

## Job Description

<b>Job Title:</b>	<b>Licensed Child Chaperone</b>
<b>Grade:</b>	<b>n/a</b>
<b>Function:</b>	<b>n/a</b>
<b>Reporting to:</b>	<b>n/a</b>
<b>Jobholder:</b>	<b>Lambeth Child Employment</b>

### Main Purpose of the post

It is a legal requirement that children who take part in public performances or entertainment under a licence issued by the local authority must be supervised by a chaperone (called Matron in the Regulations) approved by a Local Authority.

Chaperones have the responsibility of care for children in entertainment and the nature of a chaperone's role is that s/he is in a position of trust regarding those children.

### KEY RESPONSIBILITIES

- to ensure that proper provision is made to secure a child's health, safety and welfare whilst at the place of performance
- To ensure that every child under their care has a valid child performance licence
- to ensure that suitable travel arrangements are in place for each child under her/his control
- To ensure that children are working within the guidelines of The Children's (performance) Regulations 1968
- To ensure that children are protected according to Child Protection regulations
- To ensure that daily records of children's time at the place of performance are kept.

## Competency Based Person Specification

### Licensed Child Chaperone

<p>It is essential that in your written supporting statement you give evidence or examples of your proven experience in each of the short-listing criteria marked Application (E)</p> <p>You should expect that all areas listed below will be assessed as part of the interview and assessment process should you be shortlisted.</p> <p>If you are applying under the two ticks scheme, you will need to give evidence or examples of your proven experience in the areas marked with “Two Ticks” (✓✓) on the person specification when you complete the application form.</p>			<p><b>Shortlisting Criteria</b></p>
<p><b><i>For link/career graded post, please mark knowledge, experience, and behaviours clearly for each grade.</i></b></p>			
<b>Key Knowledge</b>	K1	<p>K1. An understanding regarding the role of a Child Chaperone.</p> <p>K2. A familiarity with The Children’s (performance) Regulations 1968</p> <p>K3. Understanding of legal performance hours a child can work for both broadcasted &amp; non-broadcasted performances</p>	<p>E</p> <p>E</p> <p>✓✓ To be assessed via Test/Interview/Presentation</p>
<b>Relevant Experience</b>	E1	Working with children aged 0-16.	E
<b>Core Behaviours</b>		<p><b>Focuses on Citizens: Level 3</b></p> <p>Systematically engages with citizens on a regular basis</p> <ul style="list-style-type: none"> <li>▪ Engages with and listens to citizens and stakeholders on a regular basis in order to understand their needs and concerns</li> <li>▪ Empowers and supports citizens and stakeholders to make informed choices and co-design future services</li> </ul>	

		<p><b>Takes Ownership: Level 2 &amp; 3</b></p> <p>Spots Opportunities</p> <ul style="list-style-type: none"> <li>▪ Spots opportunities or problems in own area and takes action to capitalise on opportunities or resolve problems</li> <li>▪ Proactively get involved in projects that are outside of immediate work area</li> </ul> <p>Drives Continual Improvement</p> <ul style="list-style-type: none"> <li>▪ Consistently thinks “how could we do this better?” e.g. doing something faster, more efficiently, or to a higher standard.</li> <li>▪ Takes calculated risks to deliver better outcomes for service users</li> <li>▪ Shares lessons learned across the borough</li> </ul>	
		<p><b>Works collaboratively: Level 2</b></p> <p>Works well across teams</p> <ul style="list-style-type: none"> <li>▪ Works well across teams or groups to raise or solve issues</li> <li>▪ Takes a consultative approach seeking out the views and opinions of others who are affected by issues</li> <li>▪ Encourages others to contribute to collaborative working</li> </ul>	
		<p><b>Integrity: Level 1, 2 &amp; 4</b></p> <p>Acts with openness and honesty</p> <ul style="list-style-type: none"> <li>▪ Is open and honest with colleagues and citizens</li> <li>▪ Consistently delivers on promises</li> <li>▪ Does what they say they will do</li> </ul> <p>Acts in line with Borough and personal values and beliefs</p> <ul style="list-style-type: none"> <li>▪ Takes pride in being trustworthy</li> <li>▪ Acts consistently in line with values and beliefs</li> <li>▪ Is clear about what can and can't be delivered or achieved</li> </ul> <p>Takes a stand</p> <ul style="list-style-type: none"> <li>▪ Acts on their values even when under pressure to do otherwise</li> <li>▪ Challenges powerful individuals or groups to act on their stated values</li> <li>▪ Goes out on a limb to defend what they believe</li> </ul>	<p>✓✓Application/ Interview</p>

		<p><b>Committed to the Borough: Level 1 &amp; 3</b></p> <p>Talks positively about the Borough</p> <ul style="list-style-type: none"> <li>▪ Talks positively about the Borough e.g. to citizens or people in other organisations</li> <li>▪ Expresses pride and/or commitment to delivering excellent services</li> </ul> <p>Gives back to the borough</p> <ul style="list-style-type: none"> <li>▪ Gives something back to the borough beyond delivering their own job e.g. takes up volunteering opportunities</li> <li>▪ Consistently champions the Borough to internal and external audiences</li> </ul>	
		<p><b>Manages performance for outcomes Level 3 &amp; 4</b></p> <p><b>Sets expectations of standards</b></p> <ul style="list-style-type: none"> <li>▪ Sets clear expectations about what is acceptable and unacceptable behaviour or standards of work</li> <li>▪ Addresses conflict between groups or individuals directly, constructively and objectively</li> <li>▪ Shares performance improvement learning with the wider organisation</li> </ul> <p><b>Creates culture of accountability</b></p> <ul style="list-style-type: none"> <li>▪ Constructively challenges peers, partners, members and senior leaders to deliver agreed results and/or model the agreed values and behaviours</li> <li>▪ Is prepared to take appropriate action to address performance problems e.g. removing a service contract from a provider</li> </ul>	
		<p><b>Leads and engages Level 2 &amp; 3</b></p> <p><b>Builds team commitment and engagement</b></p> <ul style="list-style-type: none"> <li>▪ Is approachable, empathetic and supportive, helping people to solve problems, address issues or adapt to change</li> <li>▪ Clearly positions them self as a leader, establishing expected ways of behaving and working and ensuring that these are maintained</li> <li>▪ Builds leadership credibility by modelling the behaviour expected of others</li> </ul>	

		<ul style="list-style-type: none"> <li>▪ Demonstrates clear sense of purpose and commitment to the achievement of team and Cooperative Council goals</li> </ul>	
		<p><b>Empathy Level 2 &amp; 3</b></p> <p><b>Understands Emotions</b></p> <ul style="list-style-type: none"> <li>▪ Recognises 'non-verbal' cues such as body language, tone of voice or facial expression and 'reads' these to understand what someone is actually feeling but not necessarily expressing</li> </ul> <p><b>Understands Meanings</b></p> <ul style="list-style-type: none"> <li>▪ Makes inferences that go beyond the explicit content or emotion being expressed</li> <li>▪ Can interpret and understand poorly expressed thought, concerns or feelings</li> <li>▪ Is able to relate to people from a wide range of diverse backgrounds</li> </ul>	✓✓Application/ Interview
		<p><b>Scans the environment Level 1 &amp; 2</b></p> <p><b>Is curious and questioning</b></p> <ul style="list-style-type: none"> <li>▪ Does not take things at face value but asks questions and probes to get to the root of an issue or problem</li> <li>▪ Is adaptable and open to new ways of doing things</li> </ul> <p><b>Explores broadly</b></p> <ul style="list-style-type: none"> <li>▪ Does not accept 'the way it has always been done'</li> <li>▪ When faced with a problem explores broadly by tapping into best practice.</li> <li>▪ Is open to ideas or input from different sources including citizens</li> </ul>	
		<p><b>Thinks strategically and creates clarity Level 1 &amp; 3</b></p> <p><b>Is logical in their thinking</b></p> <ul style="list-style-type: none"> <li>▪ Is able to identify the underlying cause and effect of a problem or situation</li> <li>▪ Prioritise work based on the importance urgency of the situation</li> </ul> <p><b>Establishes strategic focus</b></p> <ul style="list-style-type: none"> <li>▪ Takes a broad of issue considering multiple perspectives and scenarios</li> </ul>	

		<ul style="list-style-type: none"> <li>▪ Is able to identify key drivers or issues even in ambiguous or unclear situations</li> <li>▪ Focuses where it counts, creating clear strategic direction for themselves and others</li> </ul>	
		<p><b>Influences Level 1 &amp; 3</b></p> <p><b>Establishes strategic focus</b></p> <ul style="list-style-type: none"> <li>▪ Thinks about their personal impact and uses this to the best effect</li> <li>▪ Uses clear and logical arguments to influence and engage</li> </ul> <p><b>Takes multiple steps</b></p> <ul style="list-style-type: none"> <li>▪ Uses a range of tailored steps to build support and engagement around an issue</li> <li>▪ For example using indirect approaches such as asking experts to present the case, asking A to talk to B about an issue, alongside presenting a case</li> </ul>	