

Project Worker: Dignity in School

2 posts

JOB DESCRIPTION

We are seeking to recruit two enthusiastic, creative and dynamic Project Workers for our Dignity in School project team.

Passionate about children, an excellent communicator and highly organised, the post holders will contribute to our work to support the implementation of the United Nations Convention on the Rights of the Child (UNCRC) and deliver human rights for children, with a focus on the education system.

The postholders will be located in our Dignity in School team but have connections across Children's Parliament in terms of our UNCRC implementation work.

This strand of work is rooted in our practice with children and focuses on raising awareness, instilling confidence and building the capacity of primary schools and early learning to deliver human rights for children.

Hours: 35 hours per week

Salary: £27,028

Location: The project will operate over three years. In each year, different 'host' settings will participate. In the forthcoming year one the focus will be on a school cluster in Dundee and another in Clackmannanshire. One Project Worker will focus on each cluster. During term times this will entail an in-school commitment of 2.5 days per week in their area. In order to support each other, the Project Workers will also support in the other local authority area one day per week. In total 3.5 days on the ground. The remaining time is for planning, reflection and engaging with colleagues. The formal/named place of work is Children's Parliament HQ office, Edinburgh. During the recruitment process we will speak with candidates to see if they have a preferred main setting for year one.

Duration: These are permanent posts. Dignity in School is a 3 year-funded project.

Report to: Project Lead: Dignity in School project.

OVERVIEW

2022 is an important year for Children's Parliament. Moving on from our 25th birthday celebrations last year we are now focusing all our energy on impending UNCRC incorporation, something that Children's Parliament has been supporting and working towards for many years.

The post sits within our flagship **Dignity in School** Education project. We have spent the last school year working in two schools, Stoneywood School (Aberdeen) and St. John's RC Primary School (Edinburgh), building a picture of what children's rights-based practice looks like in school. At the heart of the project, we have developed the *Dignity in School Hub* which is a digital space supporting primary schools and early learning settings to become the hub of human rights practice they can aspire to be. You can find the Hub here: <https://dignityinschool.childreparliament.org.uk/> The intention is to grow the *Dignity in School Hub* and the adult/professional learning offer we make alongside it. We are developing a Moodle/Learning Management System which can host learning materials and the Dignity in School team will have a Capacity Building colleague with this area of responsibility.

With the success of year one of our project, and with UNCRC Incorporation getting closer, we have worked with our funder Gordon Cook Foundation to grow the Dignity in School project over the next three years. As part of this more extensive project, we will be working with two partner local authorities each year to expand the impact of the project in their localities and also nationally, all with the intent to support the adoption of rights-based practice across early learning and primary schools, and in partner agencies working in and around the school community.

In the coming school year, we will work with clusters of schools in Dundee and Clackmannanshire. In each cluster we will have a *Spotlight* school who will be our key partner in exploring what rights-based practice looks like at school, we will be capturing these experiences and building the Dignity in School Hub. With a slightly lighter touch we will also work with a number of *Satellite* schools in the same cluster, supporting them on their rights-based journey too, and again taking learning for the Hub. The Dignity in School Capacity Building team member will develop our adult/continuing professional learning offer which will reach beyond schools into the wider community of professionals who work with children.

KEY AREAS OF RESPONSIBILITY

- To work with colleagues in the Dignity in School team to create a coherent programme across different locations.
- Ensure the work of partner schools is recorded through a range of creative methods (film/photography/illustrations/stories etc.)
- To facilitate the Dignity in School project with the partner *Spotlight* and *Satellite* schools in which they are located. This will include creative face-to-face work with children, parents and carers, professional colleagues in school and in the wider school community.
- To develop positive and effective relationships with children and adults in their school community, ensuring they understand our purpose, approaches and work programme.
- To work with colleagues to build the Dignity in Schools Hub.
- To undertake administrative and logistical tasks required of the project including consent, materials, transport, and liaison with schools, families and partner organisations.
- To work with the Dignity in School team to ensure learning from the project is disseminated, to maximise impact, engaging with key decision-makers and influencers.
- To work with colleagues to ensure effective monitoring and evaluation systems are in place and used for reflection and reporting.
- To ensure a close liaison with the Dignity in School Project Lead and Programme Manager (Education) keeping them abreast of delivery, developments and challenges in the work.
- To contribute to the wider work and goals of the organisation.

The above list of duties is not exhaustive.

PERSON SPECIFICATION

Qualifications	<ul style="list-style-type: none"> • Educated to degree level in a relevant field, or equivalent experience.
Experience	<ul style="list-style-type: none"> • Experience in rights-based practice. • Experience of work in primary schools and/or early years settings. • Working alongside children as equals, respecting their rights and views, and encouraging their meaningful participation. • Working alongside a range of professional colleagues, raising awareness of children’s human rights, influencing practice. • Recording and analysing data and reporting. • Building relationships and representing the organisation in day-to-day community and professional relationships. • Experience in using social media in a professional context.
Knowledge + Understanding	<ul style="list-style-type: none"> • The United Nations Convention on the Rights of the Child. • How schools/education system has facilitated rights-based relationships or has delivered rights education to date.
Skills + Abilities	<ul style="list-style-type: none"> • Confidence to work on one’s own in a professional setting. • Imagination and creativity when developing approaches to work with children. • Facilitating work with groups of children. • Clear and confident communicator, both written and verbal, with experience of engaging with a range of professionals. • Flexibility and an ability to produce work at short notice. • Ability to prioritise and complete tasks in a timely fashion. • Excellent time and organisational skills. • Effective use of IT.
Other	<ul style="list-style-type: none"> • Passionate about children’s human rights • Work within the values of Children’s Parliament • Full driving licence (desirable).

SUMMARY TERMS AND CONDITIONS OF EMPLOYMENT

Working week:	35 hours per week. Occasional irregular hours or overnight stays may be required.
Duration:	This is a permanent post.
Annual leave:	30 days + 10 days public holiday per year. Because of the nature of the work, annual leave is taken during school holidays. Depending on the project commitments, annual leave may be taken at other times in agreement with the Line Manager.
Place of work:	Formally the post is located at the Children's Parliament HQ at Summerhall, Summerhall Place, Edinburgh. The post holder is likely to be in Dignity in School locations for at least 70% of the working week. When appropriate and based on the needs of the project, home working can be accommodated.
Travel requirements:	Travel to project location and occasionally to other Children's Parliament project locations. There will be some national travel.
Pension:	A contributory pension scheme is in place.
Probation period:	3 months
Sick pay:	2 months full pay and 1 month half pay within any 12-month period.

Children's Parliament is an equal opportunities employer. All applicants are treated equally and fairly throughout the recruitment and selection process.

Children's Parliament seeks to maintain a generous approach to our work and puts kindness, trust, empathy and respect at the heart of our work, internally and externally.

MORE ABOUT THE DIGNITY IN SCHOOL PROJECT

Our project comes as Scotland sees incorporation of the UNCRC brought into Scots Law and we are keen to support schools to be active in ensuring implementation is meaningful to them.

Our work is not about publishing more packs, it is about pedagogy. We are interested in the method and practice of teaching. We know if we support teachers and other adults in school to reflect, to think about the relationships they have and want with children, with families and with each other, if they grasp the opportunity that UNCRC incorporation presents to change hearts and minds, they can produce their own creative approaches - so that they and their school become repositories for human rights practice.

While working with partner schools the project is also outward facing. We seek to capture, amplify and when relevant co-produce a suite of resources, prompts and inspirational stories that will create a momentum behind our shared commitment to making rights real for our children - this is our **hub of human-rights practice in schools**.

The premise for this project is that a rights-based culture in school can be built if we consider **interpersonal relationships, school policy and the curriculum**. To consider each with a rights lens we propose an approach to rights implementation called the 4 Es – these are *engage, explain, encourage* and *enforce*. The usefulness and benefits of the 4 Es approach comes from:

- Firstly, paying attention to creating awareness, with an approach that is optimistic and excited, we start to offer opportunities for dialogue which includes all kinds of views, hopes or worries about what being a school committed to human rights might mean (**engage**).
- Then we create a new kind of discourse between rights-holders (children) and duty-bearers (adults) so that they can hear from each other and consider the practical benefits of a human-rights approach (**explain**).
- Then we guide and support every individual within the school community to build on what they already do that enhances rights and human dignity and change practices or policies that do not (**encourage**).
- When these 3 initial Es are addressed successfully the fourth – **enforce** – becomes self-fulfilling, so rather than feel like an imposition there is an application of the increased awareness, understanding, learning and optimism achieved, and we see movement toward the lived experience of a rights-based culture within school.

Our intention is to get alongside the school community and support everyone on this journey. The experience of our partner schools is paramount, and as we go, we develop the **Dignity in School Hub** – a visually engaging and creative virtual home - for everyone’s benefit.

Our Dignity in Schools team consists of:

- Project Worker (in year 1 lead responsibility for Dundee)
- Project Worker (in year 1 lead responsibility for Clackmannanshire)
- Project Worker Capacity Building
- Digital Support Worker (part time in post)
- And managed by our Project Lead (being advertised) and our Programme Manager - Education (in post).

ABOUT CHILDREN’S PARLIAMENT

Children’s Parliament is Scotland’s Centre of Excellence for children’s human rights. Our dream is that children grow up in a world of love, happiness and understanding. Our mission is to inspire greater awareness and understanding of the power of children’s human rights and to support implementation of the United Nations Convention on the Rights of the Child (UNCRC) across Scotland.

We work across the domains of home, school and community. Our purpose is to promote understanding of, and commitment to, implementation of the rights of the child. We do this by helping children and adults to learn that rights-based relationships are built on the core idea of human dignity alongside empathy, kindness and trust.

We emphasise that the needs and rights of children are distinct from young people or adults and we remind every individual citizen and public body that children’s rights are human rights.

Children's Parliament is part of a wider network of organisations providing for the fulfilment of children's human rights. We aim to seek, build and maintain relevant partnerships to achieve our shared goal of improving outcomes for Scotland's children.

We have the following five priorities:

Demonstrate: We will work with partners locally and nationally to demonstrate a children's human rights approach in practice

Influence: We will work with children and partners to influence national legislation, policy and practice, to systematically implement the UNCRC

Build Capacity: We will work with individuals, organisations and public bodies to build their capacity to deliver children's rights

Grow the Movement: We will help drive cultural change across civil society to create a nation that values children and delivers their human rights

Strengthen our organisation: We will continuously improve our systems and processes to deliver our goals.

We will deliver our goals in a manner which embodies our organisational values, which are:

- **Unfeart** – because we speak truth to power and we are prepared to be different.
- **Creative** – because we will find the path we need to make rights real.
- **Kind** – because it allows us to connect and understand the world through others' experiences.
- **Fair** – because we recognise that equity requires each child to have what they need and that this will be different for every child.

For more information about Children's Parliament: www.childrensparliament.org.uk

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