

CHEXS

(Registered charity number 1153769)

Supporting Families in the Local Community



CHEXS Mission

Helping raise children and young people's self-esteem, skills and aspirations while addressing confidence issues that stop them achieving their potential. Also to support the whole family, helping raise parents' ability to communicate with their child which in turn can improve relationships and support development.

Children and Young People Lead

Job and Person Specification

Job Title: Children and Young People Lead

Salary: £31,517.13 to £36,244.70 depending on experience and qualifications + 6 percent pension contribution

Outdoor allowance: Additional financial compensation will be provided for days spent working outdoors with children and young people

Hours: 37.5 hours per week for 52 weeks per year.

Annual leave: 25 days (maximum 5 days during school term time) plus 8 public holidays (33 in total)

Term: Permanent

Reports to: Chief Operating Officer (COO)

Purpose of post

Job outline

We are seeking an experienced and motivated individual to lead and manage the Children and Young People (CYP) Team and the GROWTH Programme. This role involves close collaboration with children, young people and their families to create a positive and inclusive environment that fosters personal development and community engagement.

The ideal candidate is goal oriented, capable of setting clear objectives and adept at providing constructive feedback to the CYP team. They lead by example, demonstrate transparency and foster a culture of appreciation. The role often involves working in challenging and outdoor environments in all conditions, so adaptability and resilience are crucial. A commitment to professional development, work life balance and empathy are essential, as is the ability to empower team members and involve them in decision making.

Your primary responsibility is to engage and work with the charity's primary and secondary schools to enable targeted children and young people from families experiencing multiple disadvantages to access a variety of activities and services that address barriers to achievement and social wellbeing. These initiatives raise self esteem, build skills and aspirations, and support children to overcome confidence and emotional issues. Success requires a proactive approach to celebrating achievements, promoting teamwork, and creating a supportive environment where everyone can thrive.

This role includes working with parents, developing their ability to communicate with their child which can improve relationships and support development. By working with and supporting families, parents or carers and partner organisations you will promote the engagement of the child's learning, development and wellbeing and contribute to the effective and efficient delivery of information.

Leadership interface: The CYP Lead is a mid-management role with end-to-end accountability for CYP programme delivery and people management. The postholder works closely with the COO and contributes to SLT discussions by providing data, insights and proposals. The CYP Lead may attend SLT meetings by invitation where CYP delivery, safeguarding, risk or performance requires direct input.

Workload split and delivery expectation

Across each school term the post holder allocates approximately 80 percent of working time to delivering the GROWTH Programme in ratio and approximately 20 percent to supervision, line management, planning, systems and data.

80 percent delivery in ratio includes session planning, set up and pack down, transport or venue liaison, direct group and one-to-one delivery, debriefs, recording, home visits linked to active cases, mentoring and attendance at meetings linked to active cases.

20 percent supervision and systems includes one-to-ones and group supervision, rota building and cover, safeguarding triage and referrals, risk assessments, EOS routines (rocks, scorecards, IDS), partner/funder reporting and CRM data checks.

Expansion remit

The post holder prepares and delivers safe, high-quality expansion across additional schools and community deliverables (including open access youth work), using CHEXS frameworks and EOS routines.

1. Context

CHEXS is an award winning youth and family support charity operating in Waltham Cross, Hertfordshire, and neighbouring towns including Goffs Oak, Cheshunt, Wormley and Turnford. We work with disadvantaged and underperforming school age children where a child's school believes CHEXS support will help develop their personal development. Alongside providing direct support to the child to build their self esteem, wellbeing, skills and aspirations, we provide whole family support to address the issues stopping the child from achieving their potential. In this way, we tackle the underlying causes of the child's challenges, strengthen parent child relationships, and provide long term benefits to everyone in the family. We provide a combination of support to the child through our Children and Young People Team and support to the wider family to address underlying challenges parents may be facing. Support to families is provided by our Family Support Team.

CHEXS Leadership Team (SLT) consists of:

- Chief Executive
- Chief Operating Officer
- GROWTH and Communications Manager
- Office Manager

CHEXS Service Leads (mid-management) report to the COO:

- Family Support Lead
- Children and Young People Lead

A key part of our successful approach is that, alongside supporting the child, we provide whole family support. In most cases, a child's difficulties are related to underlying challenges they are facing at home. If we do not address the underlying challenges, the child is much less likely to overcome the difficulties they are facing at school and achieve their potential.

Duties and responsibilities

Key areas

1. Children and Young People Support
2. Parent Support
3. Service and Strategic Development
4. Evaluation and Monitoring
5. General

1. Children and Young People Lead

GROWTH Programme framework

The Growth Programme encompasses four key pillars linked to a framework:

1. Project gives meaning and purpose
2. Experiences build resilience
3. A culture of expectations
4. Environment inspires aspirations

The CHEXS GROWTH Programme builds self esteem, confidence, aspirations, relationships and resilience by helping young people achieve success outside the traditional classroom environment. It is a structured programme of in school, after school and holiday activities for disadvantaged young people, delivered over multiple weeks and including group and one to one work.

- Goal setting
- Resilience development
- One to one focus
- Working together
- Trust building
- Help each other

Core responsibilities

1.1 Manage, motivate and develop a team of paid staff, including volunteers, to develop and deliver CHEXS GROWTH services.

1.2 Enable CHEXS to access appropriate services for families within CHEXS areas who have unmet needs and support them in overcoming barriers to learning and opportunities, employability and social or emotional wellbeing.

1.3 Lead and deliver in ratio, holding a personal caseload, targeted programmes of enrichment activities such as:

- Creative projects where young people mentor primary children and act as positive role models in outreach settings
- Habitat projects in local community areas
- Outdoor team building projects including residential weeks to increase skills and confidence whilst staying away from home. These involve a fair amount of walking
- Mentoring of volunteers, children and young people

1.4 Work closely with partner organisations, providing appropriate intervention programmes and

targeted work for children and young people experiencing multiple disadvantages. This will include outreach work. Delivery by the post holder is in ratio and in line with CHEXS risk assessments and activity policies.

1.5 Help identify children from families experiencing multiple disadvantages through statutory, voluntary and community bodies within Broxbourne and the wider area.

1.6 Support children and young people and their families with unmet needs by engaging them in time limited one to one support by:

- Liaising with partner agencies including attendance and contribution to child protection conferences, reviews, core group meetings and school reviews as appropriate
- Supporting and directing the Families First Assessment process and the organisation of the Team Around Family and Families First continuum of Early Help
- Raising awareness and promoting information that supports health and wellbeing of children, young people and their families, for example Public Health messages and HCC initiatives
- Supporting and directing Key Workers within CHEXS settings, modelling the role, providing information, advice and guidance and facilitating their role with the family
- Support the school with a TAF (Team Around the Family) if required
- Delivering a range of support using the principles and practices of Protective Behaviours through one to one and small group work
- Working closely with partner organisations to provide appropriate intervention programmes and targeted work for marginalised children and their families. This may include mentoring, outreach work and home visits or other locations
- Facilitating supervision, training and development opportunities as directed by your line manager in order to develop skills and knowledge and keep up to date with developments in the field of children and young people support and information

1.7 Provide children and young people support to ensure access to CHEXS services, including promoting parental engagement within CHEXS areas leading to improved involvement in their children's learning and wellbeing. Respond to the specific needs of parents and arrange direct services, linking with a network of professionals from statutory, voluntary and community agencies.

1.8 Provide transition support between different age groups supporting the engagement of parents or carers in improving involvement in their children's learning, development and wellbeing.

1.9 Encourage children and young people participation in planning and provision of support and information, including CYP steering groups and youth councils.

1.10 Maintain and update charity policies, procedures and risk assessments.

1.11 Safeguarding children by making referrals where appropriate.

1.12 Deputy Designated Safeguarding Lead (DDSL). Deputise for the COO as Designated Safeguarding Lead and ensure CYP staff follow safeguarding policy and procedures.

Scaling delivery across schools and settings

1.13 Plan and deliver additional GROWTH cohorts as new schools join, maintaining agreed ratios, quality standards and safe practice.

1.14 Maintain a checklist for each new school or setting (timetables, venue risk assessments, transport, equipment, permissions, data capture).

1.15 Agree session aims, referral criteria and delivery calendars with school leads; escalate barriers to the COO as required.

1.16 Induct and brief CYP staff and volunteers for each new setting with defined roles for delivery, debrief and recording.

CHEXS Extra – Open Access Youth Programme (Pilot)

1.17 Lead CHEXS Extra, an open access youth work strand that complements school referred programmes by providing after school and holiday sessions for young people aged 10 to 18, and up to 25 with SEND, in community venues.

- 1.18 Plan and oversee delivery with relevant sector partners and venues (e.g., local authority facilities, community leisure centres, outdoor activity providers, arts/dance studios, parks and community halls). Ensure sessions are safe, inclusive and affordable to access.
- 1.19 Ensure light touch registration and safeguarding for walk in or drop in attendance, appropriate staff to young person ratios, and positive behaviour management.
- 1.20 Coordinate volunteer involvement, oversee quality and delivery standards, and ensure monitoring and evaluation meet funder requirements, for example Million Hours Fund priorities.
- 1.21 Promote sessions across schools, community venues, social media and youth networks in collaboration with the GROWTH and Communications Manager.
- 1.22 Governance: CHEXS Extra is governed through CYP performance reporting to the COO, with funder reporting cycles and risk registers maintained in line with organisational policy. The post holder is counted on session ratios for CHEXS Extra delivery unless rota requirements dictate otherwise and this has been agreed with the COO in advance.

2. Parent Support

Family Support Service framework

Our Family Support Team work with parents to tackle the underlying sources of family tension, for example money, employment or housing. We help parents develop better communication and behaviour management strategies. We provide support one to one, in groups and through courses.

The family support team strategy encompasses four key pillars:

1. Supporting home life stresses
2. Managing difficult behaviour
3. Strengthening family relationships
4. Communication

Responsibilities

- 2.1 Cover and support, when required, Family Support Service access to services, including promoting parental engagement within CHEXS areas leading to improved involvement in their children's learning and wellbeing. Respond to the specific needs of parents and promote and arrange direct services, linking with professionals from statutory, voluntary and community agencies.
- 2.2 Help identify families who have unmet needs through statutory, voluntary and community bodies within CHEXS surrounding areas.
- 2.3 Provide drop in or family support sessions, signposting and appropriate intervention programmes for marginalised families. This will include outreach work and home visits.
- 2.4 Provide transition support between different age groups supporting the engagement of parents or carers in improving involvement in their children's learning, development and wellbeing.

3. Service and Strategic Development

CHEXS two service frameworks are underpinned by five strategic outcomes:

1. Parents develop skills and confidence to build a happy home
2. Parents improve skills to manage behaviour and support learning, resulting in better relationships with children
3. Children develop skills and improve relationships, building resilience and self esteem while improving wellbeing

4. Communities work together with belief and ownership tackling local issues and improving community relationships
5. The charity is governed and sustainably resourced with the broadest strategic choice to best enable the achievement of its vision

3.1 Line of sight to strategy

Work with the COO to translate the CHEXS Strategic Plan into a clear CYP annual delivery plan with milestones, KPIs and budgets.

3.2 Governance cadence

Provide monthly CYP performance updates to the COO and contribute to quarterly reports for Trustees. Attend Trustee Steering Sub Group by invitation where CYP programme performance or risk is under review.

3.3 Cross team development

Partner with the Family Support Lead and the GROWTH and Communications Manager to co design workforce development opportunities that strengthen delivery quality, safeguarding practice and evaluation.

3.4 Continuous improvement

Lead CYP retrospectives and implement changes using an agreed improvement log. Align to organisational processes led by the COO.

3.5 External engagement

Represent CHEXS at external meetings, and network locally to develop contacts, services and raise CHEXS profile, including partners beyond schools for CHEXS Extra.

3.6 Entrepreneurial Operating System (EOS)

Apply EOS tools and rhythms within the CYP team, including scorecards, rocks and the IDS approach. Align with organisation wide EOS implementation owned by the COO.

4. Evaluation and Monitoring

4.1 Keep clear records and plans of all contacts with clients and professionals and of meetings with external agencies. Ensure the efficient administration of services including distributing promotional materials, maintaining records and submitting reports as required.

4.2 Be responsible for the monitoring and evaluation of the CHEXS CYP services and reporting outcomes to CHEXS Board and stakeholders.

4.3 Ensure that all records and confidential information are stored in line with the Data Protection Act and CHEXS policies and procedures.

4.4 Ensure that the CHEXS CRM database is kept up to date. This includes updating the system with referral enrolments and evaluations and open access attendance records for CHEXS Extra.

4.5 Track and report termly on the 80 percent delivery and 20 percent supervision/systems split for the post holder and team, using CRM and schedule records.

4.6 Track growth metrics (schools/settings served, cohorts running, attendance and completion rates) and safety/quality indicators (incidents, near misses, follow-up).

5. General

5.1 Ensure compliance with legal, ethical, regulatory and social requirements.

5.2 Manage personal resources and own professional development.

5.3 Communications. Provide timely content and impact data to the GROWTH and

Communications Manager for CYP and CHEXS Extra promotion. Approve CYP related posts in line with safeguarding and brand guidelines.

5.4 Promote a health and safety culture within the workplace, observe all health and safety rules and procedures as required and where appropriate conduct risk assessments.

5.5 Ensure that essential information of a sensitive or personal nature is not disclosed to or discussed with inappropriate persons or within inappropriate settings.

5.6 Be an active and effective team member.

5.7 There may be some travel outside of the Broxbourne area.

5.8 Work some hours outside of normal office hours. Evenings and weekends may be required. Time taken in lieu. Maintain the agreed 80 percent delivery and 20 percent supervision and systems balance over each term.

5.9 At all times carry out every aspect of your duties with due regard to CHEXS policies and procedures including the Equalities statement.

5.10 Ensure CHEXS vision and values are embedded in the service delivery.

5.11 Maintain a professional level of communication at all times.

5.12 Maintain full accountability to services through supervision and group supervision.

5.13 Undertake other duties as may be reasonably determined by line management, the CEO or Board of Trustees.

5.14 Development and delivery of projects and initiatives to support charity objectives, including expansion of CHEXS Extra where pilot outcomes support growth.

5.15 During short mobilisation periods agreed with the COO, temporary variation from the 80/20 balance may be required, returning to balance once mobilisation completes.

Equal Opportunities

CHEXS is committed to openness and equality of opportunity in every activity, from the way we employ staff to the way we deliver services. It is a central responsibility of members, managers and employees of the charity to ensure that every individual that we come into contact with is treated with dignity and respect. A copy of the full policy will be given to all staff, and a full briefing on the contents of the policy is included in induction.

The post holder's duties must at all times be carried out in compliance with the CHEXS Equal Opportunities Policy and other policies designed to protect employees or service users from harassment.

a) Take reasonable care of the health and safety of self, other persons and resources whilst at work.

b) Co operate with management of the Service as far as is necessary to enable the responsibilities placed upon the Service under the Health and Safety at Work Act to be performed, for example operate safe working practices.

It is the duty of the post holder not to act in a prejudicial or discriminatory manner towards service users or employees, including those who may be for example from minority ethnic communities, women, disabled or older people, lesbians or gay men. The post holder should also counteract such practice or behaviour by challenging or reporting it.

Disclosure and Barring Service

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 DBS as part of CHEXS pre employment checks. Please note that additional information referring to the DBS is in the guidance notes to the application form. If you are invited to an interview you will receive more information.

Health and Safety

It will be the duty of every employee to comply with CHEXS policies and while at work to take

reasonable care for the Health and Safety of themselves and of other persons who may be affected by their acts or omissions at work.

PERSON SPECIFICATION

Qualities	Essential	Desirable
Qualifications	<p>You should possess a Level 3 qualification or equivalent</p> <p>Possess relevant qualifications and/or extensive experience in working with children and young people, such as:</p> <p>A Level 3 certification in Working with Children, or equivalent experience in the field.</p> <p>A Level 1 certification in Protective Behaviours.</p> <p>An Intermediate certification in Protective Behaviours.</p>	<p>Level 4 or above</p> <p>Level 4 certification in Working with Children.</p> <p>Certification in Protective Behaviours Families Feeling Safe Facilitator Training.</p> <p>Level 2 certification in Food Hygiene.</p>
Special skills	<p>Demonstrate a robust understanding of family dynamics, child development, and education-related programs and policies.</p> <p>Showcase strong negotiation skills, enabling effective conflict resolution and consensus-building, along with a proven ability to collaborate successfully within a team.</p> <p>Demonstrate a keen capacity to conduct thorough research, analyse complex data, and present findings clearly to determine service development needs within a district or locality.</p>	<p>Completion of Team Teach or other similar behaviour support training programs, which offer a comprehensive approach to managing challenging behaviour for organizations working with children and adults in education, youth care, or adult care settings.</p> <p>Experience with behaviour support training that emphasizes teamwork, communication, and supportive practices, helping transform challenging situations into positive outcomes while addressing the needs of distressed individuals.</p>
Experience	<p>Experience in a multi-agency environment that fosters collaboration to support the personal development of vulnerable children and young people. This includes promoting partnership working to ensure comprehensive care and targeted interventions that empower these children to achieve their full potential.</p>	<p>Previous experience of working in a charity.</p> <p>Previous experience within an education or local authority setting.</p>

	<p>Experience in engaging and working with children and young people, focusing on those from families facing multiple disadvantages, to help them access a wide range of activities and services designed to overcome barriers to achievement and improve social well-being</p> <p>You should have experience collaborating with children, young people, parents, carers, and the local community, with a strong understanding of how to meet and address a wide variety of needs and backgrounds in a culturally sensitive manner.</p> <p>Possess a thorough knowledge of child and youth development, as well as an understanding of child protection and safeguarding policies and procedures.</p> <p>Experience in conducting Family First Assessments and working with the Early Help Module.</p> <p>You should also have experience with integrated processes, along with an understanding of the various support services available to children and their families, including parenting support.</p>	<p>Identifying/supporting families with Drug/Alcohol problems</p> <p>Domestic violence awareness course</p> <p>Graded Care Profile training</p>
<p>IT and Presentation skills</p>	<p>Proficiency in Microsoft Outlook, including email management and maintaining an organized filing system.</p> <p>Skilled in Microsoft Word, with the ability to create various types of documents and letters.</p> <p>Strong knowledge of Microsoft Excel, capable of creating complex spreadsheets with formulas, charts, and customized formatting to analyse and present data.</p> <p>Expertise in Microsoft PowerPoint, with the capability to develop compelling presentations that effectively communicate complex information to diverse audiences.</p>	<p>Previous experience of using bespoke databases</p> <p>MS Word - set up and execute mail merges, and apply advanced formatting.</p>

<p>Personal attributes</p>	<p>Strong leadership skills, with a proven ability to guide and inspire a team.</p> <p>Adaptable and open to taking on challenges that align with CHEXS charity objectives.</p> <p>Excellent communication skills, ensuring clear and effective interaction with colleagues, stakeholders, and clients.</p> <p>A collaborative team player who fosters a positive working environment.</p> <p>Ability to remain calm and perform effectively under pressure.</p> <p>Exceptional organizational skills, allowing for effective task management and prioritization.</p> <p>Self-motivated with the ability to work independently and use your own initiative.</p> <p>Demonstrated ability to prioritize tasks and meet deadlines consistently.</p> <p>A flexible and innovative problem-solver who approaches challenges with a positive attitude and creative solutions.</p>	
<p>Circumstances</p>	<p>Hold a valid driver's license and have access to a personal vehicle (with insurance for business use), enabling independent travel to various locations.</p> <p>Willingness to complete D1 course (if necessary) and drive the minibus.</p> <p>Capable of working autonomously without supervision.</p> <p>Willingness to work during late afternoons and evenings to support CHEXS projects and activities.</p> <p>Willing to participate in charity residential events.</p> <p>Available to work occasional weekends for community outreach and special events.</p>	<p>To have category D1 on Driving License</p>