



Digital Support Worker

Job Description

We are seeking to recruit a highly motivated and dynamic Digital Support Worker. The post holder will be able to quickly and effectively take up their role and make an immediate contribution to the organisation.

The Digital Support Worker will contribute to our work to support implementation of the UNCRC and deliver human rights for children by providing digital support across two projects. This support will encompass, but not be limited to, the creation of websites using the WordPress platform, copywriting and scheduling social media content, digital file management using our Office365 environment, and image creation/editing with Canva or similar.

The Digital Support Worker will work alongside the team and children and adults in school settings to capture qualitative data, generate/create visuals to communicate progress and findings, and support the development of key outputs that illustrate a children's human rights approach in practice.

The post is fixed term with the possibility of extension dependent on the generation of further funded work.

Hours:	28 hours per week (80%)
Salary:	£24,934 pro rata
Location:	The location of this post is flexible but the postholder will be required to visit and support work in a range of locations including Edinburgh, Aberdeen, East Lothian and Clackmannanshire.
Duration:	To 31 March 2022. There may be the opportunity to extend this contract, depending on new commissions.
Reports to:	UNCRC Incorporation (Capacity Building) Programme Manager

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.

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OVERVIEW

2021 is an important year for Children's Parliament as we celebrate our 25th birthday and the Year of Childhood. It is also the year that has seen the Scottish Parliament incorporate the UNCRC into Scots Law, something that Children's Parliament has been supporting and working towards for many years.

A key strand of our work in the coming years concerns support for UNCRC implementation across the education system and all public authorities. The Digital Support Worker will be part of two exciting new programmes called *Dignity in School* (2 days per week commitment) and *CP Investigates How Professionals Make Rights Real* (2 days per week commitment). Both programmes commence formally in August, but early work is being done now to establish relationships and finalise locations. In both programmes the Digital Support Worker will help the team to capture qualitative data, generate/create visuals to communicate progress and findings, and support the development of key outputs. More details of both programmes below.

KEY AREAS OF RESPONSIBILITY

- To capture qualitative data, generate/create visuals to communicate progress and findings.
- To support the development/build of key outputs for both programmes.
- To support direct work with children, parents and carers, professional colleagues in schools and in the wider community.
- To work with colleagues in both programme teams to create a coherent project across different locations.
- To support project teams to develop positive and effective relationships with colleagues in different settings; ensuring they understand our purpose, approaches and work programme.
- To work with colleagues in the Dignity in School team to capture the journey each of our partner schools is on and build the Dignity in Schools hub.
- To work with colleagues in the CPI team to capture the journey and work towards the creation of digitally available learning modules for professionals.
- To work as part of a team online and off-line/in real life (IRL), and to ensure a close liaison with Programme Managers, keeping them abreast of delivery, developments and challenges.

The above list of duties is not exhaustive.

PERSON SPECIFICATION

Experience	<ul style="list-style-type: none"> • Experience of using WordPress, copywriting and scheduling social media content, digital file management using Office365, and image creation/editing with Canva or similar. • Experience in using social media in a professional context. • Experience in working with children or young people in the creation/curation of digital content. • Building relationships and representing an organisation in day-to-day community and professional relationships.
Knowledge + Understanding	<ul style="list-style-type: none"> • The United Nations Convention on the Rights of the Child. • Current good practice and trends in the field of digital communication
Skills + Abilities	<ul style="list-style-type: none"> • Technical skills in website and content development. • Excellent time and organisational skills. • Imagination and creativity when developing creative approaches to work with children and colleagues. • Clear and confident communicator, both written and verbal, with experience of engaging with a range of professionals. • Ability to prioritise and complete tasks in a timely fashion.
Other	<ul style="list-style-type: none"> • Passionate about children’s human rights. • Work within the values of Children’s Parliament • Full driving licence.

SUMMARY TERMS AND CONDITIONS OF EMPLOYMENT

Working week:	28 hours per week, worked over 4 days. (80%)
Annual leave:	30 days + 10 days public holiday per year pro rata
Place of work:	Flexible. Children’s Parliament HQ is located at Summerhall, Summerhall Place, Edinburgh. While all staff are currently home-working due to COVID guidance, we expect a partial return to the office for some staff around the commencement of this post.
Travel requirements:	This post is part of programmes that are being delivered in Edinburgh, Aberdeen, East Lothian and Clackmannanshire. Engagement in these settings will be required but expectations will be negotiated.
Pension:	A contributory pension scheme is in place.
Probation period:	3 months
Sick pay:	1 month full pay and 1 month half pay within any 12-month period.

1. ABOUT THE DIGNITY IN SCHOOL PROGRAMME

Children's Parliament is inviting two schools to partner with us in a programme that helps make our educational establishments the heart of human-rights practice we know they can be. One of our partner schools will be in Aberdeen, the other in Edinburgh. Considering UNCRC incorporation, we are keen to support schools to be active in ensuring incorporation is meaningful to them.

Our work is not about publishing more 'teacher packs', it is about pedagogy and the learner's educational experience. We are keenly interested in the method and practice of teaching. We know if we support teachers and other colleagues 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.

Working with partner schools 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 Scotland's children - this will become our hub of human-rights practice in schools.

The premise for this programme is that a rights-based culture in school can be built if we consider *interpersonal relationships, school policy, and the curriculum*.

Our intention is to get alongside our two school communities and support everyone on this journey. The experience of our partner schools is paramount, but we will also be creating the **Dignity in School Hub** – a visually engaging, public, and creative virtual home - for everyone's benefit. The programme will be delivered, and the hub will be built, by creating and publishing text-based material – stories, blogs, personal accounts – as well as films and learning/teaching resources. We seek to use the hub to build a network of individuals and whole school communities (beyond our exemplar schools) who are interested, challenged and willing to share.

Our Dignity in Schools team will consist of our Digital Support Worker alongside:

- Project Worker (Aberdeen) *Currently in post*
- Project Worker (Edinburgh) *Being advertised*
- And managed by our Programme Manager (Implementation/Education) *Being advertised*

2. ABOUT CP INVESTIGATES HOW PROFESSIONALS MAKE RIGHTS REAL

The investigation stems from the need to consider what the role of the professional practitioner is post-UNCRC incorporation, and to produce materials that will build knowledge, confidence and competence in their important role as duty-bearers in the context of *children's human rights as law*. The basic premise is that unless we ensure frontline professionals (teachers, social workers, health professionals, police etc) understand these new duties – and are supported to do so by the very beneficiaries of these rights - we will miss an opportunity to maximise the benefits of incorporation for the realisation of rights and wellbeing of children and young people.

In an *investigation*, children are supported to explore a topic, present findings (a 'call to action'), and produce resources (films, games, artwork, training modules) to progress the

rights and wellbeing of children. Our focus is on participating children but also ensuring a legacy for others. We have used the approach successfully in several previous projects.

The process looks like this:

- We are inviting Clackmannanshire and East Lothian councils to partner with us in this programme. Together, we identify 2 partner schools in each Local Authority.
- In each school we identify one or two classes (P5, P6 or P7) from which we will eventually draw our Investigators (3 Investigators per school).
- All children from the relevant classes take part in workshops to learn about children's rights and incorporation of the UNCRC. They identify the key professional adults who should also know about these things. Throughout the process these children and class teacher form the base of peer support and act as a sounding board for Investigators as the programme continues.
- Children will work in pairs, small sub-groups or as the full Investigation teams to co-facilitate focus groups and interviews with professional colleagues from across sectors in their communities.
- The process will be recorded and progress reported 'live' – again with children creating content - through creative outputs and short media clips.
- Working fully within the co-production model a final report will capture the process, the findings of the Investigation, and make recommendations for action that professional groupings can take with regard to their role and incorporation of the rights of the child.
- Building on their learning from the process, the Members of Children's Parliament (MCP) Investigators will then work with Children's Parliament staff to co-produce a digitally available CPD/CLPL (Continuing Professional Development/Career Long Professional Learning) self-guided training module for professionals that will be available via the Children's Parliament website, and GLOW/Education Scotland National Improvement Hub.

Our Children's Parliament Investigates (CPI) team will consist of our Digital Support Worker alongside:

- Project Worker (East Lothian) *Being advertised*
- Project Worker (Clackmannanshire) *Being advertised*
- And managed by our Programme Manager (Implementation/Capacity Building) *Being advertised*

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 in order to achieve our shared goal of improving outcomes for Scotland's children.

We have the following four goals:

1. **Drive place-based change:** We will work with partners in communities to demonstrate a children's human rights approach, supporting partners to effect sustainable change through embedding the UNCRC.
2. **Help shape the future of Scotland:** We will support children to influence national legislation, policy and practice.
3. **Grow public awareness:** We will drive cultural and behavioural change to create a nation that values children and delivers their human rights.
4. **Strengthen our organisation:** We will continue to develop an effective and efficient operating structure in order 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

