SCDLMCB6
Lead and manage provision of care services that supports the development of children and young people

Overview	This standard identifies the requirements associated with leading and managing the provision of care services that supports the development of children and young people. It includes leading and managing child centred practice that puts the child at the centre of the service delivery.

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Performance criteria

Lead and manage service provision that supports the development of children and young people through child centred practice

You must be able to:

P1 implement systems, procedures and practice that support the **development** of children and young people through **child centred practice**

P2 lead practice that recognises the **rights** of children and young people

P3 lead practice that meets children and young people's needs for continuity, and the development of **positive, secure and healthy attachments and relationships**

P4 lead practice that provides opportunities for children and young people to engage in a range of leisure activities and experiences which take account of their **background,** preferences and abilities

P5 lead practice that supports children and young people to make decisions and take control over their lives

P6 lead practice that ensures the **active participation**, independence and responsibility of children and young people

P7 lead practice that recognises and respects children and young people's background and preferences

P8 ensure that workers have access to **development opportunities** that support them to develop the knowledge, understanding and skills needed to deliver child centred practice

P9 develop a child centred culture within the service provision that supports positive relationships and the participation of children and young people

P10 ensure that you and **others** engage with children and young people and **key people** in ways that support all aspects of their development

P11 ensure that children and young people are supported to participate in the identification of outcomes and how these will be achieved and evaluated

P12 ensure that risk management plans are used to support children and young people to achieve positive outcomes

P13 lead on the management of multi-agency working to ensure that positive outcomes are achieved and the development needs of children and young people are met

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Manage the implementation of systems, procedures and practice that support the development of children and young people

You must be able to:

P14   implement systems, procedures and practice that support the development of children and young people in the context of legislative, regulatory and organisational requirements

P15   ensure that workers comply with systems, procedures and practice guidance that support the development of children and young people

P16   manage practice that supports children and young people to develop positive, secure and healthy attachments and relationships

P17   ensure that workers role model positive behaviour to children and young people

P18   manage practice that provides opportunities for participation and provides a range of experiences for children and young people

P19   manage practice to ensure that children and young people are supported to have a **healthy lifestyle**

P20   manage practice that ensures that children and young people are able to balance their free and structured time

P21   manage practice that ensures that children and young people are provided with opportunities to engage in activities that support their social and community inclusion

P22   ensure that there are sufficient resources available to support the development of children and young people

P23   ensure that workers have access to **specific development opportunities** to support them to develop the knowledge, understanding and skills required that assist children and young people to achieve positive outcomes

P24   manage practice for the regular observation, assessment and review of children and young people's development

P25   ensure that assessments of children and young people are child centred, valid and draw on a range of different information sources

P26   ensure that workers engage with children and young people and others to assess the developmental needs of children and young people

P27   ensure the active participation of children and young people in assessments of their development needs

P28   ensure that workers consider the impact of the life experiences, culture and history of children and young people on their development

	P29	ensure that workers are able to identify when the development of a child or young person is different from agreed norms
	P30	support workers to access additional support or **specialist intervention** to address the development needs of children and young people
	P31	ensure that workers support children and young people to make positive and appropriate decisions about their lives
	P32	ensure that workers compile plans to meet the development needs of children and young people in partnership with the child or young person, key people and others
	P33	ensure that plans are child centred and have clear and measureable targets and outcomes
	P34	ensure that there are sufficient resources available to implement plans
	P35	support workers to make creative use of resources to meet the development needs of children and young people
	P36	ensure that assessments and plans are accurately recorded and maintained in line with legislative, regulatory and organisational requirements
	P37	ensure that workers monitor and record the progress of children and young people towards the achievement of positive outcomes
	P38	ensure that achievement of positive outcomes are recognised and celebrated
	P39	ensure that plans to support the development of children and young people are adapted to meet changing needs
	P40	ensure that accurate records and reports of children and young people's development are maintained in line with legislative, regulatory and organisational requirements

Critically evaluate systems, procedures and practice that support the development of children and young people

You must be able to:	P41	lead the evaluation of systems, procedures and practice that support the development of children and young people
	P42	**critically evaluate** practice to ensure that it places the child or young person at the centre of everything
	P43	monitor the relationships between workers and children and young people
	P44	ensure workers reflect on the quality of their relationships with

children and young people

P45 gather feedback from children and young people and key people on the quality of their relationships with workers and the support provided to assist the achievement of positive outcomes

P46 **critically analyse** the extent to which systems, procedures and practice support the development of children and young people

P47 interpret the analysis of systems, procedures and practice to report on areas of good practice and areas for improvement

P48 identify the changes required to meet areas that need to be improved

P49 identify the resources required to implement recommended changes

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Knowledge and understanding

Rights

You need to know and understand:

K1   legal and work setting requirements on equality, diversity, discrimination and rights

K2   your role in developing and maintaining systems, procedures and practices which promote individuals' rights, choices, wellbeing and active participation

K3   your duty to report any acts or omissions that could infringe the rights of individuals

K4   how to **critically evaluate** and take informed action against discrimination

K5   the rights that individuals have to make complaints and be supported to do so

K6   how to ensure that individuals are informed about the service they can expect to receive

K7   your role in developing and maintaining systems, procedures and practices which ensure that individuals have access to information about themselves in a format they can understand

K8   conflicts and dilemmas that may arise in relation to rights and how to address them

Your practice

You need to know and understand:

K9   legislation, statutory codes, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard

K10   your own background, experiences and beliefs that may have an impact on your practice

K11   your own roles, responsibilities and accountabilities with their limits and boundaries

K12   the roles, responsibilities and accountabilities of others with whom you work

K13   how to access and work to procedures and agreed ways of working

K14   the meaning of person-centred/child centred working and the importance of knowing and respecting each person as an individual

K15   the prime importance of the interests and well-being of the individual

K16   the individual's cultural and language context

K17 how to build trust and rapport in a relationship

K18 how your **power and influence** as a leader and manager can impact on relationships

K19 the role of independent representation and advocacy for individuals

K20 how to work in ways that promote active participation and maintain individuals' dignity, respect, personal beliefs and preferences

K21 how to work in ways that achieve positive outcomes for individuals

K22 how to manage resources to deliver services that meet targets and achieve positive outcomes for individuals

K23 how to distinguish between **outputs** and **outcomes**

K24 how to work in partnership with individuals, key people and others

K25 how to identify and manage ethical conflicts and dilemmas in your work

K26 how to challenge and address poor practice

K27 how to address concerns and complaints

K28 how and when to seek support in situations beyond your experience and expertise

K29 the nature and impact of **factors that may affect the health, wellbeing and development of individuals** you care for or support

K30 theories underpinning our understanding of human development and factors that affect it

Personalisation and resources

You need to know and understand:

K31 how to critically evaluate evidence and knowledge based theories and models of good practice about empowerment and citizen directed services

K32 how to identify and promote the potential of individuals to use their personal strengths and resources to achieve change

K33 the value and role of family networks, communities and groups in achieving positive outcomes, and ways to develop them

K34 the nature of **personalisation** and personalised services, including self directed support

K35 the range of resources available within informal networks, within the wider community, through formal service provision and through innovation

K36 how assistive technology can be used to support the independence of individuals

K37 how to lead, manage and support others to plan, deliver and review personalised services with individuals

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Continuing professional development

K38	principles of reflective practice and why it is important
K39	your role in developing the professional knowledge and practice of others
K40	how to promote **evidence based practice**
K41	methods of managing performance to meet targets and achieve positive outcomes
K42	how to assess performance
K43	how to provide constructive feedback to others on their practice and performance
K44	how to address performance that does not meet required standards
K45	how to use supervision to support the practice and performance of others
K46	how to use appraisal to support the practice and performance of others
K47	systems, procedures and practices for managing workloads
K48	methods for delegating work

Communication

K49	factors that can affect communication and language skills and their development in children, young people or adults
K50	methods to promote effective communication and enable individuals to communicate their needs, views and preferences
K51	factors that can affect communication within and between organisations
K52	methods to promote effective communication within and between organisations

Health and Safety

K53	legal and statutory requirements for health and safety
K54	your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment

Safe-guarding

K55	legislation and national policy relating to the safe-guarding and protection of children, young people and adults
K56	the responsibility that everyone has to raise concerns about

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		possible harm or abuse, poor or discriminatory practices
	K57	indicators of potential harm or abuse
	K58	how and when to report any concerns about harm or abuse, poor or discriminatory practice, resources or operational difficulties
	K59	what to do if you have reported concerns but no action is taken to address them
	K60	local systems and multi-disciplinary procedures that relate to safeguarding and protection from harm or abuse
	K61	how to support others who have expressed concerns about harm or abuse

Multi-disciplinary working

You need to know and understand:

	K62	the purpose of working with other professionals and agencies
	K63	the remit and responsibilities of other professionals and agencies involved in multi-disciplinary work
	K64	features of multi-disciplinary and interagency communication
	K65	how different philosophies, principles, priorities and codes of practice can affect partnership working

Handling information

You need to know and understand:

	K66	legal requirements, policies and procedures for the security and confidentiality of information
	K67	legal and work setting requirements for recording information and producing reports within timescales
	K68	principles of confidentiality and when to pass on otherwise confidential information
	K69	how to support the effective sharing of information to achieve positive outcomes for individuals
	K70	how to record written information with accuracy, clarity, relevance and an appropriate level of detail
	K71	how to use evidence, fact and knowledge-based opinion to support professional judgements in records and reports
	K72	how and where electronic communications can and should be used for communicating, recording and reporting

Leading and managing practice

You need to know and understand:

	K73	how to **critically analyse** theories about **leadership** and

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management

K74 standards of practice, service standards and guidance relating to the work setting

K75 national and local initiatives to promote the well-being of individuals

K76 models of practice for the use of early interventions

K77 lessons learned from government reports, research and inquiries into serious failures of health or social care practice and from successful interventions

K78 methods of supporting others to work with and support individuals, key people and others

K79 how to lead and manage practice that achieves positive outcomes for individuals

K80 methods of supporting others to recognise and take informed action against discrimination

K81 how to develop systems, practices, policies and procedures

K82 how to implement, monitor and evaluate systems, practices, policies and procedures

K83 how to promote the services and facilities of your work- setting

K84 techniques for problem solving and innovative thinking

K85 how to motivate others

K86 how to critically evaluate evidence and knowledge based theories and models of good practice about change management

K87 how to use change management techniques

Risk management

K88 how to critically evaluate principles and frameworks of risk assessment and risk management

K89 principles of positive risk-taking

K90 how to lead others to develop practice that supports positive risk-taking

Managing people

K91 legal and work-setting requirements for **employment practices**

K92 internal and external governance arrangements for the work-setting

K93 factors that can lead to pressures on the service, individual and team performance

K94 how to manage time, resources and workload of self and others

K95 how to manage team dynamics

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K96   how to create a culture that promotes openness, creativity and problem solving

K97   how to create a culture that supports people to embrace change

Specific to this NOS

You need to know and understand:

K98   how to critically evaluate leadership and management methods, principles and approaches relevant to supporting the development of children and young people

K99   how to critically evaluate literature, research, theories and models about child development

K100   how individual children and young people may differ from agreed **norms of development**

K101   how psychological, socio-economic, cultural and environmental factors impact on the development of children and young people

K102   the impact of poverty, abuse, neglect and deprivation on the development of children and young people

K103   how to critically analyse theories and evidence based practice related to the impact of relationships on the development of children and young people

K104   how workers can develop positive, secure and caring, safe relationships with children and young people

K105   the importance of stability and continuity in the lives of children and young people on their development

K106   the impact of disruption in the lives of children and young people on their development

K107   the impact that the service provision's location, physical structure, environment, relationship to the community, other services and agencies has on the achievement of positive outcomes for children and young people

K108   how to manage and organise environments for children and young people that facilitate emotionally secure attachments and encourage emotional **well being** and emotional intelligence

K109   the impact that the service provision's approach to health, learning, spiritual needs, leisure, independence and citizenship has on the achievement of positive outcomes for children and young people

K110   how to promote healthy lifestyles for children and young people such as healthy eating, exercise and sexual health in accordance with national guidelines

K111   the impact of social policy and social attitudes on the well being of

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children and young people

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Additional Information

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

Active participation is a way of working that regards children and young people as active partners in their own care or support rather than passive recipients. Active participation recognises each child or young person's right to participate in the activities and relationships of everyday life as independently as possible

A child's **background** is their unique mix of personal experiences, history, culture, beliefs, preferences, family relationships, informal networks and community

Child centred practice is practice that fully recognises the uniqueness of the child or young person and establishes this as the basis for planning and delivery of care and support

Critically analyse is to examine something closely such as a policy, procedure, theory, complex situation, problem or an approach to practice – identifying the parts or issues that contribute to the whole product, situation or idea and determining how these different parts affect the quality of the whole product or how the individual issues affect the overall situation

Critical analysis involves a weighing-up of the factors concerned, for their contribution of strengths / weaknesses or advantages / disadvantages of a product or in a situation. Critical analysis is part of the process of understanding issues and developing original and creative responses

Critically evaluate is to weigh arguments for and against something, assessing all evidence, this could relate to factors such as models of care service delivery, policy development, theories, approaches to practice

Critical evaluation requires a weighing up and making judgements on factors such as currency, relevance, validity, outcomes, cost, sustainability, risk, and fitness-for-purpose of a product or a service against other products, services or ideas, using relevant criteria to frame the evaluation and inform decision-making

Development would include the physical; sexual; behavioural; linguistic;

emotional and cognitive development of the child or young person and the ability to form and maintain positive relationships

Development opportunities may include a blend of educational programmes, training activities, mentoring, coaching, shadowing, induction, supervision, guided reading, research, action learning sets, peer group discussions

Healthy lifestyle would include nutrition, exercise and health needs that are met

Key people are those who are important to a child or young person and who can make a difference to his or her well-being. Key people may include family, friends, carers and others with whom the child or young person has a supportive relationship

Others are workers that you manage, your colleagues and other professionals whose work contributes to the individual's well-being and who enable you to carry out your role

Positive, secure and healthy attachments and relationships would be attachments and relationships that can make a positive contribution to an individual's well being and the achievement of positive outcomes

Rights are those embodied in the United Nations Convention of the Rights of the Child and those included in the Code of Practice

Specialist intervention would be interventions when the developmental norm of the child or young person differs from agreed norms and where specialist expertise is required. This may be in terms of delayed development, where early intervention is required or for advanced development in children and young people

Specific development opportunities would include development opportunities related to assessment; attachment; child development; communication; emotional intelligence; emotional well being; partnership working; positive behaviour support; promoting resilience; relationships; rights; separation and loss; sexuality; solution focused approaches; transitions

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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 statement required for achievement of the NOS.

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

In relation to all knowledge statements you need to know and understand the specified areas of knowledge and be able to critically apply the knowledge and understanding in your leadership and management practice

Critically analyse is to examine something closely such as a policy, procedure, theory, complex situation, problem or an approach to practice – identifying the parts or issues that contribute to the whole product, situation or idea and determining how these different parts affect the quality of the whole product or how the individual issues affect the overall situation

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Critically evaluate is to weigh arguments for and against something, assessing all evidence, this could relate to factors such as models of care service delivery, policy development, theories, approaches to practice

Critical evaluation requires a weighing up and making judgements on factors such as currency, relevance, validity, outcomes, cost, sustainability, risk, and fitness-for-purpose of a product or a service against other products, services or ideas, using relevant criteria to frame the evaluation and inform decision-making

Employment practices should include recruitment, performance management, disciplinary procedures, grievance procedures

Evidence based practice uses systems, processes and 'practice wisdom' that has been proved to be effective in supporting the achievement of positive outcomes. Evidence may have been drawn from a variety of sources: research, both formal and informal, and the views and opinions of individuals, key people and those involved in the delivery of care services

Factors that may affect the health, wellbeing and development may include adverse circumstances or trauma before or during birth; autistic spectrum disorder; dementia; family circumstances; frailty; 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

Leadership is the ability to provide strategic direction and a sense of purpose. Effective leaders create a sense of trust, confidence and belief, inspiring people to adopt the values and behaviours they promote. They are innovative, creative and motivating

Management is the ability to set the operational direction and organise the effective running of the service provision to meet the overall service needs including ethical, legislative, regulatory and organisational requirements. Effective managers facilitate and organise resources in order to optimise the performance of others, allowing them to carry out tasks and achieve goals efficiently and effectively. They provide clarity and accountability that enable teams to meet their objectives

Norms of development may include physical; social; sexual; behavioural; linguistic; emotional and cognitive norms

Outcomes are the changes or differences that individuals or care services are trying to achieve. Hard outcomes are changes that are clear and obvious, or those that involve a visible change in people's behaviour or circumstances. Soft outcomes are changes that are less easy to observe and measure, or those that involve more subtle changes inside people such as a change in someone's attitude, sense of well-being or how they see or feel about themselves

Outputs are the tangible products, services or facilities that are a result of organisational activities or the activities of those involved in the delivery of the service provision. Outputs may be used to achieve outcomes

Personalisation can be defined as 'changing the power balance so that each person really does have choice and control over the care services that they want. From being a recipient of services, individuals become involved in selecting and shaping the services they use'. Personalisation is a social care approach that encompasses citizen-directed support; self-directed support; the use of direct payments or personal budgets; the provision of accessible

information and advice on care and support and the promotion of independence and self-reliance amongst individuals and communities

Depending on how it is used the **power and influence** of leaders and managers may have either a positive or negative effect upon relationships

Well being would include social, emotional, mental, cultural, spiritual and intellectual well being of children and young people

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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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Developed by	Skills for Care and Development
Version number	1
Date approved	January 2013
Indicative review date	January 2016
Validity	Current
Status	Original
Originating organisation	Skills for Care and Development
Original URN	LMCB6
Relevant occupations	Health and Social Care; Managers and Senior Officials; Health and Social Services Officers; Childcare and Related Personal Services;
Suite	Leadership and Management in Care Services
Key words	Leading; managing; child development; children, young people; child centred practice