



**Caring**  
**Challenging Fun**  
**Empowering**  
**Inspiring Inclusive**

## Guidance notes for completion of role description

### ONE TO ONE UNIT HELPER

#### Will this volunteer be required to pay subs?

Whilst the name of this role is 'One to one unit helper', volunteers in this role will be classed as a recognised volunteer rather than a Girlguiding member. They will therefore be exempt from paying subs, unless they choose to become a member.

#### Can I apply for a grant to support girls with additional needs in my unit?

Our Accessible guiding grant helps to support members with additional needs to access all areas of the programme, from unit meetings through to international trips. You can apply to the grant for:

- young members and volunteers with additional needs
- volunteers/units supporting members with additional needs

#### How should we go about recruiting for this role?

Our [recruiting and retaining volunteers](#) page has lots of ideas. Recruiting volunteers online is a great way to reach out to new, diverse groups and is particularly useful for finding volunteers with specialist skills.

While it's not the parents'/carers' responsibility to recruit to the role, you could ask them to help you advertise locally through connections they might have.

The volunteer is subject to Girlguiding's recruiting and vetting checks, including references and criminal disclosure.

#### Can this volunteer also act as a general unit helper for all girls?

The purpose of this role is to provide one-to-one support for a young member with additional needs.

This role should first and foremost be considered as part of any reasonable adjustments agreed in a young member's care/support plan.

The volunteer's responsibilities at meetings will therefore be different from a general unit helper. They should be counted separately from your existing volunteers and should not be included in unit or event ratios.

#### As a leader, what induction do I need to provide for this volunteer?

The unit leader is responsible for organising and facilitating an initial meeting with the parents/carers, the young member and the volunteer. Remember to include the young member in this process as much as possible.

At this meeting you can work together to discuss implementation of the support, adaptations and adjustments agreed in the young member's care/support plan. This meeting is also an opportunity for the young member and the new volunteer to get to know each other.

Once you start working together, review how things are going regularly by speaking openly with the young member, their parents/carers and the new volunteer.

## Guidance for completing blank boxes

### Suggested time commitment

In the box, outline the expected weekly time commitment. If the volunteer will also be expected to help at events, include this too.

If you think regular weekly attendance would be a barrier to recruiting a volunteer, a role share for two volunteers might be a possibility. Make sure you have a conversation with the young member and their parents/carers before deciding on this; for some girls, the consistency of working with the same volunteer every week could be an important part of their support.

*Example: 1-2 hours per week (late afternoon/early evening) plus occasional outings and events.*

### Length of time in role

In the box, outline the length of time you expect the volunteer to support for.

*Example: Ideally a minimum commitment of a year, following an initial trial period of one month to ensure all involved are confident and happy.*

### Location

In the box, state the approximate location of your unit.

### If you are interested in this role

In the box, let potential volunteers know how they can find out more information and register for this role.

*Example: To find out more, or to register for this role, email [insert relevant email].*

### What is the purpose of this role?

Use the following template to complete this section:

We need someone to provide one to one support at our weekly **[Rainbows/Brownies/Guides/Rangers (delete as appropriate)] unit meeting**. You will support a **[Rainbow/Brownie/Guide/Ranger] [e.g. [with a (physical, learning, visual, hearing) impairment] [on the autistic spectrum] [with complex needs] [with behaviour that challenges] [add alternative/additional text as appropriate]]** to access guiding safely, take a full part in activities, and have fun and adventures with their friends.

### Key responsibilities

In the blank box, outline the key responsibilities of the role based on the reasonable adjustments you have agreed on with the member and their parents/carers in the member's care/support plan. These responsibilities should relate directly to the volunteer's role working one-to-one with the Rainbow/Brownie/Guide/Ranger. The role description also lists several general responsibilities, so there is no need to include these here.

*Examples:*

- Supporting the [Rainbow/Brownie/Guide/Ranger] to get the most out of activities by demonstrating the activity step-by-step or working through the activity together.
- Providing help with eating/drinking
- Providing help with using the bathroom
- Supporting the [Rainbow/Brownie/Guide/Ranger] to benefit from use of a quiet space during meetings
- Providing help with reading/understanding instructions
- Breaking down instructions into concise, specific steps
- Assisting with access around the venue

- Supporting the [Rainbow/Brownie/Guide/Ranger] to make use of Girlguiding's Visual timetable and Communication passport
- Administering medication.

## Skills and abilities

The role description lists the following general skills and abilities.

- You should be able to communicate well with children and adults (volunteers and parents/carers), working effectively as part of a unit team.
- You should be able to tailor your behaviour to the needs of the girl with whom you are working.
- You should be capable of forward planning, thinking about possible adaptations to activities as far in advance as possible.
- You should be able to deal with behaviour that challenges and stay calm under pressure.

In addition to these, you have the option to add additional requirements or recommendation for any specific skills/abilities in the blank box. These skills/abilities should relate directly to the volunteer's one-to-one role supporting the Rainbow/Brownie/Guide/Ranger.

*Examples could include:*

- *Impairment specific knowledge e.g. experience supporting autistic young people/understanding of visual impairments*
- *Specific communication skills e.g. British Sign Language*
- *Experience of supporting behaviour that challenges*
- *Experience assisting with practical tasks such as using the bathroom and eating/drinking*
- *Experience supporting young people with mental health problems*
- *Able to provide physical support with mobility*
- *Experience administering medication*
- *Experience supporting young people in crisis situations*
- *Experience working with assistance dogs.*