

## Overview of the role

**Manage teams to help and advise families that need support.**

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## Standard in development

### L5: Children, young people and families manager

#### Version 1.1

### Title of occupation

Children, young people and families manager

### UOS reference number

ST0087

### Core and options

No

### Level of occupation

Level 5

### Occupational maps data

**Route:** Care services

**Pathway:** Care Services

**Cluster:** Children, Young People and Families Manager

### Typical duration of apprenticeship

24 months

## **Resubmission**

No

## **Would your proposed apprenticeship standard replace and existing framework?**

No

## **Does professional recognition exist for the occupation?**

No

## **Regulated occupation**

### **Is this a statutory regulated occupation?**

No

## **Occupational summary**

This occupation is found in a variety of residential children's homes. These include child sexual exploitation, trauma, secure and specialist residential schools. The children, young people and families manager leads a team who deliver excellent care and support in a residential setting.

The broad purpose of the occupation is to help children, young people and or families to achieve change and positive outcomes for all. The role involves working with professionals from a wide range of backgrounds, as well those in their own organisation.

In their daily work, an employee in this occupation interacts with children, young people and families. They also interact with professionals and organisations. These may include schools, social workers, youth workers and health professionals. They could also work with others who support children and young people.

An employee in this role is responsible for making sure all regulations and standards are followed. They will build teams and manage resources. They also lead new approaches to working practices. The role may also include management of a team or service or be part of a management team. They will put the child, young person or family at the centre of practice. They lead staff to support the children and young people with their educational needs. They help those they work with to develop their skills and knowledge and behaviours. This helps practitioners to support individuals in reaching their full potential. They challenge and support practitioners to ensure their practice is safe. They develop and lead a positive culture. This enables and inspires practitioners to make a real difference. They will display behaviours that promote reflection, confidence, dedication, and respect. They act on research and new developments into how the needs of children, young people and families are best met. They take part in training and personal development to support the individual needs of children and young people. They deliver assessments and

interventions for individuals, carers, families and groups as appropriate. They undertake appropriate risk assessments as part of the assessment and intervention.

## Typical job titles

Children's and young people service development manager

Children's residential care manager

Children's services manager

## Are there any statutory / regulatory or other typical entry requirements?

No

## Occupation duties

DUTY	KSBS
<b>Duty 1</b> Maintain and build positive relationships with practitioners, children, young people, and wider stakeholders including those in health, education, social care and partnership organisations.	K1 K2 K3 K4 S1 S2 S3 S4 B1 B2 B4  K5 K6 K7 K8 S5 S6 S7 S8 B2 B5
<b>Duty 2</b> Take responsibility for sustainable outcomes.	
<b>Duty 3</b> Ensure current health and safety working practices are adhered to in line with legislation, organisational policies and procedures.	K9 S9 B2 B3
<b>Duty 4</b> Undertake risk assessments as part of initial assessments and throughout intervention.	K10 S10 B2 B3
<b>Duty 5</b> Implement service delivery changes in line with organisational and regulatory requirements.	K11 K12 S11 S12 B2 B3
<b>Duty 6</b> Ensure all children and young people have an up-to-date, relevant, co-produced support and safety plan, and that practitioners follow them.	K13 S13 B1 B2
<b>Duty 7</b> Communicate and manage information in line with data protection legislation.	K14 K15 S14 S15 B1 B2 B4
<b>Duty 8</b> Act as a central point of contact for safeguarding and child protection matters.	K16 K17 S16 S17 B1 B2 B4
<b>Duty 9</b> Promote healthy child development and education for all children and young people.	K18 K19 K20 K21 S18 S19 S20 S21 B2 B4

DUTY	KSBS
<b>Duty 10</b> Promote the rights, diversity and equality of children and young people.	K22 K23 K24 S22 S23 S24 B1 B2
<b>Duty 11</b> Work autonomously and lead practitioners to work within professional guidelines, adhering to codes of conduct and Children's Home Regulations and quality standards.	K25 K26 K27 K28 S25 S26 S27 B2 B4
<b>Duty 12</b> Provide support and supervise practitioners in fulfilling their duties and ensuring the smooth day-to-day running of the residential home.	K29 K30 K31 S28 S29 S30 B1 B2 B4
<b>Duty 13</b> Reflect on, review and assure the quality of own practice.	K32 S31 B2

## KSBS

### Knowledge

**K1:** Communication systems, models and strategies meeting legal and ethical standards, and strategies for effective communication and relationship management, with children, young people, practitioners and health, education, social care and partnership organisations.

**K2:** Key features of child-centred communication.

**K3:** The challenges of attending meetings and contributing to networking with multi-agency and disciplinary teams to support holistic care.

**K4:** Policies that relate to positive relationships and the interconnection between relationships and behaviour.

**K5:** The impact of service provision and development and implementation of strategic plans to achieve sustainable outcomes for children and young people.

**K6:** How data and feedback can be used to monitor effectiveness of interventions and inform adjustments.

**K7:** Principles of sustainability and the benefits of collaborative working, in relation to innovation of service delivery.

**K8:** How factors impact on outcomes and life chances for children and young people who are vulnerable and disadvantaged.

**K9:** Provision of services, interventions, policies and procedures to align with national health and safety legislation, local requirements and inspections.

**K10:** Principles and frameworks for leading, managing and mitigating risk and the benefits of positive risk taking.

**K11:** Change management models and theories and their use in planning, implementation and evaluation of staff competencies and service delivery outcomes.

**K12:** Different leadership and management theories, models and styles and the impact these can have on children, young people, staff and the organisation.

**K13:** Principles, legal and regulatory requirements and frameworks for creating and maintaining up-to-date co-produced support and safety plans.

**K14:** Ways to use, record and store data and information related to children and young people securely and in line with General Data Protection requirements (GDPR) requirements and local and national policies, including the safe use of technology.

**K15:** Uses of technology, benefits and risks for children and young people when using digital, internet and mobile technology.

**K16:** Legislation, regulations and guidance related to safeguarding of children and young people in residential childcare.

**K17:** Child-centred approaches to lead and coordinate safeguarding efforts and communicate with stakeholders.

**K18:** Theories of child development and developmental milestones and their impact on children and young people's cognitive, social emotional and physical development.

**K19:** Therapeutic approaches and models, including trauma-informed care, attachment theory, therapeutic interventions and therapeutic relationships.

**K20:** Theoretical approaches to group living for children and young people in residential childcare.

**K21:** Well-being and resilience in children and young people in residential childcare.

**K22:** Legislative frameworks for children and young people's rights.

**K23:** Equalities legislation and models of anti-discriminatory practice in residential childcare.

**K24:** The importance of ensuring the needs and rights of children and young people are considered in all planning and decision-making processes.

**K25:** Legislation, local and national policies, codes of conduct and Children's Home Regulations that apply to residential childcare.

**K26:** Quality standards which set out the aspirational and positive outcomes that residential childcare homes are expected to achieve.

**K27:** The regulatory inspection framework, principles and key elements, the purpose of inspections and how inspections are conducted.

**K28:** Principles and legal frameworks of commissioning in residential childcare, including the role of commissioning bodies and ensuring services meet all relevant statutory requirements.

**K29:** Models of supervision, coaching, mentoring and motivational approaches to effectively support and develop practitioners.

**K30:** How to create a development plan with practitioners to meet agreed objectives.

**K31:** Maintenance, cleaning and hygiene organisational requirements and expectations.

**K32:** Principles of professional development and how to improve performance through reflective practice.

## **Skills**

**S1:** Manage communication systems, leading and modelling strategies to meet legal and ethical standards, adapting strategies to the needs of children, young people and health, education, social care and partnership organisations.

**S2:** Use child-centered communication.

**S3:** Foster positive relationships and multi-agency collaboration, attending meeting and making contributions to resolve conflicts and support holistic care.

**S4:** Establish systems and equip practitioners to implement policies that relate to positive relationships.

**S5:** Develop and implement strategies plans with realistic, measurable goals focused on achieving sustainable outcomes for children and young people.

**S6:** Monitor the effectiveness of interventions using data and feedback to make informed adjustments.

**S7:** Collaborate with internal and external teams and networks, to ensure the sustainability of service delivery.

**S8:** Support children and young people who are vulnerable and disadvantaged to improve life changes.

**S9:** Evaluate the provision of services, interventions, policies and procedures to ensure they align with national health safety legislation, local requirements and inspections.

**S10:** Lead and manage roles and responsibilities in relation to mitigating risk when establishing a culture of positive risk taking.

**S11:** Apply change management models and theories in planning, implementation and evaluation of staff competencies and service delivery outcomes.

**S12:** Apply leadership and management theories, models and styles to support and respond to the needs of others, while evaluating the outcomes, outputs and overall impact of these approaches.

**S13:** Enable the creation, use and evaluation of up-to-date co-produced support and safety plans that reflect legal and regulatory requirements and frameworks, and the changing needs and circumstances of children and young people.

**S14:** Manage the use, recording and storage of data and information related to children and young people securely and in line with General Data Protection Regulation (GDPR) requirements and local national policies, including safe use of technology.

**S15:** Lead practice in safe use of digital, internet and mobile technology with children and young people.

**S16:** Lead practice following legislation, regulations and guidance relating to safeguarding that minimises the risk of potential actual and alleged harm and abuse in residential childcare.

**S17:** Use child-centered approaches to lead and coordinate safeguarding efforts, communicating with relevant internal and external stakeholders.

**S18:** Evaluate the practitioner's application of theories of child development and developmental milestones, to ensure and enable the support of children and young people's cognitive, social, emotional and physical development.

**S19:** Lead on therapeutic interventions and support the creation of therapeutic relationships.

**S20:** Apply theoretical approaches to lead and manage group living in residential childcare.

**S21:** Lead practice that supports children and young people's well-being and resilience.

**S22:** Develop policies and procedures that promote the rights of children and young people.

**S23:** Applies equalities legislation and evaluate models of anti-discriminatory practice in residential childcare.

**S24:** Advocate the needs and rights of children and young people to ensure their voices are heard and considered in planning and decision-making processes.

**S25:** Work autonomously and lead practitioner to work in line with legislation, local and national policies, codes of conduct and Children's Home Regulations that apply to residential childcare.

**S26:** Applies quality standards for the residential childcare home to meet expected positive outcomes.

**S27:** Manage and evaluate commissioned services to ensure compliance with statutory standards addressing gaps in service provision.

**S28:** Use models of supervision, coaching, mentoring and motivational approaches to support practitioners.

**S29:** Develop plans, setting and agreeing measurable goals, reviewing performance and identifying training and development needs.

**S30:** Ensure that the home environment is well maintained, clean and hygienic for the children, young people and staff.

**S31:** Undertake professional development and use reflective practice in continuous improvement of practice.

## Behaviours

- B1:** Adopt an empathetic approach towards children, young people and families.
- B2:** Establish professional boundaries.
- B3:** Advocate for necessary resources.
- B4:** Collaborate within teams with other professionals.
- B5:** Strive for positive outcomes.

## Qualifications

### English and maths

English and maths qualifications must be completed in line with the apprenticeship funding rules.

### Does the apprenticeship need to include any mandated qualifications in addition to the above-mentioned English and maths qualifications?

Yes

### Other mandatory qualifications

Diploma in Leadership and Management for Residential Childcare

Level: 5

## Consultation

### Progression routes

ST0272 Chartered manager (degree) 1.1 L6

### Involved employers

TO BE CONFIRMED

### Subject sector area

1.5 Child development and well being