



EDUCATION VOLUNTEER – PERSON SPECIFICATION AND ROLE DESCRIPTION

Role Description

As an education volunteer, you can play a vital role in working to combat educational inequalities. This would involve offering additional support to children who struggle with:

- Reading
- Writing
- Maths and numbers
- Classroom confidence and self-esteem
- Other specific interventions or areas

Duties and responsibilities could range from doing some weekly paired reading with a child, or group of children, identified as benefiting from this additional support; help with handwriting or numeracy skills; or (with training) utilising our 'iceberg' intervention with a child to help them, and others around them, understand why they might be struggling in class. Often these can be 'hidden' mental health challenges – for example, worrying about being chosen to answer a question, struggling with classroom noise, being shouted at – but which can have devastating consequences for a child's mental health if left unaddressed and unsupported.

The Potential difference YOU could Make

Although basic education is essentially free in the UK, how children and young people experience their school years can be incredibly different depending on where they live, the support they have at home, their early experiences, their physical and mental health and the types of adults they come across throughout their education. Often for those children and young people who contend with challenges on a daily basis that many fully grown adults struggle with, going to school can almost feel overwhelming for so many reasons. We know that children who engage in education have greater opportunities to experience and fulfil their full potential throughout their lives- sharing a few hours of your life now with a child or young person could have a huge impact on their future lifecourse trajectory and help combat childhood inequality in order to support children who have experienced significant adversity to transition successfully, and happily, into adulthood and to realise their undoubted full potential.

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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