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### Overview

This standard identifies the requirements when working in an organisation or group that is run by a management committee, normally within community-based provision. You must be able to prepare and present operational plans and reports to a management committee, implement any policies and procedures the committee may have and identify potential funding streams to support the provision.

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## Work with a management committee

### Performance criteria

#### Prepare operational plans and reports for a management committee

*You must be able to:*

- P1 prepare **operational plans** and **committee reports** as frequently as required
- P2 prepare the plans and reports in the format requested by the committee
- P3 ensure that the information provided is correct, relevant, up-to-date and clearly understandable by the committee
- P4 provide plans and reports that can accommodate change
- P5 make sure the plans and reports make the best use of resources
- P6 ensure plans and reports meet the requirements of regulatory authorities
- P7 ensure plans and reports link to recognised frameworks and programmes
- P8 consult with colleagues and **others** when preparing plans and reports
- P9 consult with children and young people in order to actively seek their views, according to their age, needs and abilities

#### Present operational plans and committee reports to a management committee

*You must be able to:*

- P10 participate in the presentation of plans and reports to the management committee
- P11 be willing to provide reasons for your plans and reports

#### Implement a management committee's policies and procedures

*You must be able to:*

- P12 be clear about the management committee's wishes for implementation of the plan and report
- P13 monitor the use of resources during the implementation of the plan and report
- P14 report upon the use of resources during the implementation of the plan and report
- P15 ensure the management committee is kept fully informed with respect to implementation issues
- P16 suggest new ideas to the management committee as a result of your experience during implementation
- P17 identify training needs for yourself and others as appropriate to the implementation of the plans and reports

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### Work with a management committee to identify funding streams

*You must be able to:*

- P18 P18 identify potential sources of funding to support the provision
- P19 P19 suggest potential sources of funding to support the provision
- P20 P20 investigate **funding streams** in partnership with others
- P21 P21 check that your provision is eligible for funding

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## Work with a management committee

### Knowledge and understanding

*You need to know and understand:*

#### Rights

- K1 legal and work setting requirements on equality, diversity, discrimination and rights
- K2 your role in promoting children and young people's rights, choices, wellbeing and active participation
- K3 your duty to report any acts or omissions that could infringe the rights of children and young people
- K4 how to deal with and challenge discrimination
- K5 the rights that key people, children and young people have to make complaints and be supported to do so

#### Your practice

*You need to know and understand:*

- K6 legislation, codes of practice, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard
- K7 how your own background, experiences and beliefs may have an impact on your practice
- K8 your own roles, responsibilities and accountabilities with their limits and boundaries
- K9 the roles, responsibilities and accountabilities of others with whom you work
- K10 how to access and work to procedures and agreed ways of working
- K11 the meaning of person centred/child centred working and the importance of knowing and respecting all children and young people as an individual
- K12 the prime importance of the interests and well-being of children and young people
- K13 children and young people's cultural and language context
- K14 how to build trust and rapport in a relationship
- K15 how your power and influence as a worker can impact on relationships
- K16 how to work in ways that promote active participation and maintain children and young people's dignity, respect, personal beliefs and preferences
- K17 how to work in partnership with children, young people, key people and others
- K18 how to manage ethical conflicts and dilemmas in your work
- K19 how to challenge poor practice
- K20 how and when to seek support in situations beyond your experience and expertise

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## Work with a management committee

### Theory for practice

*You need to know and understand:*

- K21 the nature and impact of **factors that may affect the health, wellbeing and development** of children and young people you care for or support
- K22 factors that promote positive health and wellbeing of children and young people
- K23 theories underpinning our understanding of child development and learning, and factors that affect it
- K24 theories about attachment and impact on children and young people

### Communication

*You need to know and understand:*

- K25 the importance of effective communication in the work setting
- K26 factors that can have a positive or negative effect on communication and language skills and their development in children and young people
- K27 methods and techniques to promote communication skills which enable children and young people to express their needs, views and preferences

### Personal and professional development

*You need to know and understand:*

- K28 principles of reflective practice and why it is important

### Health and Safety

*You need to know and understand:*

- K29 your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment
- K30 practices for the prevention and control of infection

### Safeguarding

*You need to know and understand:*

- K31 the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices
- K32 indicators of potential or actual harm or abuse
- K33 how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties
- K34 what to do if you have reported concerns but no action is taken to address them

### Handling information

*You need to know and understand:*

- K35 legal requirements, policies and procedures for the security and

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- confidentiality of information
- K36 legal and work setting requirements for recording information and producing reports including the use of electronic communication
- K37 principles of confidentiality and when to pass on otherwise confidential information

#### Specific to this NOS

*You need to know and understand:*

- K38 the **transitions** that children and young people may go through
- K39 the importance of community-based provision and its positive effects on a local community
- K40 how to prepare clear reports and planning documents linked to the requirements of the management committee and the best interests of children and families
- K41 the types of plans which are most suitable and useful for your provision, such as short-, medium- or long-term plans
- K42 the centrality of the needs and achievements of children and families within your planning and reporting
- K43 how to build flexibility, innovation and responsiveness into your plans for provision
- K44 the importance of considering available resources when developing plans and presenting succinct and relevant arguments to support your plan
- K45 issues of responsibility within your provision, the lines of reporting and accountability
- K46 frameworks, programmes and regulations that affect your provision
- K47 local training opportunities
- K48 requirements of the relevant inspectorates
- K49 the need for compliance with other government requirements such as implementing an equality strategy
- K50 potential sources of funding to support the provision
- K51 how to access different funding streams and balance the opportunities and demands these may present
- K52 the difficulties of sustainability of provision and of dependence on short-term funding

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### Additional Information

#### Scope/range related to performance criteria

The details in this field are explanatory statements of scope and/or examples of possible contexts in which the NOS may apply; they are not to be regarded as range statements required for achievement of the NOS.

Note: Where a child or young person finds it difficult or impossible to express their own preferences and make decisions about their life, achievement of this standard may require the involvement of advocates to represent the views and best interests of the child or young person.

Where there are language differences within the work setting, achievement of this standard may require the involvement of interpreters or translation services.

**Committee reports** are reports about a range of issues required by a committee, such as finance, children's progress, human resource issues

**Funding streams** are sources of income for the provision

**Operational plans** are plans about how your provision will function and deliver an effective service

**Others** are your colleagues and other professionals whose work contributes to the child or young person's well-being and who enable you to carry out your role

#### Scope/range related to knowledge and understanding

The details in this field are explanatory statements of scope and/or examples of possible contexts in which the NOS may apply; they are not to be regarded as range statements required for achievement of the NOS.

**All knowledge statements must be applied in the context of this standard.**

**Factors that may affect the health, wellbeing and development** may include adverse circumstances or trauma before or during birth; autistic spectrum conditions; discrimination; domestic violence; family circumstances; foetal alcohol syndrome; harm or abuse; injury; learning disability; medical conditions (chronic or acute); mental health; physical disability; physical ill health; poverty; profound or complex needs; sensory needs; social deprivation; substance misuse

**Transitions** may include starting nursery for the first time, moving from nursery to school, moving home, the birth of a sibling, other changes

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affecting the child or young person

#### Values

Adherence to codes of practice or conduct where applicable to your role and the principles and values that underpin your work setting, including the rights of children, young people and adults. These include the rights:

- To be treated as an individual

- To be treated equally and not be discriminated against

- To be respected

- To have privacy

- To be treated in a dignified way

- To be protected from danger and harm

- To be supported and cared for in a way that meets their needs, takes account of their choices and also protects them

- To communicate using their preferred methods of communication and language

- To access information about themselves



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## Work with a management committee

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**Suite** Children's Care Learning and Development

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