

Soar Sound Planning 2024

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1 Introduction

1.1 What is the Broadcasting Mission of Soar Sound?

1.2 What are the Values and Ethos That Guide Soar Sound?

The programmes will be categorised along these objectives.

Team members also need to be focus on these objectives as individuals during their time at Soar Sound. We want to build upon successes form last year for following reasons:

1.3 What is the History of Soar Sound?

1.4 How will Soar Sound Operate?

“This year shall be taking a **top-down** approach in producing programmes that fulfil objectives that carry a specific purpose and vision set out by the Soar Sound Advisory Board and delivered by you.”

“The programmes and show names from last year will largely remain however the content and presenters will be reviewed /selected to ensure they are delivering the objectives”.

1.5 Key Commitments - What will Soar Sound Try to Achieve?

1.6 How Will Soar Sound Keep People Informed of What Will be Achieved?

1.7 Key Information

- Broadcast Frequency:
- Licensee:
- Operation Address:
- Administrative Address:
- Website:
- Social Media:
- Telephone:

2 Licence Provision

Long-Term Restricted Service Licence (RSL) is offered by Ofcom for temporary broadcasting.

Licence Number:

Ofcom Contact:

2.1 What are the Terms of the Broadcast Licence?

2.2 When Does the Licence Run?

2.3 What Area Does the Licence Cover?

2.4 Where is the Transmitter?

2.5 Who has Access to the Transmitter in an Emergency?

3 Station Management

- Who is in charge?
- What is the scope of their role and authority?
- Who is supporting them?
- What is the scope of their roles and authority?
- How can they be contacted?

3.1 Key Tasks and Responsibilities

- What are the principles duties, responsibilities, and tasks of the station manager?
- What are the principal duties, responsibilities, and tasks of the supporting station management team?
- How are these principles and tasks shared and understood with volunteers and supporters so that they are distributed fairly and effectively?
- How will task development and project planning be monitored and reported?

3.2 Management Approach and Ethos

- What are the principles of inclusivity and accountability?
- How will the management team seek to support volunteer contribution?
- How will they manage and facilitate collaboration and relationships?
- How will the team be held accountable in accordance with the value and principles of the project?

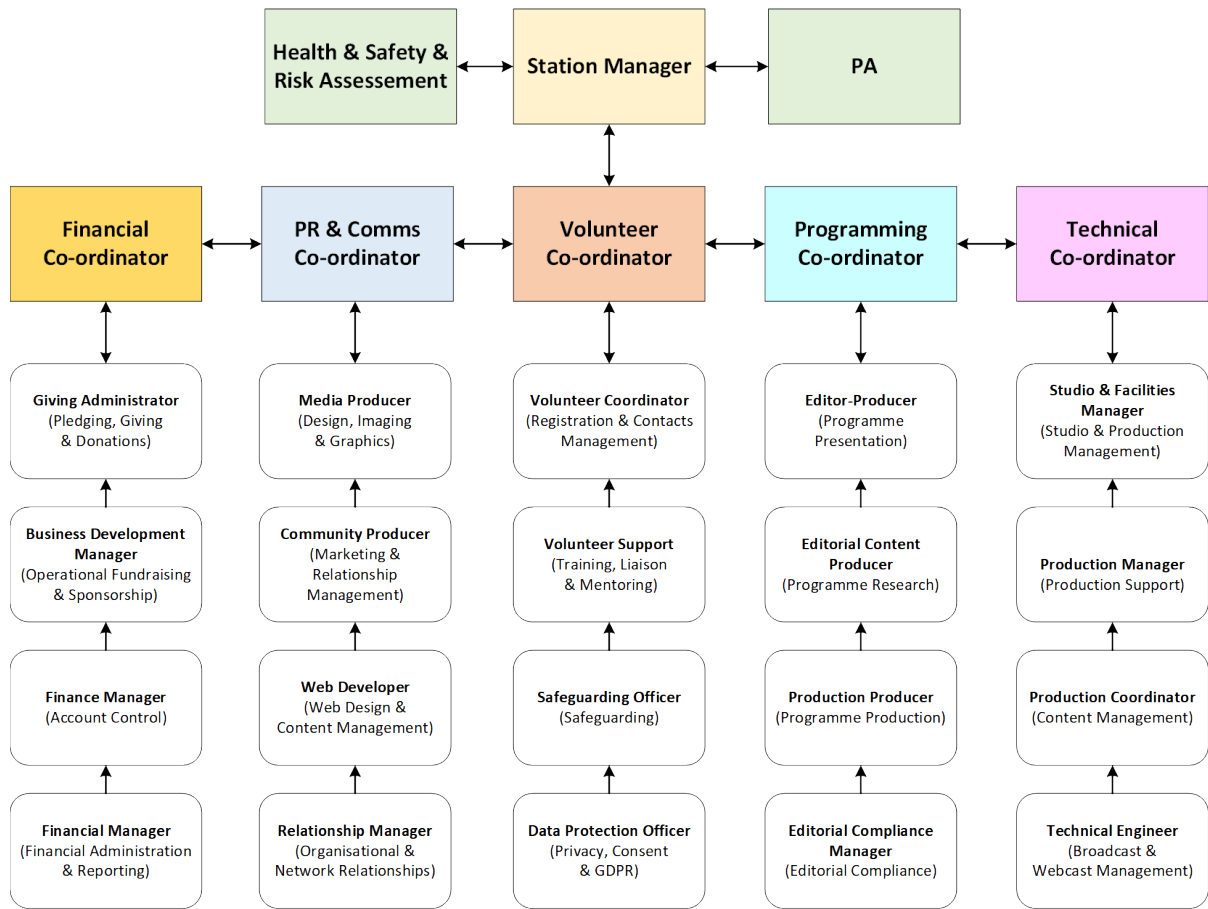
3.3 Management Values

- How will the management team ensure that voluntary contributions are understood and valued?
- What approach will the management team take to development and engagement?
- In what way will the management team communicate with one another, and with volunteers and supporters, that will ensure effective support and contribution?
- How will the management team look after one another to ensure that no one burns out be being over-burdened with tasks, however willing?

3.4 Key Roles

- How are the principal roles defined and allocated?
- What is involved in each of these roles?
- How will the people undertaking these roles be supported?
- What can the people undertaking these roles expect in recognition of their contribution?

3.5 Organisation Structure



This document outlines the key tasks and responsibilities associated with each position in the Organisation. Anyone taking on any position must be fully informed of their role, duties, and line management arrangements. If someone agrees to hold a position, he/she must fulfil their duties. If they cannot, they should immediately inform their line manager and alternative arrangements will need to be made either by reassigning that person or finding replacements. All volunteers will be required to sign a contract committing them to the Terms and Conditions of the radio.

The core project team will include the Finance Lead, PR Lead, Programming Lead and Technical Lead. The four individuals assigned to these posts will need to work closely and in decisions will be taken in consultation for the most part. One of these four will be nominated to be the Amir of the project team who will take the final decision for the project team.

It may be the case that some individuals take up one or more roles, so for example the PR Lead could also be a show presenter or researcher. However, keeping to the organisation structure will be crucial to the smooth running of the project.

3.5.1 Station Manager

Station Manager	Development	Operations	Evaluation
Key Tasks/Responsibilities	<p>Apply for licence and liaise with stakeholders and supporters to define the role and profile of the station.</p> <p>Facilitate and bring together volunteers, supporters, and contributors to ensure that key tasks are identified and actioned.</p> <p>To identify and monitor the main broadcast risk factors and ensure the editorial compliance process is viable.</p>	<p>To ensure that contributors, supporters, and stakeholders have safe access to the broadcast facilities.</p> <p>To monitor how volunteers and contributors develop content and ensure that it fits with the legal obligations and editorial guidelines and processes that have been put in place.</p> <p>To deal with any significant issues that might arise, and to adjudicate any disputes or complaints that may arise.</p>	<p>To evaluate the licence delivery objectives and to identify improvements and changes that will improve future broadcasts.</p> <p>To review the structures, processes and facilities that have been used and make recommendations for future broadcast opportunities.</p> <p>To report back to volunteers, stakeholders, and contributors to identify how key objectives were met and to celebrate contributions.</p>
Notes	<p>The station manager's role is very fluid and can often be overwhelming because of the strategic role that they play in making decisions and liaising with partners, stakeholders, and volunteers. The effectiveness of the station manager role is dependent on the empowerment that is afforded to the supporting co-ordinator roles.</p>		

3.5.2 Financial Co-ordinator

Financial Co-ordinator	Development	Operations	Feedback
Key Tasks/Responsibilities	<p>Undertake a full advanced costing plan for the project and identify a schedule of revenue and expenditure.</p> <p>Ensure that systems and processes are in place that will make certain that all financial transactions and payments are logged and</p>	<p>Work closely with the financial control and accounting teams to ensure that all revenues generated, and operational costs are logged and recorded.</p> <p>Make regular summary reports to the station management team about the cashflow and</p>	<p>Ensure that all accounts are recorded and that any unallocated monies are identifiable and secure.</p> <p>Report to stakeholders, volunteers and contributors how much has been raised and distributed, and what costs and charges have been paid.</p>

	<p>monitored and made in a timely manner.</p> <p>Ensure all systems and processes are compliant with legal obligations and financial reporting standards.</p> <p>Identify opportunities to reduce costs and to achieve efficiency.</p> <p>Identify and communicate the financial scope and requirements that supporting teams will work with, to ensure they are aware of the level of resources they will have access to.</p> <p>Work with the financial team to ensure that systems are in place to monitor and report on agreed contracts are compliant with the financial management process before ads go on air.</p>	<p>revenue generation status.</p> <p>Ensure that all monies and donations collected are recorded and securely banked.</p> <p>Ensure compliance with financial management standards and legal obligations.</p>	<p>Analyse the revenue flow and make recommendations for operational changes for future broadcasts and projects.</p> <p>Ensure all legal reporting obligations have been completed.</p>
Notes	<p>The financial coordinator's role will require familiarity with financial management systems and processes relevant to the charity and voluntary sector. This role will specifically co-ordinate the financial planning systems and budgeting processes. The finance co-ordinator must have a willingness to learn about financial processes and systems that are related to the charity and not for profit sector.</p>		

3.5.2.1 Giving Administrator

Giving Administrator	Development	Operations	Feedback
Key Tasks/Responsibilities	To ensure that management processes and recordkeeping logs are in place for all gifts, pledges and donations.	To ensure that all recording processes and logging are used consistently for all gifts, pledges and donations.	Ensure that all gifts, donations and pledges have been recorded and that any

	<p>To ensure that reporting and recording standards are in place and agreed for gifts, pledges and donations.</p> <p>To liaise with other teams to ensure that awareness of giving targets and processes are identified and clearly communicated.</p>	<p>To identify any areas of success or concern with the giving process and cycle, and to inform the financial co-ordinator.</p> <p>To ensure that summary reports of gifting, donations and pledges are circulated to the financial co-ordinator.</p> <p>To liaise with other teams to ensure that awareness of giving processes and targets are achieving desired results.</p>	<p>unallocated monies are identifiable and secure.</p> <p>Report to the financial controller how much has been raised and distributed, and what costs and charges have been paid.</p>
Notes	Supported by the finance co-ordinator, this role will specifically manage the donations, pledges and charitable fundraising. The giving administrator must have a willingness to learn about gifting and charitable donations management, processes and systems.		

3.5.2.2 Business Development Manager

Business Development Manager	Development	Operations	Feedback
Key Tasks/Responsibilities	<p>Devise a business development strategy that identifies costs, revenues and potential income sources.</p> <p>Manage a CRM system for recording and following-up contacts, suppliers and customers.</p> <p>Create a database of all contacts for future events.</p> <p>Produces and circulate commercial business development and marketing materials to</p>	<p>Keep up the momentum and get any new advertisers on air.</p> <p>Follow-up contacts, suppliers and customers to ensure that inquiries and leads are converted to commitments.</p> <p>Produce summary reports and alerts for the financial co-ordinator.</p> <p>Liaise with other teams to ensure that contracts and agreements are logged and acted on, and then reviewed to ensure customer is</p>	<p>Ensure that all contact records are secure and accessible.</p> <p>Report to stakeholders, volunteers and contributors how many contacts have been identified and secured, and what the conversion rate has been.</p> <p>Analyse the contact and communications process and make recommendations for operational changes for future broadcasts and projects.</p>

	<p>relevant supporters and places of interest.</p> <p>Identify and circulate advertising, sponsorship and commercial activity rates and schedules.</p> <p>Identify, record and log potential commercial contacts, leads and collaborators, and ensure advertisers and sponsors are informed of rates.</p> <p>Liaise with technical and programming coordinators to ensure that adverts meet agreed standards and term, and are scheduled for playout.</p>	informed of commitments.	<p>Ensure all legal reporting obligations have been completed.</p> <p>Ensure that all clients and customers have been thanked and recognised for their contributions.</p>
Notes	Supported by the finance coordinator, this role will specifically manage relationships with commercial advertisers and sponsors. The business development manager administrator must have a willingness to learn about commercial sales, advertising and relationship management, processes and systems.		

3.5.2.3 Financial Administrator

Financial Administrator	Development	Operations	Feedback
Key Tasks/Responsibilities	<p>Put in place a financial management process and system to ensure that all transactions and banking is securely managed and logged.</p> <p>Identify a robust financial tracking system that will ensure all financial accounts are logged, secure and accessible.</p> <p>To identify establish financial management processes and controls</p>	<p>Ensure that recordkeeping and reporting of all financial transactions is securely managed.</p> <p>Ensure that transactions and payments, receipts and deposits are recorded and logged in the financial transaction tracking systems.</p> <p>Report any irregularities or discrepancies to the financial co-ordinator,</p>	<p>Ensure that all outstanding payments have been resolved and completed.</p> <p>Ensure that all financial transaction and banking records are secure and accessible.</p> <p>Analyse the process of financial management and make recommendations for operational changes for future</p>

	that ensure that all transactions are compliant with appropriate financial management standards.	and resolve issues as necessary. Collaborate with other teams to ensure that financial systems for payments and receipts are followed and managed according to the agreed financial management standards.	broadcasts and projects. Ensure all legal reporting obligations have been completed.
Notes	Supported by the finance coordinator, this role will specifically manage the financial accounting systems and reporting processes. The financial administrator must have a willingness to learn about financial processes and systems that are related to the charity and not for profit sector.		

3.5.2.4 Finance Manager

Financial Manager	Development	Operations	Feedback
Key Tasks/Responsibilities	<p>Put in place a financial management process and system to ensure that all financial forecasting, budgeting and planning is effectively managed and understood.</p> <p>Identify a robust financial planning system that will ensure all financial forecasts are robust and support the delivery and operations objectives of the station.</p> <p>Identify establish financial planning processes and controls that ensure that all transactions are compliant with appropriate financial management standards.</p>	<p>Ensure that financial planning and reporting of all financial operations are securely managed and are available to the station management team to support operations.</p> <p>Advise the station management team about projections and timelines for financial planning, targets and timelines.</p> <p>Report any variations, irregularities or discrepancies to the financial co-ordinator, and resolve issues as necessary.</p> <p>Collaborate with other teams to ensure that financial systems for</p>	<p>Analyse and report how the financial projects and budgets varied from planning to implementation and recommend changes for future projects.</p> <p>Ensure that all financial transactions and banking records are secure and accessible.</p> <p>Ensure all legal reporting obligations have been completed.</p>

		planning and budgeting are followed and managed according to the agreed financial management standards.	
Notes	Line managed by the finance co-ordinator, this role will specifically manage the financial planning systems and budgeting processes. The finance manager must have a willingness to learn about financial processes and systems that are related to the charity and not for profit sector.		

3.5.3 Communications and Relationships Co-ordinator

Communications and Relationships Co-ordination	Development	Operations	Feedback
Key Tasks/Responsibilities	<p>Undertake a full advanced communications plan for the project and identify priorities for key messages and a schedule of communications activity.</p> <p>Get the project known in the wider community by liaising with partner, stakeholder and associated media outlets, civic and social sector organisations, public bodies council, principal influencers, and public figures.</p> <p>Ensure that systems and processes are in place that will make certain that all key communications messages are logged and monitored and made in a timely manner.</p> <p>Ensure that all systems and processes are</p>	<p>Monitor and record any communications processes, platforms and campaigns that are deployed and shared, identifying and noting how key communication messages and relationships are undertaken.</p> <p>Monitor and record how liaison with partner organisations, stakeholders and supporters are engaging with the project on an ongoing basis, and what forms of engagement these take.</p> <p>Share and report evidence of stakeholder, partner and supporter engagement with the station management teams, and develop and apply adjustments to</p>	<p>Assess, evaluate and report on how the use of different communications processes and platforms was managed and responded to during the broadcasts.</p> <p>Ensure that all communications platforms and accounts are secure and viable for deployment in other and later projects.</p> <p>Report on any legal or ethical issues that were dealt with during the broadcasts, and detail how they were responded to and what the outcome was.</p> <p>Report on any ongoing relationship management issues that might be taken forward to inform future projects and broadcasts.</p>

	<p>compliant with ethical legal obligations and communications reporting standards.</p> <p>Identify opportunities to work collaboratively with partners, stakeholders and supporters.</p> <p>Identify and communicate the scope and requirements of communication priorities and formats that supporting teams will work with, and ensure they are aware of the type of resources they will have access to.</p> <p>Work with the communications team to ensure that systems are in place to monitor and report on agreed messages so that they are compliant with the legal and ethical obligations prior to advertisements and messages going out on air.</p>	<p>ensure messaging is consistent.</p> <p>Monitor feedback and audience response to ongoing messaging and share with programming and editorial teams to ensure that corrections and clarifications are made in a timely and consistent manner.</p> <p>Monitor and report on agreed messages so that they are compliant with the legal and ethical obligations before and while advertisements and messages go out on air.</p>	
Notes	<p>Playing a key role in establishing the communications processes and the identity of the station, the communications and relationships coordinator will support and represent the station. The communications and relationship coordinator will be able to network and interface with the wider community and should have experience of supporting an audience-facing media organisation. They will draw on established and existing links with other Muslim and non-Muslim organisations.</p>		

3.5.3.1 Media Producer

Media Producer	Development	Operations	Feedback
Key Tasks/Responsibilities	Develop a pre-production plan for the generating of media content in different formats, such as video, audio	Create and share media content in different formats, such as video, audio and multimedia imaging according to the	Assess, evaluate and report on how the use of different formats and types of content was managed and

	<p>and multimedia imaging.</p> <p>Identify and produce templates for stories that can be shared using different media formats and platforms, assessing their suitability to distribute key stories and messages.</p> <p>Identify, develop and manage a content management system that can be used to pre-produce and cross-reference media in different formats for separate platforms.</p> <p>Liaise with the communications and programming teams to develop and pre-produce content that supports key messages, volunteers and programmes.</p>	<p>priorities and needs of the station.</p> <p>Help and assist with the production and editing of media content.</p> <p>Manage media platforms and distribution systems to ensure that key messages and media content is distributed.</p> <p>Facilitate access to and manage the content management system, ensuring that programme teams and volunteers are able to submit and share content in accordance with the key messages identified in the communications plan.</p>	<p>responded to during the broadcasts.</p> <p>Ensure that all media content has been secured and is available for deployment in other and later projects.</p> <p>Report on any practical or production issues that were dealt with during the development and distribution of media content, and detail how they were responded to and what the outcome was.</p>
Notes	<p>Playing a key role in developing media content, the media producer will work towards producing and devising media content that is representative of the station, it's ethos and the work of volunteers. The media producer will have a strong awareness and a willingness to learn about different media formats and distribution methods, and be willing to try out different approaches that are integrated with the wider communication needs of the station.</p>		

3.5.3.2 Community Producer

Community Producer	Development	Operations	Feedback
Key Tasks/Responsibilities	<p>Develop a pre-production plan for the generating of social media content and engagement practices, using different platforms and approaches, such as discussion, content sharing, and community</p>	<p>Create and share social media content in different formats for different social media channels according to the priorities and needs of the station.</p>	<p>Assess, evaluate and report on how the use of different social media formats, types of content and platforms was managed and responded to during the broadcasts.</p>

	<p>relationship management.</p> <p>Identify and produce templates for social media stories and engagement practices that can be shared using different media formats and platforms, assessing their suitability to address key stories and messages.</p> <p>Identify, develop and manage a content management system that can be used to pre-produce and cross-reference social media stories in different formats for separate platforms.</p> <p>Liaise with the communications and programming teams to develop and pre-produce social media content that supports key messages, volunteers and programmes.</p>	<p>Help and assist with the devising, production and scheduling of social media content.</p> <p>Manage social media feeds and platforms to ensure that key messages and social media content is distributed.</p> <p>Facilitate access to and manage the social media content management system, ensuring that programme teams and volunteers are able to submit and share content in accordance with the key messages identified in the communications plan.</p>	<p>Ensure that all social media content has been secured and is available for deployment in other and later projects.</p> <p>Report on any practical or production issues that were dealt with during the development and distribution of social media content, and detail how they were responded to and what the outcome was.</p>
Notes	<p>Playing a key role in developing social media content and approaches to building a network and community. The community producer will work towards devising and managing social media content that is representative of the station, it's ethos and the work of volunteers. The community producer will have a strong awareness and a willingness to learn about different social media techniques and relationship building methods, and be willing to try out different approaches that are integrated with the wider communication needs of the station.</p>		

3.5.3.3 Web Developer

Web Developer	Development	Operations	Feedback
Key Tasks/Responsibilities	Develop a pre-production plan for the hosting of web content,	Manage and maintain online content and distribution systems in relation to the available	Assess, evaluate and report on how the hosting services and online platforms are suited to management and

	<p>including bandwidth and storage requirements.</p> <p>Develop a pre-production plan for multimedia and streaming systems that will be needed to embed, share and distribute content.</p> <p>Co-ordinate with the technical team to identify and manage online resources and hosting services, ensuring access and consistency of service for media producers and content developers.</p> <p>Ensure content is formatted and consistently managed prior to distributed, so that it is accessible and efficient to distribute, and integrates with other interactive services offered on the web platforms.</p> <p>Liaise with the communications and programming teams to anticipate the workflow needed to distribute content online, within bandwidth and storage resources.</p>	<p>hosting provision and user needs.</p> <p>Monitor and support user access requirements to ensure that media content and services are available in a timely manner.</p> <p>Monitor and manage access in order to ensure security, data protection and safeguarding requirements.</p> <p>Assist communications and programme teams to ingest and upload content to online hosting resources.</p>	<p>sharing of content and interactive services.</p> <p>Ensure that all hosted content has been secured and is available for deployment in other and later projects.</p> <p>Report on any practical or hosting issues that were dealt with during the development and distribution of online content and services, and detail how they were responded to and what the outcome was.</p>
Notes	<p>Playing a key role in developing the web resources that will be used to distribute content across different platforms, the web developer will work towards devising and managing content across all online platforms. The web developer will have a strong awareness and a willingness to learn about different web management and hosting techniques, and be willing to try out different approaches that are integrated with the wider communication needs of the station.</p>		

3.5.3.4 Relationship Manager

Relationship Manager	Development	Operations	Feedback
Key Tasks/Responsibilities	<p>Develop a pre-production plan for identifying and managing key relationships, using effective advocacy and social engagement practices, and using different platforms and approaches that are suited to stakeholder and partner relationship management.</p> <p>Identify and produce a database of contacts and a set of templates for engagement and advocacy practices that can be shared using different modes of interaction, such as networking, meetings, discussions, presentations with stakeholders and supporting organisations.</p> <p>Identify, develop and manage a contact management system that can be used to pre-engage and inform partners, stakeholders and influences with media stories designed to be used by external and public facing organisations.</p> <p>Liaise with the communications and programming teams to develop and pre-produce information and media content that supports key messages, volunteers and programmes.</p>	<p>Engage with key partners, stakeholders and influential community figures and organisations to raise awareness and buy-in of the station and the work that volunteers are undertaking.</p> <p>Create and share advocacy materials and media content in different formats for different influencing figures and organisations according to the priorities and needs of the station.</p> <p>Help and assist with the devising, production and scheduling of advocacy content and key social value messaging.</p> <p>Manage relationships with partners and key stakeholders to ensure that key messages and advocacy content is distributed.</p> <p>Facilitate access to and manage the contact management system, ensuring that programme teams and volunteers are able to submit and share advocacy content in accordance with the key messages identified in the communications plan.</p>	<p>Assess, evaluate and report on how the use of different advocacy and relationship management techniques was undertaken and responded to during the broadcasts.</p> <p>Ensure that all advocacy content and contacts database material has been secured and is available for deployment in other and later projects.</p> <p>Report on any practical or relationship management issues that were dealt with during the undertaking of advocacy and relationship management, and detail how they were responded to and what the outcome was.</p>

Notes	Playing a key role in developing the advocacy profile of the station, and working to develop support from influential stakeholders, prominent people and allied networks. The relationship manager will work towards devising and managing relationships that are representative of the station, it's ethos and the work of volunteers. The relationship manager will have a strong awareness and a willingness to learn about different public advocacy and relationship management techniques, and will willing to try out different approaches that are integrated with the wider communication needs of the station.
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3.5.4 Volunteer Co-ordinator

Volunteer Co-ordinator	Development	Operations	Feedback
Key Tasks/Responsibilities	<p>Devise and establish a contact management system for volunteers, ensuring it is GDPR and safeguarding compliant.</p> <p>Undertake assessment of volunteer requirements and needs, developing organisational structure and roles.</p> <p>Identify social capital journey and communicate volunteering opportunities.</p> <p>Identify risk management criteria and process and create logging and notification system for volunteers and station management team.</p> <p>Working with the communications team and the tech team, devise and establish a communication platform for volunteers to encourage ongoing communication that is accessible and efficient.</p>	<p>Monitor and assess volunteer requirements and social capital, training and awareness needs, and ensure that the organisational structure and roles are effective.</p> <p>Monitor and assess the experience of volunteers as they access, contribute and reflect on their role and the contribution they make.</p> <p>Log and record any risk issues and ensure that volunteers have ongoing access to communication with other volunteers and the station management team.</p> <p>Review the effectiveness of the internal volunteer-focussed communications processes and offer support and advice where needed.</p> <p>Provide training and mentoring opportunities for volunteers in</p>	<p>Review and assess all volunteer activities and make recommendations for changes for future projects and broadcasts.</p> <p>Ensure all volunteers and supporters are thanked for their contribution and are aware of their social capital journey.</p> <p>Review and assess all safeguarding issues and identify any risk management points that have been followed, and how they have been resolved.</p> <p>Assess and review the effectiveness of volunteer communications practices and recommend changes to ensure effectiveness of future projects.</p> <p>Report on GDPR and safeguarding issues and ensure that all</p>

	<p>Identify training needs and plan different engagement models to suit the availability and capability of different volunteers.</p> <p>Plan and devise a communications model in conjunction with the communications team to identify efficient and accessible volunteer communication options.</p> <p>Plan and devise safeguarding and volunteer engagement policies and principles.</p>	<p>key areas of station operations.</p> <p>Maintain continuous review of safeguarding reporting and ensure that issues of concern are reported to the station management team.</p>	<p>volunteer data is protected and secure.</p>
Notes	<p>Playing a key role in developing the volunteer engagement of the station and working to support contributors with training and mentoring. The volunteer co-ordinator will work towards devising and managing engagement processes that are integral to the values of the station and its ethos. The volunteer co-ordinator will have a strong awareness and a willingness to learn about different social volunteering and training and will willing to try out different approaches that are integrated with the wider voluntary needs of the station.</p>		

3.5.4.1 Volunteer Administrator

Volunteer Administrator	Development	Operations	Feedback
Key Tasks/Responsibilities	<p>In collaboration with the financial and communications teams, establish and implement a contact management system for volunteers, supporters and contributors.</p> <p>Identify and develop a database of volunteers, supporters and contributors, and identify any</p>	<p>Ensure that all volunteer data is identified and stored in a timely and accurate manner.</p> <p>Ensure that all data is maintained securely, and that access is directed in accordance with the data protection, GDPR and safeguarding policies.</p> <p>Track and amend any changes to volunteer</p>	<p>Review and assess all data management processes and systems relating to volunteer engagement and ensure that and issues are reported.</p> <p>Ensure that all volunteer information and contacts material has been secured and is available for</p>

	<p>GDPR and safeguarding requirements.</p> <p>Devise a process for collecting and inputting personal data and information about volunteers, contributors and supporters, and ensure that it is possible to continuously identify and track changes.</p> <p>Identify and devise a process for self-managing and scheduling events, meetings, training sessions and other contact points for volunteers, supporters and contributors.</p> <p>Identify and devise a logging and data management process that will ensure that data protection, GDPR and safeguarding policies are recorded and referenced in the management of volunteer information.</p>	<p>information as required.</p> <p>Track and amend any changes and updates to scheduled sessions and ensure that communication with participants has been undertaken.</p> <p>Monitor all data protection, GDPR and safeguarding practices in relation to volunteer, supporter and contributor management.</p>	<p>deployment in other and later projects.</p> <p>Report on any data management issues that were dealt with during the undertaking of volunteer management, and detail how they were responded to and what the outcome was.</p>
Notes	<p>Playing a key role in developing the volunteer management and working to support data collection and information management. The volunteer administrator will work towards devising and managing data collection and management processes that support access and communication with other volunteers. The volunteer administrator will have a strong awareness and a willingness to learn about volunteer data administration and will willing to try out different approaches that are integrated with the wider voluntary needs of the station.</p>		

3.5.4.2 Volunteer Training and Support

Volunteer Support	Development	Operations	Feedback

Key Tasks/Responsibilities	<p>Create and develop a training and support needs analysis for all roles and activities within the station.</p> <p>Identify and devise communication platforms, engagement systems and database of volunteer activity that can be used to track training and to communicate with and manage volunteers and supporters.</p> <p>Identify and review role profiles and training requirements based on asset and needs approaches.</p> <p>Schedule and promote training events, peer-led support platforms, and follow-up review discussions to ensure all volunteers are aware of essential policies, obligations and key messages of the station.</p>	<p>Maintain record of volunteer engagement, training and support.</p> <p>Organise, devise and undertake training activities for volunteers in different roles.</p> <p>Organise, devise and undertake mentoring and advice sessions for volunteers in different roles.</p> <p>Distribute training and support materials using different platforms and media formats.</p>	<p>Review and analyse the effectiveness of training and support management systems.</p> <p>Review and analyse the effectiveness of training and information briefing sessions.</p> <p>Report on any training and support issues that were dealt with during the undertaking of volunteer management, and detail how they were responded to and what the outcome was.</p> <p>Ensure that all data and records of training and support is secure and available for future projects and broadcasts.</p> <p>Ensure that all training and information materials are secure and are available for future projects and broadcasts.</p>
Notes	<p>Playing a key role in the training and support of volunteers, the volunteer trainer will work towards engaging volunteers and supporters in training, mentoring and awareness of the stations policies and ethos. The volunteer trainer will have a strong awareness and a willingness to learn about volunteer training and support and will willing to try out different approaches that are integrated with the wider needs of the station.</p>		

3.5.4.3 Safeguarding Officer

Safeguarding Officer	Development	Operations	Feedback
Key Tasks/Responsibilities	Identify and select model policies to be applied in meeting safeguarding obligations.	Ensure that communications and training material is produced in-line with the	Review and analyse the effectiveness of training and support management systems.

	<p>Devising communications and training material to ensure that all volunteers and contributors are aware of safeguarding approaches.</p> <p>Devise a logging and reporting system that identifies any areas of specific concern that require additional measure to ensure compliance with safeguarding by the station management team.</p> <p>Create and make available any public-facing material and processes that are essential to the operation of the safeguarding policies.</p>	<p>safeguarding policies and practices of the station.</p> <p>Ensure that all volunteers, contributors and supporters are aware of the safeguarding policies and processes.</p> <p>Ensure that any dedicated forms of communication related to safeguarding are monitored, and that any issues are logged and dealt with by the station management team.</p>	<p>Review and analyse the effectiveness of the safeguarding policies and implementation practices.</p> <p>Review and analyse the effectiveness of the training and information briefing sessions in regard to safeguarding.</p> <p>Report on any safeguarding issues that were dealt with during the undertaking of station operations, and detail how they were responded to and what the outcome was.</p> <p>Ensure that all data and records relating to safeguarding is secure and available for future projects and broadcasts.</p> <p>Ensure that all training and information materials relating to safeguarding are secure and are available for future projects and broadcasts.</p>
Notes	<p>Playing a key role in ensuring the wellbeing and protection of children and vulnerable adults, the safeguarding officer will work towards ensuring that volunteers and supporters are aware of the station's policies, ethos and reporting processes. The safeguarding officer will have a strong awareness and a willingness to learn about volunteer training and support in relation to safeguarding and will willing to try out different approaches that are integrated with the wider needs of the station.</p>		

3.5.4.4 Data Protection Officer

Data Protection Officer	Development	Operations	Feedback
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<p>Key Tasks/Responsibilities</p>	<p>Identify and select model policies to be applied in meeting data protection obligations.</p> <p>Devising communications and training material to ensure that all volunteers and contributors are aware of data protection approaches.</p> <p>Devise a logging and reporting system that identifies any areas of specific concern that require additional measure to ensure compliance with data protection by the station management team.</p> <p>Create and make available any public-facing material and processes that are essential to the operation of the data protection policies.</p>	<p>Ensure that communications, training and ICT systems are operated produced in-line with the data protection policies and practices of the station.</p> <p>Ensure that all volunteers, contributors and supporters are aware of the data protection policies and processes.</p> <p>Ensure that any dedicated forms of communication related to data protection are monitored, and that any issues are logged and dealt with by the station management team.</p>	<p>Review and analyse the effectiveness of data protection systems and policies.</p> <p>Review and analyse the effectiveness of the data management policies and implementation practices.</p> <p>Review and analyse the effectiveness of the training and information briefing sessions in regard to data protection.</p> <p>Report on any data protection issues that were dealt with during the undertaking of station operations, and detail how they were responded to and what the outcome was.</p> <p>Ensure that all data and records relating to data protection is secure and available for future projects and broadcasts.</p> <p>Ensure that all training and information materials relating to data protection is secure and is available for future projects and broadcasts.</p>
<p>Notes</p>	<p>Playing a key role in ensuring the integrity and security of volunteer’s personal information, the data protection officer will work towards ensuring that volunteers and supporters are aware of the station’s policies, ethos and reporting processes in relation to data protection. The data protection officer will have a strong awareness and a willingness to learn about volunteer management and support in relation to data protection and will willing to try out different approaches that are integrated with the wider needs of the station.</p>		

3.5.5 Programming Co-ordinator

Programming Lead	Development	Operations	Feedback
<p>Key Tasks/Responsibilities</p>	<p>Develop a programming schedule management process in consultation with volunteers, supporters and partner organisations.</p> <p>Produce editorial and Ofcom Broadcast Code guidelines, and develop advisory information and advice to be followed by volunteer programme teams.</p> <p>Identify key programming themes and topics, with an accessible database and reference point for editorial reference material and sources.</p> <p>Working with the volunteer co-ordinator ensure that all show presenters, researchers and technical support volunteers are fully trained and aware of stations editorial guidelines and OFCOM compliance.</p> <p>Work with the Pre-recorded Programming Producer to ensure a wide range of good quality pre-records are available to air.</p>	<p>Ensure the smooth running of the programming schedule, allocating volunteers to appropriate programmes within the policies and guidelines agreed by the station.</p> <p>Provide guidance and support to programme teams in the presentation and delivery of programme and editorial material.</p> <p>Provide guidance and support to researchers and supporting volunteers in the preparation and pre-production of programme and editorial material.</p> <p>Monitor editorial and programming output to ensure compliance with editorial guidelines and Ofcom broadcast code.</p> <p>Ensure that programming and editorial content and recordings are logged in accordance with statutory obligations.</p> <p>Provide feedback and advice to programming teams about content and presentation improvements.</p>	<p>Review and analyse the editorial and programme development systems and policies.</p> <p>Review and analyse the effectiveness of the programming guidance, policies and implementation practices.</p> <p>Review and analyse the effectiveness of the training and information briefing sessions in regard to programming and editorial production.</p> <p>Report on any programme compliance issues that were dealt with during the undertaking of station operations, and detail how they were responded to and what the outcome was.</p> <p>Ensure that all copies of programming and editorial relating to station output is secure and available for future projects and broadcasts.</p> <p>Ensure that all training and information materials relating to programme production is secure and is available for future projects and broadcasts.</p>
<p>Notes</p>	<p>Playing a key role in developing the programming and editorial content that will be broadcast on the station, the programming co-ordinator will support editorial processes and guidelines. The programming co-ordinator will work</p>		

	towards devising and managing content planning and sources of information, while ensuring that this content is compliant with the editorial guidelines of the station and the Ofcom Broadcast Code. The programming co-ordinator will have a strong awareness and a willingness to learn about community radio programming, and will willing to try out different approaches that are integrated with the wider voluntary needs of the station.
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3.5.5.1 Editor-Producer

Editor-Producer	Development	Operations	Feedback
Key Tasks/Responsibilities	<p>Devise templates and checklists for the advanced production of media content for programmes for broadcast.</p> <p>Devise and develop a content management system to identify and schedule, in advance, content and stories to broadcast programmes.</p> <p>Devise and implement a compliance check system that ensure that all broadcast content and supplementary material is compliant with the station's editorial standards and the broadcast code.</p> <p>Identify and make available programme production software and equipment and ensure that programme teams are trained in its use.</p>	<p>Identify and produce media content suitable for broadcast within the editorial guidelines of the station.</p> <p>Manage and support programme teams, ensuring that guests and pre-recorded content are available for broadcast and compliant with the station's editorial guidelines.</p> <p>Ensure that all forms of content and supplementary material are compliant with the station's editorial standards and the broadcast code.</p> <p>Produce audio packages and content, record interviews and discussions, as part of the broadcast programming material.</p> <p>Archive and log programme material so that it can be identified and used in other programmes and at future broadcast periods.</p>	<p>Review and analyse the content production and programme development process and practices.</p> <p>Review and analyse the effectiveness of the programming production guidance, policies and implementation practices.</p> <p>Review and analyse the effectiveness of the training for content production and editing sessions in regard to programming and editorial production.</p> <p>Ensure that all copies of programming and editorial material relating to station output is secure and available for future projects and broadcasts.</p> <p>Ensure that all training and information materials relating to programme production is secure and is available for future projects and broadcasts.</p>
Notes	Playing a key role in producing the programming and media content that will be broadcast on the station, the editor-producer will support editorial		

	<p>processes and production practices. The editor-producer will work towards devising and producing content for broadcast, while ensuring that this content is compliant with the editorial guidelines of the station and the Ofcom Broadcast Code. The editor-producer will have a strong awareness and a willingness to learn about community radio programming and will willing to try out different approaches that are integrated with the wider voluntary needs of the station.</p>
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3.5.5.2 Editorial Content Producer

Editorial Content Producer	Development	Operations	Feedback
Key Tasks/Responsibilities	<p>Devise templates and checklists for production of editorial content for programmes for broadcast.</p> <p>Devise and develop a content management system to identify and schedule in advance, relevant stories, guests and contributors to broadcast programmes.</p> <p>Devise and implement a compliance check system that ensure that all broadcast content and supplementary material is compliant with the station's editorial standards and the broadcast code.</p> <p>Identify and make available programme planning and development platforms and systems and ensure that programme teams are trained in its use.</p>	<p>Identify and produce editorial content suitable for broadcast within the editorial guidelines of the station.</p> <p>Manage and support programme teams, ensuring that editorial material and briefing information are available for broadcast and compliant with the station's editorial guidelines.</p> <p>Ensure that all forms of editorial content and research material are compliant with the station's editorial standards and the broadcast code.</p> <p>Produce audio packages and content, record interviews and discussions, as part of the broadcast programming material.</p> <p>Archive and log programme material so that it can be identified and used in other programmes and at future broadcast periods.</p>	<p>Review and analyse the editorial and programme development process and practices.</p> <p>Review and analyse the effectiveness of the editorial production guidance, policies and implementation practices.</p> <p>Review and analyse the effectiveness of the training for editorial content production and editing sessions in regard to programming and editorial production.</p> <p>Ensure that all copies of programming and editorial material relating to station output is secure and available for future projects and broadcasts.</p> <p>Ensure that all training and information materials relating to programme production is secure and is available for future projects and broadcasts.</p>

Notes	Playing a key role in producing the programming and editorial content that will be broadcast on the station, the editorial content producer will support editorial processes and production practices. The editorial content producer will work towards devising and producing content for broadcast, while ensuring that this content is compliant with the editorial guidelines of the station and the Ofcom Broadcast Code. The editorial content producer will have a strong awareness and a willingness to learn about community radio programming and will willing to try out different approaches that are integrated with the wider voluntary needs of the station.
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3.5.5.3 Production Researcher

Production Researchers	Development	Operations	Feedback
Key Tasks/Responsibilities	<p>Devise templates and checklists for research and development of editorial content for programmes for broadcast.</p> <p>Devise and develop a content management system to identify and schedule information in advance, relevant stories, guests and contributors to broadcast programmes.</p> <p>Devise and implement a compliance check system that ensure that all information, content and supplementary material is compliant with the station’s editorial standards and the broadcast code.</p> <p>Identify and make available programme research planning and development platforms and systems and ensure that programme teams are trained in its use.</p>	<p>Identify and distribute editorial researched content suitable for broadcast within the editorial guidelines of the station.</p> <p>Manage and support programme teams, ensuring that advanced editorial material and briefing information are available for broadcast and compliant with the station’s editorial guidelines.</p> <p>Ensure that all forms of researched editorial content and research material are compliant with the station’s editorial standards and the broadcast code.</p> <p>Produce information packages, guidance and content, record interviews and discussions, as part of the broadcast programming material.</p> <p>Archive and log programme material so that it can be identified</p>	<p>Review and analyse the editorial and programme research process and practices.</p> <p>Review and analyse the effectiveness of the editorial research guidance, policies and implementation practices.</p> <p>Review and analyse the effectiveness of the training for research production and planning sessions in regard to programming and editorial production.</p> <p>Ensure that all copies of research and editorial material relating to station output is secure and available for future projects and broadcasts.</p> <p>Ensure that all training and information materials relating to research material is secure and is available for future projects and broadcasts.</p>

		and used in other programmes and at future broadcast periods.	
Notes	Playing a key role in producing the development of researched editorial content that will be broadcast on the station, the production researcher will support editorial researcher processes and production practices. The production researcher will work towards devising and researching content for broadcast, while ensuring that this content is compliant with the editorial guidelines of the station and the Ofcom Broadcast Code. The production researcher will have a strong awareness and a willingness to learn about community radio programming and will willing to try out different approaches that are integrated with the wider voluntary needs of the station.		

3.5.5.4 Editorial Compliance Manager

Editorial Compliance Manager	Development	Operations	Feedback
Key Tasks/Responsibilities	<p>Devise templates and checklists for broadcast compliance of editorial content for programmes for broadcast.</p> <p>Devise and develop a tracking system to identify compliance issues and pre-checking process in advance of programmes being broadcast.</p> <p>Devise and implement a compliance check system that ensures that programme teams are able to be compliant with the station's editorial standards and the broadcast code.</p> <p>Identify and make available compliance information and training material that teams have access to prior.</p>	<p>Identify and distribute compliance material and guidance suitable for the stations broadcast programming.</p> <p>Manage and support programme teams, ensuring that editorial guidelines and compliance briefings are available prior to broadcasts.</p> <p>Check that all forms of researched editorial content and research material are compliant with the station's editorial standards and the broadcast code.</p> <p>Archive and log programme material so that it can be identified as part of the broadcast compliance reviews.</p>	<p>Report on any compliance issues that were dealt with during the undertaking of station operations, and detail how they were responded to and what the outcome was.</p> <p>Review and analyse the editorial and programme compliance process and practices.</p> <p>Review and analyse the effectiveness of the editorial compliance guidance, policies and implementation practices.</p> <p>Review and analyse the effectiveness of the training for editorial compliance in regard to programming and editorial production.</p> <p>Ensure that all copies of editorial compliance documentation relating to station output is</p>

			<p>secure and available for future projects and broadcasts.</p> <p>Ensure that all training and information materials relating to editorial compliance is secure and is available for future projects and broadcasts.</p>
Notes	<p>Playing a key role in producing the development of editorial compliance practices that will support broadcast on the station, the editorial compliance manager will support programme teams to create content. The editorial compliance manager will work towards establishing content that is ready for broadcast, while ensuring that this content is compliant with the editorial guidelines of the station and the Ofcom Broadcast Code. The editorial compliance manager will have a strong awareness and a willingness to learn about community radio programming and will willing to try out different approaches that are integrated with the wider voluntary needs of the station.</p>		

3.5.6 Technical Co-ordinator

Technical Lead	Development	Operations	Feedback
Key Tasks/Responsibilities	<p>Identify and specify venue requirements for studios, with technical requirements, power and access needs.</p> <p>Identify and specify equipment and resource needs for studio, broadcast transmitter and webhosting systems.</p> <p>Liaise with media suppliers and vendors to secure suitable contracts for equipment and services.</p> <p>Scope and assess the venue, and develop installation and</p>	<p>Ensure that the broadcast transmission systems are secure and running effectively.</p> <p>Ensure that online station management systems are secure and running effectively and are accessible.</p> <p>Ensure that there is on-call technical support and assistance at appropriate times of the station broadcasts.</p> <p>Ensure equipment is maintained and stored correctly.</p> <p>Provide technical training and support for</p>	<p>Liaise with Equip company to return equip and ensure the hand-back of the venue goes smoothly.</p> <p>Report on any technical management issues that were dealt with during the undertaking of station operations, and detail how they were responded to and what the outcome was.</p> <p>Review and analyse the technical management process and practices.</p> <p>Review and analyse the effectiveness of the technical management guidance, policies and</p>

	<p>operational commissioning plan and timeline.</p> <p>Identify all technical training requirements and support needs of technical support volunteers.</p> <p>Identify relevant media production systems and applications and ensure they are available for use by production and volunteer teams.</p> <p>Identify relevant content management systems and applications and ensure they are available for use by production and volunteer teams.</p> <p>Undertake audit of all equipment, and ensure it is tested and validated for use.</p> <p>Identify a technical-assistance process and that all relevant teams and volunteers are aware of it.</p>	<p>volunteers and programme teams.</p> <p>Log and record any technical management issues and report them to the station management team.</p> <p>Maintain and monitor record of equipment loans and use by volunteers.</p>	<p>implementation practices.</p> <p>Review and analyse the effectiveness of the training for technical management and support, in regard to programming and editorial production.</p> <p>Review and analyse the effectiveness of the training for technical management and support, in regard to broadcast and web systems.</p> <p>Ensure that all copies of technical management documentation relating to station operations is secure and available for future projects and broadcasts.</p> <p>Ensure that all training and information materials relating to technical operations is secure and is available for future projects and broadcasts.</p>
Notes	<p>This person has to have really sound technical knowledge and experience. Playing a key role in the development of technical systems and production platforms that support broadcast on the station, the technical co-ordinator will support station teams to manage systems, create content and broadcast. The technical co-ordinator will work towards establishing systems and procedures that are ready for broadcast, while ensuring that this access is safe and meets health and safety obligations. The technical co-ordinator will have a strong awareness and a willingness to learn about community radio programming and will willing to try out different approaches that are integrated with the wider voluntary needs of the station.</p>		

3.5.6.1 Studio and Facilities Manager

Studio and Facilities Manager	Development	Operations	Feedback
Key Tasks/Responsibilities	<p>Devise and assist in the fitting of the broadcast studio and the operational systems that are required to run safely.</p> <p>Devise regular schedules and logs for the checking and maintenance of equipment.</p> <p>Identify and collate any health and safety information that needs to be monitored and logged in order to ensure operational viability.</p> <p>Identify training requirements for programming, editorial and support teams to use and access studio equipment.</p>	<p>Manage the studio.</p> <p>Ensure that equipment is maintained and is hygienic.</p> <p>Ensure that studios and equipment is accessible, and that appropriate volunteers and programme teams are able to deliver programming content.</p> <p>Assist in the delivery of programmes and the production of content as needed.</p> <p>Maintain a log of any incidents and problems and report them to the station management team as required.</p>	<p>Review and evaluate the use and operational effectiveness of the studios and report any problems or issues.</p> <p>Ensure that all equipment and loans are accounted for, and that they are stored safely and securely.</p> <p>Facilitate the return of equipment and resources to equipment suppliers.</p> <p>Ensure that all copies of studio management documentation relating to studio operations are secure and available for future projects and broadcasts.</p> <p>Ensure that all training and information materials relating to studio operations are secure and are available for future projects and broadcasts.</p>
Notes	<p>Playing a key role in managing the studio operations that will support the broadcast of the station. The studios and facilities manager will access and training of volunteers to use the radio studios. The studios and facilities manager will work towards ensuring that the studios are compliant with health and safety and hygiene obligations. The studios and facilities manager will have a strong awareness and a willingness to learn about community radio accessibility and will willing to try out different approaches that are integrated with the wider voluntary needs of the station.</p>		

3.5.6.2 Production Manager

Production Manager	Development	Operations	Feedback
Key Tasks/Responsibilities	<p>Devise and develop a studio and resource bookings system.</p> <p>In collaboration with the volunteer co-ordination team, devise training information that is accessible and suited to the needs of volunteers and participants.</p> <p>Identify and plan for operational changes and requirements at different times and periods of the broadcasts.</p> <p>Identify training requirements for programming, editorial and support teams to use and access production equipment.</p>	<p>Manage the production equipment.</p> <p>Ensure that equipment is maintained and is hygienic.</p> <p>Ensure that production equipment is accessible, and that appropriate volunteers and programme teams are able to deliver media content.</p> <p>Assist in the delivery of programmes and the production and editing of content as needed.</p> <p>Maintain a log of any incidents and problems, and report them to the station management team as required.</p>	<p>Review and evaluate the use and operational effectiveness of the production equipment and report any problems or issues.</p> <p>Ensure that all equipment and loans are accounted for, and that they are stored safely and securely.</p> <p>Facilitate the return of equipment and resources to equipment suppliers.</p> <p>Ensure that all copies of production equipment documentation relating to production operations are secure and available for future projects and broadcasts.</p> <p>Ensure that all training and information materials relating to production equipment are secure and are available for future projects and broadcasts.</p>
Notes	<p>Would suit anyone who isn't scared of technology, wants to help but not have to speak on air. Playing a key role in supporting the media production operations that will support the broadcast of the station. The production manager will assist volunteers to use the radio studios and production equipment. The production manager will work towards ensuring that the production equipment is compliant with health and safety and hygiene obligations. The production manager will have a strong awareness and a willingness to learn about community radio accessibility, and will willing to try out different approaches that are integrated with the wider voluntary needs of the station.</p>		

3.5.6.3 Production Co-ordinator

Production Co-ordinator	Development	Operations	Feedback
<p>Key Tasks/Responsibilities</p>	<p>Devise and develop a content management system and storage system for pre-recorded and advanced programming content.</p> <p>In collaboration with the volunteer co-ordination team, devise training information that is accessible and suited to the needs of volunteers and participants.</p> <p>Identify and plan for operational changes and requirements at different times and periods of the pre-production processes.</p> <p>Identify training requirements for programming, editorial and support teams to use and access pre-production processes and systems.</p> <p>Liaise with other radio stations and organisations to create a bank of pre-recorded programming.</p>	<p>Ensure that pre-recorded programming is available and accessible.</p> <p>Manage the pre-production storage and access platform.</p> <p>Ensure that information about pre-recorded programming is maintained and accurate.</p> <p>Ensure that pre-production resources are accessible, and that appropriate volunteers and programme teams are able to edit and deliver media content.</p> <p>Assist in the delivery of pre-production material for programmes and the production and editing of content as needed.</p> <p>Maintain a log of any incidents and problems, and report them to the station management team as required.</p>	<p>Review and evaluate the use and operational effectiveness of the pre-production process, and report any problems or issues.</p> <p>Ensure that all equipment and loans are accounted for, and that they are stored safely and securely.</p> <p>Facilitate the return of equipment and resources to equipment suppliers.</p> <p>Ensure that all copies of documentation relating to pre-production operations are secure and available for future projects and broadcasts.</p> <p>Ensure that all training and information materials relating to pre-production content are secure and are available for future projects and broadcasts.</p>
<p>Notes</p>	<p>Would suit someone who with sound IT skills and interest in pre-produced media content. Playing a key role in supporting the media production operations that will support the broadcast of the station. The production co-ordinator will assist volunteers to use the content management systems and pre-production equipment. The production co-ordinator will work towards ensuring that the pre-production systems are up to date and accessible. The production co-ordinator will have a strong awareness and a willingness to learn about community radio accessibility, and will willing to try out different approaches that are integrated with the wider voluntary needs of the station.</p>		

3.5.6.4 Technical Engineer

Technical Engineer	Development	Operations	Feedback
<p>Key Tasks/Responsibilities</p>	<p>Devise and develop a technical standards plan that will ensure that broadcasting specifications are commissioned at a level recognised by Ofcom.</p> <p>Devise and develop a technical standards plan for the content management system and storage system for pre-recorded and advanced programming content.</p> <p>In collaboration with the volunteer co-ordination team, devise technical standards training information that is accessible and suited to the needs of volunteers and participants.</p> <p>Identify and plan for operational changes and requirements at different times and periods of the broadcast and production processes.</p> <p>Identify training requirements for programming, editorial and support technical standards.</p>	<p>Ensure that broadcast and online streaming services are operational.</p> <p>Ensure that operational studio and programme management systems are operational and accessible.</p> <p>Manage the programme production process and correct any variations from agreed broadcast and webcast standards.</p> <p>Ensure that information about programming is logged, maintained and accurate.</p> <p>Ensure that transmission and webcast resources are accessible, and that appropriate volunteers and programme teams are able to deliver media content.</p> <p>Assist in the delivery of production material for programmes and the production and editing of content as needed.</p> <p>Maintain a log of any incidents and problems, and report them to the station management team as required.</p>	<p>Review and evaluate the use and broadcast and webcast operational effectiveness of the programming process, and report any problems or issues.</p> <p>Ensure that all equipment and loans are accounted for, and that they are stored safely and securely.</p> <p>Facilitate the return of equipment and resources to equipment suppliers.</p> <p>Ensure that all copies of documentation relating to broadcast and webcast operations are secure and available for future projects and broadcasts.</p> <p>Ensure that all training and information materials relating to broadcast and webcast operations are secure and are available for future projects and broadcasts.</p>
<p>Notes</p>	<p>Would suit someone who with strong broadcast engineering and IT skills. Playing a key role in supporting the broadcast operations that will support the transmissions of the station. The technical engineer will ensure that broadcast and webcast transmissions meet legal any technical requirements. The</p>		

	<p>technical engineer will work towards ensuring that the logs and systems are well maintained, up to date and accessible. The technical engineer will have a strong awareness and a willingness to learn about community radio accessibility, and will willing to try out different approaches that are integrated with the wider voluntary needs of the station.</p>
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3.6 Reporting Requirements

- How will the reporting be used as part of any ongoing evaluation and reflection?
- How will the management team keep partners, supporters and stakeholders up to date about the progress of the station?
- How will this reporting be made accessible to people using different formats?

3.7 Meeting Minutes

- How will the management team record discussions and distribute a record of the decisions that are made to one another and the volunteers and supporters?
- How will these records be logged and used to track progress?
- How will they be accessible to supporters, stakeholders and partners?
- How will private and confidential information be dealt with?

3.8 Dissemination Requirements

- Who needs to be kept informed about progress and ongoing issues?
- What are the formatting requirements of any reporting?
- What are the privacy requirements of any reporting?
- What are the access requirements of any reporting?

3.9 Internal Communications

- What kind of communications should volunteers be included in?
- What format should this communication take?
- Who is designated to issue and respond to different forms of communication?
- How will points raised in internal communication be redistributed and actioned?
- How will expectations about communication be managed?

3.10 External Communications

- What kind of communications should the public and external partners expect to be included in?
- What format should any external communication take?
- Who is designated to issues and respond to different forms of communication?
- How will points raised in external communication be redistributed and actioned?
- How will expectations about communication be managed?

4 Safeguarding

- What are the safeguarding policies that will be maintained?

4.1 Safeguarding Children

- What safeguarding standards for children are being applied?
- What communication with outside agencies needs to take place to ensure safeguarding is recognised as an appropriate standard?
- Who is the lead person who is designated to identify and take responsibility for any safeguarding matters?
- What form of reporting and monitoring will be used to ensure safeguarding of children is of a high standard?

<https://learning.nspcc.org.uk/safeguarding-child-protection/voluntary-community-groups/>

<https://petersfieldradio.uk/safeguarding/>

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/835733/Keeping_children_safe_in_education_2019.pdf

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/779401/Working_Together_to_Safeguard-Children.pdf

<https://www.personnelchecks.co.uk/info-centre/safeguarding-hub/safeguarding-policy-and-procedures/>

<https://www.anncrafttrust.org/resources/safeguarding-adults-policy-procedures-templates/>

4.2 Safeguarding Vulnerable Adults

- What safeguarding standards for vulnerable adults are being applied?
- What communication with outside agencies needs to take place to ensure safeguarding is recognised as an appropriate standard?
- Who is the lead person who is designated to identify and take responsibility for any safeguarding matters?
- What form of reporting and monitoring will be used to ensure safeguarding of vulnerable adults is of a high standard?

<https://www.ukcoaching.org/courses/learn-at-home/safeguarding-adults>

<https://www.anncrafttrust.org/resources/safeguarding-adults-policy-procedures-templates/>

<https://foundation.gg/third-sector-resources/safeguarding-vulnerable-adults>

<https://emduk.org/wp-content/uploads/2018/01/EMD-UK-Safeguarding-Adults-Policy-2018-Final-1.pdf?x49114>

<https://www.skillsforcare.org.uk/Documents/Topics/Safeguarding/A-guide-to-adult-safeguarding-for-social-care-providers.pdf>

5 Health and Safety

- What risks to people, property and equipment that need to be identified?
- What steps and processes need to be implemented to ensure that people, property and equipment is used competently and with a minimum of risk?
- What process of monitoring of the use of effective use of spaces, property and equipment will be in place?
- What process of reporting of any issues or incidents will be in place?
- How will any issues or problems be identified, actioned, remedied, logged and reported?

5.1 Emergency Contacts

- If something goes wrong or there is an emergency, who is the primary and secondary contacts?
- How is this information shared with all participants?
- When should volunteers act for themselves?
- How should volunteers report any issues or incidents?

5.2 Risk Appraisal

- What risk factors need to be identified and recorded?
- Who will be designated to act once different kinds of risks have been identified?
- What logging system will be used to monitor risk issues?
- What review and monitoring steps will be put in place to manage risks and ensure actions are coordinated and timely?
- What form of reporting will be used to record and evaluate risk responses?

5.3 Statutory Obligations

- What are the primary statutory obligations that have to be understood and acted upon?
- How will these statutory obligations be managed and prioritised?
- How will tracking of issues associated with statutory obligations be maintained?
- How will communication of issues associated with statutory obligations be undertaken?
- How will responses to statutory obligations be monitored and evaluated?

5.4 Public Liability Insurance

- What is the status of any public liability insurance covering the station and its broadcasts?
- What is the status of any management of claims against public liability insurance?
- Where and how are public liability records displayed, logged and maintained?

5.5 Security and Resource Protection

- What risks to property and data security need to be identified?
- What steps and processes need to be implemented to ensure that property and data is secure?
- What process of monitoring the use of property and equipment will be in place?
- What process of monitoring the use of data and information will be in place?

- How will any issues or problems be identified, logged and reported?

6 Financial and Systems Management

- What risks to the financial integrity of the project that need to be identified?
- What steps and processes need to be implemented to ensure that financial management is managed competently and with a minimum of risk?
- What process of monitoring of the financial management processes and systems will be in place?
- What process of reporting of any issues or incidents relating to financial reporting will be in place?
- How will any issues or problems be identified, actioned, remedied, logged and reported?

6.1 Financial Management

- What are the financial management and accounting principles that the station will operate under?
- Who is identified as the principle coordinator of financial resources and reporting?
- What are the controls, monitoring and reporting checks for financial activity?

6.2 Financial Code of Conduct

- What are the expectations of volunteer's supporters and partners in managing financial relationships?
- How are these expectations communicated and shared in a code of conduct?
- What is the monitoring, reporting and evaluation process that demonstrates the code of conduct?

6.3 Financial Reporting

- When and in what way are financial reports to be given?
- Who is responsible for maintaining and communicating financial records?
- Who will be included in the financial governance processes, and what are their responsibilities?

6.4 Pledging and Giving

- What are the externally verifiable principles and standards for pledging and giving?
- Who is responsible for maintaining records and responding to requests for information about pledging and giving?
- What are the reporting and logging processes in relation to pledging and giving?
- What are the forms of communication that are applied to acknowledge pledging and giving?

6.5 PRS and Other Licences

- What is the status of the PRS and PPL licences?
- What is the status of any secondary licences for software and equipment use?
- What is the status of any music and content library or carrier fees for supplementary services?

- Where and how are licence records logged and maintained?

6.6 Service Subscriptions

- What is the status of any service subscriptions that are accessible to the station?
- What is the status of any service fees for supplementary services?
- Where and how are service subscription records logged and maintained?

6.7 Data Protection

- What are the policies that are in place that will ensure the integrity and security of records?
- What are the systems that are being used, and what data and information is contained in them?
- Who is responsible for managing and dealing with issues relating to data protection and information security?
- What is the expectation for responding to and dealing with requests for information that are covered by data and information management restrictions?

6.8 GDPR Compliance

- What policies are in place that will ensure that data and all records is GDPR compliant?
- What processes are in place for dealing with requests under GDPR regulations?
- Who is the named person who leads on GDPR issues?
- What is the logging and reporting process for any issues that are dealt with under GDPR?

7 Volunteer Management

- What are the principles on which volunteers are encouraged to participate and access the resources of the station?
- How are the expectations that volunteers will make a positive contribution to be managed?
- In what way will volunteers be expected to integrate as co-producers with the governance of the station?

7.1 Volunteer Access

- On what basis is access by volunteers arranged for the systems and studio spaces?
- What policies are there that manage the expectations of volunteers who wish to access systems and studio resources?
- What training is required, and what associated policies need to be considered to ensure that access is proficiently organised?
- Who do volunteers contact to report difficulties or problems with access?

7.2 Diversity

- What policies are in place to support diversity and equal opportunity in the running, administration and governance of the station service?
- How are these policies informed and communicated?
- Are there any targets or aims to support specific forms of access and engagement?
- Who is the main contact for specific issues and types of people volunteering?
- How is diversity monitored?
- What is the process for managing complaints or issues that may occur?

7.3 Equalities Legislation

- What review of equalities legislation has taken place?
- What reasonable adjustments have been made to ensure access?
- What adjustments cannot be made that would otherwise support access?
- What monitoring of equalities processes are in place, and how will they be monitored and reviewed?

7.4 Behaviour and Conduct

- What are the expectations of behaviour and conduct?
- How do these expectations relate to the other relevant policies?
- How are the codes of conduct and behaviour communicated to all participants and volunteers?
- If there is a dispute about a person's conduct or behaviour, how will this be managed?
- What is the time period and the process by which investigations will be completed?
- Who will take the lead on any investigations into disputes about volunteers conduct and behaviour?
- What are the range of sanctions that might be imposed following a dispute?
- What is the appeals processes that a participant can apply?

7.5 Volunteer Agreements

- Will all volunteers be expected to sign and agree to a behaviour code?
- What will be the main terms of the volunteer agreements?
- What additional policies and processes will the volunteer agreement relate to?
- In the event of a dispute or disagreement, how will a process of adjudication be managed?
- Who will be responsible for ensuring that volunteer agreements are completed?
- Who will be responsible for monitoring and evaluating the volunteers?

7.6 Appraisal and Guidance

- What ongoing guidance will volunteer's and supporters receive?
- What form of guidance and advice will be offered and in what way?
- How will records of this guidance be maintained, reviewed and evaluated?
- What forms of help and assistance can volunteers expect and how will this be provided?

7.7 Volunteer Entitlements

- What can volunteers expect when they are contributing to the work undertaken at the station?
- What will volunteers be protected from?
- What will volunteers be supported to achieve in their contributions to the programming, administration and station governance?

7.8 Dispute Resolution

- If there is a dispute that can't be reconciled internally, what is the process for adjudicating that dispute with an outside agency?
- What will make the external adjudication binding on all parties?
- What is the process and timescale for adjudicating a dispute externally?
- Who will pay for external adjudication?

7.9 Celebration

- What form of celebration will be undertaken to provide positive feedback to supporters, volunteers and contributors?
- When will the celebration take place, and how will it be communicated?
- How will a record of the achievements of volunteers and contributors be kept, and how might it be used in other ways?

7.10 Role Profiles

- What are the designated fixed roles within the station management team?
- What are the designated fixed roles with the volunteer teams?
- What are the designated flexible roles with the volunteer teams?
- How are the responsibilities of each role communicated?
- How is the effectiveness of the roles monitored and understood?

7.10.1 Station Manager

What is a station manager?

What's in it for you?

What's involved?

This role will suit people who...

Extra information

7.10.2 Station Manager PA

What is a station manager PA?

What's in it for you?

What's involved?

This role will suit people who...

Extra information

7.10.3 Health, Safety and Risk Assessor

What is a health, safety and risk assessor?

What's in it for you?

What's involved?

This role will suit people who...

Extra information

7.10.4 Financial Co-Ordinator

What is a financial coordinator?

What's in it for you?

What's involved?

This role will suit people who...

Extra information

7.10.4.1 Giving Administrator

What is a giving administrator?

What's in it for you?

What's involved?

This role will suit people who...

Extra information

7.10.4.2 Business Development Manager

What is a business development manager?

What's in it for you?

What's involved?

This role will suit people who...

Extra information

7.10.4.3 Account Manager

What is an account manager?

What's in it for you?

What's involved?

This role will suit people who...

Extra information

7.10.4.4 Financial Manager

What is a financial manager?

What's in it for you?

What's involved?

This role will suit people who...

Extra information

7.10.5 PR and Communications Coordinator

What is a PR and communications coordinator?

What's in it for you?

What's involved?

This role will suit people who...

Extra information

7.10.5.1 Media Producer

What is a media producer?

What's in it for you?

What's involved?

This role will suit people who...

Extra information

7.10.5.2 Community Producer

What is a community producer?

What's in it for you?

What's involved?

This role will suit people who...

Extra information

7.10.5.3 Web Developer

What is a web developer?

What's in it for you?

What's involved?

This role will suit people who...

Extra information

7.10.5.4 Relationship Management

What is a relationship coordinator?

What's in it for you?

What's involved?

This role will suit people who...

Extra information

7.10.6 Volunteer Coordinator

What is a volunteer coordinator?

What's in it for you?

What's involved?

This role will suit people who...

Extra information

<https://nt.global.ssl.fastly.net/wallington/documents/download-the-event-volunteer-role-description.pdf>

<https://www.prospects.ac.uk/job-profiles/volunteer-coordinator>

7.10.6.1 Volunteer Administrator

What is a volunteer administrator?

What's in it for you?

What's involved?

This role will suit people who...

Extra information

7.10.6.2 Volunteer Supporter

What is a volunteer supporter?

What's in it for you?

What's involved?

This role will suit people who...

Extra information

7.10.6.3 Safeguarding Officer

What is a safeguarding officer?

What's in it for you?

What's involved?

This role will suit people who...

Extra information

7.10.6.4 Data Protection Officer

What is a data protection officer?

What's in it for you?

What's involved?

This role will suit people who...

Extra information

7.10.7 Programming Coordinator

What is a programming coordinator?

What's in it for you?

What's involved?

This role will suit people who...

Extra information

7.10.7.1 Editor-Producer

What is an editor-producer?

What's in it for you?

What's involved?

This role will suit people who...

Extra information

7.10.7.2 Editorial Content Producer

What is an editorial content producer?

What's in it for you?

What's involved?

This role will suit people who...

Extra information

7.10.7.3 Production Producer

What is a production producer?

What's in it for you?

What's involved?

This role will suit people who...

Extra information

7.10.7.4 Editorial Compliance Manager

What is an editorial compliance manager?

What's in it for you?

What's involved?

This role will suit people who...

Extra information

7.10.8 Technical Coordinator

What is a technical coordinator?

What's in it for you?

What's involved?

This role will suit people who...

Extra information

7.10.8.1 Studio and Facilities Manager

What is a studio and facilities manager?

What's in it for you?

What's involved?

This role will suit people who...

Extra information

7.10.8.2 Production Manager

What is a production manager?

What's in it for you?

What's involved?

This role will suit people who...

Extra information

7.10.8.3 Production Coordinator

What is a production coordinator?

What's in it for you?

What's involved?

This role will suit people who...

Extra information

7.10.8.4 Technical Engineer

What is a technical engineer?

What's in it for you?

What's involved?

This role will suit people who...

Extra information

8 Editorial Guidelines and Broadcast Code

- What is the editorial and content development process and policy of the station?
- Where can this information be found?
- To whom is this policy applicable and relevant?
- Who is the final arbiter of issues related to the editorial guidelines and the broadcast code?
- How will the editorial content be managed and monitored?
- How will any issues or problems be reported, and what form of advice will be returned?
- How does the editorial code relate to other guidelines and policies?

8.1 Programme Editorial Guides

- What are the responsibilities of individual programme teams and participants in developing content and where are they identified?
- How will individual programme teams be expected to discuss, collaborate and decide issues that are relevant to the development of programming content and editorial material?
- What are the processes for checking that all content is compliant that programming teams are expected to abide by?
- Who can programme teams check with to ensure that their content is compliant?
- What happens if something goes wrong, how should programming teams report it?

8.2 Management Team Monitoring Responsibilities

- What are the responsibilities of the station management team in ensuring that programme teams are developing content and editorial material that is compliant with the editorial guidelines?
- At what point and in what way will the station management team intervene to assist a programme team with the development of editorial and programming content?
- What are the scenarios that are likely to necessitate intervention?
- How will a record of this intervention and the advice that is given to be made?
- Who has the final say on the implementation of recommended changes to planned editorial content?

8.3 Volunteer Programming Editorial Responsibilities

- How are programme teams expected to develop content and what are the minimum standards that this is expected to meet?
- In what way will programme teams be expected to self-manage the process of editorial and programming content development?
- What training will programme teams be expected to undertake before they have the autonomy to develop content at different levels?
- At what point must programming teams refer to available expertise?

8.4 Programme Compliance Procedures

- What checks are to be instigated to ensure that all broadcast content is compliant with editorial codes and the Broadcast Code?
- How will these checks be monitored and logged before programming is transmitted?

- How will these checks be reviewed and assessed after programming has been transmitted?
- How will discrepancies be identified and resolved?
- If a problem is identified, what is the process for escalating this to the station management team?

8.5 Ongoing Monitoring and Logging

- What systems are in place for recording compliance issues and communications?
- Who is monitoring these systems to ensure that issues are prioritised, and outstanding matters are dealt with appropriately?
- How will discrepancies and infringements of the code be dealt with, and by who?

8.6 Complaints and Inspections

- If a complaint is received from a member of the public, how will it be dealt with?
- Who will respond to the complaint and in what timescale?
- In responding to the complaint, what actions might be taken to obviate any harm?
- If Ofcom report that they have received a complaint, how will this be dealt with?
- If Ofcom require copies of any logs, who will provide this material?

8.7 Advertising Guidelines

- What guidelines are being applied to any commercial or sponsored material?
- How is commercial or sponsored material being checked for compliance with advertising guidelines?
- Who is responsible for ensuring that compliance is maintained?
- What forms of reporting and monitoring will be undertaken to ensure records of compliance are maintained?

9 Programme Management

- What processes are in place to manage how programmes are specified and coordinated?
- Who takes responsibility for coordinating and designating programme teams?
- What are the communication processes that programme teams use to develop their content, and to coordinate with other programme teams?
- What are the resources that different programme teams need?

9.1 Scheduling

- Who is responsible for allocating programme slots and co-ordinating on-air output?
- What are the principles and practical issues that relate to managing programme teams to find suitable slots?
- What are the studio access issues that relate to programming that is scheduled at different times and days?

9.2 Editorial Content Development

- What kind of editorial support does each programme team need, and at what level does this have to be specified for the style of programme being produced?
- What kind of procedures and resources does each programme team need to develop editorial content?
- What level of access does each programme team need to share and upload content to the playout systems?

9.3 Sources and Feeds

- Are any external feeds and sources of broadcast content being used that are produced externally?
- What checks are in place to ensure that these feeds are editorially compliant?
- Who takes responsibility for previewing and checking any content that is from an external source?

9.4 Recognised Expertise

- What kind of expert guests are going to be called on to discuss relevant topics and issues?
- What makes these guests a reputable source of information?
- How will views expressed by guests be balanced and verifiable?

9.5 Contributor Guidelines

- How will non-expert guests be advised and guided as to their contribution to a programme?
- What checks and verification will take place that will identify the legitimate identity of the contributor?

9.6 Live Programmes

- Are there any specific guidelines that need to be in place and communicated to programme teams that relate to live broadcasts?

- What tests of competence and capability need to be in place to ensure that programme teams are able to manage a live broadcast?
- What are the do's and don'ts that relate to the studio use and the playout systems that live programme presenters need to be aware of and capable of controlling?
- What do programme teams do if something goes wrong during a live transmission?

9.7 Pre-recorded Programmes – In-House

- How will programme material that is produced by an internal team but in advance be verified and checked?
- What is the process for ingesting and uploading pre-recorded content to the playout system?
- What additional editorial checks need to be specified by the programme team?

9.8 Pre-Recorded Programmes – Outsourced

- How will programme material that is produced by an external source in advance be verified and checked?
- What is the process for ingesting, uploading or linking to pre-recorded content to the playout system?
- What additional editorial checks need to be specified by the programme team?

9.9 Jingles and Idents

- What is the station approach to generic and bespoke idents and stings?
- When are idents and stings expected to be used?
- Who controls the sound panel on the playout system?
- What are the variations in the idents and stings that are used at different times of the day?
- What are the production standards that need to be met for both generic and bespoke sound idents?

10 Training and Mentoring

- What does the training and mentoring policy consist of?
- What levels of training need to be identified and organised?
- What are the key dates for ensuring that training is available to volunteers and programme teams?
- What are the priorities in training that need to be offered first?
- What recognition do volunteers get for undertaking training?

10.1 Volunteer Awareness

- Where and how will volunteers find information related to the programming content that is expected in the broadcasts?
- Who is responsible for ensuring that volunteers and contributors have opportunities to engage with training and development opportunities?
- How will training activities be monitored and evaluated?

10.2 Volunteer Skills

- What evaluation of volunteer skills levels will be undertaken to ensure a wide spread of good practice?
- How will volunteers be encouraged to peer-support and co-develop their skills using good practice models and examples?
- What skills development monitoring will take place to ensure that new issues and responsibilities can be introduced where necessary?

10.3 Volunteer Responsibilities

- What information will volunteers have to make reference to in regard to their responsibilities to the station, the station's reputation, and the Broadcast Code?
- How is volunteer engagement and responsibility in different circumstances distributed according to equitable and fair practices?
- How can volunteers report any concerns or issues regarding their ability to meet the obligations and responsibilities that they are committed to in producing programming and supporting other services in the station.

10.4 Peer Learning

- What provision for social and peer-learning opportunities will be made to ensure that learning is widespread and available at different points of access?
- What are the development and production principles that will be prioritised as suited to peer and social learning approaches?
- How will peer learning be monitored and reviewed?

10.5 Online-Learning

- What online resources are available to support training and mentoring?
- Who is responsible for developing and supporting the use of online learning material?
- What are the checks and monitoring that are needed to ensure online learning resources are compliant with the general and editorial policies of the station?

- How are volunteers and contributors expected to use these resources and in what circumstances?

10.6 Organised Learning Sessions

- What in-person learning resources will be available to support training and mentoring?
- Who is responsible for developing and supporting the use of facilitated learning material?
- What are the checks and monitoring that are needed to ensure facilitated learning resources are compliant with the general and editorial policies of the station?
- How are volunteers and contributors expected to access these resources and in what circumstances?

10.7 Resources and Advice

- What resources are available to support discussion and problem-solving by volunteers and contributors?
- Who is responsible for developing and supporting the use of online interaction and discussion resources?
- What are the checks and monitoring that are needed to ensure online interaction resources are compliant with the general and editorial policies of the station?
- How are volunteers and contributors expected to use these resources and in what circumstances?

10.8 External Agencies

- Will any external agencies be working with the station and in what circumstances?
- Who will support and guide the external agencies so that they are aware of the editorial and wider requirements of the station?
- How will the relationship with external agencies be monitored and managed?

11 Communications and Messaging

- What are the primary methods for communicating information to volunteers?
- What forms will the communication take?
- Who is responsible for different forms of communication on different occasions?
- In what way will volunteers be expected to acknowledge, confirm or respond to communications?

11.1 Online Information

- What form will online information take, and where will it be available?
- What accessibility standards will this information adhere to?
- Who is responsible for coordinating and checking any online information?
- Who is responsible for updating and amending any online information?

11.2 Complaints and Feedback

- If a complaint is received from a supporter or a member of the public, how will it be logged, reviewed and managed?
- What is the timescale for communicating receipt of the complaint?
- What is the process for investigating the complaint?
- What is the process for informing the complainer of the outcome of the investigation?
- If feedback is received from a supporter or member of the public, how will it be logged, reviewed and managed?
- What is the timescale for communicating with the submitter of the feedback and in what form will this take?

11.3 Feedback and Listener Communications

- What are the expectations and parameters of feedback and interaction from listeners?
- What guidelines will programme teams use to manage and develop positive relationships with listeners?
- What are the principles of engagement for programme teams that are responding to feedback and interaction from listeners?

11.4 Listener Participation

- Some programme teams may encourage listener interaction more than others, so what are the guiding principles and editorial approaches that different teams might take?
- How do programme teams respond if communication becomes disruptive or anti-social?
- How do programme teams ensure the safety and privacy of participating listeners?

11.5 Audience Feedback

- Gaining feedback from audiences can be invaluable, but what are the terms for ensuring that it reflects good practice and maintains the integrity of the station's ethos?
- In what way is feedback given to programme teams?
- Who is responsible for recording and monitoring audience feedback and offering advice and guidance to programme teams?

12 Sales and Marketing

- What form of advertising and sponsorship will the station use?
- How will these forms of advertising and sponsorship be managed?
- What editorial controls and standards will be applied to forms of on-air advertising and sponsorship?

12.1 Advertising

- How will relationships with advertisers be managed?
- How will scheduling and verification of air-play content be managed?
- How will reporting and monitoring of air-play content be captured and shared?

12.2 Sponsorship

- How will relationships with sponsors be managed?
- How will scheduling and verification of sponsored content be managed?
- How will reporting and monitoring of sponsored content be captured and shared?

13 Studio and Broadcast Resources

- How are studio resources to be managed and maintained?
- What are the maintenance and support requirements for equipment and software?
- How will resource use be managed and logged, and any issues reported?

13.1 Studio Equipment

- What studio equipment is being used?
- How accessible is this equipment?
- What training is required to use and manage the studio equipment?
- Who will be expected to use the studio equipment and in what way?

13.2 Location and OB Equipment

- What location and OB equipment is being used?
- How accessible is this equipment?
- What training is required to use and manage the location and OB equipment?
- Who will be expected to use the location and OB equipment and in what way?

13.3 Playout Systems

- What playout systems are being used?
- How accessible is this software?
- What training is required to use and manage the playout software?
- Who will be expected to use the playout systems and in what way?

13.4 Content Server

- What content management system is being used?
- How accessible is this system?
- What training is required to use and manage the content management system?
- Who will be expected to use the content management system and in what way?

13.5 Streaming Server

- What streaming system is being used?
- How accessible is this system?
- What training is required to use and manage the streaming system?
- Who will be expected to use the streaming system and in what way?

13.6 Transmitter

- What transmitter system is being used?
- How accessible is this system?
- What training is required to use and manage the transmitter system?
- Who will be expected to use the transmitter system and in what way?

14 Online Resources

- What online and web systems are being used?
- How accessible are these systems?
- What training is required to use and manage the online and web systems?
- Who will be expected to use the online and web system and in what way?

14.1 Website

- Who is responsible for maintaining the website?
- How does the content on the website integrate with the editorial policies of the radio station?
- Who has access to posting content to the website, and under what editorial controls?
- What training is required to produce and post content to the website?

14.2 Forum

- Who is responsible for maintaining the forum?
- How is discussion managed and coordinated on the forum?
- Who has access to posting content to the forum, and under what behavioural expectations?
- What training is required to produce and post content to the forum?

14.3 Social Media

- Who is responsible for maintaining the different social media accounts?
- How is content managed and coordinated on the social media accounts?
- Who has access to posting content to the social media accounts, and under what engagement principles?
- What training is required to produce and post content to the different social media accounts?

14.4 Shared and Collaborative Documents

- Who is responsible for maintaining any collaborative work documents?
- How are documents managed and coordinated with collaborative work documents?
- Who has access to shared collaborative, and under what project management expectations?
- What training is required to produce and post content to the collaborative work documents?

15 Administration Resources

- Who is responsible for maintaining any administrative resources?
- How are administrative resources managed and coordinated?
- Who has access to the administrative resources, and under what expectations?
- What training is required to access and use the administrative resources?

15.1 Contacts Database

- Who is responsible for maintaining the contacts database?
- How will the contacts database be managed and coordinated?
- Who has access to the contacts database, and under what expectations?
- What training is required to access and use the contacts database?

15.2 Mail System

- Who is responsible for maintaining the mail system?
- How will the mail system be managed and coordinated?
- Who has access to the mail system, and under what expectations?
- What training is required to access and use the mail system?

15.3 Project Management

- Who is responsible for maintaining a progress account and project management system?
- How will project management reporting be managed and coordinated?
- Who has access to the project management systems, and under what expectations?
- What training is required to access and use the project management system?

16 Further Resources

17 References

18 Appendix

18.1 Soar Sound Terms and Conditions

In order to fulfil these aims, all those involved in the Soar Sound project (which includes but is not necessarily limited to presenters, producers, researchers and guests) are expected to adhere to the following terms and conditions. Presenters/ producers must ensure that all those involved in their particular programmes understand these terms and conditions and are signed up to them. Any person found to be in breach of these terms and conditions may be removed from the project by the Management Team.

18.1.1 Programme Content

18.1.2 Compliance with Ofcom regulations

All programming must be compliant with Ofcom regulations. An overview of these regulations will be provided as part of the mandatory training for volunteer presenters and producers however it remains the Soar Sound will not be held liable in the case that these regulations are not met due to undue care on the part of presenters/ producers.

18.1.3 Selection and Agreement of Topics

Whilst this is Soar Sound, it is also a unique way of addressing the wider needs of the community as well as their spiritual needs. Presenters/Producers should aim to identify these needs and reflect this in their programming schedule. All programming content, including the invitation of guests (in studio or via telephone), must be cleared with the Programming Lead at least seven days prior to air. Pre-recorded programming content must be agreed before recording takes place. The Programming Lead reserves the right not to air any recorded material deemed unsuitable.

18.1.4 Political Discussions

The Radio will not be used as a political platform to further the objectives of any organization, political or otherwise. However, it is recognized that local and international politics may form parts of a discussion on the Radio. Presenters/Producers must ensure that they do not express personal opinions, provide an alternative view wherever possible to the view provided by their guest/caller and express clearly that 'the views expressed are not necessarily the views of the Radio'. Any topic that is by its nature political must be cleared by the Programming Lead.

18.1.5 Music

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18.1.6 Other Language Programming

In cases where programmes are delivered in languages other than English, programming content must be agreed with the Programming Lead at least seven days in advance of air. In particular, other language programming must not be used as an opportunity to promote nationalism, sectarianism or division amongst the community. If this takes place, the Management Team reserves the right to remove the concerned individuals with immediate effect.

18.1.7 Copyrighted Material

18.1.8 Behaviour and Use of Language

18.1.9 Accepted Standards of Behaviour

18.1.10 Unacceptable Use of Language/Terms

18.1.11 Slanderous or Libellous Accusations

Such accusations whether levelled against individuals or organisations, regardless of whether there is truth in the accusations, will not be tolerated under any circumstances. Such behaviour will warrant immediate removal of the individuals concerned from broadcast, whether in studio guests or callers.

18.1.12 Live Call-ins, Texts and Emails

Involving the community and getting them to share their ideas, views and feedback is welcome. However it may not always be appropriate to read out emails or texts and in some cases, it may be necessary to cut calls if there is a danger of these terms being violated. It is also important to note that in some cases listeners may wish to express their views confidentially and their privacy must be maintained.

18.1.13 Public Relations

18.1.14 Individual Responsibilities

Naturally people will look upon those involved with this project and make decisions about the Radio based upon what they observe and how we 'sell' the project. The biggest 'PR' is through

what is broadcasted. Actively encourage listeners to get family and friends to tune in and even suggest an early Eid present should be a radio.

18.1.15 Complaints Handling Procedure

Listeners' complaints and grievances will only be entertained if submitted in writing to the PR Lead. PR Lead is responsible for handling any complaints in line with relevant legislation. All the radio station output is recorded for such an eventuality in accordance with the Communication Act 2003.

18.1.16 Commercial Considerations

18.1.17 Sponsorship and Advertising

Sponsors/Advertisers may only get the advertising as agreed in their contract. Any presenter/producer or guest found to be giving undue advertising or favour to a sponsor/ advertiser or indeed promoting other commercial ventures without authorization will be subject to removal by the Management Team. Inviting businesses to talk about their commercial activities would be unfair to those who have paid to advertise with Soar Sound and will have to be justified to the Programming Lead at least seven days before broadcast.

18.1.18 Voluntary Organizations

Voluntary organizations sharing the Radio platform should be invited to make a financial contribution to share in the costs of running the Radio. However, a contribution is not mandatory and should not exclude the good work of voluntary organizations being celebrated and encouraged through broadcasting.

18.1.19 Charities

Charities will be invited to advertise on the Soar Sound subject to approval by the Management Team. Some charities may be considered for special fund-raising shows subject to approval by the Management Team and a fee may be levied for such a show. Under no circumstances must presenters/producers or guests be allowed to advertise how to donate to specific charities without approval. However, general statements about the importance of giving in charity are encouraged.

18.1.20Announcements

No announcements shall be made without prior written consent from the Management Team. In exceptional circumstances, where there is insufficient time to seek written consent, verbal consent may be obtained from any member of the Management Team.

18.1.21Mandatory Declaration to be Signed

I agree to abide by the above terms and conditions, and I understand that failure to do so may result in myself or the organization I represent being prevented from taking part in Soar Sound.

Name:

(Block Capitals please)

Capacity:

(Presenter/Producer/Researcher/Guest)

Organisation:

Signature:

Date:

18.2 Programme Template and Guidelines

We've created this Show Preparation Guide to assist presenters in putting together their programming. It's a beginner's guide and a reminder to those with more experience.

Preparation, Preparation and Preparation

The idea that you can go ON AIR and deliver a show without any preparation, is like you putting together a meal without any ingredients. Presenting a Show is not just speaking into a microphone. Even if you're someone who is never lost for words, your words need to make a positive impact. The need to have purpose and direction. Remember, Soar Sound is there to serve the Community.

18.2.1 How to Plan

Ask yourself these questions:

1. What is your show about?
2. Why have you chosen this topic?
3. Who are your potential listeners and it is of benefit to them?
4. Do you have expertise in this Topic, or do you require guests?

18.2.2 Constructing Your Show

There should be an introduction, the main body of the show and a clear conclusion.

Prepare a list of points you want to discuss as part of the show.

18.2.3 Do Not Make Stuff Up!

There are tips on how to Research your shows further down this information pack. Use these to construct the main body of your show.

If you're intending to have guests, do write a list of questions. And

- Do send these to your guest in advance of the show.
- Do ask your guests if there are topics, they are not comfortable with.
- Do walk through the questions with your guests in advance, even over the phone.
- Do make sure your guests know where to go and remind them ahead of the show.
- And make sure your guests arrive on time and aware of the Studio Protocols.

18.2.4 How to Introduce Your Programme

1. "You're tuned into the Children's show on Soar Sound. My name's Sharmeen and I will be your host for today's show. Joining me in the Studio are my fellow co-hosts.... We'll also be joined by some special guest later in the show. If you'd like to join the conversation, please get in touch with us. The number to phone/text is....."

2. Do not use this as an opportunity for self-promotion. There is no need to announce the organisation you work for or own, unless it comes up in a meaningful way as part of the conversation.
3. Briefly outline what you will be discussing during your show, including any guests you will be having on the show.

18.2.5 Main Body of The Show

1. During the first half of the show, we will be discussing - TOPIC.
2. I'm joined in the Studio/over the phone by – NAMES of GUESTS
3. Write down your questions, any stats and quotes IN ORDER of how you will be talking/discussing them.
4. Add in amongst the questions, a quick reminder of the show topic "If you're just tuning in now, we're speaking about topic X. Feel free to join in the conversation. You can call/text/email or comment on our Facebook feed."
5. Also ask listeners to share about the show and the Radio, with friends and family and colleagues.
6. Keep an eye on messages on the screen and read out accordingly. (Try to read them in your mind if you can first, because some messages may not be appropriate to be read out.)
7. Conclude the first part of your show, keeping an eye on the timer. And introduce what you will be talking about after the half hour break (make sure your producer is aware you want the half hour break).

18.2.6 Conclusion of Show

1. What was the show about?
2. Key take home points.
3. Any contact information or helpful resources, for listeners to use after the show.
4. Remind people how they can get in touch with the Radio.
5. Announce what will be coming up next throughout the day on Soar Sound. And what any of your upcoming shows are about too.
6. Thank listeners for tuning in.

18.2.7 Additional Content Guidelines

- If you have an hour for a show, best to split into two half hour segments.
- Each segment focusing on a different topic.
- Each segment should have its own beginning, middle and end like a story would.
- Imagine that you are taking your listeners on a journey with you. Where they know nothing at the beginning or have a series of assumptions/misconceptions, and the journey will inform them or challenge these assumptions/misconceptions, finally leading to some "take home points".

18.2.8 Research Your Programmes

- Remember that your point of view is exactly that. YOUR point of view. So do try to give a balanced point of view. Invite guests who have different points of view. If that is not possible, then you need to make it clear in your broadcast or use language accordingly.
- For example, "Other scholars are of a different opinion about ..." or "This is one point of view but there are no doubt others. Do call in text if you disagree." Or "We did invite

such and such to attend however we did not receive a response, or they were unable to attend”.

- Prepare more content than you will need. That way if a show doesn't get engagement, you have sufficient content to keep talking.
- Once you've put together your show content, read through it a couple of times. If you're nervous, do a run through with friends. See how it flows. If they're left confused, chances are that your listeners will be too. Use their feedback to improve on your delivery. You may even find they have questions you never thought to ask.

18.2.9 Research Tips

- A lot of information is readily online.
- Do some Googling of your topic. Look up the actual references and rely on good sources i.e.. Not just some random webpage. News articles have to cite their source of information. Often if you go through to that source, you will find a whole lot more information.
- Wikipedia is not always correct. Again, go to the references and see if they are of good standing.
- Copy links to any interesting articles and pop them in an email to the Studio. These can be added to the broadcast. Which is useful to listeners after the show but also gives your show credibility.
- If you have a guest, have a short bio (introduction about your guest relevant to the topic you'll be discussing).
- Talk to family/friends about the topic you are going to discuss. They can be a good resource to framing questions.
- Frame questions around your research. So for example, “According to a study done by organisation x, 40% of people suffer from Y, how do we tackle this as a community?”
- Try to find out what is happening out there. Please don't say “I don't think anything is being done.” At the very least, invite listeners to share what they have found available in the community.

18.2.10 Studio Protocols

- You must follow these Studio Protocols at all times:
- Arrive on time.
- You **MUST** notify the Studio if running late.
- No more than four guests plus presenter in the Studio for a show. It's a Radio Studio not a Party House. No “Walk-Ins”, No “I'm having my mate on”, No loitering in the Production Room.
- Dress smartly. Remember, Modesty is half of faith.
- Don't eat or drink in the Studio. Only water is permitted.
- Don't use the Studio like it's your living room. It's a shared space. Treat it with respect.
- No one likes litter bugs. Take away your rubbish and put it in the bin.
- Don't move around cables or equipment.
- Speak into the microphone.
- Vacate the Studio in a quiet and timely manner for the next show.

18.3 Volunteer Registration Form

The Information You Supply on This Form Will Be Treated in Confidence.

Title:	
Name:	
Address:	
Mobile Number:	
Home Number:	
Email Address:	
Occupation:	
Date of Birth:	Day: _____ Month: _____ Year: _____
Emergency Contact Details:	

Are you eligible to stay/work in the UK?	Ye s	<input type="checkbox"/>	No	<input type="checkbox"/>
Proof provided:	Ye s	<input type="checkbox"/>	No	<input type="checkbox"/>
Are you registered disabled or have any learning difficulties?	Ye s	<input type="checkbox"/>	No	<input type="checkbox"/>
If yes, please provide your disability number:				
Details of your disability or learning difficulties:				
Have you been DBS (CRB) checked?	Yes	No	<input type="checkbox"/>	

Have you ever been convicted of any criminal offences?	Yes	No	<input type="checkbox"/>
Do you have any prosecutions pending?	Yes	No	<input type="checkbox"/>
If yes, please give date(s), detail(s) and penalty(s) of offence(s):			
Date	Nature of Offence		Penalty

How would you describe your ethnic group? Please tick one									
Asian or British Asian:									
Indian	<input type="checkbox"/>	Pakistani	<input type="checkbox"/>	Bangladeshi	<input type="checkbox"/>	Chinese	<input type="checkbox"/>	Any other Asian background	<input type="checkbox"/>
Black / African / Caribbean / Black British:									
African	<input type="checkbox"/>	Caribbean	<input type="checkbox"/>	Any other Black / Caribbean Background				<input type="checkbox"/>	
Mixed / Multiple Ethnic Group:									
White and Black Caribbean	<input type="checkbox"/>	White and Black African	<input type="checkbox"/>	White and Asian	<input type="checkbox"/>	Any other Mixed/Multiple Ethnic Background			<input type="checkbox"/>
Other Ethnic Group:									
Arab	<input type="checkbox"/>	Other Ethnic Group			<input type="checkbox"/>				
White:									
English/Welsh/Scottish/Irish	<input type="checkbox"/>	Northern Irish	<input type="checkbox"/>	Gypsy or Irish Traveller	<input type="checkbox"/>	Any other White background			<input type="checkbox"/>

How would you describe your faith? Please tick one							
Buddhist	<input type="checkbox"/>	Christian	<input type="checkbox"/>	Hindu	<input type="checkbox"/>	Jewish	<input type="checkbox"/>
Muslim	<input type="checkbox"/>	Sikh	<input type="checkbox"/>	Any Other Religion	<input type="checkbox"/>	No Religion	<input type="checkbox"/>

Briefly describe if you have any radio, media, music industry or other relevant experience related to you volunteering at SOAR SOUND? Also what qualifications do you have?

--

Line Manager:

--

Do you agree to follow the Ofcom Broadcasting code? Please see (www.ofcom.org.uk)

Yes

No

Do you agree to follow SOAR SOUND's key commitments? Please see (www.leicestercommunityradio.com)

Yes

No

Will you be a SOAR SOUND presenter?

Yes

No

If yes, please give programme details below:

Programme Start Date:

--

Time of Programme:

--

Day of Programme:

--

Programme Language:

--

Programme Content:

--

Please provide two persons or organisations who would be willing to give a reference on your behalf.

Reference 1		Reference 2	
Name of Organisation:		Name of Organisation:	
Name of Contact:		Name of Contact:	
Position of contact:		Position of contact:	
Address:		Address:	
Postcode:		Postcode:	
Telephone:		Telephone:	
Email:		Email:	
In what capacity have you worked with this person or organisation?		In what capacity have you worked with this person or organisation?	

Terms of agreement

I agree to abide with all Soar Sound rules and regulations at all times which have been outlined by my line manager. All information you share with Soar Sound and partners will be treated in strict confidence and will be dealt with in line with the **Data Protection Act 1998**. Your information will not be passed to any other parties. I give full consent to the participation and use in live radio broadcasting, interviews, the use of quotes, taking of photographs, movies or video tapes. I also consent to the right to edit, use, and reuse products for non-profit purposes including use in print, on the internet and all other forms of media. I also hereby release Soar Sound and its agents and employees from all claims, demands and liabilities whatsoever in connection with the above.

Declaration

I confirm that the information supplied on this form is correct to the best of my knowledge.

Volunteer Signature:		Date:	
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If you are under 18 this form will need to be counter-signed by a parent or guardian below.

Counter Signed:		Relationship:	
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18.4 Health and Safety and Induction

Given Right Information				
Line Manager Details	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
SOAR SOUND Interview	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Welcome Session	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>

Building Tour and Induction				
Car Park and Cycle Shed	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Building Tour	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Fire Drill	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Fire Exits and Fire Extinguisher and Fire Alarms	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Assembly Points	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Photo copying not available	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Washrooms (Keep clean and Tidy)	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Canteen Area (Keep clean and Tidy)	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Security and Cameras	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Building Keys	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>

Soar Sound Studio				
Soar Sound Studio Access Induction	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
First Aid Box	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Reporting Accidents and Incidents	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Absent Reporting	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Security Door Passwords	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Equal Opportunities	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Disciplinary Procedure	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Complaints and Compliments Procedure	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Studio Housekeeping	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Studio Equipment Training	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>

Notice Board	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
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Soar Sound Key Commitments	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Ofcom Broadcasting Code	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Attended Team Meeting	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Meeting of Management Team	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>

Induction by:		Date:	
Signature:			
Position:			

Declaration			
<p>I confirm that health and safety and induction has been provided by my line manager and fully explained to my full understanding. I certify that the whole health and safety induction checklist has been completed, explained, understood and relevant box(es) have been ticked. For items not covered, comments should be recorded giving reasons and date for completion.</p> <p>The full Induction checklist has to be completed within two weeks of starting.</p>			
Volunteer Signature:		Date:	
If you are under 18 this form will need to be counter-signed by a parent or guardian below.			
Counter Signed:		Relationship:	

18.5 Soar Sound Children and Vulnerable Adults Protection Policy

18.5.1 Background

Soar Sound is a community radio project run by volunteers. Our project is active within the premises of ... and with children and vulnerable adults in other locations. While we are a separate entity, we must respect the policies of the schools in whose premises we operate.

This guide has been prepared in consultation with the local schools and their procedures. We are committed to practice which protects young and vulnerable people from harm. Management and volunteers in this organisation accept and recognise it is our duty to understand, avoid and report problems which could lead to such people being harmed.

The policy and procedures set out in this guide apply to all children and young people regardless of gender, ethnicity, disability, sexuality or religion. All adults and volunteers will receive an electronic copy of the guide, which will form part of their induction and training.

It is mandatory that you read the guidance. Failure to do so may result in action being taken to stop your involvement in Soar Sound. Some volunteers may also be required to sign a confidential declaration and apply for and receive a satisfactory enhanced disclosure from the CRB before commencing certain activities with us.

18.5.2 Mandatory reading

It is mandatory for all volunteers to read the following guidance published by the Department for Education:

18.5.3 Keeping Children Safe in Education

Government guidance, published September 2018 [Read](#)

18.5.4 Working together to Safeguard Children

A guide to inter-agency working to safeguard children [Read](#)

18.5.5 Designated People

The designated people responsible for Child and Vulnerable Adult Protection are ??? and ???.

Children connected to our project are highly likely to be from one of the schools we partner. Each has its own Designated Safeguarding Lead who should be informed if you suspect any risk to any child from their school

18.5.6 Responding to an allegation of abuse

- Stay calm.
- Listen carefully to what is said.
- Find an appropriate early opportunity to explain that it is likely that the information will need to be shared with others. Do not promise to keep secrets.
- Allow the child to continue at her/his own pace.
- Do not question any child; listen to what they say but do not attempt to initiate any local investigation.
- Reassure the child that they have done the right thing in telling you.
- Tell them what you will do next and with whom the information will be shared.
- Record in writing what was said, using the child's own words as soon as possible – note date, time, any names mentioned, to whom the information was given and ensure that the record is signed and dated.
- Immediately report concerns to the Designated People. Designated people are local school representatives/teachers and/or directors/volunteers with enhanced disclosure and barring checks and concerns regarding the welfare of children should be referred to these leads.

18.5.7 Remember

In the case of a suspected emergency where a child is in immediate danger or is at risk of harm, you should **call the Police immediately on 999**.

Try to establish some basic facts. It will be the role of social workers and the police to investigate cases and make a judgement on whether there should be a statutory investigation and / or a criminal investigation.

18.5.8 Contacts

18.5.9 Leicester Social Services

18.5.10 Police

999

18.5.11 Children and Vulnerable Adults: Code of Conduct

You must:

- treat all children and young and vulnerable people with respect
- provide an example of good conduct you wish others to follow
- ensure that whenever possible there is more than one adult present during activities with children and young people, or at least that you are within sight or hearing of others
- respect individual rights to personal privacy and encourage everyone involved with PCR to feel secure enough to point out attitudes or behaviour they do not like

- remember that someone else might misinterpret your actions, no matter how well intentioned
- be aware that physical contact with a child or young person may be misinterpreted
- recognise that special caution is required when you are discussing sensitive issues with children or young people
- operate within PCR's principles and guidance and any particular procedures
- challenge unacceptable behaviour and report all allegations or suspicions of abuse
- give guidance and support to inexperienced helpers

You must not:

- have inappropriate physical or verbal contact with children or young people
- allow yourself to be drawn into inappropriate attention-seeking behaviour or make suggestive or derogatory remarks or gestures in front of children or young people
- jump to conclusions about others without checking facts
- either exaggerate or trivialise child abuse issues
- show favouritism to any individual
- rely on your good name or that of PCR to protect you
- take a chance when common sense, policy or practice suggests another more prudent approach

18.5.12 Supervision of children

- Adult supervisors must be satisfied that those volunteers and adults who undertake studio supervision are fully competent to do so.
- Children must be supervised at all times, preferably by two or more adults.
- Children must not be left unsupervised at any venue.
- Adult supervisors should know at all times where children are and what they are doing.
- Any activity using potentially dangerous equipment should have constant adult supervision.
- Dangerous behaviour by children should not be allowed.

18.5.13 Bullying

Bullying will not be accepted. All forms of bullying will be addressed. Bullying can include: offensive, intimidating, malicious or insulting behaviour; an abuse or misuse of power through means intended to undermine, humiliate, denigrate or injure the recipient. Bullying or harassment may be by an individual against an individual (perhaps by someone in a position of authority such as a manager or supervisor) or involve groups of people. It may be obvious, or it may be insidious. Whatever form it takes, it is unwarranted and unwelcome to the individual.

Examples of bullying/harassing behaviour include:

- spreading malicious rumours, or insulting someone by word or behaviour (particularly on the grounds of race, race, sex, disability, sexual orientation and religion or belief)

- copying or sharing messages that are critical about someone to others who do not need to know
- ridiculing or demeaning someone – picking on them or setting them up to fail
- exclusion or victimisation
- unfair treatment
- overbearing supervision or other misuse of power or position
- unwelcome sexual advances – touching, standing too close, the display of offensive materials
- making threats or comments about job security without foundation
- deliberately undermining a competent person by overloading and constant criticism
- preventing individuals progressing by intentionally blocking development or training opportunities.

Bullying and harassment are not necessarily face to face. They may also occur in written communications, electronic messages, phone, and automatic measurement methods such as computer recording of activity if these are not applied to all. Bullying and harassment make someone feel anxious and humiliated. Feelings of anger and frustration at being unable to cope may be triggered. Some people may try to retaliate in some way. Others may become frightened and de-motivated. Stress, loss of self-confidence and self-esteem caused by harassment or bullying can lead to insecurity, illness, absence, and even resignation. Performance is affected and interpersonal relations suffer.

Be aware that children from ethnic minorities, disabled children, young people who are gay or lesbian or those with learning difficulties are more vulnerable to this form of abuse. Where a child is found to be exhibiting sexually harmful behaviour to another child, it is important to involve the child protection social work team as soon as possible.

18.5.14 Anti-bullying

- Everybody has the responsibility to work together to stop bullying – the individual, the parent/carer, volunteers and members of the local community.
- Children should be encouraged and supported to take a role in stopping bullying in their community.
- Policy and practice should be reviewed regularly in the light of changing needs and changes adopted by the expert agencies.

18.5.15 Support to a child or vulnerable adult

- Individuals should know who will listen to and support them.
- Any advice and assistance should be given by an appropriately trained and experienced volunteer.
- Children should have access to helpline numbers.
- Individuals should be told what is being recorded about them, in what context and why.
- Services should be established to enable children and others to have access to a safe adult to talk about bullying or any other issue that affects them. These adults

need to be trained in listening skills, particularly in counselling. They must also know the limits of their confidentiality and understand the nature of consent.

- Anyone who reports an incident of bullying will be listened to carefully and will be supported, whether it is the individual being bullied or who is accused of bullying.
- Any reported incident of bullying will be investigated objectively and will involve listening carefully to all those involved.
- Children or adults being bullied will be supported and assistance given to uphold their right to learn, develop and play in a safe environment which allows them to reach their potential.
- Those who bully will be supported and encouraged to stop bullying. It should be recognised that the bully may well be a victim as well as the bullied.
- Sanctions involving long periods of isolation, or which diminish and make individuals look or feel foolish in front of others, should be avoided.

18.5.16 Support to parents or carers

Parents will be advised on local policy and practice about bullying by the posting of this policy at petersfieldradio.uk

For more information on the local policies of the schools, please visit the following websites:

Any incident of bullying will be discussed with the individual's parent(s) or carer.

Parental advice on action will be sought and agreements made as to what action should be taken when a child's bullying behaviour is not responding to approaches within the organisation.

Information and advice on coping with bullying behaviour should be made available to all parents/carers.

Support should be offered to the parent(s) or carer(s), including information on other agencies or support lines.

18.5.17 Protecting children online

The best safeguard is adult supervision. Soar Sound is unable to monitor and supervise children's use of the internet. Soar Sound encourages its educational partner organisations and parents/guardians of child volunteers to monitor and supervise children's use of the internet. Filters and mechanisms to block access, such as setting different levels of access, should be explored. Soar Sound will provide children with tips for safeguarding themselves when using the internet as follows:

- Never give out any personal information such as surname, address, telephone number or email address.
- Never arrange a face-to-face meeting with anyone.
- Realise that people can lie over the Internet and may not be who they say they are.

- Become computer literate.
- Never post photographs on the Internet that could identify a young person.
- Immediately exit any chat room or shut down from a site that has obscene or suggestive messages and report it to a supervisor immediately.
- No material should be privately downloaded from the internet.

18.5.18 Policy updates

This policy will be updated from time to time as necessary and will be reviewed annually in September.