



### ENRICHMENT VOLUNTEER – PERSON SPECIFICATION AND ROLE DESCRIPTION

#### *Role Description:*

An enrichment volunteer is likely to work primarily in schools and would offer either individual or groupwork around a specific specialism or skill to children who have experienced significant adversity and who would not normally be able to enjoy access to this activity due to financial constraints beyond their family's control. We are interested to hear from any individual – or group (for example, a university club) – who might be able to offer something in this area. This would normally be over a period of time – for example, once a week for 4 or 6 or 8 weeks depending on your availability. Some examples would be:

- Engineering – ‘taking something apart and putting it back together again’
- Nature and wildlife – bug hunts or birdwatching
- Design
- Art
- Music
- Drama
- Storytelling
- Play

#### *The Difference YOU could make:*

When children, young people and those who care for them have the mental, financial and physical capacity to explore and engage in activities such as those described above, they are able to fully engage with all life has to offer. For many struggling with financial difficulties though, knowing these opportunities exist within reach but being unable to access them can often be seen as a source of financial stress which then further compounds the challenges they face. By becoming an Enrichment Volunteer and enabling those not normally afforded these types of opportunities you can be a part of creating fundamental changes to how children, young people and families see themselves, each other and the world around them. These changes can enhance the lives of those you'll work with not just now but for long after the enrichment sessions have finished.

#### *Person Specification:*

The personal specification for all three of our currently advertised roles is similar as, for these roles, the right values and the right approach to working with children and families are more important to us than formal qualifications, although some form of experience of working directly with children and/or other disadvantaged groups will be an advantage. Similarly, lived experience of the issues involved would be an advantage.





The specific interpersonal skills we will be looking for in candidates are:

- A commitment to principles of equality, social justice and fairness. These will be assessed through a values-based interview.
- Good communications skills, verbal and written and experience of engaging with young people (this could be as a parent yourself, for example).
- Very high level of personal empathy and ability to engage and work safely with vulnerable children and young people.
- A specific skillset to match one of the educational intervention or session areas above.
- Ability to work as part of a team.
- Ability to follow safeguarding procedures and report concerns using the appropriate channels. Full training will be given on this.
- A non-judgmental approach.
- An understanding of, and commitment to, frontline ethical practice – namely to promote equality and fairness for children and young people whilst working in a safe way.
- A strong and evidenced commitment to safe practice.
- A willingness to participate in the learning culture of the organisation.
- An understanding of disadvantage and vulnerability and how these impact upon inequality.





## CAMBRIDGE ACORN PROJECT



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