Institute for Apprenticeships & Technical Education

YOUTH WORKER

Details of standard

Occupation summary

A youth worker is someone who uses rights-based, person-centred relationships to engage with young people to promote their social, emotional, and personal development using informal education approaches.

This occupation can be found in a range of settings where young people are present, including (but not limited to) youth projects, educational settings, health environments and faith sector. The settings may be informal, such as youth clubs, activity-based or social action projects, or more formal, such as Local Authority Children's Services, hospitals, schools, alternative education provisions or youth custody. In this occupation and context, 'youth' refers to young people aged 11 to 19, or up to the age of 25 for those with additional needs.

The broad purpose of the occupation is to enable young people to develop holistically, working with young people to facilitate personal, social and educational development. This is to enable them to develop their voice, influence and place in society, and reach their individual and collective potential.

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. They will receive supervision from their line manager but will also work autonomously and manage other staff, which may include 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 size or structure of the organisation. They will be responsible for managing projects (including budgets) and maintaining appropriate financial and other administrative records.

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.

Typical job titles include:

| Youth work manager | Youth worker |

Entry requirements

A satisfactory enhanced DBS check will be an entry requirement for the programme.

Occupation duties

DUTY	KSBS
Duty 1 Establish relationships with young people, communities and partners	K1 K2 K3 K31 S1 S2 B1 B2 B3 B4 B6 B7 B8 B10
Duty 2 Establish, manage and develop different youth work provisions.	K4 S3 S4 S5 B1 B3 B4 B7
Duty 3 Manage and develop staff, projects and facilities.	K5 K6 K7 K8 K9 S6 S7 S8 B1 B2 B3 B5 B6 B7 B8 B9
Duty 4 Work with other agencies to develop services across a community.	K10 K11 K12 S9 S10 S11 B1 B2 B3 B4 B10
Duty 5 Design, lead, implement and evaluate a youth work curriculum.	K13 K14 K15 K16 S12 S13 S14 S15 B1 B3 B4 B5 B6 B7 B8 B9
Duty 6 Lead on rights-based youth work, and voice and influence strategies.	K17 K18 S16 S17 S18 S19 S20 S21 B1 B2 B3 B4 B6 B7 B8 B9
Duty 7 Lead project development, implementation and evaluation.	K19 K20 K21 K22 S22 S23 S24 B3 B4 B7 B8 B9 B10
Duty 8 Engage in continuous professional development.	K23 K24 S25 S26

	B1 B3 B4 B5 B6 B10	
Duty 9 Demonstrate professional youth work values and ethical practice.	K25 K26 K27	
	S27 S28	
	B1 B2 B3 B4 B5	
Duty 10 Manage provision within relevant legislative frameworks	K28 K29 K30	
	S29 S30	
	B1 B2 B3 B4 B7 B10	

KSBs

Knowledge

K1: The importance of building trust and rapport, and methods for achieving this.

K2: Professional relationship boundaries and the implications of these for youth workers.

K3: Communication styles and methods, including barriers to communication and ways to overcome these.

K4: Different models of youth work e.g. Outreach, Detached, Open access, Targeted, Social Action, Digital

K5: Theories of management and leadership e.g. inter-professional and inter-disciplinary working.

K6: Human resources procedures, e.g. professional development, disciplinary, grievance.

K7: Youth work supervision models.

K8: The importance of staff development.

K9: Resource, financial and facilities management, including relevant legislation and regulations that need to be followed.

K10: National and local plans and strategies relevant to youth work and young people.

K11: Roles, remit and responsibilities of key stakeholders.

K12: Strategies to build and manage professional partnerships.

K13: Theories and models of informal and non-formal education and their application in practice.

K14: Theories and models for programme planning, development, delivery and evaluation.

K15: Policies and strategies related to the national and local youth work curriculum.

K16: Contemporary models for impact and evaluation of youth work.

K17: Models for inclusive and active participation and barriers to participation.

K18: International, national and local factors impacting on young people's engagement in decision making, including legislation (e.g. UNCRC) and local and national participation strategies.

K19: Models to undertake appropriate situational needs analysis.

K20: Project management tools and processes, including assessing and managing risk.

K21: Evaluation and impact processes and strategies.

K22: Commissioning and funding processes.

K23: Theories, models and principles for reflective practice.

K24: The importance of critical reflection and continuous professional development for youth work practice

K25: The relationship between rights, responsibilities and power dynamics in professional youth work relationships and society.

K26: Cultural and community competency in good youth work practice.

K27: Principles of anti-oppressive and anti-discriminatory practice.

K28: Safeguarding legislation, government guidance and national framework regarding record keeping, disclosure management and reporting referrals to a designated safeguarding lead.

K29: Safer recruitment and staff management processes (including for volunteers).

K30: Boundaries of professional accountability and responsibility for self, staff and project leadership.

K31: Principles of child development and human growth applicable to behaviours likely to be observed in youth activities.

Skills

S1: Evaluate and utilise a range of styles of communication suited to the audience, e.g. verbal, non-verbal, written and electronic methods.

S2: Maintain professional boundaries in relationships with young people and colleagues.

S3: Select and use suitable youth work models for the needs of young people they are engaging with.

S4: Work in partnership with young people to develop suitable services.

S5: Utilise appropriate methods and tools for planning, monitoring and evaluating youth work.

S6: Complete, store and retain accurate administrative and financial records.

S7: Carry out regular supervision, staff development and appraisals (where appropriate) with colleagues.

S8: Apply different leadership styles appropriate to the needs of colleagues.

S9: Utilise a range of sources of information to inform service development.

S10: Identify and work with appropriate partners to add value to work with young people, e.g., Child and Adolescent Mental Health Services (CAMHS), schools, local councillors.

S11: Advocate for young people and youth work in policy and service development.

S12: Select and use appropriate methods and tools when planning youth work programmes and activities.

S13: Identify and apply differentiated methods and styles when engaging with groups to meet the needs of young people, promoting learning and development

S14: Facilitate youth work programmes that support the learning and development of young people in line with the youth work curriculum.

S15: Evaluate, demonstrate and report on the impact of youth work.

S16: Provide a safe environment for young people to explore and challenge values, beliefs, ideas and issues.

S17: Create and evaluate effectiveness of inclusive and participatory learning environments.

S18: Support young people to plan, organise and deliver youth-led activities and programmes.

S19: Select and apply appropriate participation models to overcome barriers to participation

S20: Support young people to make their voice heard to influence change on issues affecting them.

S21: Identify and challenge oppressive attitudes, behaviours and situations.

S22: Conduct and use information from situational needs analysis to develop projects.

S23: Produce reports, evaluations and summary data in a format appropriate for the intended audience, e.g. commissioners, funders or other stakeholders.

S24: Use outcomes of evaluation of service delivery to inform, develop and enhance practice and projects.

S25: Monitor own practice and use supervision to identify areas for continuing professional development and improvement.

S26: Apply appropriate supervision models to support the development of colleagues.

S27: Ensure professional ethical standards are developed, promoted and maintained across the youth work environment.

S28: Demonstrate and promote a person-centred approach to youth work.

S29: Implement, identify and report safeguarding referrals, drawing on safeguarding information, in line with safeguarding policies and procedures, to take action when a young person discloses information.

S30: Carry out risk assessments, plan activities, visits, and manage situations to mitigate risks to ensure the safety of all young people, depending on the setting and the environment they are working in.

Behaviours

B1: Work in an anti-oppressive, anti-discriminatory manner

B2: Act as an ambassador for young people and youth work.

B3: Leads and manages by example, demonstrating inclusive and participatory behaviours in their work.

B4: Work collaboratively for the benefit of young people by personal example, encouraging and facilitating cooperation, trust and commitment.

B5: Be a reflective practitioner.

B6: Respect young people's rights to make their own decision about involvement with youth work

B7: Promote the values of justice, fairness and equality

B8: Take a positive interest in young people's concerns, ideas and interests

B9: Promote the development of political and social education for and with young people

B10: Compliance with relevant policies and procedures

Qualifications

English & Maths

Apprentices without level 2 English and maths will need to achieve this level prior to taking the End-Point Assessment. For those with an education, health and care plan or a legacy statement, the apprenticeship's English and maths minimum requirement is Entry Level 3. A British Sign Language (BSL) qualification is an alternative to the English qualification for those whose primary language is BSL.

Other mandatory qualifications

JNC endorsed professional Level degree in Youth Work

Level: 6 (integrated degree)

https://www.nya.org.uk/youth-work/jnc/

Additional details

Occupational Level:

6

Duration (months):

36

Review

This apprenticeship standard will be reviewed after three years

Version log

VERSION	CHANGE DETAIL	EARLIEST START DATE	LATEST START DATE	LATEST END DATE
1.0	Approved for delivery	11/02/2022	Not set	Not set