

**Youth Service**  
**Career progression framework**  
June 2025

The following roles within the team are subject to JNC terms and conditions and are not part of MedPay PPP, but the process for progression through the framework between A, B and C will follow the same principles.

Youth Support Worker		
JNC 5 - 8		
Entry point for the role is JNC point 5		
After successful probation of 12 months, employee will move to level A		
Level A – JNC point 6	Level B – JNC point 7	Level C – JNC point 8
Required for this level	In addition to level A	In addition to levels A and B
<b>Qualifications</b> <ul style="list-style-type: none"> <li>Entry qualifications GCSE Maths and English. May be working toward L2 Youth Work.</li> </ul> <p><i>Certificates of qualifications and training.</i></p>	<b>Qualifications</b> <ul style="list-style-type: none"> <li>Has achieved L2 Youth Work. An up-to-date ongoing portfolio of training.</li> </ul> <p><i>Certificates of qualifications and training.</i></p>	<b>Qualifications</b> <ul style="list-style-type: none"> <li>Has achieved L3 Youth Work.</li> <li>Coaching or other specific qualifications that accredit to deliver a specific project or area of work agreed with manager. For example: climbing instructor or arts award assessor.</li> </ul> <p><i>Certificates of qualifications and or training.</i></p>
<b>Knowledge</b> <ul style="list-style-type: none"> <li>Basic understanding of youth work approach and processes.</li> <li>Basic awareness of safeguarding, equalities and the purposes of youth work.</li> <li>Professional relationship boundaries and the implications of these for youth workers.</li> </ul> <p><i>Record of professional conversation demonstrating knowledge, i.e. supervision notes, interview responses. Portfolio evidence from qualifications. Observations from managers or peers. Project or session plans and evaluation reports. Records of evidence.</i></p>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>Can describe the purposes of youth work and its basic principles such as planning, delivery and evaluation, participation, empowerment, inclusivity, equality and diversity. Demonstrates the ability to provide examples of how these principles are applied in practice.</li> <li>Demonstrates a basic understanding of the Youth Work curriculum, including key components and objectives. Can outline the main topics covered and explain their relevance to youth work practice.</li> <li>Can explain the breadth of Medway Council's Youth Service's offer and gives specific examples of activities and initiatives. Demonstrates an understanding of how these services meet the needs of young people in the community.</li> <li>(For AYDW's) – knowledge of how to use Medway Council recording systems such as IYSS and Mosaic.</li> </ul> <p><i>Record of professional conversation demonstrating knowledge, i.e. supervision notes, interview responses. Portfolio evidence from qualifications. Observations from managers or peers. Project or session plans and evaluation reports. Records of evidence.</i></p>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>Demonstrate knowledge relating a specialism or specific curriculum area of practice. These should be agreed with line management and could include but are not limited to: a youth work curriculum area or drugs education, sexual health and relationships, careers advice, detached youth work, mental health and emotional well-being.</li> </ul> <p><i>Record of professional conversation demonstrating knowledge, i.e. supervision notes, interview responses. Portfolio evidence from qualifications. Observations from managers or peers. Project or session plans and evaluation reports. Records of evidence.</i></p>
<b>Experience</b> <ul style="list-style-type: none"> <li>New to working with children and young people or limited experience from non-youth work settings.</li> <li>Indicative 3-6 months experience or less in a youth work or related setting.</li> </ul>	<b>Experience</b> <ul style="list-style-type: none"> <li>Regular experience of engaging young people using a youth work methodology.</li> </ul>	<b>Experience</b> <ul style="list-style-type: none"> <li>Demonstrates substantial experience of engaging young people in ways that evidence their growth and development.</li> <li>Understands the importance of critical reflection and continuous professional development for youth work practice</li> </ul>

<p><i>Employment record and CV.</i></p>	<ul style="list-style-type: none"> <li>• Can demonstrate understanding of youth work and its basic principles such as planning, delivery and evaluation, participation, empowerment, inclusivity, equality and diversity.</li> <li>• Uses the Youth Work curriculum to plan and deliver work. Including different models of youth work e.g. Outreach, Detached, Open access, Targeted, Social Action, Digital</li> <li>• Indicative 6-12 months experience in at least one youth work specific setting.</li> </ul> <p><i>Employment record and CV. Record of professional conversation demonstrating knowledge, i.e. supervision notes, interview responses. Portfolio evidence from qualifications. Observations from managers or peers. Project or session plans and evaluation reports. Records of evidence.</i></p>	<ul style="list-style-type: none"> <li>• Demonstrates expertise in an area of the youth work curriculum by leading on aspects of youth work delivery.</li> <li>• Indicative 12 months or longer in multiple youth work specific settings.</li> </ul> <p><i>Employment record and CV. Record of professional conversation demonstrating knowledge, i.e. supervision notes, interview responses. Portfolio evidence from qualifications. Observations from managers or peers. Project or session plans and evaluation reports. Records of evidence.</i></p>
<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• General engagement skills.</li> <li>• Can communicate with young people about activities, interests and ideas.</li> <li>• Provides a safe environment for young people to explore and challenge values, beliefs, ideas and issues.</li> </ul> <p><i>Observation of practice, feedback from young people.</i></p>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Maintain professional boundaries in relationships with young people and colleagues.</li> <li>• Developed engagement skills. Uses information about young people’s interests and ideas to inform program.</li> <li>• Can work with young people following a process of plan, do and review.</li> <li>• Encourages young people to share their views and ideas.</li> <li>• Identify and challenge oppressive attitudes, behaviours and situations.</li> <li>• Is starting to take the lead on elements of a project or session with some support.</li> </ul> <p><i>Record of professional conversation demonstrating knowledge, i.e. supervision notes, interview responses. Portfolio evidence from qualifications. Observations from managers or peers. Project or session plans and evaluation reports. Records of evidence.</i></p>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Has led on multiple projects, where young people are actively involved at all stages of planning, delivery and evaluation.</li> <li>• Support young people to make their voice heard to influence change on issues affecting them.</li> <li>• Support young people to plan, organise and deliver youth-led activities and programmes.</li> <li>• Regularly takes the lead on a specific project or session with limited input from line-manager.</li> <li>• Skilled at data management and protection, and able to apply and coach others on applying GDPR principles</li> </ul> <p><i>Record of professional conversation demonstrating knowledge, i.e. supervision notes, interview responses. Portfolio evidence from qualifications. Observations from managers or peers. Project or session plans and evaluation reports. Records of evidence.</i></p>
<b>Instructor</b>		
<b>JNC 7 - 10</b>		
<b>Entry point for the role is JNC point 7</b>		
<b>After successful probation of 12 months, employee will move to level A</b>		
<b>Level A – JNC point 8</b>	<b>Level B – JNC point 9</b>	<b>Level C – JNC point 10</b>
Required for this level	In addition to level A	In addition to levels A and B
<p><b>Qualifications</b></p> <ul style="list-style-type: none"> <li>• Entry qualifications GCSE Maths and English. May be working toward L2 Youth Work.</li> <li>• Holds a basic instructor qualification in a specific area of practice, such as archery, climbing etc.</li> </ul> <p><i>Certificates of qualifications and training.</i></p>	<p><b>Qualifications</b></p> <ul style="list-style-type: none"> <li>• Has achieved L2 Youth Work. An up-to-date ongoing portfolio of training.</li> </ul> <p><i>Certificates of qualifications and training.</i></p>	<p><b>Qualifications</b></p> <ul style="list-style-type: none"> <li>• Has achieved L3 Youth Work.</li> <li>• Advanced coaching or other qualifications that accredit to deliver a specific project or area of work agreed with manager. For example: higher level climbing instructors, Mountain leader award.</li> </ul> <p><i>Certificates of qualifications and or training.</i></p>

<p><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• Basic understanding of youth work approach and processes.</li> <li>• Basic awareness of safeguarding, equalities and the purposes of youth work.</li> <li>• Professional relationship boundaries and the implications of these for youth workers.</li> <li>• Basic technical knowledge of area of instruction. Aware of risk assessments and procedures.</li> </ul> <p><i>Record of professional conversation demonstrating knowledge, i.e. supervision notes, interview responses. Portfolio evidence from qualifications. Observations from managers or peers. Project or session plans and evaluation reports. Records of evidence.</i></p>	<p><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• Can describe the purposes of youth work and its basic principles such as planning, delivery and evaluation, participation, empowerment, inclusivity, equality and diversity. Demonstrates the ability to provide examples of how these principles are applied in practice.</li> <li>• Demonstrates a basic understanding of the Youth Work curriculum, including key components and objectives. Can outline the main topics covered and explain their relevance to youth work practice.</li> <li>• Can explain the breadth of Medway Council's Youth Service's offer and gives specific examples of activities and initiatives. Demonstrates an understanding of how these services meet the needs of young people in the community.</li> <li>• (For AYDW's) – knowledge of how to use Medway Council recording systems such as IYSS and Mosaic.</li> <li>• Proficient to help others understand technical knowledge about instructed area. Can induct others into the risk assessments, policies and procedures.</li> </ul> <p><i>Record of professional conversation demonstrating knowledge, i.e. supervision notes, interview responses. Portfolio evidence from qualifications. Observations from managers or peers. Project or session plans and evaluation reports. Records of evidence.</i></p>	<p><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• Demonstrate knowledge relating a specialism or specific curriculum area of practice. These should be agreed with line management and could include but are not limited to a youth work curriculum area or drugs education, sexual health and relationships, careers advice, detached youth work, mental health and emotional well-being.</li> <li>• Shows ability to contribute to the development of technical knowledge about risk assessments, policies and procedures, as relevant to the instructed area.</li> </ul> <p><i>Record of professional conversation demonstrating knowledge, i.e. supervision notes, interview responses. Portfolio evidence from qualifications. Observations from managers or peers. Project or session plans and evaluation reports. Records of evidence.</i></p>
<p><b><u>Experience</u></b></p> <ul style="list-style-type: none"> <li>• New to working with children and young people or limited experience from non-youth work settings.</li> <li>• Indicative 3-6 months experience or less in a youth work or related setting.</li> <li>• Has led instructed sessions or completed sufficient training to prepare for leading sessions.</li> </ul> <p><i>Employment record and CV.</i></p>	<p><b><u>Experience</u></b></p> <ul style="list-style-type: none"> <li>• Regular experience of engaging young people using a youth work methodology.</li> <li>• Can demonstrate understanding of youth work and its basic principles such as planning, delivery and evaluation, participation, empowerment, inclusivity, equality and diversity.</li> <li>• Uses the Youth Work curriculum to plan and deliver work. Including different models of youth work e.g. Outreach, Detached, Open access, Targeted, Social Action, Digital</li> <li>• Indicative 6-12 months experience in at least one youth work specific setting.</li> <li>• Can lead instructed sessions independently with little or no support.</li> </ul> <p><i>Employment record and CV. Record of professional conversation demonstrating knowledge, i.e. supervision notes, interview responses. Portfolio evidence from qualifications. Observations from managers or peers. Project or session plans and evaluation reports. Records of evidence.</i></p>	<p><b><u>Experience</u></b></p> <ul style="list-style-type: none"> <li>• Demonstrates substantial experience of engaging young people in ways that evidence their growth and development.</li> <li>• Understands the importance of critical reflection and continuous professional development for youth work practice</li> <li>• Demonstrates expertise in an area of the youth work curriculum by leading on aspects of youth work delivery.</li> <li>• Indicative 12 months or longer in multiple youth work specific settings.</li> <li>• Can supervise others leading instructed sessions to a high level of competence.</li> </ul> <p><i>Employment record and CV. Record of professional conversation demonstrating knowledge, i.e. supervision notes, interview responses. Portfolio evidence from qualifications. Observations from managers or peers. Project or session plans and evaluation reports. Records of evidence.</i></p>
<p><b><u>Skills</u></b></p> <ul style="list-style-type: none"> <li>• General engagement skills.</li> <li>• Can communicate with young people about activities, interests and ideas.</li> </ul>	<p><b><u>Skills</u></b></p> <ul style="list-style-type: none"> <li>• Maintain professional boundaries in relationships with young people and colleagues.</li> </ul>	<p><b><u>Skills</u></b></p> <ul style="list-style-type: none"> <li>• Has led on multiple projects, where young people are actively involved at all stages of planning, delivery and evaluation.</li> </ul>

<ul style="list-style-type: none"> <li>Provides a safe environment for young people to explore and challenge values, beliefs, ideas and issues.</li> <li>Can lead an instructed session with supervision.</li> </ul> <p><i>Observation of practice, feedback from young people.</i></p>	<ul style="list-style-type: none"> <li>Developed engagement skills. Uses information about young people's interests and ideas to inform program.</li> <li>Can work with young people following a process of plan, do and review.</li> <li>Encourages young people to share their views and ideas.</li> <li>Identify and challenge oppressive attitudes, behaviours and situations.</li> <li>Is starting to take the lead on elements of a project or session with some support.</li> <li>Can lead instructed sessions without supervision.</li> <li>Can plan instructed work.</li> </ul> <p><i>Record of professional conversation demonstrating knowledge, i.e. supervision notes, interview responses. Portfolio evidence from qualifications. Observations from managers or peers. Project or session plans and evaluation reports. Records of evidence.</i></p>	<ul style="list-style-type: none"> <li>Support young people to make their voice heard to influence change on issues affecting them.</li> <li>Support young people to plan, organise and deliver youth-led activities and programmes.</li> <li>Regularly takes the lead on a specific project or session with limited input from line-manager.</li> <li>Skilled at data management and protection, and able to apply and coach others on applying GDPR principles</li> <li>Can supervise other instructors and lead and oversee their work, ensuring that safety standards are understood and maintained by all.</li> </ul> <p><i>Record of professional conversation demonstrating knowledge, i.e. supervision notes, interview responses. Portfolio evidence from qualifications. Observations from managers or peers. Project or session plans and evaluation reports. Records of evidence.</i></p>
<b>Assistant Youth Development Worker</b>		
<b>JNC 12 - 15</b>		
<b>Entry point for the role is JNC point 12</b>		
<b>After successful probation of 12 months, employee will move to level A</b>		
<b>Level A – JNC point 13</b>	<b>Level B – JNC point 14</b>	<b>Level C – JNC point 15</b>
Required for this level	In addition to level A	In addition to levels A and B
<p><b><u>Qualifications</u></b></p> <ul style="list-style-type: none"> <li>Entry qualifications GCSE Maths and English. May be working toward L2 Youth Work.</li> </ul> <p><i>Certificates of qualifications and training.</i></p>	<p><b><u>Qualifications</u></b></p> <ul style="list-style-type: none"> <li>Has achieved L2 Youth Work. An up-to-date ongoing portfolio of training.</li> </ul> <p><i>Certificates of qualifications and training.</i></p>	<p><b><u>Qualifications</u></b></p> <ul style="list-style-type: none"> <li>Has achieved L3 Youth Work.</li> <li>Coaching or other specific qualifications that accredit to deliver a specific project or area of work agreed with manager. For example: climbing instructor or arts award assessor.</li> </ul> <p><i>Certificates of qualifications and or training.</i></p>
<p><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>Basic understanding of youth work approach and processes.</li> <li>Basic awareness of safeguarding, equalities and the purposes of youth work.</li> <li>Professional relationship boundaries and the implications of these for youth workers.</li> <li>Basic administrative skills, ability to use MS Office packages.</li> </ul> <p><i>Record of professional conversation demonstrating knowledge, i.e. supervision notes, interview responses. Portfolio evidence from qualifications. Observations from managers or peers. Project or session plans and evaluation reports. Records of evidence.</i></p>	<p><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>Can describe the purposes of youth work and its basic principles such as planning, delivery and evaluation, participation, empowerment, inclusivity, equality and diversity. Demonstrates the ability to provide examples of how these principles are applied in practice.</li> <li>Demonstrates a basic understanding of the Youth Work curriculum, including key components and objectives. Can outline the main topics covered and explain their relevance to youth work practice.</li> <li>Can explain the breadth of Medway Council's Youth Service's offer and gives specific examples of activities and initiatives. Demonstrates an understanding of how these services meet the needs of young people in the community.</li> <li>(For AYDW's) – knowledge of how to use Medway Council recording systems such as IYSS and Mosaic.</li> </ul>	<p><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>Demonstrate knowledge relating a specialism or specific curriculum area of practice. These should be agreed with line management and could include but are not limited to: a youth work curriculum area or drugs education, sexual health and relationships, careers advice, detached youth work, mental health and emotional well-being.</li> <li>Understands how to use specific ICT and digital tools that support work with young people, for example expert use of social media, design tools, consultation and organisational tools.</li> </ul> <p><i>Record of professional conversation demonstrating knowledge, i.e. supervision notes, interview responses. Portfolio evidence from qualifications. Observations from managers or peers. Project or session plans and evaluation reports. Records of evidence.</i></p>



	<ul style="list-style-type: none"> <li>Understanding of online recording and evaluation tools used to records and evidence work with young people.</li> </ul> <p><i>Record of professional conversation demonstrating knowledge, i.e. supervision notes, interview responses. Portfolio evidence from qualifications. Observations from managers or peers. Project or session plans and evaluation reports. Records of evidence.</i></p>	
<p><b><u>Experience</u></b></p> <ul style="list-style-type: none"> <li>New to working with children and young people or limited experience from non-youth work settings.</li> <li>Indicative 3-6 months experience or less in a youth work or related setting.</li> <li>Limited administrative experience, related to recording and evidencing work.</li> </ul> <p><i>Employment record and CV.</i></p>	<p><b><u>Experience</u></b></p> <ul style="list-style-type: none"> <li>Regular experience of engaging young people using a youth work methodology.</li> <li>Can demonstrate understanding of youth work and its basic principles such as planning, delivery and evaluation, participation, empowerment, inclusivity, equality and diversity.</li> <li>Uses the Youth Work curriculum to plan and deliver work. Including different models of youth work e.g. Outreach, Detached, Open access, Targeted, Social Action, Digital</li> <li>Indicative 6-12 months experience in at least one youth work specific setting.</li> <li>Has experience of planning and organising activities inside and out of sessions, including communications with venues, parents and young people, letter writing. Uses Evolve trip approval system.</li> </ul> <p><i>Employment record and CV.</i></p> <p><i>Record of professional conversation demonstrating knowledge, i.e. supervision notes, interview responses. Portfolio evidence from qualifications. Observations from managers or peers. Project or session plans and evaluation reports. Records of evidence.</i></p>	<p><b><u>Experience</u></b></p> <ul style="list-style-type: none"> <li>Demonstrates substantial experience of engaging young people in ways that evidence their growth and development.</li> <li>Understands the importance of critical reflection and continuous professional development for youth work practice</li> <li>Demonstrates expertise in an area of the youth work curriculum by leading on aspects of youth work delivery.</li> <li>Indicative 12 months or longer in multiple youth work specific settings.</li> <li>Has experience of using administration to expand marketing and awareness of projects.</li> <li>Uses out of session administration skills to enhance youth projects, creating learning and consultation materials and evidencing the work of young people.</li> </ul> <p><i>Employment record and CV.</i></p> <p><i>Record of professional conversation demonstrating knowledge, i.e. supervision notes, interview responses. Portfolio evidence from qualifications. Observations from managers or peers. Project or session plans and evaluation reports. Records of evidence.</i></p>
<p><b><u>Skills</u></b></p> <ul style="list-style-type: none"> <li>General engagement skills.</li> <li>Can communicate with young people about activities, interests and ideas.</li> <li>Provides a safe environment for young people to explore and challenge values, beliefs, ideas and issues.</li> <li>Basic Administration and data entry.</li> </ul> <p><i>Observation of practice, feedback from young people.</i></p>	<p><b><u>Skills</u></b></p> <ul style="list-style-type: none"> <li>Maintain professional boundaries in relationships with young people and colleagues.</li> <li>Developed engagement skills. Uses information about young people's interests and ideas to inform program.</li> <li>Can work with young people following a process of plan, do and review.</li> <li>Encourages young people to share their views and ideas.</li> <li>Identify and challenge oppressive attitudes, behaviours and situations.</li> <li>Is starting to take the lead on elements of a project or session with some support.</li> <li>Use of ICT tools to support planning and evaluation of youth work.</li> <li>Planning and organisation skills</li> </ul>	<p><b><u>Skills</u></b></p> <ul style="list-style-type: none"> <li>Has led on multiple projects, where young people are actively involved at all stages of planning, delivery and evaluation.</li> <li>Support young people to make their voice heard to influence change on issues affecting them.</li> <li>Support young people to plan, organise and deliver youth-led activities and programmes.</li> <li>Regularly takes the lead on a specific project or session with limited input from line-manager.</li> <li>Skilled at data management and protection, and able to apply and coach others on applying GDPR principles</li> <li>Use of ICT tools to promote projects and analyse learning from evaluation.</li> <li>Skilled at promotion and marketing of opportunities for young people.</li> </ul>

	Record of professional conversation demonstrating knowledge, i.e. supervision notes, interview responses. Portfolio evidence from qualifications. Observations from managers or peers. Project or session plans and evaluation reports. Records of evidence.	<ul style="list-style-type: none"> <li>Uses ICT tools to design youth work materials and tools that can be share with other workers.</li> </ul> <p>Record of professional conversation demonstrating knowledge, i.e. supervision notes, interview responses. Portfolio evidence from qualifications. Observations from managers or peers. Project or session plans and evaluation reports. Records of evidence.</p>
<b>Youth Participation Worker / Youth Development Worker</b>		
<b>JNC 16-19</b>		
<b>Entry point for the role is JNC point 16</b>		
<b>After successful probation of 12 months, employee will move to level A</b>		
<b>Level A – JNC point 17</b>	<b>Level B – JNC point 18</b>	<b>Level C – JNC point 19</b>
Required for this level	In addition to level A	In addition to levels A and B
<u><b>Qualifications</b></u> <ul style="list-style-type: none"> <li>Youth work related qualifications at L3 or higher accompanied by a relevant training portfolio.</li> </ul> <p><i>Certificates of qualifications and or training.</i></p>	<u><b>Qualifications</b></u> <ul style="list-style-type: none"> <li>Recognised L6 qualification in Youth Work.</li> <li>Up to date portfolio of relevant training. First aid, safeguarding, health and safety etc.</li> </ul> <p><i>Certificates of qualifications and or training. Registration with Youth Work One.</i></p>	<u><b>Qualifications</b></u> <ul style="list-style-type: none"> <li>Engaging with specialist qualifications or training accrediting to lead on a specific area of work. For example: train the trainer, first aid instructor, coaching or specialist deliver training or qualifications.</li> </ul> <p><i>Certificates of qualifications and or training. Registration with Youth Work One.</i></p>
<u><b>Knowledge</b></u> <ul style="list-style-type: none"> <li>Understands the purposes of youth work, the youth work curriculum and basic principles such as planning, delivery and evaluation, participation, empowerment, inclusivity, equality and diversity.</li> <li>The importance of building trust and rapport, and methods for achieving this.</li> <li>Professional relationship boundaries and the implications of these for youth workers.</li> <li>Communication styles and methods, including barriers to communication and ways to overcome these.</li> <li>Different models of youth work e.g. Outreach, Detached, Open access, Targeted, Social Action, Digital</li> <li>An understanding and applied knowledge of data quality, and data protection</li> </ul> <p><i>Record of professional conversation demonstrating knowledge, i.e. supervision notes, interview responses. Portfolio evidence from</i></p>	<u><b>Knowledge</b></u> <ul style="list-style-type: none"> <li>Demonstrates cultural and community competency in youth work practice.</li> <li>Uses knowledge of young people’s views, experiences and lives to inform practice and decision making.</li> <li>Demonstrates an understanding of internal and external partners and organisations that support their work with young people.</li> <li>Strategies to build and manage professional partnerships.</li> <li>Theories and models of informal and non-formal education and their application in practice.</li> <li>The importance of critical reflection and continuous professional development for youth work practice.</li> </ul> <p><i>Record of professional conversation demonstrating knowledge, i.e. supervision notes, interview responses. Portfolio evidence from qualifications. Observations from managers or peers. Project or session plans and evaluation reports. Records of evidence.</i></p>	<u><b>Knowledge</b></u> <ul style="list-style-type: none"> <li>Uses knowledge relating a specialism or specific curriculum area of practice to inform practice. These should be agreed with line management and could include but are not limited to a youth work curriculum area or area such as drugs education, sexual health and relationships, careers advice, detached youth work, mental health and emotional well-being.</li> <li>Uses knowledge to inform peers, partners and other colleagues of local authority policy, youth work principles and processes and specialist knowledge through training and or peer support.</li> <li>Resource, financial and facilities management, including relevant legislation and regulations that need to be followed.</li> <li>Policies and strategies related to the national and local youth work curriculum.</li> <li>Project management tools and processes, including assessing and managing risk.</li> <li>The relationship between rights, responsibilities and power dynamics in professional youth work relationships and society.</li> </ul>

<i>qualifications. Observations from managers or peers. Project or session plans and evaluation reports. Records of evidence.</i>		<i>Record of professional conversation demonstrating knowledge, i.e. supervision notes, interview responses. Portfolio evidence from qualifications. Observations from managers or peers. Project or session plans and evaluation reports. Records of evidence.</i>
<p><b><u>Experience</u></b></p> <ul style="list-style-type: none"> <li>Has worked with young people in a related setting, though not necessarily youth work specific. For example: teaching or social care.</li> <li>Establishes relationships with young people, communities and partners.</li> <li>Demonstrate professional youth work values and ethical practice.</li> <li>Indicative 2 years or longer in youth related settings.</li> </ul> <p><i>Employment record and CV. Observation of practice, planning forms or documents, records of professional conversations.</i></p>	<p><b><u>Experience</u></b></p> <ul style="list-style-type: none"> <li>Regular experience of engaging young people with youth work methodologies in a youth work setting. This includes designing, leading, implementing and evaluating a youth work curriculum.</li> <li>Can evidence experience of engaging young people in ways that promote their growth and development.</li> <li>Works autonomously within a team, utilising youth work processes and methodologies to develop youth projects and programs with young people that promote growth and development.</li> <li>Manages and develops a small team of staff, projects and facilities.</li> <li>Engages in continuous professional development.</li> <li>Indicative 2-3 years in youth work specific settings.</li> </ul> <p><i>Employment record and CV. Observation of practice, planning forms or documents, records of professional conversations.</i></p>	<p><b><u>Experience</u></b></p> <ul style="list-style-type: none"> <li>Takes on a service leadership role over an area of youth work, this could relate to a curriculum area or a type of delivery such as detached work, participation or holiday provision.</li> <li>Has designed and delivered occasional training and development opportunities for other workers. (2-3 occasions).</li> <li>Offers regular peer support for other staff such as mentoring or coaching.</li> <li>Leads on rights-based youth work, and voice and influence strategies.</li> <li>Indicative 3 years or longer in multiple youth work specific settings.</li> </ul> <p><i>Employment record and CV. Observation of practice, planning forms or documents, records of professional conversations.</i></p>
<p><b><u>Skills</u></b></p> <ul style="list-style-type: none"> <li>Evaluates and utilises a range of styles of communication suited to the audience, e.g. verbal, non-verbal, written and electronic methods.</li> <li>Selects and use suitable youth work models for the needs of young people they are engaging with. Can work with young people following a process of plan, do and review.</li> <li>Provides a safe environment for young people to explore and challenge values, beliefs, ideas and issues.</li> <li>Completes, stores and retains accurate administrative and financial records.</li> <li>Takes the lead on elements of a project or youth session.</li> <li>Implement, identify and reports safeguarding referrals, drawing on safeguarding information, in line with safeguarding policies and procedures, to take action when a young person discloses information.</li> </ul> <p><i>Record of professional conversation demonstrating knowledge, i.e. supervision notes, interview responses. Portfolio evidence from qualifications. Observations from managers or peers. Project or session plans and evaluation reports. Records of evidence.</i></p>	<p><b><u>Skills</u></b></p> <ul style="list-style-type: none"> <li>Consistently leads on multiple youth projects, including management of staff, resources and program.</li> <li>Facilitates youth work programmes that support the learning and development of young people in line with the youth work curriculum.</li> <li>Evaluate, demonstrate and report on the impact of youth work.</li> <li>Delivers regular supervision, staff development and appraisals (where appropriate) with colleagues.</li> <li>Demonstrates basic financial management skills.</li> <li>Representing the youth service in professional meetings.</li> <li>Support young people to make their voice heard to influence change on issues affecting them.</li> <li>Advocates on behalf of young people.</li> <li>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.</li> </ul> <p><i>Record of professional conversation demonstrating knowledge, i.e. supervision notes, interview responses. Portfolio evidence from qualifications. Observations from managers or peers. Project or session plans and evaluation reports. Records of evidence.</i></p>	<p><b><u>Skills</u></b></p> <ul style="list-style-type: none"> <li>Successfully applies for funding to support youth programs and activities.</li> <li>Identify and apply differentiated methods and styles when engaging with groups to meet the needs of young people, promoting learning and development</li> <li>Use outcomes of evaluation of service delivery to inform, develop and enhance practice and projects.</li> <li>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.</li> <li>Ensure professional ethical standards are developed, promoted and maintained across the youth work environment.</li> <li>Produce reports, evaluations and summary data in a format appropriate for the intended audience, e.g. commissioners, funders or other stakeholders.</li> </ul> <p><i>Record of professional conversation demonstrating knowledge, i.e. supervision notes, interview responses. Portfolio evidence from qualifications. Observations from managers or peers. Project or session plans and evaluation reports. Records of evidence.</i></p>
<b>Senior Youth Development Worker</b>		
<b>JNC 23-26</b>		
<b>Entry point for the role is JNC point 23</b>		

After successful probation of 12 months, employee will move to level A		
Level A – JNC point 24	Level B – JNC point 25	Level C – JNC point 26
Required for this level	In addition to level A	In addition to levels A and B
<p><b><u>Qualifications</u></b></p> <ul style="list-style-type: none"> <li>Recognised L6 qualification in Youth Work.</li> <li>Up to date portfolio of relevant training. First aid, safeguarding, health and safety etc.</li> </ul> <p><i>Certificates of qualifications and or training. Registration with Youth Work One.</i></p>	<p><b><u>Qualifications</u></b></p> <ul style="list-style-type: none"> <li>Engaging with appropriate continuous professional development such as a level 3 management post graduate training beyond their original professional qualifications.</li> </ul> <p><i>Certificates of qualifications and or training. Registration with Youth Work One.</i></p>	<p><b><u>Qualifications</u></b></p> <ul style="list-style-type: none"> <li>Has achieved a minimum level 3 management qualification or post graduate qualification beyond their original professional qualifications.</li> </ul> <p><i>Certificates of qualifications and or training. Registration with Youth Work One.</i></p>
<p><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>Understands the importance of building trust and rapport, and methods for achieving this.</li> <li>Boundaries of professional accountability and responsibility for self, staff and project leadership.</li> <li>Communication styles and methods, including barriers to communication and ways to overcome these.</li> <li>Different models of youth work e.g. Outreach, Detached, Open access, Targeted, Social Action, Digital</li> <li>Theories, models and principles for reflective practice.</li> <li>Evaluation and impact processes and strategies.</li> <li>Safeguarding legislation, government guidance and national framework regarding record keeping, disclosure management and reporting referrals to a designated safeguarding lead.</li> </ul> <p><i>Record of professional conversation demonstrating knowledge, i.e. supervision notes, interview responses. Portfolio evidence from qualifications. Observations from managers or peers. Project or session plans and evaluation reports. Records of evidence.</i></p>	<p><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>Understands theories of management and leadership e.g. inter-professional and inter-disciplinary working.</li> <li>Human resources procedures, e.g. professional development, disciplinary, grievance.</li> <li>Safer recruitment and staff management processes (including for volunteers).</li> <li>Resource, financial and facilities management, including relevant legislation and regulations that need to be followed.</li> <li>Models for inclusive and active participation and barriers to participation.</li> <li>Cultural and community competency in good youth work practice.</li> <li>Principles of anti-oppressive and anti-discriminatory practice.</li> </ul> <p><i>Record of professional conversation demonstrating knowledge, i.e. supervision notes, interview responses. Portfolio evidence from qualifications. Observations from managers or peers. Project or session plans and evaluation reports. Records of evidence of use of systems, staff and financial management tools.</i></p>	<p><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>Understands commissioning and funding processes.</li> <li>Project management tools and processes, including assessing and managing risk.</li> <li>National and local plans and strategies relevant to youth work and young people.</li> <li>Roles, remit and responsibilities of key stakeholders and strategies to build and manage professional partnerships.</li> <li>The relationship between rights, responsibilities and power dynamics in professional youth work relationships and society.</li> <li>Contemporary models for impact and evaluation of youth work.</li> <li>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.</li> </ul> <p><i>Record of professional conversation demonstrating knowledge, i.e. supervision notes, interview responses. Portfolio evidence from qualifications. Observations from managers or peers. Project or session plans and evaluation reports. Records of evidence of use of systems, staff and financial management tools.</i></p>
<p><b><u>Experience</u></b></p> <ul style="list-style-type: none"> <li>Experience of establishing, managing and developing different youth work provisions.</li> <li>Has worked with young people in various youth work settings in ways that promote growth and development.</li> <li>Experience of staff, project and facility management and leadership within youth work related settings.</li> <li>Demonstrates professional youth work values and ethical practice.</li> <li>Indicative 3 years or longer in multiple youth work specific settings.</li> </ul>	<p><b><u>Experience</u></b></p> <ul style="list-style-type: none"> <li>Consistent experience leading and managing within a youth work organisation that demonstrates ability to design, lead, implement and evaluate a youth work curriculum.</li> <li>Has designed and delivered regular (2-3 per year) training and development opportunities for other workers.</li> <li>Regularly engages with internal and external partners to develop and improve the local youth offer.</li> <li>Indicative over 3-5 years in a Senior Youth Work position.</li> </ul>	<p><b><u>Experience</u></b></p> <ul style="list-style-type: none"> <li>Takes a leadership role within internal and external partnerships to improve services for young people.</li> <li>Leads on aspects of professional development across Children's Services.</li> <li>Regularly deputises for Team Leader and other Senior Managers to represent the Service.</li> <li>Indicative 5 years or more in a Senior Youth Work position.</li> </ul>



Employment record and CV. Observation of practice, planning forms or documents, records of professional conversations.	Employment record and CV. Observation of practice, planning forms or documents, records of professional conversations. Training plans, records of meetings.	Employment record and CV. Observation of practice, planning forms or documents, records of professional conversations. Training plans, records of meetings.
<b>Skills</b> <ul style="list-style-type: none"> <li>• Understanding of management and leadership skills.</li> <li>• Carries out regular supervision, staff development and appraisals (where appropriate) with colleagues, demonstrating supervision and coaching skills.</li> <li>• Demonstrates basic financial management skills.</li> <li>• Utilises appropriate methods and tools for planning, monitoring and evaluating youth work.</li> <li>• Facilitates youth work programmes that support the learning and development of young people in line with the youth work curriculum.</li> <li>• 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.</li> <li>• 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.</li> </ul> <p>Record of professional conversation demonstrating knowledge, i.e. supervision notes, interview responses. Portfolio evidence from qualifications. Observations from managers or peers. Project or session plans and evaluation reports. Records of evidence. Risk assessments.</p>	<b>Skills</b> <ul style="list-style-type: none"> <li>• Conduct and use information from situational needs analysis to develop projects.</li> <li>• Fundraising and bid writing activity (2-3 attempts).</li> <li>• Produce reports, evaluations and summary data in a format appropriate for the intended audience, e.g. commissioners, funders or other stakeholders.</li> <li>• Demonstrates developed financial management skills, accurately setting and monitoring multiple project budgets.</li> <li>• Successfully support staff to resolve conflict and improve performance using Medway Council procedures, coaching and supervision skills.</li> <li>• Select and apply appropriate participation models to overcome barriers to participation and uses them to create opportunities for young people inform and shape the offer of their team.</li> </ul> <p>Record of professional conversation demonstrating knowledge, i.e. supervision notes, interview responses. Portfolio evidence from qualifications. Observations from managers or peers. Project or session plans and evaluation reports. Records of evidence, youth voice contributions. Risk assessments. Funding bids and preparation.</p>	<b>Skills</b> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Identify and apply differentiated methods and styles when engaging with groups to meet the needs of young people, promoting learning and development</li> <li>• Demonstrates a portfolio of successful fundraising and bid writing experiences.</li> <li>• Uses the outcomes of evaluation and participation to lead on innovative practice, inform, develop and enhance practice and projects.</li> <li>• Creates multiple opportunities for young people to take leadership roles that inform internal deliver and impact local authority decision-making.</li> <li>• Takes a lead role in ensuring that professional ethical standards are developed, promoted and maintained across the youth work environment.</li> </ul> <p>Record of professional conversation demonstrating knowledge, i.e. supervision notes, interview responses. Portfolio evidence from qualifications. Observations from managers or peers. Project or session plans and evaluation reports. Records of evidence, youth voice contributions. Risk assessments. Successful funding bids and preparation.</p>

## Youth Service Career Progression Framework Guide

### What should the Career Framework be used for?

- Reflecting on opportunities and career pathways within your own job profession
- Considering career and progression options across other professions, or the wider organisation
- Understanding behaviours linked to a successful career within Youth Service
- Thinking about transferable skills and personal strengths
- Identifying your skills and experience gaps in reference to career progression

- Building a personal development plan
- Preparing for development or career conversations
- Learning more about Youth Service colleagues and how they have successfully navigated their careers

## **Youth Service Career Progression Framework**

The Youth Service Career Progression framework is designed to help staff have better career conversations, plan meaningful development, and to experience fulfilling careers. This supports our long-term strategy, Employee Value Proposition and Medway Council's commitment to valuing staff. These frameworks will also help support any recruitment and retention issues as well as support managers with succession planning.

Having career progression frameworks will mean there will be one place where individuals can gain an understanding of the skills and experience needed in each role. There may be opportunities to be supported with gaining a qualification that may be needed for promotional development, this should be discussed within the Performance Appraisal and Career Conversation process with your manager.

For some individuals thinking about their career in a professional context will be familiar and for others it will be a shift. Integrating those frameworks into the employee experience at the right points offers a real opportunity for all individuals to actively map out their own career progression journey, as they understand how to gain skills, experience and identify the right learning for themselves in a structured way and at the right time.

For information on Career Frameworks and pathways in other areas within Medway Council, please search for 'Career Frameworks' on the Council's Intranet site, MedSpace.

The Framework provides the following information within each job profession:

- Core Knowledge, skills and experience at professional levels within job professions
- Transferable skills and competencies associated with each professional level
- Development activities that may support vertical and lateral career progression

The Youth Service Career Progression Framework should not be considered as an exhaustive resource, or as a guarantee of progression along any defined career pathway, but rather as a tool to support you to consider, discuss and plan your career and development at Medway Council.

## **What is the Youth Service Career Progression Framework?**

The framework is a development tool designed to support your thinking about career progression and development with the Youth Service. It provides clarity and detail about the different job roles in these areas, signposts potential opportunities to seek out for personal and professional development and highlights transferable skills against each role.

Career progression frameworks are a key element of supporting individuals to grow and develop their career within a profession, which in turn support creating career pathways across Medway Council.

## Job Profession: Youth Service

The Youth Service works with young people 8–19 years old (25 for those with a disability) offering somewhere to go, something to do and someone to talk to in their leisure time. It delivers a range of social, sports, creative and fun activities, supporting young people to learn new skills and socialise in a safe, positive way. Youth Service activities are co-created with young people, involving them in planning and developing projects that support them to tackle issues that concern them. The service aims to reduce barriers that might prevent young people in engaging in the service and attempts to find ways to include young people regardless of their confidence, background or ability. The Youth Service works with internal external partners to provide pathways to targeted and specialist support.

It aims to provide:

- Inspiring activities, including sports, arts and personal development.
- Events where young people meet, compete and collaborate with each other
- Residential and other trips to boost confidence and broaden horizons
- Targeted programmes for young people at risk (i.e. child sexual exploitation, children who are missing from home or are and children involved with gangs)
- Information, advice and guidance to NEET young people.

The team consists of two team leaders. One manages the Wrap Around Support Project and targeted work at Medway Hospital. The other manages four teams, which each consist of a Senior Youth Development Worker, a Youth Development Worker, an Assistant Youth Development Worker and one full time equivalent of Youth Support Workers. Each team is responsible for the delivery of youth work in one of four areas of Medway, including youth clubs, detached work and school-based work. Additionally, the team has a Youth Participation Worker who support Medway Youth Council and youth participation across the service.

## How might you use the Career Framework?

The Youth Service Career Progression Framework aims to support your career. It provides clear and consistent information to help you to develop, and to plan your progress.

Depending on where you are in your career journey, the Framework could be used to inform conversations with your line manager by providing a foundation for discussions about your ongoing training and development needs, or preparation for the next stage in your career.

### For Individuals:

You will be able to use the available frameworks to identify the skills and experience you need at any point in time for any given professional role. You will clearly be able to see how you can progress within each Role as well as how to progress through the career framework.

The frameworks will support you to plan and manage your own career, helping you plan your learning journey to support your career aspirations.

The frameworks will help you take control of and steer your development conversations more effectively, so they reflect your professional priorities and needs.

An understanding of the professional technical and experience needed for a role will also support you if you want to look for a move, as the professional requirements are reflected in recruitment.


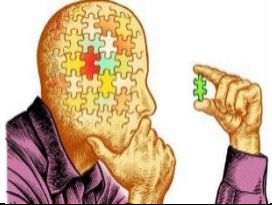


**For Managers:**

The frameworks will help you structure conversations with individuals in your team, providing a narrative for you to use in development conversations.

The frameworks provide a way to build a joint understanding with individuals in your Youth Service, or set the professional expectations, especially where you may be in a different profession.

Using frameworks and Job Descriptions to inform discussions on recruitment can help you ensure you get the right person in post, with the right skills needed.

**Are you a browser, a thinker, a mover or a supporter?**

How can you use the Career Progression Framework?			
			
Browsers	Thinkers	Movers	Supporters



<p>Are you reflecting broadly on a career with Medway Council?</p> <p>If so, use the framework to look at the kinds of experiences and development you might need to join different job professions at different ranges.</p> <p>You may also be interested in transferable skills to see what pathway best suits you.</p>	<p>Are you thinking about your longer-term career and may be deliberating between a few directions?</p> <p>If so, you can use the framework to understand how to gain the kind of experience you need to progress your longer-term ambitions.</p> <p>You can gain insight into the kinds of development you might consider actioning.</p>	<p>Are you ready to progress, you know exactly where you want to go?</p> <p>If so, you can use this framework to gain information for your next move. You can locate the professional job role and level you are interested in and find relevant information on job titles, experience, skills, and development.</p>	<p>Are you a manager, a coach, a mentor or a supportive friend?</p> <p>If so, you can use the framework to recruit, inspire and develop staff through meaningful conversations, even if you are not a subject matter expert in the professional field.</p>
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**How the Framework is organised**

This framework is organised in the following way:

**Job profession**

A job profession represents a group of jobs that have similar professional characteristics. Although the level of responsibility will differ, the essential nature of activities carried out is consistent across the profession and there is a reasonable expectation that people would progress within the profession between levels.

This framework covers the following roles:

- Instructor
- Senior Youth Development Worker
- Youth Development Worker (including Youth Participation Worker)

- Assistant Youth Development Worker
- Youth Support Worker

A single job profession tends to represent an area of specialist expertise, described at different role levels.

Some job roles may combine more than one job profession, meaning that the post holder has expertise in more than one specialism. In these circumstances, consider how your role is reflected in one or a combination of professions, and how you would like to build your career going forward. Consider where you would like to focus your energies in building experience in your area of interest and potentially increasing your specialisation within a certain profession. Use the information in the framework relating to development and transferable skills and competencies to support your thinking.

## **Personal and Professional Development**

The Career Progression Framework highlights different ways in which staff can actively develop their personal and professional skills.

This may include:

**On the job learning** (learning by doing)

**Learning from others** (through observing and interacting with other people or groups)

**Formal learning** (classroom based)

There are other ways in which staff can actively develop their personal and professional skills, such as:

**Stepping Up** (covering an employee's annual or sick leave to gain relevant experience and development (unpaid))

**Acting Up** (covering the duties of a higher-graded post on a longer-term basis (paid))

**Secondments** (a temporary transfer of an employee to another section or department. Usually within Medway Council but can also be an external organisation)

The Career progression framework points to relevant learning and development suggestions to reach the level at which they are displayed. For example, information displayed at a Level C refers to the development required to reach an Accomplished level within that job role.

In some cases development options should not be considered as essential, but as useful suggestions to build, encourage and support staff to build expertise, confidence and experience to enable their next chosen move.

## **Transferable Skills**

Transferable skills support a flexible approach to career planning through highlighting abilities, attributes and behaviours that underpin effective performance. They can give a preliminary basis for identifying where transferable skills could be helpful to job mobility and provide a starting point for understanding strengths. These skills can be developed and refined through working experience or learning interventions as part of any personal and professional Development.