Job Description

Job Title: **Licensed Chaperone**

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 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 they are 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 their control.
- 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 Chaperone

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) You should expect that all areas listed below will be assessed as part of the interview and assessment process should you be shortlisted. 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.			**Shortlisting Criteria**
***For link/career graded post, please mark knowledge, experience, and behaviours clearly for each grade**.*			
Key Knowledge	K1	K1. An understanding regarding the role of a Child Chaperone. K2. A familiarity with The Children's (performance) Regulations ▪ Children & Young Persons Act 1933 ▪ Children & Young Persons Act 1963 ▪ The Children (performances) Regulations 1998 & 2000 ▪ The Children (Performances and Activities) (England) Regulations 2014 K3. Understanding of legal performance hours a child can work for both broadcasted & non-broadcasted performances	E E ✓✓ To be assessed via Test/Interview/ Presentation
Relevant Experience	E1	Working with children aged 0-16.	E
Core Behaviours		**Focuses on Citizens: Level 3** Systematically engages with citizens on a regular basis ▪ Engages with and listens to citizens and stakeholders on a regular basis in order to understand their needs and concerns ▪ Empowers and supports citizens and stakeholders to make informed choices and co-design future services	

		Takes Ownership: Level 2 & 3
		
		Spots Opportunities
		
		    ■ Spots opportunities or problems in own area and takes action to capitalise on opportunities or resolve problems
		    ■ Proactively get involved in projects that are outside of immediate work area
		
		Drives Continual Improvement
		    ■ Consistently thinks "how could we do this better?" e.g. doing something faster, more efficiently, or to a higher standard.
		    ■ Takes calculated risks to deliver better outcomes for service users
		    ■ Shares lessons learned across the borough	

		Works collaboratively: Level 2
		
		Works well across teams
		
		    ■ Works well across teams or groups to raise or solve issues
		    ■ Takes a consultative approach seeking out the views and opinions of others who are affected by issues
		    ■ Encourages others to contribute to collaborative working	

		Integrity: Level 1, 2 & 4
		
		Acts with openness and honesty
		
		    ■ Is open and honest with colleagues and citizens
		    ■ Consistently delivers on promises
		    ■ Does what they say they will do
		
		Acts in line with Borough and personal values and beliefs
		
		    ■ Takes pride in being trustworthy
		    ■ Acts consistently in line with values and beliefs
		    ■ Is clear about what can and can't be delivered or achieved
		
		Takes a stand
		
		    ■ Acts on their values even when under pressure to do otherwise
		    ■ Challenges powerful individuals or groups to act on their stated values
		    ■ Goes out on a limb to defend what they believe
			✓✓Application/ Interview

		Committed to the Borough: Level 1 & 3 Talks positively about the Borough - Talks positively about the Borough e.g. to citizens or people in other organisations - Expresses pride and/or commitment to delivering excellent services Gives back to the borough - Gives something back to the borough beyond delivering their own job e.g. takes up volunteering opportunities - Consistently champions the Borough to internal and external audiences	
		Manages performance for outcomes Level 3 & 4 **Sets expectations of standards** - Sets clear expectations about what is acceptable and unacceptable behaviour or standards of work - Addresses conflict between groups or individuals directly, constructively and objectively - Shares performance improvement learning with the wider organisation **Creates culture of accountability** - Constructively challenges peers, partners, members and senior leaders to deliver agreed results and/or model the agreed values and behaviours - Is prepared to take appropriate action to address performance problems e.g. removing a service contract from a provider	
		Leads and engages Level 2 & 3 **Builds team commitment and engagement** - Is approachable, empathetic and supportive, helping people to solve problems, address issues or adapt to change - Clearly positions them self as a leader, establishing expected ways of behaving and working and ensuring that these are maintained - Builds leadership credibility by modelling the behaviour expected of others - Demonstrates clear sense of purpose and commitment to the achievement of team and	

		Cooperative Council goals	
		Empathy Level 2 & 3 **Understands Emotions** ▪ 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 **Understands Meanings** ▪ Makes inferences that go beyond the explicit content or emotion being expressed ▪ Can interpret and understand poorly expressed thought, concerns or feelings ▪ Is able to relate to people from a wide range of diverse backgrounds	✓✓Application/ Interview
		Scans the environment Level 1 & 2 **Is curious and questioning** ▪ Does not take things at face value but asks questions and probes to get to the root of an issue or problem ▪ Is adaptable and open to new ways of doing things **Explores broadly** ▪ Does not accept 'the way it has always been done' ▪ When faced with a problem explores broadly by tapping into best practice. ▪ Is open to ideas or input from different sources including citizens	
		Thinks strategically and creates clarity Level 1 & 3 **Is logical in their thinking** ▪ Is able to identify the underlying cause and effect of a problem or situation ▪ Prioritise work based on the importance urgency of the situation **Establishes strategic focus** ▪ Takes a broad of issue considering multiple perspectives and scenarios ▪ Is able to identify key drivers or issues even in	

		ambiguous or unclear situations ▪ Focuses where it counts, creating clear strategic direction for themselves and others	
		Influences Level 1 & 3 **Establishes strategic focus** ▪ Thinks about their personal impact and uses this to the best effect ▪ Uses clear and logical arguments to influence and engage **Takes multiple steps** ▪ Uses a range of tailored steps to build support and engagement around an issue ▪ 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	