ul style="list-style-type: none"> • Behave in accordance with the legal, ethical and contractual requirements of youth work. • Show consistency and fairness in decision-making and involve young people.
Develop youth work strategies and plans.	<p>Reflective and responsive strategies and plans for youth work are produced (medium and long term). The impact of work is evaluated as part of an ongoing planning cycle.</p>	<ul style="list-style-type: none"> • Legal, regulatory and ethical requirements impacting upon the provision of youth work activities. • Methods of obtaining feedback from young people, relevant agencies and stakeholders. • How to engage young people in communities in order to develop strategies for education and change including investigations of models of work with young people and practice such as: <ul style="list-style-type: none"> ☐ Outreach ☐ Detached ☐ project based work ☐ participatory practice • The community and ways to make use of existing sources of information for profiling and planning purposes. 	<ul style="list-style-type: none"> • Carry out needs analysis, review and evaluate a range of sources of information. • Present information in a range of formats supported by a coherent argument that articulates assumptions, risks and likely outcomes. • Write a coherent project/ action plan, which demonstrates an understanding of resourcing, outputs, outcomes and evaluation. 	<ul style="list-style-type: none"> • Commitment to empowerment of young people to present their views and ideas. • Actively involve young people in the planning process. • Communicate with, and involve other staff in planning as appropriate.

Duty	Criteria for measuring performance	Knowledge	Skills	Behaviours
Carry out administrative duties and health and safety requirements in line with role and organisational requirements.	<p>A system is in place for identifying hazards and assessing risks.</p> <p>Prompt and effective action is taken to eliminate or control identified hazards and risks.</p> <p>Meets own organisation policy, practice and requirements for recording and reporting sessions for young people including incidents and safeguarding concerns that may arise.</p>	<ul style="list-style-type: none"> • Requirements to maintain a healthy and safe environment, including professional practice in relation to legal obligations, risk assessment and duties of care. • Organisational written health and safety policy and own role and that of others with regard to monitoring, measuring and reporting health and safety concerns. • Legal and organisational obligations regarding administration, recording and management of data. 	<ul style="list-style-type: none"> • Ensure regular review of systems and continuous improvement in relation to health and safety performance. • Keep detailed and accurate records of all health and safety risks and actions. • Carry out risk assessments and take appropriate actions to manage risk within the workplace. • Manage financial records in line with role and organisational requirements. • Budget management at appropriate level. 	<ul style="list-style-type: none"> • Be reliable, honest and work with integrity at all times. • Model behaviour that demonstrates a commitment to the effective protection of young people. • Systematic approach to administration.
Produce reports, evaluations and summary data to commissioners, funders, senior managers and other stakeholders.	<p>Appropriate records of all work with young people are kept in line with organisational policy and legal requirements.</p> <p>Evaluation reports are prepared which include feedback from young people and analysis of the impact of youth work.</p> <p>Prepares financial reports, costed proposals and recommendations for youth work projects.</p>	<ul style="list-style-type: none"> • How to use sources of information to make a business case and demonstrate the impact and benefits of youth work. • Organisational policies and procedures including any legislative, regulatory and ethical requirements for funding youth work. • Local and national trends and developments affecting the demand for youth work activities. 	<ul style="list-style-type: none"> • Demonstrate sound budget and resource management skills. • Evidence strong written and oral communication skills. • Present information clearly and concisely in a range of formats. 	<ul style="list-style-type: none"> • Show integrity, fairness and consistency in assessment of youth work activity.

Duty	Criteria for measuring performance	Knowledge	Skills	Behaviours
<p>Lead a team of staff and complete associated duties (such as recruitment, professional development and supervision).</p>	<p>Provides line management support to colleagues, which promotes good practice and effective working.</p> <p>Actively participates in the recruitment of staff, to include volunteers, peer mentors, part time or full time staff members.</p> <p>Leads and communicates with staff team effectively.</p> <p>Staff for whom the Youth Worker is responsible engage in regular professional development activity that enhances their professional practice.</p>	<ul style="list-style-type: none"> Theories of management and leadership in youth work projects to include: <ul style="list-style-type: none"> inter-professional and interdisciplinary working leadership of teams and individuals Organisational policies and legal requirements for delivery or youth work. Types of management support that can be provided and how they differ. Organisation's HR procedures e.g. professional development, disciplinary, grievance. Theories of mentoring and professional supervision of youth workers including a range of models. Importance of staff development, and how to identify training and development needs to support professional formation. Ways of reflecting on and critiquing youth work practice. 	<ul style="list-style-type: none"> Evidence application of work objectives and confirm the work required of team to complete these. Allocate work to team members, taking account of their skills, knowledge and understanding. Identify any poor performance and agree ways to improve with team members. Carry out regular supervision and appraisal with colleagues. Provide other workers with youth work support, mentoring, informal supervision and advice when they need it. Encourage, motivate and support others to achieve their work and development objectives. Use a range of leadership styles appropriate to colleagues and their needs. 	<ul style="list-style-type: none"> Approach colleagues with respect and foster trust. Commitment to team working. Demonstrate professional conduct, approachability and leadership qualities. Demonstrate leadership and ability to form positive relationships with colleagues. Commitment to the development and support of colleagues.
<p>Be a reflective practitioner.</p>	<p>Reflect on own values, interests and priorities with respect to the youth work role to show continued professional growth and understanding.</p> <p>Continuously review and update own development, priorities and objectives.</p>	<ul style="list-style-type: none"> Theories, models principles and benefits of reflective practice within a youth work setting. Requirements of own work role and boundaries of autonomy, responsibility and authority. The importance of critical reflection and continuous professional development for youth work practice. 	<ul style="list-style-type: none"> Monitor the outcomes of own practice and identify areas for development and improvement. Critically reflect on continuing personal and professional development and evolution of own practice. Record own practice in a form which enables an understanding of issues and effectiveness. 	<ul style="list-style-type: none"> Commitment to personal learning, development and critical reflection. Uphold the values and principles of youth work.

Duty	Training requirement	Method of delivery	Provider type	OTJ days
Effectively engage and develop informal relationships with young people.				0
Lead on partnership work with other agencies to promote services for young people.				0
Act as an informal education practitioner and lead work with young people.				0
Effectively plan, deliver and evaluate high quality youth work experiences.				0
Facilitate active participation in service development by young people.				0
Design, lead and implement youth work curriculum programmes.				0
Provide a safe and stimulating environment for young people to explore and challenge their values, beliefs, ideas and issues.				0
Work with young people in promoting their rights.				0
Lead on work that enables young people to explore their wellbeing.				0
Implement safeguarding duties and equal opportunities policies as required in the organisation.				0
Work with young people individually.				0
Work within the ethical professional boundaries of youth work.				0
Develop youth work strategies and plans.				0
Carry out administrative duties and health and safety requirements in line with role and organisational requirements.				0
Produce reports, evaluations and summary data to commissioners, funders, senior managers and other stakeholders.				0
Lead a team of staff and complete associated duties (such as recruitment, professional development and supervision).				0
Be a reflective practitioner.				0

Additional information

Entry requirements

No entry requirements specified

Professional recognition

No professional body recognition specified

Trailblazer membership details

Chair

carol stone (national youth agency)

Facilitator

No facilitator

Employer members

Name	Employer
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Other members

Name	Employer
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