**Person Specification**

**Role** Freetime Mentor

**Department** R.E.A.L Foundation Trust

**Location** East Midlands

**Accountable to** Service Coordinator / Charity Manager

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| **Knowledge** | Essential | Desirable |
| Knowledge of the role & purposes of a befriending service and the impact of such a service on young people and their families. | X |  |
| Awareness of relevant legislation and guidance and implications for local policy, procedure and practice (e.g. The Children’s Act 2004, Children and Families Act 2014, Apprenticeship, Skills and Children Learning Act 2009) |  | X |
| Demonstrate some knowledge regarding teaching practice for young people with additional needs |  | X |
| **Experience** |  |  |
| Two years experience of working with children and young people or vulnerable adults within an education, health or social care setting |  | X |
| Working in a registered charity or not-for-profit organisation |  | X |
| Acting as a mentor to young people | X |  |
| Demonstrate experience of developing effective resources for young people with additional needs |  | X |
| Demonstrate experience of working with young people or vulnerable adults with additional needs | X |  |
| **Skills** |  |  |
| Able to demonstrate effective communication | X |  |
| Demonstrate a wide variety of ICT skills (e.g. an understanding of google cloud and associated applications and esafety) | X |  |
| Demonstrate effective record keeping with a clear understanding GDPR and sharing information protocols | X |  |
| Can demonstrate recognised skills in working with young people or vulnerable adults with additional needs | X |  |
| **Education and Training** |  |  |
| To hold a minimum Level 2 qualification in supporting learning in an education setting (e.g. NVQ) |  | X |
| To be able to produce evidence of previous CPD (e.g. first aid, safeguarding training, diversity training, CAF/EHC training, IOSHH) | X |  |
| **Qualities** |  |  |
| Must hold a UK Driving Licence and have access to a road worthy vehicle | X |  |
| Understand the importance of adhering to the organisation’s policies, procedures and practices | X |  |
| Be committed to delivering holistic family interventions | X |  |
| Be driven to provide positive outcomes to children, young people and vulnerable adults | X |  |