



Scouts

South & South East London

Our simplified roles & structures

 South & South East London Scouts



Transforming the Volunteer Journey

Version 2

October 2023

We are transforming your volunteer experience



Welcome



Learning



Teams



Digital Tools

We are transforming your volunteer experience

We're moving from appointment panel meetings to welcome conversations that will take place in your group.



We are transforming your volunteer experience

We're moving from training to learning and development. There's some learning for everyone but completing your wood badge will be optional.



We are transforming your volunteer experience

We are moving to teams-based volunteering.

Each team has a clear purpose and shared tasks.



We are transforming your volunteer experience

We will have new digital tools for recruitment, welcoming, learning and adult membership management. These will all be accessed from scouts.org.uk.



Find out more about all areas of our volunteer journey transformation at:

tinyurl.com/vol-journey



Simplifying our roles and structures

We know that asking people to become leaders (or other specific roles) doesn't suit everyone. People need to be able to volunteer in whichever way they can and want to do, focusing on the areas they have skills or interest in – and without having to take on the world.

**Our volunteering roles need to be...
clear, manageable, and flexible!**

So, we are moving....

From	To
Individual, inflexible fixed roles	Volunteers working in teams on tasks with a clear purpose
Unclear expectations of volunteers	Clearer roles with titles the everyone can understand
A small number of people with lots of responsibility (and stress)	Clear expectations on both sides, with a commitment to building a positive volunteering culture
Feels like work	Individuals contributing in a way that matches their skills, interests and availability





Why we have an urgent need for change...

We need to make sure how we volunteer is right for current and new volunteers, as well as for young people.

At the moment:

- We have too many roles (over 400!), which can be unmanageable, fixed and too often feel like work.
- Our range of roles can be hard to understand, and expectations when someone joins or moves role are often unclear. They can put people off from joining - 'I couldn't do what you do'.
- We have a small number of people with lots of responsibility (and stress) placed on them. This can often make volunteering tip into feeling like work.

Picture a volunteering world:

-  **Focusing on tasks rather than roles**
-  **Making flexible volunteering normal, and available to everyone**
-  **Ensuring we allow individuals to contribute in a way that matches their skills, interests and availability**
-  **Making sure each team has a clear and distinct purpose**

A teams-based approach

Teams thrive when they share a purpose, share tasks, and support each other to make the most of their different skills, experiences, and available time.

We want to make it normal for responsibilities to be shared across teams. To do this we are removing our current role descriptions, (where one volunteer takes on a specific list of responsibilities) and replacing them with new team descriptions. This approach means we can share the load among the team and provide an attractive volunteering offering that people will want to be part of.

So, going forwards, the way we volunteer will be structured around these key principles:

- everyone will volunteer as part of a **flexible team** structure
- each team will have a **clear purpose**, team description and set of team tasks
- We will describe our teams and roles in **plain English** to ensure they are easily understood by everyone

We know that some district, county, group, and section teams already approach volunteering in this way and it really works for them. Some teams might start off with only one or two people. But by being flexible about how we ask people to volunteer, we'll make it easier for new people to join in.

Team descriptions have two types of tasks:

1. **Tasks for the whole team** – All team members take part in these tasks and must have, or develop, the skills associated with these tasks
2. **Allocated tasks** – The team leader ensures that one or more team members has the responsibility and skills for these tasks

Beyond that, it's down to the team to decide how they organise themselves, based on their skills, interests, and availability.

Our new approach makes it easier for our current teams, as volunteers can give their time in a more sustainable way. It helps volunteers build knowledge, experience, and confidence. And it makes it easier for them to change their involvement when their circumstances change. As such, they stay volunteering for longer. And in the future, more volunteers will want to join Scouts and give their time as part of a flexible team.

Here's an example:

Hannah is the Team Leader. They do whole team tasks 1-3 and allocated task 1

Arnold is a Team Member. He does whole team tasks 1-3 and allocated tasks 2 and 5

Jess is a Team Member (she was previously a Section Assistant), and she does whole team tasks 1-3 and allocated task 6 which she can easily carry out at home

Jamel is a Team Member (he was previously a Section Assistant too), and he does whole team tasks 1-3. He hasn't taken on any allocated tasks, at the moment, but will see what he may be able to help out with when he has more time available.

	Hannah Team Leader	Tom Team Member	Mita Team Member	Jamat Team Member	Arnold Team Member	Jess Helper
Tasks for the Whole team	Task 1 Whole team	🌿	🌿	🌿	🌿	🌿
	Task 2 Whole team	🌿	🌿	🌿	🌿	🌿
	Task 3 Whole team	🌿	🌿	🌿	🌿	🌿
Allocated tasks	Task 1 Allocated	🌿		🌿		
	Task 2 Allocated				🌿	
	Task 3 Allocated		🌿	🌿		
	Task 4 Allocated					
	Task 5 Allocated				🌿	
	Task 6 Allocated					🌿



We want to make it easier for a more diverse range of people to contribute to Scouts in a way that reflects their skills, interests, and availability.

Changing the focus from role to team tasks is one way we can make flexible volunteering normal, and available to everyone.

What will stay the same?

Our structure is still arranged in Sections, Groups, Districts and Counties, as well as broadly the tasks that happen at each level. For example, Section Teams will still deliver programmes to young people.

Even if our structures look different, people should still be able to volunteer in the area that is of most interest to them, such as working with young people, delivering excellent governance or giving support to other volunteers.

Keeping the programme at the core of all that we do

Our programme (what our members do each week), is predominantly designed and delivered by Section Teams in partnership with young people. All our adults are either a member of a team that plans and delivers the programme or are part of a support team who work together to provide support to the teams that deliver the programme. Either way everyone plays a part in the delivery of a safe, fun, enjoyable and high-quality programme for young people.

Who is affected...

- All volunteers will move into updated teams. For some, volunteering in a team may be a big change and for others, it may be closer to what they're doing already
- For most volunteers, their role title will also change
- For some volunteers in District and County teams, there may be a bigger change in what their role does, due to other changes that are coming too, such as those who are involved in training and appointments and welcome

The Lead Volunteer for the Scout Group

Within our new approach, instead of a Group Scout Leader, Lead Volunteers will lead the Group Leadership Team to provide support for the teams in the Group. This makes it easier for tasks to be shared amongst a wider group of people, rather than it all resting with the Group Scout Leader role.

What this means for our volunteers in Sections

The team structure means it's clearer for people to understand how they can get involved with running a section, in a way that works for them. It also helps when existing volunteers' circumstances change - they don't need to go through a formal change of role process but can instead flex their involvement in the team.

Most people will now be called Team Members. Some people will become Team Leaders who help guide, support, and facilitate their team to agree who'll do what tasks within the team.

Of course, volunteers can still use their own choice of name when speaking to young people, parents, and caregivers – for example, you can still be called a 'Beaver Leader' or 'Akela' or 'Skip'. There's more information on this later in this guide.

Helpers and who they are

In our new teams approach to volunteering, we'll continue to have helpers who'll give informal support to help deliver Scouts.

However, as we're making volunteering easier and more fun, now might be a great time to encourage some of your existing helpers to join your teams.

Although helping out is a great way of trying Scouts, we're always looking for more volunteers to join our teams. This'll mean they can get the benefits of being a Team Member, and we can support even more young people to gain skills for life.

Understanding the differences between Team Members and helpers

Team Members

Team Members are volunteers who plan, deliver, and support an amazing programme for young people.

They can volunteer flexibly. Some may give their time every week, while others may give as much or as little time as they can.

To become a Team Member, a volunteer completes the necessary steps in the volunteer joining journey, these are the steps to be taken to ensure the safe, but welcoming, recruitment of new volunteers into the Scouts, to make sure Scouts is right for them, and they're right for Scouts. There's more information about the adult joining journey later in this guide.

Helpers

Helpers are people, 18 or over, who are not members of the scouts but provide informal support, normally to help deliver the programme. They may be, for example, parents or local subject matter experts.

Many helpers do not need to be recorded on the membership management system at scouts.org.uk as they aren't undertaking regulated activity (see below), and therefore they don't need a criminal record check or internal check.

If a helper undertakes regulated activity (other than as a trustee), they must have a satisfactory criminal records check and a satisfactory internal check, and they must be recorded in the adult membership system to enable those checks to take place.

Understanding regulated activity

Scouts is a regulated activity provider and must comply with the law in respect to adults engaging with children. Regulated activity with children refers to work that a barred person must not do.

Regulated Activity is defined in the Safeguarding Vulnerable Groups Act 2006 and amended by the Protection of Freedoms Act 2012.

Regulated activity in Scouts means where a person aged 18 or over meets any of these criteria:

- will be a member of a Trustee Board
- will be assisting with overnight activities (including nights away)
- will or may be helping out once a week on four or more occasions in a thirty-day period
- will have unsupervised access to young people*
- will handle money

Any adult or helper delivering or likely to participate in Regulated Activity must hold a satisfactory DBS and Personal Enquiry.

* Unsupervised access - When around youth members, an adult must have a valid criminal records check or be within sight and hearing of another adult who holds a valid criminal records check.

Some examples of what helpers that aren't undertaking regulated activity can and can't do

Since they do not have a DBS check:

- the maximum they can volunteer is three times in any thirty day period
- they are not members of our sections or wider teams
- they'll always be supervised by team members or team leaders

They can:

- be put on an adult rota. This could be any adult, parent or caregiver
- run an activity with a group of young people under supervision of a member of the section team
- attend a session or event, walk young people down the road as part of a group, or prepare squash and biscuits
- be a valued extra pair of hands, eyes and ears to help run weekly meetings

They cannot:

- attend overnight events
- have access to personal data about young people or adults
- handle money
- have unsupervised access to young people
- volunteer more than three times in any thirty day period
- be a Trustee

Some people who help us will need a disclosure check and an internal check, as their support involves regulated activity. They'll be registered on scouts.org.uk as 'Non member – needs disclosure'. We've previously called these people 'Occasional Helper' (this will also apply to family members, over 18 that are attending a residential experience).

Some examples of what 'Non member – needs disclosure' can and can't do

Since they have a DBS checks, they can:

- support a section occasionally without needing supervision
- help out once a week (or on four occasions in a thirty-day period) or more frequently
- attend a residential experiences

As 'Non member – needs disclosure' don't get membership status with Scouts, they will not:

- get the usual benefits members receive, such as personal accident insurance
- their time with us also won't count as volunteering time towards 'length of service' awards
- they won't have access to personal data about young people or adults

Talking to your helpers about joining your team

If you think a helper might be a great fit to join your team:

- have a conversation with them
- Tell them about all the benefits of being a Team Member

Remind them they'll still be able to volunteer flexibly and in a way that suits them.

What we expect from our helpers

Anyone helping out at Scouts must read, understand and commit to following the Yellow Card. This is our code of practice for all adults in Scouts, where we commit to making the safety of young people our priority.

Sticking to the rules outlined in POR is really important. It's key for everyone to understand who can and can't have unsupervised access to young people, and how often they can volunteer.

Following Our Volunteering Culture will guide helpers on what we do and say, how we support each other, following our values and being at our best.

What helpers can expect from us

Team Leaders and Team Members should make sure any helper knows who their main point of contact is.

They should make sure all helpers have read and understood the Yellow Card, given them basic health and safety information, and told them about basic safety and safeguarding procedures, including who to report safeguarding concerns to.

They should also brief the helper to make sure they know what they can do to help (and what they can't).



Team Leaders

Within our new volunteering structure, Team Leaders work with Team Members to share tasks out and make sure the team runs smoothly. Each team has at least one Team Leader who is responsible for:

Creating a positive team environment

- Agree how team description tasks are shared among Team Members by considering their skills, interests, and availability
- Make sure the team puts young people at the heart of what they do, so they can create inspiring teams and brilliant programmes
- Make sure the team is open and inclusive and adapt team activities and tasks to be accessible to everyone
- Make sure everyone in the team is safe and following safety and safeguarding procedures

Helping volunteers find what they need

- Help Team Members find learning and networking opportunities
- Encourage Team Members to share what's happening in the team and find out where they might need support

Attracting and welcoming new volunteers

- Promote volunteering opportunities to the families of youth members and to ensure continuous volunteer recruitment so there's always enough people in the team
- Help ensure new volunteers are warmly welcomed and complete their learning

Reflecting and reviewing

- Schedule regular team self-reviews (at least once a year), to give everyone a chance to reflect on successes, and plan for the future
- Arrange informal catch-ups (as required), with each team member to give them the chance to reflect on successes, identify any support or development they may need, and plan for the future

Each team leader is a member of the group leadership team and are supported by the group lead volunteer.



Group Lead Volunteers

The Group Lead Volunteer leads the group leadership team to inspire volunteers in all the groups teams to give young people great experiences and skills for life.

The group leadership team works together to make sure that all the teams in the group are organised, have enough volunteers, and help deliver a great programme and/or programme support in the group.

Group Leadership

- Work with group leadership team members to share tasks out and make sure the team runs smoothly
- Work with the group trustee board, make sure all teams have the resources, skills and enthusiasm to support and deliver scouting locally (and the Scouts skills for life strategy)

Create a positive team environment

- Agree how the group leadership team tasks are shared among the group leadership team members
- Make sure the team puts young people at the heart of what they do, so they can create inspiring teams and brilliant programmes
- Make sure the team is open and inclusive, and adapt team activities and tasks so that they are accessible to everyone
- Make sure everyone in the team is safe and following safety and safeguarding procedures

Help volunteers find what they need

- Help group leadership team members find learning and networking opportunities
- Encourage group leadership team members to share what's happening in their teams and find out where they might need support
- Make sure volunteers have the permits or accreditations they need to carry out specific, allocated tasks (where relevant)

Attract and welcome new volunteers

- Help recruit new volunteers (in partnership with the group leadership team, the district volunteering development team and the county development service), so there's always enough people in the group's teams
- Make sure new members of the group's teams are warmly welcomed and complete their required learning

Reflect and review

- Set up regular team self-reviews (at least once a year), with each of the group's teams to give everyone a chance to reflect on successes, and plan for the future
- Carry out individual reviews with each member of the group leadership team

Incident Management

- Make sure that safeguarding, safety and data incidents and concerns procedures are followed and managed well

Group Lead Volunteers also provide direction for the Group and help their teams see the bigger scouting picture through effective leadership using an approach that combines the skills of good leadership and management.

Group President & Vice Presidents

Presidents and Vice Presidents promote the perception of scouts in the wider community.

Tasks:

- Work to encourage the positive perception of scouts in the community
- Help foster relationships between scouts and other key organisations and institutions, further connecting scouts with the local community
- Attend events

Where Presidents and Vice Presidents, who have not completed a scouts DBS check, attend scouts events they must be chaperoned by a full member that holds a current DBS check. (except Trustees).

Who can have this role:

This is an honorary role. It does not automatically make them a member of a team or a Trustee Board.

What learning is needed:

None

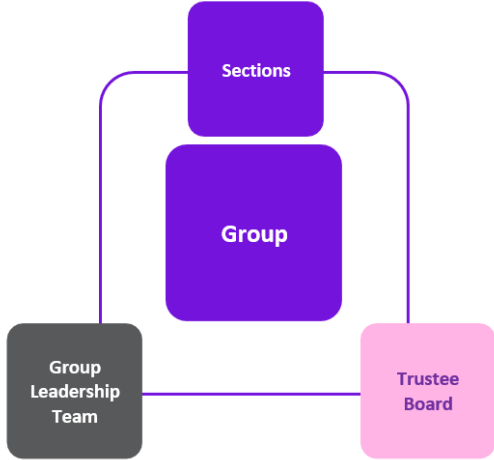
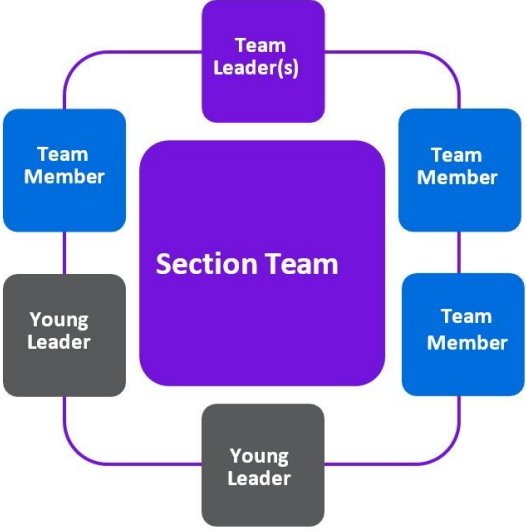
Who can appoint this role:


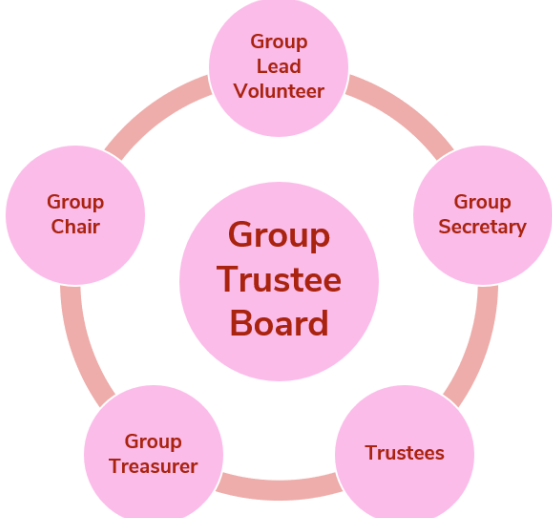
The relevant Scout Council



Structure of our volunteer teams

The tables below shows how each part of our structure supports our volunteers and contributes towards providing brilliant programmes for young people.

Scout Groups	
<p>Scout Groups maintain an effective and motivated group of volunteers across the group's sections, whilst ensuring the group is well regarded in their local community.</p>	
<p>Within each Scout Group are three types of teams:</p> <ul style="list-style-type: none"> • The Section Team deliver safe programmes. • The Group Leadership Team helps all volunteers (including Young Leaders) within the group to work together to plan and deliver high-quality programmes. • The Group Trustee Board provides charity governance for the Group <p>Some Groups will find it helpful to use sub-teams to give specific focus to a collection of the team (e.g. a equipment maintenance sub-team of the Group Leadership Team, or a finance sub-team of the Group Trustee Board).</p>	
<p>The Section Team</p> <p>The Section Team consists of a team for each section in the group: Squirrels, Beavers, Cubs & Scouts.</p> <p>The Section Team plans, delivers, and runs high-quality programmes safely. They make sure all young people can take part in the programme and gain skills for life. They also help young people work towards their Top Awards.</p> <p>With a brilliant programme, each young person can make a positive impact in society as they step up, speak up, and find their place in the world.</p>	 <div style="display: flex; justify-content: center; gap: 10px; margin-top: 10px;"> <div style="background-color: red; color: white; border-radius: 50%; padding: 5px; text-align: center;"> Squirrels 4 to 6 years </div> <div style="background-color: blue; color: white; border-radius: 50%; padding: 5px; text-align: center;"> BEAVERS 6 to 8 years </div> <div style="background-color: green; color: white; border-radius: 50%; padding: 5px; text-align: center;"> cubs 8 to 10½ years </div> <div style="background-color: darkgreen; color: white; border-radius: 50%; padding: 5px; text-align: center;"> SCOUTS 10½ to 14 years </div> </div>

<p>Group Leadership Team</p> <p>The Group Leadership Team helps volunteers across all sections of the group to work well together and feel motivated. They make sure the group is valued, respected, and supported in their local community.</p>	
<p>Group Trustee Board</p> <p>The Group Trustee Board provides effective governance to the Group.</p> <p>The structure of the Trustee Board follows the traditional structure of governance and still has recognised positions (e.g. Chair, Secretary, Treasure etc.)</p>	

Sub-teams

Sub-teams are a great way of organising our amazing volunteers. These are teams of volunteers that sit within another team. For example, a Hillwalking Team within the District or County Programme Team. The sub-team has a specific area of focus within the overall scope of that larger team.

Within our new approach, we can use sub-teams to:

- Increase a sense of identity and belonging within our valued volunteers
- Make better use of our volunteers' time and resources
- Help make it clearer what people do, and what they're responsible for

For example, you might set up an Archery Team within the District or County Programme Team. The volunteers in this team could be Archery Team Leaders and Archery Team Members. Doing this will make it easier to find and reach the right people on the new membership system.

How we can use sub-teams

At Scouts, we volunteer in teams, and this does mean that some teams, particularly at District or County level could be quite large, with multiple volunteers doing similar, but focussed, tasks. In these cases, it might be helpful to use sub-teams.

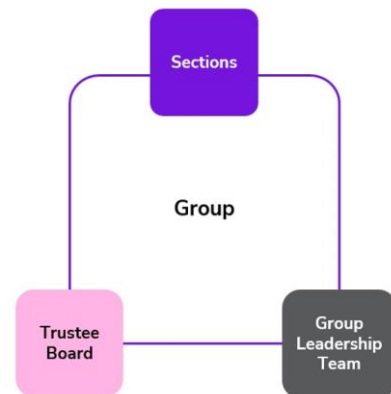
It's important to remember that sub-teams are optional and that all teams, except Section Teams, can have their own sub-teams. You can decide locally if sub-teams are needed and what they are called. Sub-teams can also be shared across Districts or Counties. Sub-teams can be set-up at any time by the main team, so can be created if they are needed in the future.

Examples of Group Sub-teams

Remember sub-teams are optional so Groups may choose not to set up sub-teams for a number of reasons. They may be a smaller group that has fewer volunteers. Or they may not have the need for specific tasks. For example, if they rent venues, instead of owning their own building, they may not need to carry out meeting place maintenance.

The Group Leadership Team will carry out its tasks as outlined on the team description, including support and operational tasks, which may have previously been done by the Group's Executive Committee.

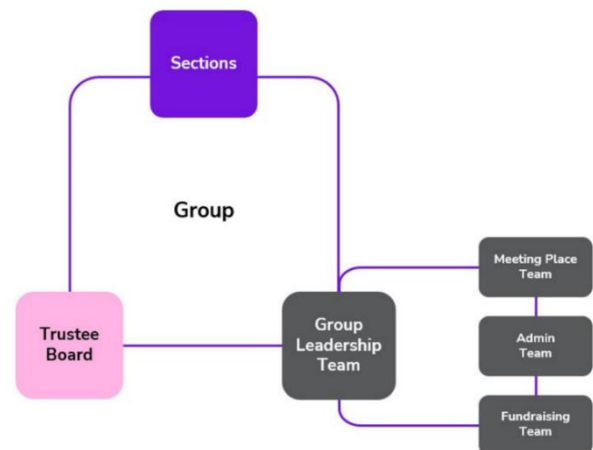
Here's an example of a Group that has not set up any sub-teams.



Groups with sub-teams

These could be larger Scout Groups with a lot of members and volunteers. They have specific tasks that require attention. For instance, if they own their own building, they are responsible for meeting place maintenance.

The Group Leadership Team will carry out its tasks as outlined on the team description, which includes providing support and handling operational tasks, tasks that were previously managed by the Group's Executive Committee (now the Group's Trustee Board), but delegates some of its responsibilities to sub-teams to carry out and manage.



These could include:

Meeting Place and Equipment Sub-Team

looking after the Group's meeting place and camping equipment.

Admin Sub-Team

overseeing day-to-day finances, communications, and supporting with member administration so that young people and adults can move seamlessly through the Group.

Fundraising Sub-Team

engaging with the community, working with local businesses and other charities to secure fundraising and make the most of fundraising opportunities.

Community Engagement Sub-Team

to promote the groups opportunities to join and volunteer

The Group Leadership Team remains overall responsible for the tasks that they delegate to the sub-teams, and they also carry out the remaining tasks on their team description.

Group Teams Descriptions

Group Trustee Board

Purpose

The Trustee Board is a team of volunteers who work together to make sure Scouts is run safely and legally.

Together, Trustees make sure the charity is well managed, risks are assessed and mitigated, buildings and equipment are in good working order, and everyone follows legal requirements and Policy, Organisation and Rules (POR). Their support helps other volunteers run a fantastic programme that gives young people skills for life (and experiences they'll remember forever).

Who's in the team

- Chair
- Treasurer
- Appointed Trustees
- Co-opted Trustees
- Ex officio Trustees (Group Lead Volunteer)

Your trustee board should have at least two young people (18-25 year olds) on them.

A person under the age of 18 cannot act as a charity trustee. However, they can have a full role in any sub-committee of the Trustee Board. Some thought should be given as to the requirements of the role they take on and whether it is the most suitable way to engage with young people.

If an under-18 wishes to be involved at the Trustee Board, they must be registered as 'in attendance' at a meeting (rather than as a trustee) and cannot have a vote.

Tasks for the whole team

All Trustees are equally responsible, but they might decide to split the tasks between them.

Trustees work together to make sure Groups, Districts, and Counties:

- Manage money well
- Have enough money for now and in the future. This means having a reserves policy and making sure fundraising takes place, if it's needed.
- Have a budget in place. Trustees then agree how to manage the budget with other volunteer teams.
- Follow Scouts policies and relevant legislation
- Follow POR, key policies (including safety and safeguarding), and charity regulations.
- Follow employment law, if staff are employed.
- Create Trustees Annual Report and Statement of Accounts, and get it checked by an appropriate person. If they're a registered charity, they'll need to share it with the charity regulator.
- Hold an Annual General Meeting (AGM).
- Look after buildings, insurance and property
- Look after records of ownership of property and equipment.
- Have the right insurance for people, buildings, and equipment.
- Make sure buildings and equipment are working well.
- Manage risks
- Carry out regular risk assessments and put the right risk mitigations in place.
- Help the charity to operate well, today and in the future
- Work with Lead Volunteers to meet their charity aims.
- Champion Our Volunteering Culture, and make sure volunteers are aware of it, reflect on it, commit to it, and apply it in their teams.

In carrying out the above, Trustees also:

- Keep a record of Trustee Board meetings and complete any actions that are agreed.
- Recruit new Trustees.
- Co-opt Trustees onto the Board if they need people with particular skills or knowledge.
- Get expert advice, if needed. This could be on health and safety, managing money, buildings, equipment, or employees.
- Network with other Scouts Trustees to share knowledge and experience.
- Create sub-teams for specific activities, such as finances, if needed.

Allocated tasks

Chair

- Lead the Trustee Board.
- Plan when Trustee Board meetings should take place, and decide what to talk about at each meeting.
- Lead Trustee Board meetings and the Annual General Meeting (AGM).
- Liaise with Lead Volunteers.
- Lead recruitment for new Trustees.
- Support other Trustees by organising inductions, checking in to see how they're getting on, and carrying out annual reviews.

Treasurer

- Look after finances, such as making sure all membership fees are collected and all payments are made.
- Share details about income and spend with other Trustees.
- Make sure Gift Aid is being claimed.
- Make sure proper accounts are kept and draw up policies on finance and investment.

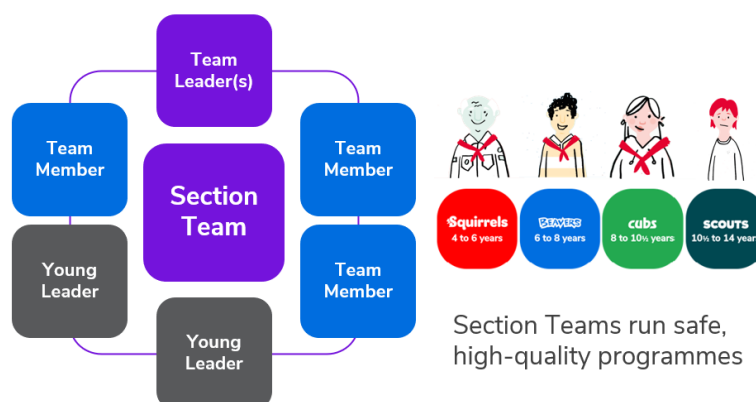
Each Group, District and County is a separate charity, whether or not the Group, District and County is registered with a charity regulator.

Section Team

Purpose

The Section Team plans, delivers, and runs high-quality programmes safely. They make sure all young people can take part in the programme and gain skills for life. They also help young people work towards their Top Awards.

With a brilliant programme, each young person can make a positive impact in society as they step up, speak up, and find their place in the world.



Who's in the team

- Section Team Leaders
- Section Team Members
- Young Leaders

Tasks for the whole team

Plan and deliver a great programme:

- Work with young people to plan and deliver a great programme, including nights away and adventurous activities, to help them achieve their Top Awards.
- Find ways to continue to improve the programme.
- Make good use of stakeholders in their community, including other Scout volunteers.

Make sure there's a great culture for volunteers and members:

- Create a welcoming and accessible environment for volunteers, and create leadership opportunities for Young Leaders
- Check volunteers behave positively and in line with Our Volunteering Culture.
- Mentor volunteers in the team and help them develop, including Young Leaders.

Create a safe environment:

- Check the programme can run safely.
- Make sure adult: child ratios are always maintained and there's a volunteer-in-charge for each session.
- Create and review risk assessments.
- Check there are first aid kits or supplies for all activities.
- Report and review safety and safeguarding incidents in the right way.

Allocated tasks

- Make sure admin is done correctly
- Get contact and medical details, and demographic data for new members joining the Section.
- Keep all records up to date, including badges, attendance register, contact details and the programme (as needed).
- Communicate with others
- Regularly chat with young people and parents/carers about the programme.
- Keep social media channels up to date with the Section's activities (in line with the privacy policy).
- Help young people move between Sections.
- Look after finances
- Give the Group Trustee Board the information they need to set the budget.
- Help with collecting membership fees and other payments, when required.

Group Leadership Team

Purpose

The Group Leadership Team helps volunteers across all Sections to work well together and feel motivated. They make sure the Group is respected and supported in their local community.

Who's in the team

- Group Lead Volunteers
- Team Leaders of each Section Team
- Team Leaders of any sub-teams of the Group Leadership Team
- Other volunteers in the team are called Leadership Team Members

Tasks for the whole team

Support the Group's Sections

Make sure:

- The views and ideas of young people shape decisions in the Group and its Sections.
- Section Teams help young people feel welcome and included and make changes (when necessary) so activities are accessible for everyone.
- The demographics of young people and adults represent their local area.

Develop our volunteers

- Work with volunteers to share skills between Sections.
- Make sure volunteers in the Group's teams fulfil their safety and safeguarding responsibilities, including keeping up-to-date with changes.

Allocated tasks

Support the Group's Sections

- Make sure the Group Leadership Team runs smoothly.
- Work with the District 14-24 Team to make sure there are Young Leaders in all the Group's Section Teams.
- Help Section Teams work well, using tools to measure quality where needed.

Develop our volunteers

- Champion Our Volunteering Culture, so Team Members are aware of it, reflect on it, commit to it, and apply it.
- Support all volunteers to grow and gain the skills they need (or would like).
- Make sure all teams in the Group follow our approach to safe volunteer recruitment, appointment, reviews, and processes for leaving Scouts.
- Make sure volunteers are doing what's expected of them, including getting learning done and having disclosure checks.

Engage with the community

- Create and look after relationships outside Scouts to help deliver the programme and recruit adults and young people. This could include local community leaders, other youth groups, volunteer recruitment agencies, and local media and social media outlets.

Open new provision

- Work with District Teams to open new Sections.

Manage incidents

- Make sure all incidents are reported in the right way.
- Handle Subject Access Requests and personal data breaches.
- Look after complaints informally (as described in the Complaints Policy) to stop them escalating (where possible).
- Work with other volunteers to respond to safety, safeguarding, and data incidents, and complaints (where needed).

Support effective processes

Oversee:

- The payment of invoices and volunteer expenses.
- Enquiries from new volunteers and new members, waiting lists, and the movement of young people between Sections.
- Equipment owned by the Group.
- Meeting places (whether they're rented, leased, or owned).
- Supplies of uniform, including badges and clothing.
- First aid kits and accident forms for all Sections and meeting places.
- Membership system records for volunteers and young people, making sure they're correct and up to date.
- Group social media platforms.
- Group website and emails.
- If there are staff in the Group, make sure they're properly managed and recognised.

Moving to our new teams base structure

As part of our new approach, we're changing from a complex system of over 400 volunteer roles to a new simpler system that will mean less, clearer roles and responsibilities for everyone.

Some of these roles already exist, but as we're making significant changes to how we volunteer together, and we are introducing new digital systems, the purpose and tasks associated with some of our current roles will change to become accreditations. Accreditations are simply permissions that are given to some people so that they can carry out a task and then update the new digital system.

As we make the changes and move to our new teams, it's important for all Lead Volunteers to help their teams work out what the changes mean for them. It's also important to understand that although most of our current roles will automatically be updated, not all of our current roles can automatically move across or change as easily.

Don't worry, you don't need to have every role filled. Just keep these positions in mind as you're making changes to your teams. The important things are to make sure new volunteers understand their new role, and to help existing volunteers grasp how their role will change under our new approach.

During the data migration process the records for all current volunteers will move from Compass to our new digital tools. During the transition process, around 85% of volunteers can automatically become part of their relevant new team, (for example, your Assistant Beaver Scout Leaders will be transferred across to your Group's Beaver Scout Team as Team Members). But around 15% of current roles can't automatically transfer to a new team, because we'll need to make individual decisions based on how those roles work locally and where these people will sit in your new teams structure.

Talk about the changes with your team

Lead Volunteers should talk with their team to make sure everyone understands what's changing and what's staying the same. We encourage you to have conversations with your team before the roles change, even if a volunteer's role is changing automatically and may not be entirely different.

Some volunteers might want to be in a team where they can carry on doing their current tasks, while others might see this as an opportunity to change and do something different.

For roles that won't automatically be changed, it's especially important that Lead Volunteers have conversations with the volunteers to understand their skills, interests and availability, and agree on how they can best contribute to their new teams.

What this means for members of Scout Active Support Units

Scout Active Support Units (SASU), won't continue in their current form. Instead, we'll be using sub-teams to organise people within our new team structure.

When building your new teams, some Active Support Unit members could move to a relevant sub-team of your Group Leadership Team. Many of the sub-team examples above might reflect what current Scout Active Support Units focus on. But you might also find that a new general support sub-team is needed.

Some current members of Scout Active Support, may see our new way of working as the end of their active journey with scouts.



How we'll move each role

The lists below show how each role on Compass will show on the new membership system.

Current roles that can change automatically

Most of these roles will largely be the same, even where the role title changes. What will be different is how we work together.

New roles and teams:

Current Role	New Role	Team
Assistant Section Leader	Section Team Member	of the Squirrel, Beaver, Cub, Scout, Explorer (including Young Leader), or Scout Network Team
Section Assistant		
Chair	Chair (Trustee)	Board of Trustees
Deputy Chair	Deputy Chair (Trustee)	Board of Trustees
Deputy Group Scout Leader or Assistant Group Scout Leader	Team Member	Group Leadership Team
Executive Committee Member	Trustee	Board of Trustees
Group Communications Manager	Team Member	Could be a member of the Group Leadership Team a sub-team of Group Leadership Team
Group Scout Leader	Group Lead Volunteer	Group Leadership Team Group Board of Trustees
Group Skills Instructor	Group Supporter	No team or the relevant Group Leadership Sub-Team
Section Leader	Section Team Leader	of the Squirrel, Beaver, Cub, Scout, Explorer (including Young Leader), or Scout Network Team
Secretary	Secretary (with or without trustee status)	Board of Trustees and/or Leadership Team
Treasurer	Treasurer (Trustee)	Board of Trustees

Roles that will be recorded but will not be part of a team:

Current Role	New Role
Chaplain	Chaplain
Occasional Helper	Non-member (disclosure only)
President	President
Vice President	Vice President

Roles that can't be automatically changed, and where you'll need to have a conversation:

There are different reasons why we can't change some roles automatically. This is why it's so important to have conversations with your teams to work out the new fit, taking into consideration the skills, interests and availability of the volunteer and how they could best fit into your new teams structure.

Current role is too diverse/undefined:

Current Role
Administrator
Scouter
Supporter

The role could vary locally and not be consistent enough to be changed across the board. Here, your conversation could focus on what the volunteer specifically does in their role, before suggesting a new role or team. Some tasks may be done very differently going forward, so find out if you need an accreditation to continue with their current task(s) or if they would prefer to move to a different team or task to help them stay focussed and engaged with scouts.

Current roles that can change into various teams (as a member of either the main team or a sub-team)

The formats of the following roles are changing. The responsibilities may be split between different teams (or accreditations), so there may be more than one option for change. The volunteers might like to do something similar, or something completely different. The key is to focus on what really interests the volunteers and keep them focused on what they enjoy.

Current Role	New Role	Team
Scout Active Support Manager	Team Member of The Group Leadership Team or relevant Sub-Team Leader	Group Leadership Team or Relevant Sub-Team of the Group Leadership Team
Scout Active Support Member	Team Member of The Group Leadership Team or relevant Sub-Team Member	Group Leadership Team or Relevant Sub-Team of the Group Leadership Team
Scout Active Support Coordinator	Team Member of The Group Leadership Team or relevant Sub-Team Member	Group Leadership Team or Relevant Sub-Team of the Group Leadership Team
Centre Manager	Team Member of The Group Leadership Team or relevant Sub-Team Leader	Group Leadership Team or Relevant Sub-Team of the Group Leadership Team
Sub-Committee Member	Team Member	Relevant Team or Sub-Team

Roles that will not be recorded in the membership system:

Current Role
Scout Council Member

What you can do now

If you're a Lead Volunteer, you'll now need to learn about the new group structure and teams. This'll help you start thinking about good fits for your volunteers, and help you answer questions from other volunteers impacted by the changes.

This'll be especially important when the change to a new team isn't immediately obvious, either because the current role is disappearing, or the function of the role is changing. We recommend leaving enough time for people to understand, consider, and discuss new opportunities.

There's useful information and guidance in the 'making changes to your teams' section later on in this guide. There is also a tool to help people find the right team, and a guide to constructive conversations on our web pages. These should give you the understanding you need to start thinking about and designing your new teams.

Making changes to your teams

1. Get to know our new ways of volunteering together
2. Consider how you'll put our new structure in place in your local area (who's doing what).
3. Think about how to embed our task-based approach, and new ways of volunteering together.
4. Look at how people could join your team in a way that works with their skills, interests, and availability, and that meets the needs of your local area and young people.
5. Have conversations with existing volunteers
 - Explain our changes to your team (and those who might join it).
 - Try to be flexible about how volunteers are involved, how teams are constructed, and how volunteers work together.
 - If they're interested, give people the chance to try something new.
6. Start making changes with the aim of completely moving across to our new ways in September 2023
7. Set up our new team structures, start using our new role titles and our new team descriptions as soon as possible.

Of course, some things will need to wait until our new digital systems go live. For example, being formally recorded with your new role title, using our new learning system, and delegating tasks through accreditations.

That said, you don't need to wait to start putting these structures in place informally.

Celebrate success

Consider how you'll know what's working well, what challenges and successes there are, and who needs more support. Remember, celebrating even the smallest of successes is great for morale.

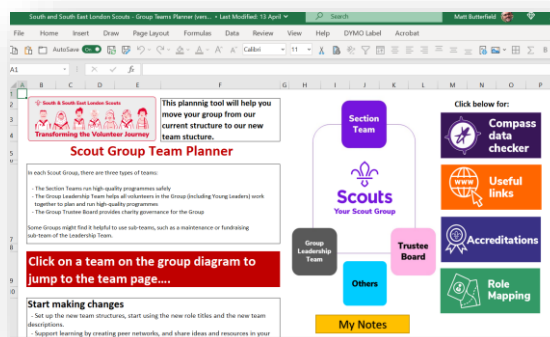
Share learnings with others and thank volunteers for their amazing work.

Our Team planning tool!

We've developed a handy Excel spreadsheet to help you plan your group teams.

It will help you:

- Define your section teams
- List your trustee board
- Automatically build you Group Leadership team
- Plan your sub-teams



To Download our planning spreadsheet, point your phone's camera at the QR code or visit our structures and roles web pages at www.tinyurl.com/rolesandstructure

More about accreditations...

For some tasks and responsibilities, we need to make sure people have the right skills, experience, learning or qualifications. We can then give people the relevant permissions (accreditation), to carry out their responsibilities and to do tasks on the new membership management system.

What are accreditations?

Accreditations are a way of sharing some tasks and responsibilities, where a volunteer needs to be given certain permissions to access the new digital systems to take these on.

Benefits of sharing accreditations in this way

If a person wants to take on a particular task, they don't have to take on a whole new role or join a new team, they can simply have an accreditation and take on the specific task or tasks.

Team Leaders and Lead Volunteers should make sure the right people are doing the right tasks. This could be members from their own teams, or volunteers from across the wider movement. They'll be able to see clearly on the membership system who's doing what.

Who can have an accreditation?

To get an accreditation, a volunteer needs to be a 'full member.' This means they have completed all the steps on their volunteer joining journey, including their Growing Roots learning, and they are also a member of a team.

They may also need to meet other criteria for their accreditation. For example, completing relevant learning, having a specific qualification, or holding a particular role. For more details about criteria, see the accreditations table which will be listed in the updated edition of POR.

How to give an accreditation

Some accreditations can be given at district level and some accreditations can be given at county level. Relevant Lead Volunteers or Team Leaders give accreditations. Ideally, they will have the best overview of how tasks and accreditations are shared in their teams or allocated to people, so ideally, they will approach suitable volunteers and ask them to take on accreditations. However, volunteers, in their team or in wider teams, may also approach the Lead Volunteer or Team Leader if they're interested in taking on specific tasks.

Lead Volunteers or Team Leaders are responsible for checking that the volunteer has met the criteria, is suitable to take on these responsibilities, and they've done the relevant learning.

Accreditations are given by logging into the membership system and giving the accreditation to the volunteer. This will give the volunteer the right permissions to do their tasks and it will also record who's doing what on the membership system.

How long can someone have an accreditation?

Many accreditations will expire after a certain date or if the volunteer no longer meets the criteria. Lead Volunteers and Team Leaders will be able to see when an accreditation will expire, and the volunteer holding the accreditation will get a notification when it expires.

Accreditations can be renewed if the volunteer still meets the criteria. For some accreditations, volunteers will need to complete the relevant learning again to make sure they're up to date with any changes. A renewed accreditation begins the day it's issued – even if the previous one hasn't expired yet. See the accreditations table listed in the next edition of POR for more detail about expiry dates.

As with any team task, it's important the Team Leader or Lead Volunteer checks in with the person who has the accreditation to see how they're getting on and what support they need.

Accreditations are different to roles

To take on a role, our volunteers need to go through the joining process. They'll complete all the relevant steps, such as disclosure checks, references, and Growing Roots learning, in their first six months. Whereas accreditations are a simple way of taking on specific tasks, volunteers still need to meet the criteria, which may involve some learning, but they'll already be a 'full member'.

How accreditations link to teams

Accreditations are responsibilities linked to certain teams. If a volunteer takes on an accreditation task, they might already be part of that team, but they don't have to be. If they're in another team and they take on the accreditation, they don't have to join that team, nor do they have to take on the whole team tasks. Instead, they'll simply show up on the membership system as someone who's taking on a task linked to that team. There can be real benefits to this, as it makes it more flexible about who can do what tasks.

For example, a Beaver Team Member receives an Adventurous Activity Assessor accreditation, as they're qualified to assess kayaking permits. This task is linked to the County Programme Team, so the County Programme Team Leader gives them the accreditation. The Beaver Team Member remains part of the Beaver Section Team, and they don't join the County Programme Team just because they've taken on these tasks. However, they now have the right permissions to be an Adventurous Activity Assessor.

How to see who has an accreditation

All accreditations will be recorded and accessed on our membership system. Those who need to know who has which accreditation will be able to see it on the membership system. For example, a Team Leader will be able to see who has accreditations linked to their team.

Accreditations can be given to multiple people

Tasks can be shared depending on who's in the team and your local needs. This might change over time. Accreditations will help volunteers give their time flexibly.

For example, in a large Group with plenty of volunteers, there might be multiple volunteers with the DBS or Welcome Conversation accreditation. In a small Group, the Lead Volunteer(s) may find it more practical to keep these responsibilities, rather than sharing them with others.

Can volunteers have more than one accreditation?

It's also possible for volunteers to take on more than one accreditation. There's no limit to the number of accreditations a volunteer can have. However, it's worth checking in with volunteers to make sure they understand the size and nature of the responsibilities that come with each accreditation, and how it'll fit in with their overall commitment to volunteering.

How accreditations are removed

Lead Volunteers or Team Leaders usually remove accreditations. It won't affect any role(s) or team membership(s) of the volunteer. The membership system will keep a record of past accreditations in the volunteer's personal profile.

Some accreditations will expire (for example, after a certain time or after an event). These can be renewed, except for a small number, which are specific to an event, such as the International Service Team Member accreditation.

When to start using accreditations

Remember, you won't be able to officially use accreditations until the new digital systems go live. However, you can start thinking about them as you begin making changes to your teams:

When you're recruiting new volunteers or talking to current volunteers about their skills and interests, try to decide who might take on extra responsibilities that require an accreditation.

What accreditations are there?

Different accreditations can be shared by the following role holders or teams:

- Group, District and County Lead Volunteers
- District and County Volunteer Development Team Leaders
- Programme Team Leaders
- UKHQ

Group accreditations

Nominated Person (for Designated Carer in Sections)

The nominated Person accreditation allows a volunteer, with the appropriate professional training, to carry out intimate or personal care for young people.

This accreditation is a responsibility within Sections and can be given by Group Lead Volunteers (for Group Sections) or 14-24 Team Leaders (for 14-24 Sections).

Tasks:

- Understand and follow our [Intimate and Personal Care Policy and Procedures](#)
- Help plan and create Individual Support Plans for young people
- Provide intimate or personal care for young people only
- Work with other volunteers (including Section Team Leaders, Team Members and Designated Carers) to make adjustments and support wider learning if needed.
- As well as the Nominated Person, a second adult volunteer must also be present during all intimate or personal care. This could be a Designated Carer, where relevant

Who can have this accreditation:

Any full member, except Trustees and any roles that do not have a criminal records check.

They must have professional training or experience outside of Scouts to give intimate and personal care. This needs to be verified by the County Lead Volunteer (or their nominated representative) once the Individual Support Plan is created. See [Guidance for Appointments](#).

The Nominated Person should be agreed by everyone involved, particularly by the young person receiving care.

What learning is needed:

- Read and understand the Scouts [Safeguarding Policy and Procedures](#)
- Read and understand the [code of conduct \(Yellow Card\)](#)

Who can give or remove this accreditation:

- Group Lead Volunteer (for Group Sections)
- 14-24 Team Leader (for 14-24 Sections)
- Volunteering Development Teams

Recruiter

Recruiters advertise volunteering opportunities and support those interested in volunteering with Scouts.

Tasks:

- Identify potential recruitment opportunities and run recruitment processes.
- Spot gaps in local teams to determine which roles to advertise for.
- Align with Scouts' local and national recruitment campaigns where possible.
- Use the advertising feature on scouts.org.uk to post adverts for volunteers. We anticipate this being available from spring 2024 onwards.
- Respond to general expressions of interest.
- Support potential volunteers by letting them know where they're up to in the joining process and what their next steps are.

Who can receive this accreditation:

These tasks can be done by all Lead Volunteers, Team Leaders, and Chairs as default. Additionally, they can be shared as an accreditation with any full member.

What learning do they need:

- Read and follow [Our Brand](#) (including our brand guidelines, style guide and how we talk)
- Read [Growing Scouts](#) guidance

Who can give or remove this accreditation:

- All Lead Volunteers
- All Volunteering Development Team Leaders

Volunteer support accreditations

For some areas in supporting our volunteers' experience, a volunteer needs permission to do specific tasks or take on certain responsibilities.

Welcome Conversation Volunteer

Welcome Conversation Volunteers give new volunteers a warm welcome, engaging them in a meaningful conversation. They'll answer any questions they have at the start of their Scouts' journey, making sure Scouts is right for them.

Tasks:

- Prepare for a welcome conversation, together with the relevant Team Leader, Lead Volunteer or local volunteer (or their delegate)
- Arrange a time and place that works for the new volunteer
- Hold the [welcome conversation](#), using the [welcome conversation checklist](#)
- Inform the new volunteer's team leader about the outcome of the conversation
- Report any concerns to the Volunteer Safeguarding Lead (or Lead Volunteer if there isn't a Volunteer Safeguarding Lead)

Who can have this accreditation:

These tasks can be done by all Lead Volunteers and Team Leaders as default (except Section Team Leaders and Team Leaders of a sub-team). However, they can be shared as an accreditation with any full member, except Trustees and roles that don't have a criminal records check.

What learning do they need:

- [Welcome Conversation e-learning](http://www.scouts.org.uk/volunteers/volunteer-experience/welcome/learning/)

Who can give or remove this accreditation:

- District & County Lead Volunteers
- All Volunteering Development Team Leaders

Disclosure Support Volunteer

Disclosure Support Volunteers assist volunteers in completing their criminal record checks.

Tasks:

- Help local volunteers as they complete necessary criminal record checks.
- Communicate any queries with Safe Scouting and the local area.
- Keep up to date with the criminal record checks process and Scouts' requirements of volunteers.

These tasks don't include supporting with adverse criminal record checks; they're the responsibility of the Volunteer Safeguarding Lead, or Lead Volunteer (if there isn't a Volunteer Safeguarding Lead).

Who can receive this accreditation:

These tasks can be done by all Lead Volunteers, all Team Leaders, all Chairs; and any member of 14-24 Teams, Leadership Teams, Support Teams, and Volunteering Development Teams as default.

Additionally, they can be shared as an accreditation with any full member.

What learning is needed:

None

Who can give or remove this accreditation:

- All Volunteering Development Team Leaders
- All Lead Volunteers (except Group Lead Volunteers)



How we talk about our teams and our titles

We've always spoken about our roles in different ways, in different situations.

Most people will be recorded on the new membership management system, at scouts.org.uk, as a Team Member, Team Leader, or Lead Volunteer, (as well as trustee titles such as Treasurer and Chair). Using your formal role title is important in some instances.

It may sometimes be useful to also add Group, District or County next to the role titles - for example, 'Group Lead Volunteer'. In particular, you'll see this on the national and local websites and in Policy, Organisation & Rules (POR), where roles with the same name may have different rules and responsibilities depending on their location.

But in many other instances, when talking to the families of your members or talking to someone about joining your team you're best off describing what you do. Not only does it make you sound human, but it also makes volunteering with scouts easier to understand.

Here are a few examples of different ways to talk about your role. We suggest discussing these with your team to help you use consistent language across your group.

Beavers Section Team Member

Previously Assistant Section Leader - Beaver Scouts

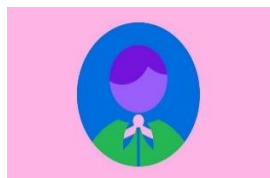


Talking to:

- **Work colleagues or friends:** 'I help at 1st Thames Beavers'
- **Parents/carers and family members:** 'I'm Elliott, one of the Beaver Leaders, but the young people know me as Rabbit.'
- **In writing and formal situations:** Team Member, 1st Thames Beavers

Cubs Section Team Leader

Previously Section Leader - Cub Scouts

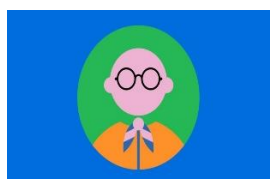


Talking to:

- **Work colleagues or friends:** 'I lead the team at the 1st Thames Cubs.'
- **Parents/carers and family members:** 'I'm Sandra, one of the Cub Leaders. At Cubs, all our leaders have names from the Jungle Book, so everyone knows me as Akela.'
- **In writing and formal situations:** Team Leader, 1st Thames Cubs

Lead Volunteer for 1st Thames Scouts

Previously Group Scout Leader



Talking to:

- **Work colleagues or friends:** 'I'm the Lead Volunteer for 1st Thames Scouts, we've got 75 young people and 18 volunteers.'
- **Parents/carers and family members:** 'I'm Debbie and I lead 1st Thames Scouts.'
- **In writing and formal situations:** Lead Volunteer, 1st Thames Scouts
- **On the phone to an external agency:** 'I lead the volunteers at 1st Thames Scouts.'
- **Other scout volunteers or staff:** 'I'm the Group Lead Volunteer for 1st Thames Scouts.'

Programme Team Member for Thames District Scouts

Previously Assistant District Commissioner Beavers / Cubs / Scouts



Talking to:

- **Work colleagues or friends:** 'I'm a volunteer with Thames Scouts, I provide programme support to the beaver section across the District as a member of the programme team.'
- **Scout volunteers or staff:** 'I provide programme support to the beaver section across the District as a member of the programme team.'
- **In writing and formal situations:** Programme Team Member, Thames District Scouts

How the adult appointments process will change

Under our new approach, one of the key changes is to have a more personal welcome conversation. It will involve your Group Lead Volunteer, or their delegate (with the welcome conversation volunteer accreditation), and another welcome conversation volunteer from outside your Group. Ideally this person will hold the same or a similar role close to the role of the new volunteer being welcomed. In the case of Explorers, the second person needs to be from outside of the District 14-24 Team.

When volunteers join Scouts, they'll go through 6 steps (disclosure check, confidential enquiry check, welcome conversation, references, declaration, and core learning). For Trustees there is an additional step (Trustee eligibility). Most of these steps will be handled through the new membership system, while the personal engagement will change from a district level panel to a group level conversation. Our new membership system will automate most of the appointment-related administration tasks, such as references.

Other functions, currently within the responsibility of the District Adult Appointments Sub-Committee, such as managing adverse references and appeals, will in future be carried out by the District Safeguarding Lead or District Volunteer Development Team Leader, or District Lead Volunteer.



Welcome Conversations

As part of the joining process a welcome conversation takes place. This is where a new volunteer meets with their volunteer 'line manager' and one other independent person. More information on welcome conversations can be found in our welcome conversation guide and on our web site at: www.tinyurl.com/local-wel-conv

Disclosure check / Criminal records check

A DBS criminal records check will identify any spent and unspent convictions, cautions, reprimands and final warnings together with any information held by local Police that's considered relevant to the role.

For England and Wales, the criminal records check process is conducted by the Disclosure and Barring Service (DBS). A criminal records check undertaken by the DBS will generate a DBS certificate as an official record.

Internal check

This is the process used by the UK Headquarters vetting team to check volunteers and staff (and helpers who will support regulated activities- see below), against records held at UK Headquarters. Previously known as a Confidential Enquiry or CE check.

Sometimes these combine processes may be referred to as a personal enquiry.

Declaration

Adults become members by accepting the Promise and agreeing a set of member's declarations. Adult members may make the Promise at an appropriate occasion when they first join.



Your Actions

...for all volunteers

- It's all about thinking of yourself as part of a team, instead of as an individual. Familiarise yourself with the new team descriptions and roles in each of them and talk to your Group or District Lead Volunteer about how you'll fit into the new structure.

...for Lead Volunteers

- Start using our new role titles informally while making changes to teams, sharing out the allocated team tasks, and agreeing who's doing what.

...for volunteers in Sections and Groups

- Come to a decision about who's going to be the Team Leader(s) in each Section.
- Using our new team descriptions, decide how each Section Team and the Group Leadership Team will complete shared tasks, and who'll take on allocated tasks.

Try to take this as an opportunity to identify the skills and tasks your Section Team or Group Leadership Team are already doing well, and which tasks you might need more support with. Your team may decide to take on new tasks or recruit new volunteers to help make sure all tasks are completed.

- When you recruit new volunteers, start using our new approach. Ask them to help out 'as part of a team'.

...for Section Team Leaders

- Talk to your Section Assistants, DBSs Occasional Helpers, and people on section rota about our new approach to volunteering. Some helpers might be really engaged with Scouts, but hesitant to join a team because of the perceived time commitment, training requirements, or they're worried about the joining process.

Help them understand the changes that are taking place now (our new teams and task-based team descriptions), and changes that are coming soon (easier and more accessible learning, and a warmer welcome for new volunteers), and the benefits of joining our new teams.



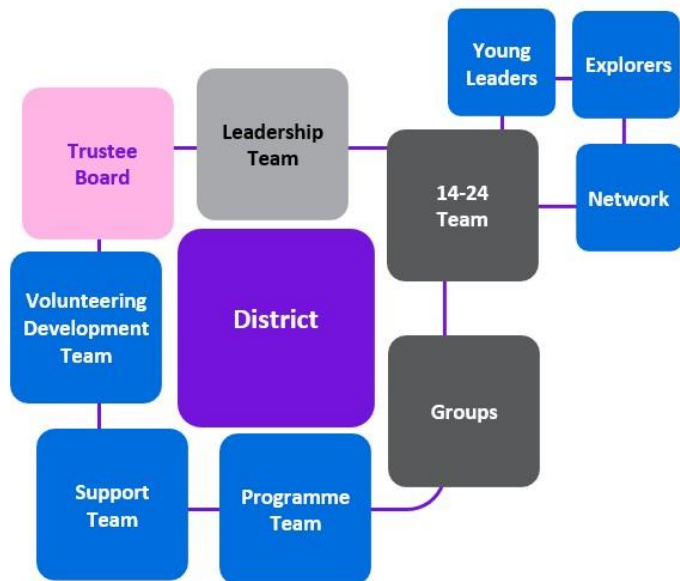
Scout Districts

Scout Districts lead and support scouting across the district, enabling volunteers' development, enhancing sections' programmes and providing operational support.

Districts also maintain an effective and motivated group of volunteers across the explorer and network sections, whilst ensuring the 14-24 provision is well regarded in their local community.

In the District, the teams are split into 6 areas. These are:

- **District Leadership Team**
Leads, inspires and motivates
- **District Trustee Board**
Provide effective governance
- **District Programme Team**
Brings section roles together with other activity experts and provides a programme of district events.
- **District Volunteer Development Team**
Ensures our volunteers (in groups, units and the district team), are well supported
- **District Support Team**
Helps to keep things running smoothly by providing tools and resources such as communications, badge supplies and incident management.
- **14 to 24 Team**
Supporting the Explorer and Network section



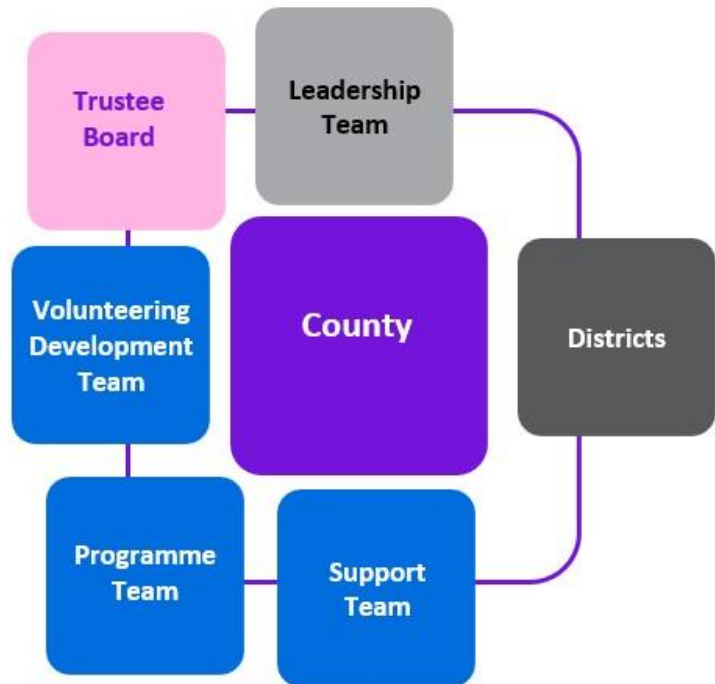
Scout Counties

Scout Counties lead and support scouting across the county, enabling volunteers' development (with focus on those in the County teams, including District Lead Volunteers), enhancing sections' programmes in ways which are better delivered at scale and providing operational support.

Within the County, the teams are split into 5 areas. These are:

- **County Leadership Team**
Leads, inspires and motivates
- **County Trustee Board**
Provide effective governance
- **County Programme Team**
Brings Programme Team Leader and Section roles together with other activity experts and provides a programme of county events.
- **County Volunteer Development Team**
Ensures our volunteers (at county level), are well supported
- **County Support Team**
Helps to keeps things running smoothly by **providing** tools and resources such as the County Development Service and the South London Scout Centre

The remits of each of these teams at County level with be distinct from but compliment the purposes of the teams at District level.



Our Volunteering Culture

A clear statement about volunteering with Scouts

“Our volunteering culture” is a statement of the culture and values we wish to foster and develop and provides clarity about the volunteering experience and culture we offer to current and potential volunteers, as well as what we expect of them.

Our Volunteering Culture guides and reminds us of our goal, both as a movement and as a volunteer team: to help more young people gain Skills for Life.

If we do get things wrong (we are human, after all), Our Volunteering Culture helps us to better reflect on what’s happened, learn from it, and to continue to improve, both individually and as a team.

Our Volunteering Culture is not something ‘extra’ to do. It’s at the heart of everything we do and it’s there to help us all.

Building on the foundations laid in our Values, the behaviours in Our Volunteering Culture are more detailed in terms of what we expect from one another in Scouts. Each behaviour, described in Our Volunteering Culture, can be linked to one, or more, of the Values of Scouting. Our Values describe Scouting at its best, while Our Volunteering Culture is how we make our best a daily reality.

We want Our Volunteering Culture to be something we’re all proud of. It’s there to help our new and existing volunteers thrive from the moment they join, giving them clear expectations and a shared understanding of what it really means to be a volunteer in Scouts.

When national volunteers created Our Volunteering Culture, they based it on the real life-experience of our volunteers.

Why it's important

We understand that creating a positive culture requires attention and care. It doesn’t happen just because we’ve written it down. We bring Our Volunteering Culture to life in the way we behave towards each other: in what we do, what we say and how we say it. This also means we always need to address when we, and those around us, don’t get things quite right. We do this even when it would be easier to ignore problems.

As role models and champions for our values, when we challenge behaviour that doesn’t align with what we believe, we’re actively creating Our Volunteering Culture.

So, by clearly spelling out the behaviours we expect from one another, we now have a shared understanding and a common frame of reference. This can only make it easier for us all to work together.

“Our volunteering culture” is intended to be shared and made available to all existing volunteers and new volunteers as they join and be used during regular one-to-one meetings when discussing a volunteer’s experience.

What you can do now

Of course, the best place to start is to read and familiarise yourself with Our Volunteering Culture.

The next step is just as important. You then need to reflect on, and engage with Our Volunteering Culture as part of your volunteering experience.



Point your phone’s camera at the QR code to visit our volunteer culture web page or visit www.tinyurl.com/volculture

Effective Group, District and County Leadership Teams

Good Group, District and County Leadership teams support volunteers across their area. They support their teams to ensure that they are motivated, inspired and focused on providing quality scouting to young people. They also work together to provide direction for the Group, District, or County and help their teams see the bigger scouting picture through effective leadership using an approach that combines the skills of good leadership and management. This includes:

Providing direction

Good Leadership Teams create a vision and plan for scouting in their Group, District, or County and provide clear leadership for their team to implement that vision and plan.

Working with people

Good Leadership Teams create team spirit amongst the other volunteers they work with, and can form effective working relationships based on trust, the fundamental principles of scouting, and our scout values (integrity, respect, care, belief, & cooperation).

Achieving results

Good Leadership Teams ensure that goals are achieved, plans are seen through to completion, and that good relationships are maintained within and between: teams in their Scout Group, or Scout Groups in their District, or Districts in their County. Forging links within the local community is also an important aspect of development.

Enabling change

Good Leadership Teams encourage volunteers to think of creative ways to improve scouting across the Group/District/County. They then provide the support to implement appropriate changes.

Using resources

Good Leadership Teams ensure that information and resources are available, helping volunteers across the Group/District/County to continue to provide excellent scouting opportunities to young people.

Managing time and personal skills

Good Leadership Teams use their time effectively and are willing to continue to learn and improve their skills.

Celebrate success

Good Leadership Teams thank other volunteers (formally and informally), for their hard work and help to make sure that everyone feels happy, supported and valued.

Transformational leaders

An inspirational leader is someone who motivates and guides others through their words, actions, and character. Such a leader possesses qualities that uplift and energise individuals or teams, fostering a positive and productive environment. Inspirational leaders often have a compelling vision, demonstrate passion for their work, exhibit empathy, and lead by example. They inspire others to achieve their full potential, encourage collaboration, and create a sense of purpose and enthusiasm within the organization or group they lead.

So, what can you do embrace these characteristics and become a great Team Leader?

Have you ever been in a group where someone took control of the situation by conveying a clear vision of the group's goals with a marked passion for the work and an ability to make the rest of the group feel recharged and energized? This person just might be what is called a transformational leader. Transformational leadership is a type of leadership style that leads to positive changes in those who follow. Transformational leaders are generally energetic, enthusiastic, and passionate. Not only are these leaders concerned and involved in the process; they are also focused on helping every member of the group succeed as well.

Consider some of the following tips for how to become a better leader and think about ways that you can implement these strategies in your role as a Team Leader, or Lead Volunteer.

1. Learn more about your leadership style

There are six identified leadership styles, these are: coercive, authoritative, affiliative, democratic, pacesetting and coaching.

Understanding your current leadership style is essential. What are your strengths? Which areas need some improvement? One way to start assessing your skills is to take the following leadership style quiz to get a general idea of how you lead.

Question: I have the final say over decisions made within my group.		
Absolutely	Most of the time	I let group members make their own decisions
Question: I consider suggestions made by others in the group.		
Always	Never	Most of the time
Question: I tell group members what to do, how to do it, and when I want it done.		
Rarely	All of the time	Occasionally
Question: If a group member makes a mistake, they are reprimanded or punished.		
Absolutely	Rarely. Mistakes are a sign that a new strategy is needed	Almost never. Group members can resolve problems on their own.
Question: I carefully watch group members to be sure they are performing tasks properly.		
Never. Group members know more about their role than I do.	Sometimes I offer guidance if it is needed.	Always
Question: Group members need clear rewards and punishments in order to complete tasks and meet goals.		
Agree	Disagree. Group members should establish their own goals and objectives.	Somewhat agree. They also need to feel involved and committed to the process.
Question: Group members are motivated by a need for security.		
No	Somewhat	Yes

Question: I accept input from group members.		
Never. I don't have time to worry about other people's ideas.	Yes, but I have the final say over all decisions.	Absolutely. I allow group members to guide the decision-making process.
Question: I ask for advice from group members when things go wrong.		
No	Often. I want input from group members when resolving problems.	Yes, and I let group members resolve problems on their own.
Question: I want group members to feel involved and relevant in the decision-making process.		
Much of the time	Never	All of the time
Question: When there are problems in the group, I work with members to arrive at a reasonable resolution.		
Often. Group members should offer suggestions.	Never. I will decide how to fix the problem.	Always. Group members should work together to fix the problem.
Question: I want to help group members fulfil their potential.		
Occasionally	Absolutely	Not really
Question: I prefer when decisions are made through group consensus.		
Occasionally	Never	Always
Question: Big decisions should have the approval of the majority of the group.		
Never. Group leaders are in charge of making decisions.	Sometimes. Group members should offer input.	Always
Question: I let group members decide what needs to be done and how to do it.		
Occasionally	Always	Never
Question: I allow group members to carry out their role with little of my input. They know more about their job than I do.		
Agree	Disagree	Neutral
Question: I entrust tasks to other group members.		
Most of the time	Often	Never
Question: I allow other group members to share my leadership power.		
No	Sometimes	Yes

To take part in this quiz and find out your dominant leadership style visit www.tinyurl.com/2bzb5d

Once you have completed the quiz, take time to find out about the major characteristics of your dominant style. And ask yourself, 'Are these qualities helping or hindering your leadership?' Once you've determine which areas need some work, you can begin looking for ways to improve your leadership abilities.

2. Encourage creativity

Intellectual stimulation is one of the hallmarks of transformational leadership. Team Members need to be encouraged to express their creativity. Effective leaders should offer new challenges with ample support to achieve these goals. One way to foster creativity is to offer challenges to team members, making sure that the goals are within the grasp of their abilities. The purpose of this type of exercise is to get people to stretch their limits, but to not become discouraged by barriers to success.

3. Serve as a role model

Idealised influence is another of the four key components of transformational leadership.

Transformational leaders exemplify the behaviours and characteristics that they encourage in their teams. They walk the walk and talk the talk. As a result, group members admire these leaders and work to emulate these behaviours. If you want to become a better leader, work on modelling the qualities that you would like to see in your team members.

4. Be passionate

Would you look to someone for guidance and leadership if they did not truly care about the goals of the team? Of course not! Great leaders are not just focused on getting group members to finish tasks; they have a *genuine passion and enthusiasm* for the projects they work on. Start by thinking of different ways that you can express your zeal. Let people know that you care about their progress. When one person shares something with the rest of the group, be sure to tell them how much you appreciate such contributions.

5. Listen and communicate effectively

Another important characteristic of transformational leadership involves a focus on providing one-on-one communication with team members. Good leaders should express sincere care and concern for the members of their team both verbally and nonverbally. By keeping the lines of communication open, these leaders can ensure that team members feel able to make contributions and receive recognition for their achievements.

6. Have a positive attitude

Transformational leaders have an upbeat, optimistic attitude that serves as a source of inspiration for team members. If leaders seem discouraged or apathetic, members of the team are likely to also become uninspired. Even when things look bleak and your team members start to feel disheartened, try to stay positive. This does not mean viewing things through rose-colored glasses. It simply means maintaining a sense of optimism and hope in the face of challenges.

7. Encourage people to make contributions

Let the members of your team know that you welcome their ideas. Leaders who encourage involvement from group members are often referred to as democratic or participative leaders. While they retain the final say over all decisions, they encourage team members to take an active role in coming up with ideas and plans. Research has shown that using a democratic leadership style leads to greater commitment, more creative problem-solving and improved productivity.

8. Motivate your team members

Transformational leaders also provide inspirational motivation to encourage their team members to get into action. Of course, being inspirational isn't always easy. Fortunately, you don't need motivational speeches to rouse your team members. Some ideas for leadership inspiration include being genuinely passionate about ideas or goals, helping your team members feel included in the process and offering recognition, praise and rewards for people's accomplishments.

9. Offer rewards and recognition

A good leader knows that offering effective recognition and rewards is one of the best ways to help team members feel appreciated and happy. It may also come as no surprise that happy people tend to perform better in the role. Listening without distraction, putting your praise in writing and publicly thanking people for their efforts go along way!

10. Keep trying new things

Who says leadership is a one-way relationship? As you work toward honing your leadership skills, don't forget to look to your team for feedback and inspiration. Pay attention to the things that have been effective in the past and always be on the lookout for new ways to inspire, motivate and reward group members.