



Children and Families  
Workforce Development Team

# Learning and Development Pathway for Residential Staff

To be used in conjunction with the  
Induction Booklet for Residential Staff

Version 2.0 :: March 2021

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## Foreword

### One vision

Our vision is for Leeds to be the best city in the UK and the best city for children and young people to grow up in. We want Leeds to be a child friendly city.

Through our vision and obsessions we invest in children and young people to help build an increasingly prosperous and successful city. We aim to improve outcomes for all our children whilst recognising the need for outcomes to improve faster for children and young people from vulnerable and deprived backgrounds.

### Three obsessions

Safely and appropriately reduce the number of children looked after.

Reduce the number of young people not in education, employment and training.

Improve achievement, attainment, and attendance at school.

### Five outcomes

Conditions of wellbeing we want for all our children and young people  
All children and young people:

- are safe from harm;
- do well at all levels of learning and have skills for life;
- enjoy healthy lifestyles;
- have fun growing up; and
- are active citizens who feel they have a voice and influence.

### Four behaviours

- use Outcomes Based Accountability, and ask the question “is anyone better off?”;
- use Restorative Practice to work **with** people, not **to** or **for** them;
- we listen to and respond to the voice of the child; and
- we support and prioritise children and young people to have fun growing up.

## How to use this document

This document, the "Residential Learning and Development Pathway" has been developed to help guide you through the progression pathway of training needed for staff at the various levels within residential settings. It contains outlines and information of all courses available, but we have colour coded the statutory, mandatory and recommended courses at the different levels:

Level:	Relevant for:
Entry	Apprentice, Student, Volunteer
Intermediate	Residential Practitioner
Extended 1	Senior Residential Practitioner
Extended 2	Deputy Manager
Advanced	Registered Manager

We have also left a blank "Specialist" section for you to fill in based on individual need. You can use this to quickly find relevant training.

We offer many bespoke learning and development opportunities, including leadership courses, to the residential service. If you have identified a need, please contact:

**angela.arnott@leeds.gov.uk**

**michelle.cunningham@leeds.gov.uk**

Please use your PALS account for dates of courses and to book a place.

The following courses have to be repeated at the intervals shown:

- TCI test days every 6 months.
- Emergency First Aid or First Aid at work re-qualification every 3 years.
- Fire warden every 3 years.
- Working together to safeguard children and young people every 3 years.
- Equality and diversity every 3 years.
- Moving and Handling, if needed in your work place, every 18 months.

If you find you cannot attend please use the self-cancellation option from your "Training Record" page on PALS.

Please cancel as far in advance as possible if you will not be attending so that we can offer the place to someone from the waiting list.

## Children's Workforce Passport

### *Entry level*

### Apprentice, Student, Volunteer

<b>Statutory</b>
Fire safety
Introduction to Working Together to Safeguard Children and Young People
Information Governance
<b>Mandatory</b>
Induction to Residential Services and Workplace
Equality and Diversity
CSE
Prevent
TCI (without physical intervention)
<b>Role-specific (recommended)</b>
Attachment
Child Development
E-safety
Food Hygiene (basic)

## Children's Workforce Passport *Intermediate level* Residential Officer

<b>Statutory</b>
Fire Warden
Introduction to Working Together to Safeguard Children and Young People
Diploma Level 3 - Residential Childcare
Information Governance
First Aid (emergency)
<b>Mandatory</b>
Induction to Residential Services and Workplace
Equality and Diversity
CSE
Prevent
Medication
TCI/Refresher
Restorative Practice
Food Hygiene (basic)

# Residential Learning and Development Pathway

<b>Mandatory continued</b>
E-safety
Moving and Handling (if required)
Ligature Rescue
Mosaic
Risk Assessment
LSCP Safeguarding training
<b>Role-specific (recommended)</b>
Attachment
Child Development
Effective Recording
Healthy Self-esteem
Self-harm
Vulnerability and Risk
Trauma-informed
County Lines Awareness
Leap into Leadership (for aspiring managers)

## **Children's Workforce Passport** ***Extended level 1*** **Senior Residential Practitioner**

<b>Statutory</b>
Fire Warden
Introduction to Working Together to Safeguard Children and Young People
Information Governance
First Aid (emergency)
<b>Mandatory</b>
Induction to Residential Services and Workplace
Diploma Level 5
Equality and Diversity
CSE
Prevent
Medication
TCI/Refresher
Restorative Practice
Food Hygiene (basic)
E-safety

# Residential Learning and Development Pathway

<b>Mandatory continued</b>
Moving and Handling (if required)
Risk Assessment
Safeguarding
Mosaic
Safer Recruitment
<b>Role-specific (recommended)</b>
Introduction to Management Processes and Systems
Improving Performance Through Effective Supervision
First-time Manager Programme
Health and Safety for Managers
Safeguarding Training for Managers
Enabling High Challenge
Re-Think Formulation
County Lines Awareness
Social Work Masterclasses
Diploma Assessor Qualification
Ligature Rescue

## Children's Workforce Passport *Extended level 2* Deputy Manager

<b>Statutory</b>
Fire Warden
Introduction to Working Together to Safeguard Children and Young People
Information Governance
First Aid (emergency)
<b>Mandatory</b>
Induction to Residential Services and Workplace
Diploma Level 5
Equality and Diversity
CSE
Prevent
Medication
TCI/Refresher
Restorative Practice
E-safety
Ligature Rescue

# Residential Learning and Development Pathway

<b>Mandatory continued</b>
Risk Assessment
Safeguarding
Safer Recruitment
Mosaic
<b>Role-specific (recommended)</b>
Introduction to Management Processes and Systems
Health and Safety for Managers
Manager Essentials
Improving Performance Through Effective Supervision
Safeguarding Training for Managers
Enabling High Challenge
Re-Think Formulation
County Lines Awareness
Social Work Masterclasses

## **Children's Workforce Passport** ***Advanced level*** **Registered Manager**

<b>Statutory</b>
Fire Warden
Introduction to Working Together to Safeguard Children and Young People
Information Governance
Diploma Level 5
First Aid (emergency)
<b>Mandatory</b>
Induction to Residential Services and Workplace
Equality and Diversity
CSE
Prevent
Medication
TCI/Refresher
Restorative Practice
E-safety
Ligature Rescue

# Residential Learning and Development Pathway

<b>Mandatory continued</b>
Risk Assessment
Safeguarding
Safer Recruitment
Mosaic
<b>Role-specific (recommended)</b>
Introduction to Management Processes and Systems
Health and Safety for Managers
Manager Essentials
Improving Performance Through Effective Supervision
Safeguarding Training for Managers
Enabling High Challenge
Re-Think Formulation
County Lines Awareness
Social Work Masterclasses







# Residential Learning and Development Pathway

## Notes

## Notes

# Residential Learning and Development Pathway

## Notes

## Autism Awareness

### *4-hour session*

#### **Session overview**

At the end of the training, delegates will have an understanding of:

- autism and its effects on child development;
- strategies to improve outcomes for young people;
- the impact of the Autism Spectrum Condition on the sensory aspect, citing working examples from our members, we examine how the senses can be affected in a variety of ways;
- how sensory coping strategies (weighted blankets, headphones) can then be expanded for the development of strategies within social situations and while out and about; and
- the contradictions around social interactions and the confusion it can cause.

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## Child Development (Age 0 to 12)

### *4-hour session*

#### **Session Overview**

At the end of training, delegate will understand the impact of trauma and abuse on child development at different ages, looking at:

- the basics of child development; and
- tools to support child development:
  - how to parent at child's milestone age rather than chronological age; and
  - what to do then.

## Child Development - Adolescents (Age 12 to 18)

### *4-hour session*

#### **Session overview**

At the end of the training delegates will have an understanding of:

- what adolescent development looks like;
- the many stages of child development and how this fits within family development and social development;
- basic mental, social, physical and psychological development stages that are experienced by adolescents;
- a range development stages that are normal and necessary for adolescents in our society; and
- positive adult-adolescent interactions and how to promote positive relationships.



## Child Sexual Exploitation – the victim’s voice

### *7-hour session*

#### **Session overview**

This session is aimed at all professionals that work with children and young people and those who want to enhance their understanding of CSE.

It keeps the victim’s voice at the heart of our interactive course as we bring their experiences to life with real life case studies and audio clips, offering a comprehensive overview of CSE, including recognising the signs, understanding the different models, related topics such as sexting, access to sexualised images, understanding the perpetrator and current research and guidance.



## Level 3 Diploma in residential childcare – mandatory for staff

### *One academic year*

#### **Course overview**

The Level 3 diploma is a statutory requirement for all residential care staff. It supports learners having a greater understanding of their role by creating a portfolio of work on 22 units, including policy and legislation and the practical aspects of looking after children and young people in a residential setting.

## Drugs Awareness

### *4-hour session*

#### **Session overview**

This session will focus on substance use (including alcohol) and children and young people. By the end of the course participants will:

- have the ability to recognise commonly used drugs;
- have a clearer understanding of interventions and referral pathways;
- understand how interventions can be used as part of working or family interactions; and
- have confidence when talking to children and young people about substance misuse.

## Effective Recording and Report Writing

### *7 hour session*

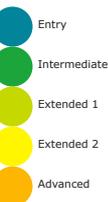
#### **Session overview**

A practical session that uses inputs from the trainer, small and large group work, and discussions. The session will be set within an anti-discriminatory framework. Delegates will be encouraged to relate the course material to their working practice.

The session is aimed at social workers however residential staff can access this session to further their development.

It will explore:

- managing confidentiality;
- use of language;
- what to record - keeping it concise; and
- writing reports - purpose and function.



## **Emergency First Aid for foster carers and residential staff - Statutory for staff**

### ***4-hour session***

#### **Session overview**

At the end of the training delegates will have an understanding of:

- the aims of First Aid;
- priority of treatment;
- how to manage an incident;
- the importance of preventing cross infection; and
- how to administer First Aid to a casualty who is unconscious (including seizure) including action for regurgitation and recovery position.

They will be able to demonstrate:

- the assessment and treatment for an unconscious non-breathing casualty – adult, child and infant CPR;
- recognition and treatment of an adult, child, and baby who is choking;
- recognition and treatment of a casualty who is bleeding;
- recognition and treatment of a casualty who is in shock; and
- recognition and treatment of head injuries, fractures, burns, anaphylaxis and medical conditions; asthma diabetes, epilepsy.

## Equality and Diversity - Statutory for staff

### *3-hour session*

#### **Session overview**

At the end of the training delegates will have:

- an overview of key equality and diversity issues;
- improved ability to identify discriminatory practices within the social care setting; and
- be able to allow the implementation of good practice with the assessment process.

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## Fire Warden - Statutory for staff

### *4-hour session*

#### **Session overview**

The training:

- provides staff with sufficient knowledge about fire safety; and
- enables staff to undertake the role as fire warden marshal.

The session is currently being accredited by the institute of Fire Safety Managers.

## **First Aid at work – Mandatory for 4 staff in each home**

***3 days for initial course  
then a 2-day requalification every 3 years***

### **Course overview**

This is a dynamic course that relates subjects being taught to real life situations to gain vital lifesaving skills and knowledge.

At the end of the training delegates will be able to:

- give safe and effective life support;
  - recognise and treat injuries and illness;
  - maintain care and comfort of the casualty; and
  - deal with a wide range of situations confidently and competently.
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## **Foetal Alcohol Spectrum Disorder**

***4-hour session***

### **Session overview**

This session explores the effects of alcohol on the developing baby and subsequently the child after birth.

At the end of the training delegates will have:

- knowledge of the long-term consequences for the child, adolescent and adult, together with its causes;
- awareness of the components of multi-disciplinary assessments;
- an understanding of the long-term impact on school progress and learning;
- awareness of different perspectives on affected children, adolescents and adults;
- knowledge of the consequences of placement and the needs of staff; and
- an understanding of support needs.

## Food Hygiene (basic) – Mandatory for staff

This is a PDF learning module, available as an email attachment from the Workforce Development Team. It comprises an information booklet with a 20 question multiple choice test that is returned to Workforce Development Team automatically on completion.

The learning module covers the safe storing, handling, and preparation of food.

Phone: 0113 378 5108

Email: [workforcedevelopment@leeds.gov.uk](mailto:workforcedevelopment@leeds.gov.uk)

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## Level 2 Food Safety in Catering

Please make sure four staff in your home complete this online learning module.

It is accessed here: [www.food-safety.org.uk](http://www.food-safety.org.uk)

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## Further Attachment

### *7-hour session*

#### **Session overview**

At the end of the training delegates will have an understanding of:

- the importance of predictability and attunement;
- brain functions which support attachment;
- Crittenden's Dynamic Maturational model;
- the levels of functioning to assess and care plan; and
- how interventions can assist children and young people.

## Healthy Self-esteem

### *4-hour session*

#### **Session overview**

You will explore the development of healthy self-esteem and look at the things you can do to improve the self-esteem of children and young people.

At the end of the training delegates will have an understanding of:

- the idea of healthy self-esteem;
- using a thought record to analyse your own experience;
- what situations affect your child's self-esteem;
- self-esteem definitions;
- the six pillars of self-esteem; and
- Maslow's Hierarchy of needs.

Note that there is also an interactive PDF version of this training available. You have to have access to a PC with Google Chrome or Internet Explorer 11 installed, and access to the Internet in order for you to use this version. If you would like to use the PDF version, please speak to the Workforce Development Team.

Phone: 0113 378 5108

Email: [workforcedevelopment@leeds.gov.uk](mailto:workforcedevelopment@leeds.gov.uk)

## **Improving Performance Through Effective Supervision**

### ***7-hour session***

#### **Session overview**

The course is suitable for social work team managers who have completed some supervision training on the 4x4x4 model and who use it in practice.

Residential managers are able to access the training if they would like to further their development.

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## **Intensive Interaction (for those working with children who have complex needs/disabilities)**

### ***Two 4-hour sessions***

#### **Course overview**

Intensive Interaction is an approach to teach the basic fundamentals of communication that come before speech. It is used with both children and adults who have severe learning difficulties and/or autism and who are still at an early stage of their communication development.

By the end of the session delegates will have:

- developed an understanding of Intensive Interaction as an approach for teaching, communicating and interacting more effectively with individuals with severe/complex communication difficulties, learning disabilities and/or autism (children working at a pre-verbal and/or very early levels of their development); and
- explored what makes communication successful and developed a fuller understanding of need to communicate at an appropriate level for the child.



## Introduction to Attachment

### *4-hour session*

#### **Session overview**

At the end of the training delegates will have an understanding of:

- the attachment process;
- how to promote positive attachment relationships;
- how intervention can assist children and young people who have insecure attachments or have been traumatised through early life experiences; and
- the significance of the staff wellbeing in promoting attachment and reducing the impact of trauma.



## Introduction to Working Together to Safeguard Children and Young People - Mandatory for new staff to complete once

### *4-hour session*

#### **Session overview**

At the end of the training delegates will have an understanding of:

- child abuse and neglect including signs and indicators;
- the impact of abuse on child development;
- what to do in response to concerns;
- the Leeds approach to early help;
- interagency working to identify, assess and meet the needs of children where there are safeguarding concerns; and
- local learning from serious case reviews.

## Intermediate Attachment

### *4-hour session*

#### **Session overview**

At the end of the training delegates will have an understanding of:

- different types of attachment and be trauma-informed;
- the use of the positive interaction cycle, building positive relationships;
- how attachment underpins behaviour;
- the importance of sharing good practice in developing positive attachment behaviour.

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## Ligature Rescue

### *2-hour session with practice*

#### **Session overview**

By the end of the training delegates will:

- understand what are ligatures and ligature points;
- understand procedure for the safe use of ligature cutters;
- have discussed actions to take when a person has suspended themselves for strangulation;
- understand procedure for storage, disposal and replacement/repair of ligature cutters; and
- have considered risk assessment.

## Makaton Foundation Workshop

### *Three 4-hour sessions*

#### **Course overview**

This course provides a detailed introduction to the Makaton vocabulary and combines a practical approach with theory and technical information.

During practical sessions you will learn approximately 250 signs and symbols from the Core Vocabulary.

Delegates will:

- develop or extend signing and symbols skills; and
- learn how the Makaton language programme can be used within individual settings.

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## Restorative Practice

### *4-hour session*

#### **Session overview**

This is an approach that practitioners in Leeds are adopting when working with or whose job brings them into contact with, children, young people and their families, whether full or part time, paid or voluntary.

The session covers an introduction to the theory and practice of a restorative approach with a focus on building, maintaining and repairing relationships

It can help to build a sense of community in all settings, from schools, children's homes, police, social care, partnerships and communities.



## Moving and Handling - Mandatory for staff where it is required

### *7-hour session*

#### **Session overview**

At the end of the training delegates will have an understanding of:

- basic back care and postural advice with self help tips relating to the support of a child;
- introduction to risk assessment principles and problem solving with practical examples and discussion;
- practical examples of child handling such as getting them in and out of a buggy/highchair/wheelchair;
- when lifting and carrying is acceptable - and how to assess the child and the handler for this;
- getting on and off the floor for play or therapy;
- introduction of hoisting to a child or a family and the use of hoist and slings;
- rolling in bed for washing/dressing and changing; and
- supporting in the bath.



## Risk Assessment

### *4-hour session*

#### **Session overview**

At the end of the training delegates will be able to:

- assess and manage risk;
- identify risk and consider the two elements; and
- identify Interventions to reduce the risk.

In addition, they will have:

- an understanding of risk aversion and how that applies to role; and
  - increased confidence in completing risk assessments.
- 



## Self-harming Behaviours

### *4-hour session*

#### **Session overview**

At the end of the training delegates will:

- have a better understanding of the causes of self-harm (using 6Ps formulation);
- have considered the influence coaches/care officers can have on coping and mental health;
- have a better understanding of trauma and self-harm;
- have considered what coaches/care officers can do to support young people who self-harm; and
- looked at strategies to manage self-harming behaviours.

## **Therapeutic Crisis Intervention for residential service - Mandatory for staff** **This is accredited by Cornell University**

### ***4-day course***

#### **Course overview**

At the end of the training delegates will have an understanding of:

- how to utilise skills, knowledge and confidence to deal with children and young people who are in crisis so they are in control of the situation to bring about change and growth;
- providing a structure to make sense of children's challenging behaviour;
- the tools to use in their role in preventing and managing crisis situations; and
- how to present a therapeutic approach to crisis prevention and intervention.

**Please make a note of when your refresher is due and make sure you book yourself on to the refresher in good time.**

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**TCI Test day, refresher training - Mandatory for staff**  
**Cornell University state that to retain your accreditation you have to complete a refresher every 6 months. Failure to do so will result in you having to repeat the full 4 day course!**

### ***7-hour session***

#### **Session overview**

At the end of the session delegates will:

- have reflected on the skills taught on the full TCI training;
- be able to further develop ideas and skills to prevent and manage challenging behaviour; and
- have reflected on how the knowledge, skills and attitudes learnt on the full training are working out in practice.



## **Working Together to Safeguard Children and Young People - Mandatory for staff**

Please book this through LSCP - <https://www.leedslscp.org.uk/Practitioners/training/Working-together>

### ***7-hour session***

#### **Session overview**

At the end of the training delegates will:

- have a greater awareness of the role of professionals in safeguarding children and young people and the prevention of abuse;
- recognise of the role of Early Help and engaging with families early in safeguarding children and young people;
- have developed skills in undertaking effective assessments, along with their own individual roles and responsibilities for assessing risk;
- improved their knowledge of the legislation, guidance and local procedures that exist to meet children's needs;
- have an understanding of individual roles and responsibilities within multi-agency meetings, including decision making and the skills required for this; and
- a better understanding of effective professional practice.

## **Diploma :: Level 3 in Residential Childcare**

## **Diploma :: Apprenticeship Standard for Children and Young People and Families Manager - Level 5**

*The following section has information about these two diplomas.*

## **Diploma :: Level 3 in Residential Childcare**

### **Role profile - what the successful candidate should be able to do at the end of the course.**

Children's residential work is a challenging but rewarding career through which you can make a real difference for children. You will need to build relationships with children who may be facing difficult times, show a lot of patience, emotional intelligence and be a good listener.

You'll also need good observational skills, sound judgement to make the right decisions and protect children.

Residential work regularly tests resilience, stamina and resolve - all of which you will need to succeed. But children's residential work can be life changing for those you support and help.

### **This diploma covers the following mandatory learning areas.**

- Understand the development of children and young people in residential childcare.
- Understand how to safeguard and protect children and young people in residential childcare.
- Understand how to support children and young people who have experienced harm or abuse.
- Promote effective communication and information handling in residential childcare settings.
- Support risk management in residential childcare.
- Assessment and planning with children and young people in residential childcare.
- Support group living in residential childcare.
- Understand how to support positive outcomes for children and young people in residential childcare.
- Support attachment and positive relationships for children and young people in residential childcare.

# Residential Learning and Development Pathway

- Support the wellbeing and resilience of children and young people in residential childcare.
- Support children and young people in residential childcare to achieve their learning potential.
- Support children and young people in residential childcare to manage their health.
- Support the development of socially aware behaviour with children and young people in residential childcare.
- Engage in professional development in residential childcare settings.
- Support the rights, diversity and equality of children and young people in residential childcare.
- Participate in teams to benefit children and young people in residential childcare.

**In addition to the mandatory learning areas listed on the opposite page, you are also required to cover any three of the following areas.**

- Understand the care system and its impact on children and young people.
- Understand the youth justice system as it relates to residential childcare.
- Support young people leaving care.
- Understand residential childcare for children and young people with complex disabilities or conditions.
- Understand support for young people with complex disabilities or conditions making the transition into adulthood.
- Work with the families of children and young people in residential childcare.
- Support the use of medication in social care.



## **Diploma :: Apprenticeship Standard for Children, Young People and Families Manager - Level 5**

### **Role profile - what the successful candidate should be able to do at the end of the apprenticeship.**

As a Children, Young People and Family Manager you will ensure direction, alignment and commitment within your own practice, your team(s), your organisation and across partnerships to help children, young people and families aspire to do their best and achieve sustainable change.

You will build teams, manage resources and lead new approaches to working practices that deliver improved outcomes and put the child, young person or family at the centre of practice.

You may work either as a **Manager in Children's Residential Care** or as a **Children, Young People and Families Manager in the Community** in a range of settings in local authorities, within health organisations, educational and early years settings or children's centres, as well as a wide range of private voluntary and community organisations. You could be solely responsible for the management of a team or service, or be part of a management team.

To deliver effectively on a wide range of outcomes you will work on a multi-agency basis with professionals from a wide range of backgrounds, as well as team leaders and managers from your own organisation.

With a focus on excellence in practice and improved performance, you will encourage Children, Young People and Family Practitioners to gain the skills, knowledge, attitudes and behaviours that will enable them to actively support each child, young person, young adult and family to achieve their potential. You will inform and improve practice by acting on research and new developments into how the needs of children, young people and families are best met. You will model the behaviours that encourage reflective practice, professional confidence and humility.

You will challenge and support practitioners and ensure their practice is safe. You will develop and lead an ethos that will enable and inspire practitioners to make a real difference to the lives of children, young people and families.

### **Duration**

Typically 24 to 30 months if you do not possess one of the mandatory qualifications listed below, otherwise 12 to 18 months.

## **Entry requirements**

Undertake the Disclosure and Barring Service process and provide the result.

## **Behaviours - the values and behaviours expected of a Children, Young People and Family Manager**

### ***Care***

Respecting and valuing practitioners, encouraging and enabling them to deliver excellent practice.

### ***Compassion***

Consideration and concern, combined with robust challenge and support.

### ***Courage***

Having honest conversations and encouraging practitioners to offer their own solutions to improving practice.

### ***Communication***

Building relationships with practitioners, peers and partner organisations.

### ***Competence***

Knowing the business, knowing what good practice looks like in others and having a relentless focus on delivering improved outcomes.

### ***Commitment***

Demonstrating a strong moral purpose, modelling the ethos and building the skills of others and retaining and maintaining and own practice skills through effective CPD.

## **Core Requirements – knowledge and skills**

**These are based on the kind of statements we would typically expect practitioners to make about their manager.**

***'You provided direction and ensured we worked as a cohesive team.'***

This demonstrates a **knowledge and understanding** of:

- current research and development in the health and social care sector;
- theories underpinning the learning, development and motivation of individuals and teams; and
- the role of the team and the internal and external environment in which it operates.

This shows the following **skills**:

- maintains and develops a leadership style that sets the ethos, aims and approach to the work;
- manages the application of professional judgement, standards and codes of practice; and
- creates a strong sense of team purpose.

***'You implemented a working environment which supported dignity and human rights.'***

This demonstrates a **knowledge and understanding** of:

- values and ethics and the principles and practices of diversity, equality, rights and inclusion; and
- approaches to dignity and respect.

This shows the following **skills**:

- models an ethos that actively promotes equality, resilience, dignity and respects diversity and inclusion; and
- actively seeks the views of others.

***'You helped us work through the challenges that faced us and ensured we were safe'***

This demonstrates a **knowledge and understanding** of:

- the principles and practice of supervision with their staff;
- the theories and up-to-date research and best practice that underpin practice decision-making;
- the working practices surrounding legislation, national and local solutions for safeguarding and risk-management of children, young people and families;
- a healthy, safe and stimulating environment that fulfils health and safety legislation and requirements; and
- the safeguarding requirements contained within mandatory local safeguarding training or nationally accredited equivalent.

This shows the following **skills**:

- develops and delivers good quality supervision practice and decision-making;
- demonstrates evidence based practice and models the effective use of up to date research and theories;
- identifies and manages risk; and
- monitors, evaluates and improves the working environment to make sure it is safe.

***'You enabled us to focus on and achieve improved outcomes for children and young people.'***

This demonstrates a **knowledge and understanding** of:

- the principles and practice of statutory frameworks, standards, guidance and Codes of Practice;
- the quality assurance of health and social care in line with OFSTED, CQC and other regulatory bodies;
- approaches to developing and implementing improvement, including use of data; and
- the theories of intervention that meet the needs of children, young people and adults within the family.

This shows the following **skills**:

- sets clear, measurable objectives;
- uses data to evaluate the effectiveness of outcomes;
- develops, facilitates and leads changes in working practices that deliver improved outcomes;
- actively encourages the participation of children, young people and families in service improvement; and
- manages the quality assurance of the service provided and proposes improvements.

## ***'You managed and made best use of the resources that we have.'***

This demonstrates a **knowledge and understanding** of:

- the practice and principles of resource management;
- how to create engagement and innovation in the development of practice; and
- the commissioning cycle and its application.

This shows the following **skills**:

- manages and deploys total resource (e.g. people, finance, IT property) to maximise outcomes;
- mobilises collective action across service boundaries and within the community to manage resources; and
- commissions and contract-manages external providers.

## ***'You built the relationships with others that ensured effective communication and partnership work'***

This demonstrates a **knowledge and understanding** of:

- inter-agency and multi-agency work and its role in ensuring positive outcomes; and
- techniques to influence, persuade and negotiate with others.

This shows the following **skills**:

- collaborates with partner agencies and resolves complex issues to achieve best outcomes; and
- builds an ethos of learning and continuous improvement across partner organisations.

***'You ensured there was a culture of continuing professional development'***

This demonstrates a **knowledge and understanding** of:

- principles of: reflective practice; how people learn; effective continuing professional development; and
- academic research, evidence-based data, policy developments, practice developments.

This shows the following **skills**:

- evaluates practice of team members;
- assesses learning styles of self and team members and identifies development opportunities;
- listens to, challenges and supports practitioners; and
- engages in reflective practice and develops a learning culture across the team.

**Children, Young People and Family Managers will need to supplement the CORE standard programme with specialist skills and knowledge, by choosing ONE of the following options.**

## **Option 1: Manager in Children's Residential Care**

### **1a**

***Plays a leading role in developing the ethos of the home and creates a sense of purpose and clarity for the long term care and support of children and young people in residential care.***

This demonstrates a **knowledge and understanding** of:

- the principles of long term care and support for children and young people;
- the legislation, the theoretical approaches and the compliance requirements for running a residential care home for the care and support of children and young people; and
- the theory and best practice in the use of restraint.

This shows the following **skills**:

- ensures each child receives care and that the continuity of care for each child is in place;
- models the behaviour expected from staff and communicates a clear message about the responsibilities required in the care and support of children; and
- manages and monitors safe systems of physical restraint.

## **1b**

### ***Leads and supports practice development in the care and support of children and young people in residential care.***

This demonstrates a **knowledge and understanding** of:

- theoretical and practical approaches to meeting the holistic needs of children and young people in care; and
- principles and practice of distributive leadership within the home.

This shows the following **skills**:

- manages staff performance and ensures each child receives the care and support to meet their needs; and
  - demonstrates the ability to consult and involve staff and other stakeholders in the process and plans for the improvement of outcomes.
-

## Option 2: Children, Young People and Families Manager within the Community

### 2a

***Creates an environment that promotes partnership working within a specific working context (e.g. early years, youth, youth justice, family work, special educational needs and disability, etc.) and builds consensus and support for improving outcomes together.***

This demonstrates a **knowledge and understanding** of:

- the national systems of social welfare;
- local agencies and community groups; and
- theoretical approaches to the practice and principles of effective multi-agency working.

This shows the following **skills**:

- pro-actively develops and sustains strategies for joint-working, to improve outcomes;
- demonstrates good awareness of stakeholders; and
- contributes to and initiates appropriate joint budget arrangements.

## **2b**

### ***Leads and supports practice development in the care and support of children young people and their families and carers, within contemporary society***

This demonstrates a **knowledge and understanding** of:

- theoretical approaches to contemporary social issues that affect family life and the care of children and young people;
- the priority practice areas in the specific context and their responsibilities within it; and
- ethical and professional approaches to practice in a partnership context.

This shows the following **skills**:

- leads, implements and evaluates effective approaches to practice in specific contexts;
  - audits and measures performance effectively within a multi-agency context;
  - effectively uses and shares information and data; and
  - leads and develops new approaches to early intervention in partnership practice.
-

## Qualifications

Apprentices without Level 2 English and Maths will need to achieve this level prior to taking their end-point assessment.

They will also be required to have successfully completed **one** of the following qualifications:

- Level 5 Diploma in Leadership and Management for Residential Childcare (for Children’s Residential Care Manager); **or**
- Level 5 Diploma in Leadership for Health and Social Care (for Children and Young People and Families Manager in the Community)

## **Children and Families Workforce Development Team**

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