

Keeping Children Safe: Safer Recruitment in the children's workforce

Virtual delivery activity pack
2024/25



Exercise 1: what is harm?

	Accidental	Neglectful	Deliberate
Physical			
Sexual			
Emotional			
Neglect			

Exercise 2: audio presentation

The boxes below are headed with the titles of Finkelhor's model. As the clip plays, write down, in the appropriate box, what the offender says about this pattern of abusing.

1. Motivation to abuse	2. Overcomes internal inhibitors or conscience
3. Overcomes external inhibitors	4. Overcomes the resistance of victim

Person specification: for exercise use only

Role: children's support worker

Knowledge, skills and experience

1. Has a relevant qualification.
2. Has relevant previous experience working with children and young people, ideally in a similar environment.
3. Has knowledge of child development.
4. Has up-to-date knowledge of relevant legislation and guidance in relation to working with and the protection of children and young people.
5. Displays commitment to the protection and safeguarding of children and young people.
6. Values and respects the views and needs of children and young people.
7. Works collaboratively and supportively with colleagues within the organisation and with colleagues in other organisations.
8. Respects and values the different experiences, ideas and backgrounds others can bring to work and to teams.
9. Demonstrates a commitment to fundamental British values and an awareness of how these can be promoted in direct work with children
10. Is resilient and demonstrates ability to work well under pressure. Manages time effectively.
11. Is willing to work within organisational procedures, processes and to meet required standards for the role.
12. Is committed to continual personal and professional development. Is reflective and learns from past experiences.

Job description: for exercise use only

Role: children's support worker

As part of a team of support workers you will provide support and guidance to children and young people on both a group and individual basis. You will engage with other agencies to ensure that children and young people are aware of the service and also liaise as required when involved in individual cases.

Role responsibilities

1. Advice and support
 - Supervise an open house drop-in centre, between the hours of 8am and 11pm, seven days a week (on a rotating shift basis), to provide support and motivation for young people in a variety of circumstances.
 - Run support groups for children and young people with different needs and issues.
2. Promotion of the service
 - Work closely with local schools and colleagues in the youth offending team and the drug and substance misuse service to encourage and motivate young people to continue or re-engage with education and make positive life choices.
 - Deliver presentations at local schools about the services provided at the community centre.
3. One-to-one support
 - Provide one-to-one support to an assigned caseload of children and young people.
 - Attend relevant meetings with other agencies as and when required.
4. Other responsibilities
 - Support colleagues in group work.
 - Undertake project work as and when required.

Exercise 3: Item Sorting

- A. Choose selection criteria
- B. Read application forms and check information
- C. Request references
- D. Arrange induction training
- E. Scrutinise references
- F. Ask for a criminal information self-disclosure
- G. Request sight of the paper DBS certificate
- H. Scrutinise and copy the identity documents
- I. Carry out an interview, role play or other assessment
- J. Check gaps or issues on the application form with the candidate
- K. Train and brief those who are carrying out the interview or other assessments
- L. Discuss criminal convictions history with the candidate
- M. Choose methods of assessment (interview, role play etc)
- N. Send out information pack to prospective applicants
- O. Give prospective applicants information about safeguarding policies and the vetting checks carried out
- P. Make an unconditional offer of employment and give a start date
- Q. Probe candidate's attitudes towards safeguarding and motivation for working with children
- R. Check qualifications and professional registration
- S. Advertise the post
- T. See birth certificate to check whether individual has ever changed their name
- U. Ask for CVs to be sent in
- V. Make a decision to offer the post to the individual
- W. Agree which candidates are to be shortlisted
- X. Check person is not disqualified from caring for children
- Y. Check the DBS children's barred list
- Z. Verify references by telephone

Exercise 3: Item sorting table

Before shortlisting	Shortlist	During Interview	Post interview