

## Participation and Engagement Officer

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**Department:** Strategic Policy, Planning and Performance

**Division:** Office of the Children's Commissioner

**Reports to:** Head of Office

**JE Ref:** SPPP124.1

**Grade:** CS10

**JE Date:** 04/12/2024

### Job purpose

To lead on a participation and stakeholder engagement function which engages with children and young people; listening, responding and monitoring and ensuring their views are incorporated in policy, strategy and the development of outcomes; raising awareness of children and young people's rights with parents, carers and the general public; develop and reliver human rights training to professionals working with and for children; manage, support and develop the Office of the Children's Commissioner Jersey (OCCJ) Youth Advisory Group (YAG)

To work collaboratively across Jersey on all children and young people participation matters and to contribute to a learning culture, both internally and externally, focused upon improvement and high performance in the achievement of children's and young people's human rights.

### Job specific outcomes

Develop and implement a comprehensive OCCJ participation strategy, which involves and is relevant to all key partners, meeting the Commissioner's objective of seeking the views of children and young people and involving them directly in the work of the office.

Lead on the planning of a broad programme of participation opportunities, and on the production of age-appropriate resources and tools for engaging children and young people, including those who are marginalised and/or vulnerable, incorporating international best practice where applicable. Share these across partners in Jersey and provide advice regarding their use. This will ensure that the views of children and young people in Jersey are sought, and that those views influence and contribute to the work of the Children's Commissioner, the Government of Jersey and other stakeholders.

Monitor and evaluate the participation programme against its intended outcomes, report to the Children's Commissioner and identify areas for improvement. This will ensure that the participation programme continues to improve and provide an effective mechanism for the voice of children to be heard and be considered in the development of policy, legislation and the delivery of services.

Lead on ensuring children and young people are made aware of the functions of the Commissioner, the ways in which they can communicate with the Commissioner, and the ways in which the Commissioner may respond to their issues, in accordance with relevant legislation. Consult with children on the work to be undertaken by the Commissioner. This will result in maximum participation by children and young people, ensuring their voices are heard.

Maintain a strong overview of children's rights; identify issues affecting children's rights and welfare that could require action and provide advice and briefings to the Children's Commissioner and other stakeholders in order to inform policy, practice and the work of the Children's Commissioner.

Create, manage and maintain effective links with children and young people and with organisations working with children and young people, build strong working relationships with agencies both in the public and voluntary sectors and maintain accurate records of all established networks. This will ensure that a broad range of individuals and organisations are involved in the work of the Children's Commissioner, resulting in a consistent approach and increased awareness and partnership working.

Provide advice, guidance and information about participation to cross functional project groups and networks, in order to consistently promote and embed a children's rights approach, represent children and young people and ensure that their voices are heard, responded to and incorporated in policy and practice.

Provide advice and guidance, and lead on the development and implementation of specific participation projects in line with the Children's Commissioner's priorities and work plans. This will include delivering presentations, training sessions or workshops, including for professionals and adults working with and/or on behalf of children and young people and for members of staff within the Office of the Children's Commissioner. This will result in increased awareness of children's rights issues.

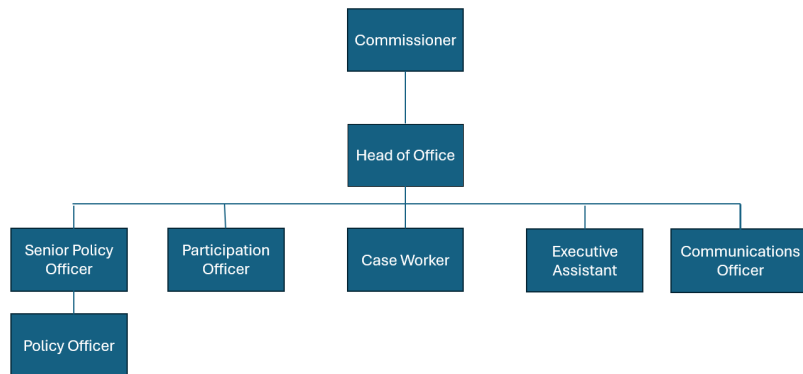
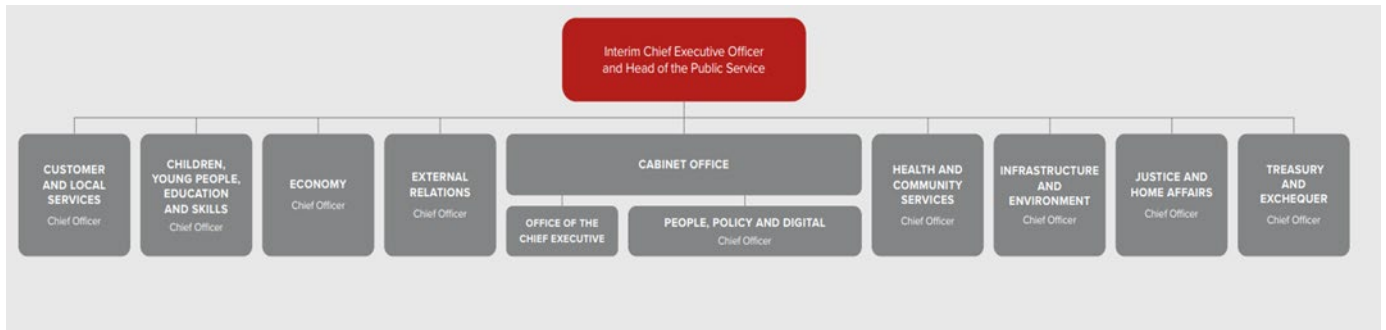
Develop communications, including media and online publications for the Children's Commissioner, providing advice in relation to age, ability, inclusion and accessibility. The outcome will be improvements in the profile and reputation of Jersey.

Lead on the management of and development of work programmes with the Children's Commissioner's Youth Advisory Group, ensuring that they are informed of children's rights, the work of the office and, where relevant, Government and ensuring that they are actively involved in the work of the OCCJ.

### **Statutory responsibilities**

Active engagement, participation and compliance with any other statutory responsibilities applicable to the role, as amended from time to time.

## Organisational structure



The Commissioner for Children and Young People is a corporation sole, i.e. the Commissioner and staff are wholly independent of Government in the performing of their duties and functions. The individuals working within the Office of the Children's Commissioner will remain employees of the States Employment Board (SEB), and must therefore adhere to the relevant Government employment policies, but are to be treated as a member of the Commissioner's staff for the purposes of the Law. This means that the direction of the Children's Commissioner takes precedent in all day-to-day work matters, priorities and activities, and staff must maintain their independence, as they are acting on behalf of the independent Children's Commissioner.

## Person Specification

### Specific to the role

ATTRIBUTES	ESSENTIAL	DESIRABLE
<b>Qualifications</b> <i>Please state the level of education and professional qualifications and / or specific occupational training required.</i>	<p>A degree or professional level qualification in either education, law, social work, health, play, youth work, youth justice</p> <p>Evidence of recent and ongoing professional development and learning.</p>	<p>Post-graduate experience of working in a professional capacity with children and young people</p>
<b>Knowledge</b> <i>This relates to the level and breadth of practical knowledge <b>required</b> to do the job (e.g. the understanding of a defined system, practice, method or procedure).</i>	<p>In depth knowledge and experience of communication and participation methods, particularly in terms of working with children and young people.</p> <p>Understanding of policy and practice issues that affect children and young people and the impact of the functions of public, voluntary and charitable bodies on their rights and welfare.</p> <p>An interest in the promotion and protection of the rights of children and young people is essential.</p>	<p>Knowledge of the UNCRC and what is required to mainstream children's rights into everyday practice.</p>
<b>Technical / Work-based Skills</b> <i>This relates to the skills specific to the job, e.g. language fluency, vehicle license etc.</i>	<p>Excellent writing skills; ability to create content for documents, communications materials and Office of the Children's Commissioner's publications which explain complex issues clearly and simply</p> <p>A creative and innovative approach to meeting the</p>	

	<p>communication needs of children and young people.</p> <p>Facilitation and presentation skills relevant to both children and adults.</p> <p>Ability to assemble, interpret and present information to a wide range of audiences</p> <p>Excellent organizational skills, as well as being self-motivated and pro-active.</p> <p>Social media skills</p>	
<p><b>General Skills/Attributes</b>  <i>This relates to more general characteristics required to do the job effectively, e.g. effective written communication skills, ability to delegate, motivation or commitment etc.</i></p>	<p>Embodies a human rights approach with a commitment to anti discriminatory practice and reflective practice.</p> <p>Ability to build strong working relationships at all levels, across and within organisations.</p> <p>Strong IT skills, particularly with Microsoft Office applications.</p> <p>Project planning and project management skills.</p> <p>Organised; able to deal with multiple competing priorities and a high workload.</p> <p>Ability to work independently, proactively and with minimal supervision.</p> <p>.</p>	

	<p>Understanding of the importance of partnership working.</p> <p>Personal resilience to deal with challenging situations.</p>	
<p><b>Experience</b>  <i>This is the proven record of experience and achievement in a field, profession or specialism. This could include a minimum period of experience in a defined area of work if required by an external body (for example a period of post-qualification experience).</i></p>	<p>Significant post-graduate experience of working with children and/or young people.</p> <p>Experience of successfully designing, delivering and evaluating participation and engagement programmes.</p> <p>Broad experience and evidence of working in partnership with other organisations at all levels to influence and deliver change for children and young people.</p> <p>Experience of working in a small team.</p>	

### Core Accountabilities, Attributes and Behaviour Indicators

Appointees to this role will be required to adhere to and perform their duties in line with the standards identified in the States of Jersey tier 5 core accountabilities attributes and behaviour indicators.

**The standards relevant to this tier, identified in the States of Jersey core accountabilities attributes and behaviour indicators, are to be attached in a separate document.**

## Additional job information

### Specific to the role

The following sections are included to ensure that a complete picture of the job can be gained for job evaluation purposes. The requirements of the job are summed up in the preceding sections; nothing in the following sections should sit at odds with the earlier information to word count for each element should be no more than 100 words. The Additional job information section will be removed once the job has been evaluated.

#### **Communication and Relationships**

*Tell us about the skills required by a typical post-holder to communicate, establish and maintain relationships and gain the cooperation of others. Let us know the skills required to motivate, negotiate, persuade, make presentations, train others, empathise, communicate unpleasant news sensitively and provide counselling and reassurance. You should also include any difficulties involved in exercising these skills.*

The post-holder will be required to engage and communicate, in writing and orally, with a wide spectrum of stakeholders, including children and young people, civil servants, staff from other agencies and members of the public. The post-holder must have:

- excellent inter-personal skills to communicate and engage directly with a range of stakeholders to listen to and understand complex issues
- ability to deal with sensitive and difficult situations, with empathy, understanding and tact
- excellent writing skills to explain highly complex issues clearly and simply to all audiences; both general correspondence and material for publication in hard copy and on the web
- good presentation skills
- ability to work effectively as part of a small team to successfully deliver outcomes
- ability to build strong working relationships with a wide range of internal and external stakeholders.

#### **Analytical Skills**

*Please describe the analytical and judgemental skills required to fulfil the requirements of the job. Consider any requirements for analytical skills to diagnose a problem or situation, or to understand complex situations or information, and judgemental skills to formulate solutions and recommend/decide on the best course of action.*

Use research and engagement to identify best practice materials and intended outcomes, and use this to develop the participation programme, tools and resources.

The outcomes will inform decision-makers about complex issues and lead to the adoption and implementation of policies/strategies and proposals to effect change in the Island in the best interests of children and young people.

Scope, gather and analyse data regarding the impact / outcomes of the participation and engagement programme; report to the Children's Commissioner and identify improvements where appropriate.

### **Planning & Organisation**

*Please tell us about the planning and organisational skills required to fulfil the job responsibilities. You should include a description of the skills required for activities such as planning or organising services, departments, rotas, meetings, conferences, events and for strategic planning. Please reference the complexity and degree of uncertainty involved in these activities. Include details of the length of typical planning horizons.*

As a member of a small team with a varied workload, the post-holder is required to plan and organise their own workload to achieve the priorities and deadlines set by the Children's Commissioner.

Manage all aspects of the participation and engagement programme, including detailed planning and organising actions and resources, ensuring the programme delivers to time and quality standards, that risks are mitigated and communications are effective.

Monitor metrics associated with the participation and engagement programme, devising frameworks and timescales and ensuring performance reporting is communicated.

Set-up suitable office administration procedures for the programme e.g. project management documents and filing structures.

### **Physical Skills**

*Tell us about any physical and sensory skills, hand-eye co-ordination, dexterity, manipulation and/or requirements for speed and accuracy, keyboard and driving skills required by the role. Include the reason it is needed, and how frequently it is used. Please ensure that this information is in line with the Person Specification.*

The majority of the post-holder's time will be desk based, but will be frequently required to walk or drive to attend meetings, visit schools etc. It is necessary for the post-holder to be able to use a keyboard and a range of software packages.

### **Policy and Service Development**

*Tell us about any responsibilities of the job for development and implementation of policy and/or services. Let us know the nature of the responsibility and the extent and level of the jobholder's contribution to the relevant decision-making process, for instance, making recommendations to decision makers. Also, tell us whether the relevant policies or services relate to a function, department, division, directorate, the whole trust or employing organisation, or wider than this; and the degree to which the responsibility is shared with others.*

Undertake research and develop the participation and education programme and its associated tools and resources, based on best practice and on engaging with stakeholders in Jersey.

Communicate the results of participation and engagement to the Children's Commissioner and other relevant parties, in order inform strategic priorities, planning, policy, legislation and service improvements.



### **Financial and Physical Resources**

*Include any financial sums important to the job and briefly explain the job's active involvement (e.g. payments processed, budgets monitored, budgets managed, procurement and/or contract values, how much the job may spend, efficiency savings etc.). If this feels difficult to answer because amounts vary across teams, then include for each team, or state a range.*

*Let us know of any physical assets (including clinical, office and other equipment; tools and instruments; vehicles, plant and machinery; premises, fittings and fixtures; personal possessions of patients/clients or others; goods, produce, stocks and supplies).*

*Please describe the nature of the responsibility clearly (e.g. careful use, security, authorised signatory, maintenance, budgetary and ordering responsibilities); the frequency with which it is exercised; the value of the resources; and the degree to which the responsibility is shared with others.*

Not a budget holder.

### **People Management**

*Let us know about any responsibilities of the job for management, supervision, co-ordination, teaching, training and development of employees, students/trainees and others in an equivalent position.*

*Include work planning and allocation; checking and evaluating work; undertaking clinical supervision; identifying training needs; developing and/or implementing training programmes; teaching staff, students or trainees; and continuing professional development (CPD). It also includes responsibility for such personnel functions as recruitment, discipline, appraisal and career development and the long-term development of human resources. The nature of the responsibility is more important than precise numbers of those supervised, co-ordinated, trained or developed.*

No direct line management responsibility.

### **Information Resources**

*Tell us about any specific responsibilities of the job for information resources (e.g. computerised; paper based etc.) and information systems (both hardware and software e.g. HR or medical records).*

*Let us know about the nature of the responsibility (security; processing and generating information; creation, updating and maintenance of information databases or systems) and the degree to which it is shared with others.*

Develop and maintain monitoring systems to measure and report on the participation of children and young people, their views, and the incorporation of those views in strategy, policy, legislation and service improvements.

Develop all aspects of the participation and engagement programme.

### **Freedom to Act**

*Please tell us about the context in which the job operates, illustrating the extent to which a typical post-holder would have accountability for their own actions and those of others, to use own initiative and act independently; and the discretion given to the jobholder to take action. Consider supervisory/managerial control; instructions, procedures, practices and policies; professional, technical or occupational codes of practice or other ethical guidelines; the nature or system in which the job operates; the position of the job within the organisation; and the existence of any statutory responsibility for service provision.*

The post-holder is expected to work relatively unsupervised and be able to manage their own workload.

Guided by the policies and standard operating procedures of the Office of the Children's Commissioner.

Responsible for:

- managing their own workload in response to priorities and objectives whilst maintaining flexibility in order to respond to other priorities
- problem solving across own areas of work
- direct engagement with children and young people, the voluntary sector, public sector, the public and politicians (occasional) to provide advice and respond to queries over the 'phone or via written communication.

### **Physical Effort**

*What level of physical effort (e.g. normal office work, lifting, pushing, pulling, applying force etc.) is required, including approximate weights, for what reason and how frequently is it required.*

The majority of the post-holder's time will be desk based but will be frequently required to walk or drive to attend meetings, visit schools etc.

The job requires the physical effort associated with a desk-based office job using a keyboard and VDU for the majority of the working day.

### **Mental Effort and Concentration**

*Describe the type and extent of tasks that require concentration. E.g. the period and continuity. This might include practical tasks including driving, and desk-based work.*

Frequent concentration in order to:

- undertake participation planning, production of documentation and monitoring reports
- collect, collate and/or analyse research to inform and prepare participation materials.

Work of this nature is best undertaken during uninterrupted periods of concentration.

The post-holder must be flexible and able to adapt to changes in priority at short notice, including unpredictable interruptions from the public; the Children's Commissioner; and other members of the team, for example:

- Participating in meetings
- Writing reports
- Producing briefings

- Reading, interpreting and responding to reports and other information conveyed through different media
- Providing advice and guidance to a range of stakeholders.

**Emotional Effort**

*Describe the nature, level and frequency of emotional circumstances the job directly encounters. The test is not whether a specific person is upset by what happens as a regular part of the job, it is whether any reasonable person would become upset.*

Regular exposure to potentially distressing or emotional circumstances associated with children's issues. Deal with a range of stakeholders, some whom may be under stress because of difficult issues due to nature of change and the subject areas.

**Working Conditions**

*Tell us about the nature, level, frequency and duration of demands arising from inevitably adverse environmental conditions (such as inclement weather, extreme heat/cold, smells, noise, and fumes) and hazards, which are unavoidable (**even with the strictest health and safety controls**), such as road traffic accidents, spills of harmful chemicals, aggressive behaviour of patients, clients, relatives, carers.*

The majority of the post-holder's time will be desk based using a computer. No exposure to unpleasant working or hazardous - normal office conditions and working with the public apply.

**Any other information**

*Include any information that you believe is important to ensure that we have a sound understanding of the role that is not included anywhere else in the form.*

**Organisation chart**

**Date of Evaluation**

xxx

**Post Number**

xxx

**Post Band**

xxx