

Children's Workforce: Professional Capabilities Framework



Lead Officers

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1. The capabilities in this framework are based on the knowledge and skills statements for social workers
2. The capabilities are based on the work done by the Yorkshire and Humber Children's Workforce Leads Group in their document 'Professional Capabilities Framework for the Wider Children's Workforce: early intervention and prevention'
3. The Safeguarding capabilities within the Skills, Intervention and Knowledge Section of this document, are from the National Competence Framework for Safeguarding Children written jointly by Bournemouth University and Learn to Care 2011.
4. The capabilities on neglect were developed jointly between North East Lincolnshire Council, the NEL Local Safeguarding Children Board and the NSPCC (Grimsby)

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Table of Contents

Executive Summary.....	4
Using this document.....	6
Who might use the Professional Capabilities Framework?.....	7
Scope Of The Children's Workforce Professional Capabilities Framework.....	8
Prevention and Early Intervention in North East Lincolnshire: Professional Capabilities Framework for the Children's Workforce	10
Introduction	10
The NEL Children's Workforce Professional Capabilities Framework	11
The integration of knowledge, skills and behaviours.....	12
The structure of the framework	13
User Manual for the Professional Capabilities Development Framework.....	17
Why have a Professional Capabilities Framework?.....	18
What is the Professional Capabilities framework?.....	18
The structure of the Framework	18
Who will be using the Professional Capabilities Framework?.....	20
What will practitioners and managers be expected to do in relation to prevention and early intervention work with children, young people and families?.....	21
What the NEL Professional Capabilities Framework is not.....	23
Does everyone have to do everything specified in the capabilities framework?.....	23
Who will use this document?	23
How to use the professional capabilities framework.....	25
Accessing the skill, knowledge and behaviours for each category.....	25
The NEL Professional Capabilities Framework.....	26
A. Starting work with children, young people and families.....	27
B. Universal : Promoting wellbeing, prevention and early identification of need.....	31
C. Universal Plus : Evaluating need and developing a co-ordinated response to children, young people and families, offer some targeted help and support to get back on track before problems turn into crisis.....	37
D. Vulnerable: Working with and undertaking targeted interventions with those children, young people and families who have been assessed as having additional needs, which cannot be provided for solely by the universal and universal plus provision above.....	46
E. Complex: Offering specialist interventions at the threshold for statutory involvement, where without support the child/ren or young person's or family outcomes will be significantly reduced	56
F. Acute/Specialist: Working with children with a child protection plan; looked after children; children with severe and complex special educational needs; children and families with complex health needs/disabilities; children or parents with significant mental health problems; young offenders (community and custodial)	63
G. Team Leaders: Provide professional support, advice and supervision to frontline practitioners, ensuring that all cases are allocated and a quality service is delivered to children and families.....	66

H. Service Managers: Ensuring professional standards and promoting positive solutions for improvement.....73
I. Strategic Leaders: Developing, transforming and leading on improved outcomes78
References:81

PART 1

Executive Summary

How to Use this Document

Executive Summary

This Children's Workforce Professional Capabilities Framework identifies the knowledge, skills and behaviours required for people who work, volunteer or lead work with children, young people and their families. The aim of this capabilities framework is to improve the quality of early intervention and prevention work with children, young people and families across North East Lincolnshire, as set out in our Children's Workforce Strategy 2016-2019. It has been designed to promote and encourage effective individual and interagency professional practice. In addition, within North East Lincolnshire we have adopted an approach to our work which is based on restorative principles, and these principles have been incorporated into the capabilities framework. Building respectful and collaborative relationships within the children's workforce and the adult workforce, and with the people in our community is at the heart of this framework.

The headings for the 9 capabilities we have developed are taken from the 'Knowledge and Skills for Child and Family Social Work' (DFE 2014). However, the knowledge, skills and behaviour capabilities for the wider children's workforce, which sit under these headings and are the focus of this framework, have been designed specifically for that workforce.

The headings are:

1. Relationships and effective direct work
2. Child development
3. Adult mental ill-health, substance abuse, domestic violence, physical ill-health and disability
4. Abuse and neglect of children
5. Child and family assessment
6. Analysis, decision-making, planning and review
7. The law and the family justice system
8. The role of supervision
9. Organisational context

Under these headings we have also included the capabilities that will be required to deliver the main outcomes within our Outcome Framework for North East Lincolnshire:

- abuse
- neglect
- child sexual exploitation
- domestic abuse
- emotional health
- equality of opportunity for children with disabilities
- bullying
- healthy weight for children and young people

Within the Professional Capabilities Framework each of the knowledge, skills and behaviours capability statements have nine distinct categories:

- A. Starting Work with Children, Young People and Families,

- B. Universal,
- C. Universal Plus,
- D. Vulnerable,
- E. Complex,
- F. Severe ,
- G. Team Leaders, thesis
- H. Senior Managers,
- I. Strategic Leaders.

The descriptors in each category outlines the skills, knowledge and behaviours required by the people working volunteering, and leading at that level.



Using this document

This document is divided into three parts for ease of use:

Part 1 explains the rationale for the NEL Professional Capabilities Framework and outlines how we will use the Professional Capabilities Framework in our strategic drive towards excellent early intervention and prevention work with children, young people and families

Part 2 is a User Manual to help practitioners, managers, learning providers and commissioners to easily use the Professional Capabilities Framework. It will help them to identify the consistent expectations for the knowledge skills and behaviours required by the workforce working within any one of the nine distinct categories

Part 3 contains the detailed knowledge, skills and behaviours statements that make up the NEL Professional Capabilities framework

Who might use the Professional Capabilities Framework?

The framework can be used in the following ways by:

- **Commissioners of Services:** To support the articulation of the capabilities required when developing the specification of the services designed to address the needs of local children, young people and their families and to ensure that the capabilities are embedded in children's workforce planning and professional development processes.
- **Learning Providers:** To understand the workforce needs of employers and employees, to enable them to design and review effective programmes for the wider children's workforce.
- **Strategy Leads, Service Managers and Team Leaders:** To be used as the foundation for a performance management framework for all staff involved in early intervention and prevention work. Senior managers will be able to use this framework to determine the base line of the current practice of individual children and family workers across the children's partnership, and set the standard, in terms of the required knowledge, skills, behaviours and understanding. In the drive towards improving outcomes for children and young people, it will help leaders, service managers and team leaders to be clear about their expectations for the workforce and it will be the basis on which to support and challenge practice, at any level.
- **Higher Education Institutions:** To understand the needs of employers and students working in early intervention and prevention and to inform the development of new programmes and to design appropriate programmes and modules accordingly.
- **Individuals:** To use this framework as a tool to further their personal and professional development. They will be able to use the framework to compare their current levels of knowledge, skills and behaviour against the capabilities and highlight individual strengths and identify areas for personal and professional development.



Scope Of The Children's Workforce Professional Capabilities Framework

The framework is intended to apply to all those working and volunteering with children, young people and families and also those who supervise and lead them. Our services for children, young people and their families are currently organised along a continuum of need. In our Children's Workforce Strategy 2016-19 we identified the different tiers of services and the children's and adults workforce that play a part in effective early help and these are detailed in the table below:

Fig. 1 The different tiers of services and the children's and adults workforce that play a part in effective early help

ROLES AND RESPONSIBILITIES IN PREVENTION AND APPROPRIATE INTERVENTION	WORKERS INVOLVED
<p>UNIVERSAL A range of services and activities available to all.</p>	<p>Schools - Teachers, school support staff, school meals staff and playground staff (in maintained, academies, private and independent schools) Early years education and provision: private voluntary and community playgroup workers, day nurseries, childminders, nannies, play workers Colleges: further education staff and training providers, General youth work (including voluntary groups - scouts, guides etc), police and fire service school liaison, sports coaches, sports clubs and officials, sports development co-ordinators, play workers, music teachers, children's performing arts groups, Police Health: GP's, school nurses, health visitors, dentists, community health practitioners, ambulance services, accident and emergency departments Fire service, Housing officers, Employment workers and Careers Guidance workers Libraries, museums and galleries, visual and literary arts workers Family Hub</p>
<p>UNIVERSAL PLUS Universal Plus aims to identify children, young people and families that need some targeted help and support to get back on track before problems turn into crisis</p>	<p>All services listed above in Universal plus the following; Concerns can be raised and support received from: CAMHS workers, teenage pregnancy workers, sexual health services, teenage drugs and alcohol services.</p>
<p>VULNERABLE Early Help Assessment (formally known as CAF) – This refers to children, young people and families who have been assessed as having additional needs which cannot be provided for purely by the universal and universal plus provision above.</p>	<p>All services listed above in Universal, Universal Plus and the following: Needs may be met by an additional piece of support by one agency or a number working together to address the identified needs of the whole family but the universal provision remains part of the overall plan. Behaviour and education support teams, SEN teachers,, targeted youth work, targeted housing workers, voluntary community support groups, YOS workers, young and safe workers, fire service prevention work, early years and childcare workers dealing with specific vulnerable children. CAFcass advisers, foster carers, outreach and family support workers within the voluntary and community sector, transition workers (disability), Troubled Families Workers Youth offending institutions.</p>
<p>COMPLEX Child in Need the threshold for statutory involvement where without statutory support the</p>	<p>Lead worker Children's Assessment and Safeguarding Service (CASS)/Children's Disability Service (CDS) Multi Agency Safeguarding Hub (MASH) These services are the front door to children's social care. Families at this level will also have access to all universal and targeted services.</p>

child/ren or young person's outcomes will be significantly reduced.	
SEVERE Children subject to a child protection plan Looked after children Children with severe and complex special educational needs Children with complex disabilities or complex health needs Children diagnosed with significant mental health problems Young offenders involved with the Youth Justice Services (community and custodial)	Children's Nurses, Paediatricians, Clinical Psychologists, Children's Allied Health Professionals Educational Psychologists, Specialist Teachers, Police Safeguarding Unit and Social Workers, Children's Home Staff. The children, young people and families accessing this tier of service would also have access to all universal and targeted services.
TEAM LEADERS/SERVICE MANAGERS/STRATEGIC LEADS All the workers identified in the table above are supported by team leaders, service managers and strategic leads who need to understand where each service and organisation sits in regard to the role and responsibilities outline above	Team Leaders, Service Managers, Strategic Leads

There are of course areas of work where good quality practice with children, young people and their families is happening already. Many workers in the children's workforce already possess a range of skills, knowledge and behaviours that are as comprehensive as these standards. This framework is not intended to undermine these pockets of good practice, but rather to build on them to ensure consistency of practice across individual organisations and across the Children's Partnership.

The intention of this will be to provide the best possible outcomes for children, young people and their families and minimise the possible need for more intensive, intrusive and costly interventions further down the line.

Prevention and Early Intervention in North East Lincolnshire: Professional Capabilities Framework for the Children's Workforce

Introduction

Our vision in North East Lincolnshire is to deliver effective and professional support to children, young people and families, which enhances their ability to prevent, recognise and tackle problems early before they become crises. In our Children's Workforce Strategy 2016-2019 we have identified that the move to a focus on early intervention and prevention will mean that the staff will need to build the necessary relationships with children and young people and families and support them to understand their needs and develop their own support networks.

We also recognise that sometimes we will have to intervene either as single agencies or in a co-ordinated fashion, depending on the nature of the support needed. But by listening to the voice of the children, young people and families and placing their views and needs at the heart of what we do, we believe that this will enhance our capability to support people to help themselves.

'Effective Early Intervention....requires frontline workers who can build trust, really listen to what (children young people and) families tell them they need and who can respond to this creatively even if it means pushing the boundaries of public service roles and silos.' Early Intervention Foundation (2015)

In North East Lincolnshire we are committed to the principles of restorative practice, which involves a 'way of being' with people and focuses on building respectful relationships. The purpose of building these relationships is to create collaborative and respectful conditions for working and learning together. In our work with children, young people and families it is our intention to 'work with' as opposed to 'doing to' people, and this is the foundation for the 'high challenge, high support' way of working with each other and with the people in our community, that we wish to achieve. We want to help people define and communicate the kind of social world that they want and what they want to achieve from it, and offer them an opportunity to learn and grow.

Within our Creating Strong Communities (CSC) model we have adopted three further specific practices, that in conjunction with restorative practice, will form the basis for a cohesive way of working and will provide an innovative approach to driving substantial change both within our social work practice and the wider community. The three practices are;

- Signs of Safety
- Family Group Conferencing
- Outcomes Based Accountability

We have embedded the knowledge, skills and behaviours required by these models into the Professional Capabilities Framework. That will ensure a professional approach to the management of safeguarding risks for children, young people and families and an approach to working in partnership with families to develop their own solutions to improve outcomes.

The cultural change that will be needed to achieve this, is recognised in the research undertaken on the role of the 21st Century Public Servant (2015), as one of the biggest challenges facing public services. We recognise that our approach will require not only a new relationship with our community but also a joined up strategic response to proactively identifying our major issues and the co-ordination of partnership working to address these issues. In our early help and preventative work in particular, we also need to develop the ability to learn together and to challenge each other and

continually ask whether what we are doing is making a difference and is improving the lives of children young people and families.

'We need a mechanism to identify those things they want to change and come together to work on them'.
(Needham, C and Mangam C. 21st Century Public Servant)

To do this effectively we must be sure that the people who work on the frontline have the skills, knowledge and behaviours required to deliver this different approach to the work, and to deliver it with a high degree of professionalism as well as having the human touch. They must be able to build respectful relationships and work with the children, young people and families effectively. They are there to discover the things that people want to change and to support them to make those changes. Frontline staff, managers and leaders will need to build relationships not only with communities but also between agencies and organisations, to offer this comprehensive and co-produced support. The knowledge, skills and behaviours needed by the children's workforce to enable them to work in this way are identified and the values that underpin this approach to working with people are encapsulated within every aspect of the Professional Capabilities Framework.

In North East Lincolnshire we are committed to consistently high standards of practice from those working with children, young people and their families. We also want to ensure that this involves this new approach to working with our community and that services and organisations come together to offer holistic responses to the needs of our community. We know that the people who work, lead and volunteer within the children's workforce come from a diverse range of backgrounds and organisations and until now no common standards had been established across the workforce for the skills, knowledge and behaviours of these workers. With this in mind we have developed our North East Lincolnshire (NEL) Children's Workforce Professional Capabilities Framework.

The NEL Children's Workforce Professional Capabilities Framework

The framework has been designed to ensure that all practitioners and managers who come into contact with children, young people and their families have a clear understanding of their role and responsibility in prevention and early intervention work. As indicated by the Action for Children/University of Stirling report on the state of child neglect in the UK (2013) there is a need for a more robust approach towards early intervention and prevention work. We want to ensure that the work undertaken with our community is professional - thorough, clearly thought out and informed by evidenced based practice. Practitioners will be offered the opportunity to reflect on their practice through supervision and professional development.

The NEL Children's Workforce Professional Capabilities Framework is based on the premise that we want to offer the right help at the right time and we will do this by recognising and understanding the continuum of need presented by children and young people and their families. To identify this continuum of need we have used the 'windscreen' model, which indicates the type of needs that children and young people might present, shown as levels as a scale in the diagram below in Fig. 2 below:

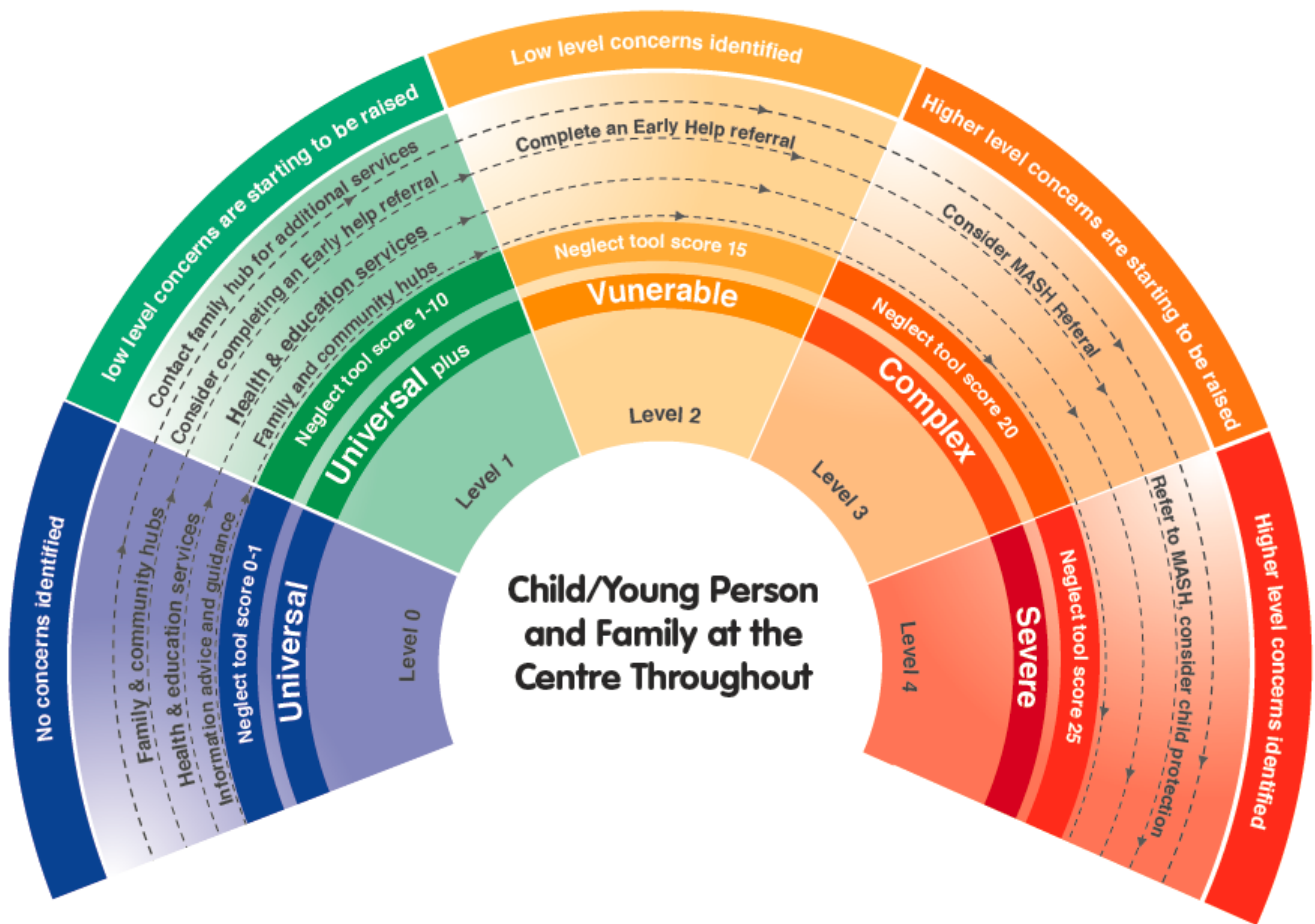


Fig.2 The NEL Multi Agency Threshold for Safeguarding the Child's Journey identifies the needs of children and young people at each stage of the model.

We want to ensure that the workforce know what action to take and are well equipped in terms of knowledge skills and behaviours to ensure that the issues are addressed at the earliest opportunity. Even when children are in care, they still have wider needs which will demand a partnership approach.

We want to ensure that our team leaders, service managers and strategic leaders overseeing the children's workforce lead and support this process effectively.

The framework describes the skills, knowledge and behaviours at each stage of the continuum of need when working with children, young people and their families. It provides guidance on the professional standards required of practitioners, managers and strategists, at whatever stage they are at in their professional development, so that they understand the expectations required for effective professional practice in prevention and early intervention work. The benefits of this will be to aspire to the highest quality practice that will contribute to best possible outcomes for children, young people and their families.

The integration of knowledge, skills and behaviours

The people who work with children, young people and families need background knowledge relevant to their practice, as it helps them understand how to implement their skills and also helps them to understand why they are implementing them. However, it is the ability to use this knowledge in practical situations that defines capability within the role and will ultimately contribute to quality of practice in early intervention and prevention work. The practitioner's

attitude and behaviour towards their relationship with their clients, their relationship to their own organisation and other organisations and other professionals is critical. The capacity to enquire into situations and deliver skilled interventions that are ethical, professional and are appropriate to the needs of the children, young people and family and their cultural context are also important in defining capability. It is this integration of knowledge, skills and behaviours that we were aiming for when defining the capabilities in our framework.

The structure of the framework

The Professional Capabilities Framework is organised into categories according to the role of the worker in improving outcomes along the continuum of need.

There are 9 categories that represent the different tiers of services and the children's and adults workforce that play a part in effective early help.

The knowledge, skills and behaviour required of any one worker will be dependent upon the type of work they are undertaking.

The 9 categories within the NEL Children's Workforce Professional Capabilities Framework are:

- A. Starting Work with Children, Young People and Families
- B. Universal
- C. Universal Plus
- D. Vulnerable
- E. Complex
- F. Severe
- G. Team Leaders
- H. Senior Managers
- I. Strategic Leaders

These 9 categories include the 5 categories defined within the windscreen model (Fig 2) and in addition includes new starters in the workforce and the management and leadership functions that lead and support children's workforce. The different professionals within the children's and adults workforce that play a part in effective early help are identified in Fig 1 on pages 6-7.

Under each category of worker we have set out the capabilities (knowledge, skills and behaviour statements) for that category. These capabilities are the specific knowledge, skills and behaviours that we believe will enable children, young people and family workers to make a concerted co-ordinated approach to prevention and early intervention work that will improve the outcomes for children, young people and families within North East Lincolnshire. To define these knowledge, skills and behaviour requirements this framework has used the headings from the Knowledge and Skills Statements for social workers (DfE 2014) and adapted the descriptors for use by the wider children's workforce.

There 9 headings within the Professional Capabilities Framework that contain the knowledge, skills and behaviours are :

1. Relationships and effective direct work
2. Child development
3. Adult mental ill-health, substance abuse, domestic violence, physical ill-health and disability
4. Abuse and neglect of children
5. Child and family assessment
6. Analysis, decision-making, planning and review
7. The law and the family justice system
8. The role of supervision
9. Organisational context

The capabilities that sit under these knowledge and skills headings have been designed and developed specifically for the wider children's workforce, which are the focus of this framework.

Embedded within these 9 headings we have also incorporated the knowledge and skills required to deliver our main outcomes outlined within our Outcome Framework for North East Lincolnshire.

These are:

- safeguarding
- neglect
- child sexual exploitation
- domestic abuse,
- emotional health
- equality of opportunity for children with disabilities
- bullying
- healthy weight for children and young people

The distinctive feature of the NEL Children's Professional Capabilities Framework is that it is based on the capabilities required by the workforce to meet the needs of children and young people, along the continuum of need. The capabilities within each category are discrete and the descriptors within each category outline the skills, knowledge and behaviours required by the children's workforce, depending on the context and the needs of the children, young people and families they are working with.

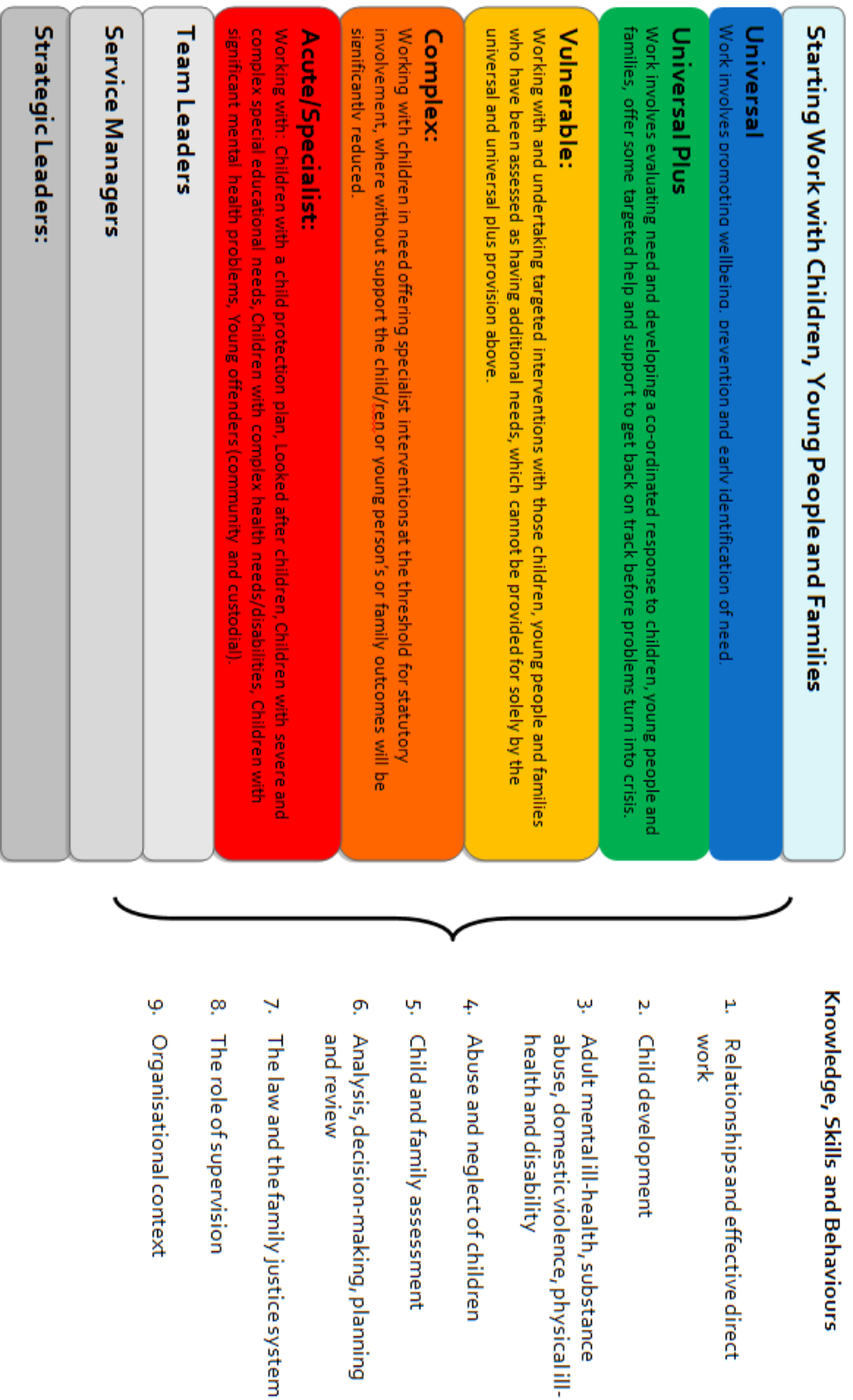
The skills, knowledge and intervention section is aimed at improving outcomes in specific areas of need, identified as major outcomes required for children and young people. This is to ensure that we prepare and develop the workforce to offer the right sort of help at the right time. This capabilities framework builds on the work done by the Children's Workforce Development Council which includes the Common Induction (2006) and the Common Core of Skills and Knowledge (2010). It is also informed by the recommendations made by Munro (2011), the findings of recent Serious Case Reviews and research on best practice in co-ordinating early help and improving collaborative practice across a wide range of partners.

The skills, knowledge and behaviours are not meant as merely a checklist, they are intended to be used in a way that will encourage emerging practitioners and managers to adapt and use them in a variety of contexts and roles, within different cultures and in a constantly changing environment.

The professional capabilities framework is not a progression framework for staff, containing 'levels' for staff to work their way up. Instead there are categories of skills, knowledge and behaviours that are required within a particular context. For example, someone working in a school as a teacher would require the skills and knowledge and behaviours at Universal level. A learning mentor or behavioural specialist in a school may require skills knowledge and behaviours at Universal Plus or Vulnerable depending on the work involved. This would be a decision of the professionals and managers concerned, guided by the requirements of the framework.

See Fig 3 below for a diagrammatic representation of the 9 categories and the knowledge and skills and behaviours statements :

Fig 3. The categories of knowledge, skills and behaviours across the continuum of need



Our ambition is that the Professional Capabilities Framework will be used as the basis for the workforce and service innovation that we require to fulfil our vision to improve the quality of early intervention and prevention work with children, young people and families across North East Lincolnshire .

Part 2. [The User Manual for the Professional Capabilities Framework](#) can be accessed [here](#)

Part 3. [The Professional Capabilities Framework](#) that includes the detailed knowledge, skills and behaviours, can be accessed [here](#)

PART 2

User Manual for the Professional Capabilities Development Framework



Why have a Professional Capabilities Framework?

This framework has been designed to ensure that:

- all practitioners and managers who come into contact with children, young people and their families have a clear understanding of their role and responsibility in prevention and early intervention work - that the workforce know what action to take and are well equipped in terms of knowledge skills and behaviours to ensure that the issues are addressed at the earliest opportunity.
- we offer children, young people and their families the right help at the right time and we will do this by recognising and understanding the continuum of need that exists in our community.
- the work undertaken with our community is professional - thorough, clearly thought out and informed by evidenced based practice.
- our team leaders, service managers and strategic leaders overseeing the children's workforce effectively lead and support the work on early help and prevention.
- we provide the best possible outcomes for children, young people and their families and minimise the possible need for more intensive, intrusive and costly interventions further down the line

What is the Professional Capabilities framework?

The framework describes the skills, knowledge and behaviours at each stage of the continuum of need for those working with children, young people and their families. It provides guidance on the professional standards required of practitioners, managers and strategists, at whatever stage they are at in their professional development, so that they understand the expectations required for effective professional practice in prevention and early intervention work.

The people who work with children, young people and families need background knowledge relevant to their practice, as it helps them understand how to implement their skills and also helps them to understand why they are implementing them. However, it is the ability to use this knowledge in practical situations that defines capability within the role and will ultimately contribute to quality of practice in early intervention and prevention work. The practitioner's attitude and behaviour towards their relationship with their clients, their relationship to their own organisation and other organisations and other professionals is critical. The capacity to enquire into situations and deliver skilled interventions that are ethical, professional and are appropriate to the needs of the children, young people and family and their cultural context are also important in defining capability. It is this integration of knowledge, skills and behaviours that we were aiming for when defining the capabilities in our framework.

The structure of the Framework

The Professional Capabilities Framework is organised into nine categories according to the role of the worker in improving outcomes along the continuum of need.

The 9 categories represent the different tiers of services and the children's and adults workforce that play a part in effective early help.

The knowledge, skills and behaviour required of any one worker will be dependent upon the type of work they are undertaking.

The 9 categories within the NEL Children's Workforce Professional Capabilities Framework are:

- A. Starting Work with Children, Young People and Families
- B. Universal
- C. Universal Plus
- D. Vulnerable
- E. Complex

- F. Severe
- G. Team Leaders
- H. Senior Managers
- I. Strategic Leaders

These categories are based on the continuum of need defined within the Child Concern Model adopted by North East Lincolnshire Council. For more information see the [North East Lincolnshire Family Support Pathway And Threshold Of Need Child Concern Model](#).

Who will be using the Professional Capabilities Framework?

ROLES AND RESPONSIBILITIES IN PREVENTION AND APPROPRIATE INTERVENTION	WORKERS INVOLVED
<p>UNIVERSAL A range of services and activities available to all.</p>	<p>Schools - Teachers, school support staff, school meals staff and playground staff (in maintained, academies, private and independent schools) Early years education and provision: private voluntary and community playgroup workers, day nurseries, childminders, nannies, play workers Colleges: further education staff and training providers, General youth work (including voluntary groups - scouts, guides etc), police and fire service school liaison, sports coaches, sports clubs and officials, sports development co-ordinators, play workers, music teachers, children's performing arts groups, Police Health: GP's, school nurses, health visitors, dentists, community health practitioners, ambulance services, accident and emergency departments Fire service, Housing officers, Employment workers and Careers Guidance workers Libraries, museums and galleries, visual and literary arts workers Family Hub</p>
<p>UNIVERSAL PLUS Universal Plus aims to identify children, young people and families that need some targeted help and support to get back on track before problems turn into crisis</p>	<p>All services listed above in Universal plus the following; Concerns can be raised and support received from: CAMHS workers, teenage pregnancy workers, sexual health services, teenage drugs and alcohol services,</p>
<p>VULNERABLE Early Help Assessment (formally known as CAF) – This refers to children, young people and families who have been assessed as having additional needs which cannot be provided for purely by the universal and universal plus provision above.</p>	<p>All services listed above in Universal, Universal Plus and the following: Needs may be met by an additional piece of support by one agency or a number working together to address the identified needs of the whole family but the universal provision remains part of the overall plan. Behaviour and education support teams, SEN teachers,, targeted youth work, targeted housing workers, voluntary community support groups, YOS workers, young and safe workers, fire service prevention work, early years and childcare workers dealing with specific vulnerable children. CAFcass advisers, foster carers, outreach and family support workers within the voluntary and community sector, transition workers (disability), Troubled Families Workers Youth offending institutions,</p>
<p>COMPLEX Child in Need the threshold for statutory involvement where without statutory support the child/ren or young person's outcomes will be significantly reduced.</p>	<p>Lead worker Children's Assessment and Safeguarding Service (CASS)/Children's Disability Service (CDS) Multi Agency Safeguarding Hub (MASH) These services are the front door to children's social care. Families at this level will also have access to all universal and targeted services.</p>
<p>SEVERE Children subject to a child protection plan Looked after children Children with severe and</p>	<p>Children's Nurses, Paediatricians, Clinical Psychologists, Children's Allied Health Professionals Educational Psychologists, Specialist Teachers, Police Safeguarding Unit and Social Workers, Children's Home Staff. The children, young people and families accessing this tier of service would also have access to all universal and targeted services.</p>

complex special educational needs Children with complex disabilities or complex health needs Children diagnosed with significant mental health problems Young offenders involved with the Youth Justice Services (community and custodial)	
TEAM LEADERS/SERVICE MANAGERS/STRATEGIC LEADS All the workers identified in the table above are supported by team leaders, service managers and strategic leads who need to understand where each service and organisation sits in regard to the role and responsibilities outline above	Team Leaders, Service Managers, Strategic Leads across all children, young people and family services

What will practitioners and managers be expected to do in relation to prevention and early intervention work with children, young people and families?

Under each category of worker we have set out the capabilities (knowledge, skills and behaviour statements) for that category. These capabilities are the specific knowledge, skills and behaviours that we believe will enable children, young people and family workers to make the most difference to the outcomes for children, young people and families within North East Lincolnshire.

There 9 headings within the Professional Capabilities Framework that contain the knowledge, skills and behaviours are :

1. Relationships and effective direct work
2. Child development
3. Adult mental ill-health, substance abuse, domestic violence, physical ill-health and disability
4. Abuse and neglect of children
5. Child and family assessment
6. Analysis, decision-making, planning and review
7. The law and the family justice system
8. The role of supervision
9. Organisational context

However, the capabilities that sit under these knowledge and skills headings have been designed and developed specifically for the wider children's workforce, which are the focus of this framework. We have also included within the capabilities the knowledge and skills required to deliver our main outcomes outlined within our Outcome Framework for North East Lincolnshire.


These are:

- safeguarding

- neglect
- child sexual exploitation
- domestic abuse,
- emotional health
- equality of opportunity for children with disabilities
- bullying
- healthy weight for children and young people

The skills, knowledge and intervention section is aimed at improving outcomes in specific areas of need, identified as major outcomes required for children and young people.

See table below for a diagrammatic representation of the 9 categories and the knowledge and skills and behaviours statements :

9 Categories of workers across the continuum of need	Knowledge, Skills and Behaviours are detailed for each category of worker within the Professional Capabilities Framework under the following headings:
Starting Work with Children, Young People and Families	 <ol style="list-style-type: none"> 1. Relationships and effective direct work 2. Child development 3. Adult mental ill-health, substance abuse, domestic violence, physical ill-health and disability 4. Abuse and neglect of children 5. Child and family assessment 6. Analysis, decision-making, planning and review 7. The law and the family justice system 8. The role of supervision 9. Organisational context
Universal	
Universal Plus	
Vulnerable	
Complex	
Severe	
Team Leaders	
Senior Managers	
Strategic Leaders	

For each category within the PCF , there is a main statement that elaborates on the role, then detailed capabilities have been developed explaining how workers and managers within that category should expect to evidence that area in practice.

What the NEL Professional Capabilities Framework is not...

- meant as merely a checklist, the capabilities are intended to be used holistically in a way that will encourage emerging practitioners and managers to adapt and use them in a variety of contexts and roles, within different cultures and in a constantly changing environment.
- a progression framework for staff, containing 'levels' for staff to work their way up. Instead there are categories of skills, knowledge and behaviours that are required within a particular context. For example, someone working in a school as a teacher would require the skills and knowledge and behaviours at Universal level. A learning mentor or behavioural specialist in a school may require skills knowledge and behaviours at Universal Plus, Vulnerable or Complex, depending on the work involved.

Does everyone have to do everything specified in the capabilities framework?

No one has to do everything on the framework. The particular knowledge skills and interventions required of any one practitioner or manager will be determined by the nature of the job that they do and the position of that work within the continuum of need. Those working in Universal Services will need to be competent in the skills, knowledge and behaviours identified in the Universal section, those working in Universal Plus will need to be competent in the skills, knowledge and behaviours identified in the Universal Plus section and so on.

There is some room for flexibility around this as each service will choose its own set of capabilities from the list of Knowledge, Intervention and Skills as some roles may in some cases work across the boundaries of the categories. For example a worker in the Universal service may champion domestic abuse or child Sexual Exploitation in their organisation and so might need capabilities in this at a different section of the continuum depending on the work that they do. Where this is the case these should be agreed between practitioners and their service manager, to ensure that the practitioner, team leader or manager has the right skills and knowledge to undertake their role effectively, dependent upon the context in which they are working.

Who will use this document?

The framework can be used in the following ways by:

- **Commissioners of Services:** To support the articulation of the capabilities required when developing the specification of the services designed to address the needs of local children, young people and their families and to ensure that the capabilities are embedded in children's workforce planning and professional development processes.
- **Learning Providers:** To understand the workforce needs of employers and employees, to enable them to design and review effective programmes for the wider children's workforce
- **Strategy Leads, Service Managers and Team Leaders:** To be used as the foundation for a performance management framework for all staff involved in early intervention and prevention work. Senior managers will be able to use this framework to determine the base line of the current practice of individual children and family workers across the children's partnership, and set the standard, in terms of the required knowledge, skills, behaviours and understanding. In the drive towards improving outcomes for children and young people, it will help leaders, service managers and team leaders to be clear about their expectations for the workforce and it will be the basis on which to support and challenge practice, at any level.

- **Higher Education Institutions:** To understand the needs of employers and students working in early intervention and prevention and to inform the development of new programmes and to design appropriate programmes and modules accordingly.
- **Individuals:** To use this framework as a tool to further their personal and professional development. They will be able to use the framework to compare their current levels of knowledge, skills and behaviour against the capabilities and highlight individual strengths and identify areas for personal and professional development.

How to use the professional capabilities framework

The capabilities lists are designed to be of practical value and are set out in a structure that is easily understandable. They concentrate on the effectiveness of everyday practice and many of the descriptors used are action verbs and try and capture the capability of the worker to do the job.

To access the list of capabilities required for any particular worker it is necessary to know the role they are required to play in prevention and early intervention work and the responsibilities of the team in which they are working. This will help to determine which of the nine categories that worker contributes most to. Once the appropriate category is identified, the list of skills, knowledge and behaviours expected of the workforce operating at that level of need can be found by using the links below:

Accessing the skill, knowledge and behaviours for each category

Category of Worker:

[Starting Work with Children, Young People and Families](#)

[Universal](#)

[Universal Plus](#)

[Vulnerable](#)

[Complex](#)

[Severe](#)

[Team Leaders](#)

[Senior Managers](#)

[Strategic Leaders](#)

Part 3

The NEL Professional Capabilities Framework

A. Starting work with children, young people and families

To offer new starters a good grounding in the philosophy and basic practice of prevention and early intervention work in North East Lincolnshire, these capabilities set out clearly what new workers should know, understand and be able to achieve within six months of starting work.

Capability headings	Knowledge, skills and behaviours
<p>A.1. Relationships and effective direct work</p>	<ul style="list-style-type: none"> • Demonstrates motivation and commitment to meeting the minimum professional standards required and to developing their practice in working with children and young people whose needs indicate that they would benefit from prevention and early intervention. • Takes account of the experiences, preferences, wishes and needs of children and young people, and their families in any work undertaken. • Understands the importance and limits of confidentiality. • Shows evidence of including people and acting fairly. • Supports and respects people's differences in own day-to-day work. • Has an awareness of what bullying is and isn't and understands the anti bullying policy. • Understands the need to adapt activities and experiences so individual children and young people can take part.
<p>A.2. Child development</p>	<ul style="list-style-type: none"> • Knows what the 'social model of disability' means in relation to own work. • Understands the needs of children and young people who are disabled or have learning difficulties. • With guidance recognises basic signs and symptoms of emotional health problems/disorders. • Understands that child and adolescent development involves emotional, physical, sexual, social, moral and character growth and the impact these can have on each other. • Promotes the positive mental wellbeing of children. • Has an awareness of the main issues around teenage pregnancy and young people's sexual health. • Has an awareness of and access to a range of information to promote healthy lifestyle in relation to diet and exercise. • Models a healthy lifestyle.
<p>A.3. Adult mental ill-health, substance abuse, domestic violence, physical ill-health and disability</p>	<ul style="list-style-type: none"> • Understands that parental problems (for example, domestic abuse or drug and alcohol abuse) can increase the risk of harm to a child. • Understands how they might support children and young people with learning difficulties and disabilities, and their families, in relation to own work. • Has an understanding of the work of Children and Adolescent Mental Health Service and defines roles and responsibilities • Understands the impact of parental mental health on children and young people

	<ul style="list-style-type: none"> • Has a basic awareness of the issues surrounding domestic abuse
A.4. Abuse and neglect of children	<ul style="list-style-type: none"> • Knows about laws and national guidance relating to protecting (safeguarding) children. • Describes own workplace's policies and procedures on helping children and young people who have been abused. • Understands what children and young people want and need to feel safe. • Understands the different ways in which children and young people can be harmed by adults, other children and young people, or through the internet. • Understands what is meant by the following -Physical abuse, Sexual abuse, Emotional abuse, Domestic abuse, Neglect, Faltering growth, Institutional abuse, Bullying, Self-harm • Is able to describe signs and indicators of possible abuse. • Is able to describe the procedure you need to follow if you suspect any child is being abused, neglected or bullied. • Understands and recognise what neglect is. • Understands the local picture around neglect. • Recognises signs and symptoms of children who are or who may be neglected and identify family and environmental factors which may contribute to neglect. • Understands the importance of maintaining a focus on the impact on the child. • Recognises own role in the prevention and awareness of CSE within the context of their own work. • Understands the possible risk factors for vulnerability to CSE and the common signs of children and young people caught up in CSE. • Understands local community in terms of culture, diversity, social and economic status, family and life experiences and characteristics and take account of these to understand the nature of any possible issues safeguarding. • Understands the objectives of the Prevent strategy and own organisation's contribution to the Prevent agenda. • Recognises potential indicators of children and young people who might be vulnerable to radicalisation and where there are concerns knows where to seek advice.
A.5. Child and family assessment	<ul style="list-style-type: none"> • Communicates effectively with children, young people and parent and carers. • Understands the importance of keeping a watchful eye on the behaviour of children and young people and families and recognises and promotes natural development, good relationships and wellbeing. • Knows who to go to, to discuss any concerns following the evaluation of need for a child, young person or family.
A.6. Analysis, decision-making, planning and review	<ul style="list-style-type: none"> • Understands the contribution family, caring and social networks make to the development of children and young people. • Helps children and young people and their families to make their

	<p>own decisions.</p> <ul style="list-style-type: none"> • Knows own role and the objectives of own work setting and the function and type of inquiry that is appropriate within that setting to ensure the well being of children and young people. • Has the voice and needs of the child at the centre of practice and is responsive to that voice. • Recognises and knows how to collect evidence based information. • Understands the importance of recording the recognition of abuse or neglect effectively and the action taken or not taken.
<p>A.7. The law and the family justice system</p>	<ul style="list-style-type: none"> • Recognises the contribution that multi agency working can make to ensure that all children and young people have a childhood (including protection from harm), are educated, are healthy, are treated fairly and are heard (including considering children's views) They recognise children's fundamental right to be safe. • Understands other agencies' roles and responsibilities in keeping children safe from harm. • Knows about the role and function of the Local Safeguarding Children Board and any role your agency, organisation or employer has on it. • Knows the role and purpose of local and national organisations who work with children and young people and families. • Knows the legal and policy and information sharing frameworks surrounding work with children and young people. • Recognises and responds to child protection concerns.
<p>A.8. The role of supervision</p>	<ul style="list-style-type: none"> • Is able to identify own potential strengths and weaknesses in relation to both their specific and wider role and responsibilities. • Demonstrates the ability to take responsibility for their own learning and development. • Demonstrates a knowledge of the principles and values essential for working with children, young people, their families /carers and their relevance in practice. • Recognises the professional boundaries around the work with children and young people. • Understands different types of prejudice and discrimination and how these can be challenged. • Understands the purpose of staff supervision in own work environment. • Understands how work may affect you personally, and where Understands the role of reflective practice and demonstrate basic reflective practice techniques. • Recognises and articulates why evidence is important in multi-agency practice. • Works with own manager, or other relevant person, to agree and follow a professional development plan. • Understand personal values in relation to neglect and abuse. • Understand barriers to recognition and response to neglect and abuse.

<p>A.9. Organisational context</p>	<ul style="list-style-type: none"> • Demonstrates an understanding of the national and local strategic focus and in particular their role and responsibility in this, in relation to the safeguarding, health and well-being of the children with whom they work. • Demonstrates an initial understanding of the importance of going the 'extra mile' to ensure effective early intervention and prevention and to working with others, where appropriate, to address issues that would make a material difference to the child or young person. • Knows the service standards or codes of practice concerning principles and values relevant to own work and knows about important laws relating to children and young people, and where to get further information. • Understands why it is important to follow policies and procedures and know where to find the policies and procedures relating to own work. • Knows the overall aims and objectives of own work setting. • Knows the purpose of organisations they come into contact with. • Knows who you are accountable to, and who is accountable to you (if appropriate), in your working environment. • Demonstrates understanding of the principles of working as a member of a team and an organisation.
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B. Universal : Promoting wellbeing, prevention and early identification of need

Most children will be brought up and supported by their parents and wider family and will have access to a wide range of services and activities such as children's centres, playgroups, nurseries, schools and colleges, GP's and sometimes hospitals, midwives, school nurses, health visitors, youth provision both statutory and voluntary, religious organisations, libraries, arts and sports activities, the police and housing. The role and responsibility of practitioners at this level will be to concentrate on preventative work - building aspirations, encouraging healthy lifestyles and developing the confidence, self esteem and resilience of children and young people and their parents or carers and helping them to achieve a successful life. Their needs will be met by these organisations and they will ensure that children are informed, confident, safe and develop well. When things are not going so well for children and young people and their families it is these practitioners who are in a position to notice it first. Being someone that they can turn to and confide in and actively monitoring progress and noticing when things change is a major role for these practitioners. Picking up at an early stage and addressing the issues within the setting by giving brief advice and assistance and by recognising when there is a need to co-ordinate help within that setting and involving other colleagues, can play a large part in resolving issues quickly.

Capability headings	Knowledge, skills and behaviours
<p>B.1. Relationships and effective direct work</p>	<p>Professionalism</p> <ul style="list-style-type: none"> • Demonstrates professionalism in presentation, demeanour, reliability, honesty and respectfulness • Understands own impact on children, young people and families and how they might be perceived • Demonstrates understanding the principles and values essential for working with children and young people • Is able to recognise, establish and maintain personal and professional boundaries when working with children, young people and their families <p>Communicating respectfully</p> <ul style="list-style-type: none"> • Demonstrates respectful partnership work with children, young people and their carers, eliciting and respecting their needs and views, and promoting their participation in decision-making wherever possible • Shows respect and courtesy and knows how to talk to people appropriately • Understands barriers to communication, which could include poverty, cultural or faith requirements, disability, disadvantage or anxiety about accessing services • Demonstrates a person centred approach/responsive to individual <p>Voice of the child</p> <ul style="list-style-type: none"> • Recognises and promotes children and young people's rights to

	<p>express their views freely in all matters affecting them, the views of the child being given due weight in accordance with their age and developmental maturity</p> <ul style="list-style-type: none"> • Exhibits behaviour that means they are someone children can turn to and share their concerns with • Has the voice and needs of the child at the centre of practice and is responsive to that voice, through whatever medium it may be demonstrated, by listening, hearing, understanding, evaluating and responding appropriately • Recognises the value of, and where appropriate, aids access to, independent advocacy so that vulnerable children, young people and their families have a voice <p>The family in contemporary society</p> <ul style="list-style-type: none"> • Understands the contribution family, caring and social networks make to the development of children and young people • Recognises that work with children, young people and their families operates within, and responds to, changing economic, social, political and organisational contexts • Is able to work sensitively and respectfully with people from different cultural backgrounds <p>Healthy sexual relationships</p> <ul style="list-style-type: none"> • Is able to undertake informal discussion around sexual themes and relationships • Understands the issues around condom use and safer sex to be able to give good advice <p>Anti Bullying</p> <ul style="list-style-type: none"> • Exhibits respectful behaviour that gives out the anti bullying message • Demonstrates understanding of own role as a worker - in relation to anti bullying
<p>B.2. Child development</p>	<ul style="list-style-type: none"> • Understands the key stages of development and what is age appropriate in terms of language and understanding in the context of the work being undertaken • Understands the different ways in which babies and children form attachments • Understand how children or young people may be affected by underlying problems faced by them or their family
<p>B.3. Adult mental ill-health, substance abuse, domestic violence, physical ill-health and disability</p>	<p>Disability</p> <ul style="list-style-type: none"> • Is aware of the implications of disability • Demonstrates a person centred approach/responsive to individual • Understands the social model of disability <p>Emotional health</p> <ul style="list-style-type: none"> • Recognises the importance of emotional health and own role in promoting this. • Understands the Children and Adolescent Mental Health Service tiers of intervention, referral routes and how to access support • Understands the impact of parental mental health on children and

	<p>young people</p> <ul style="list-style-type: none"> • Understands the importance of building positive emotional health, self-esteem and demonstrates the ability to incorporate this into own work • Is able to respond helpfully to a child or young person who is troubled, by listening appropriately <p>Domestic Abuse</p> <ul style="list-style-type: none"> • Is aware of the implications of domestic abuse • Knows about the importance of safety planning in domestic abuse situations <p>Healthy weight</p> <ul style="list-style-type: none"> • Has an awareness of and access to a range of information to promote healthy lifestyle in relation to diet and exercise • Models a healthy lifestyle
<p>B.4. Abuse and neglect of children</p>	<p>Safeguarding</p> <ul style="list-style-type: none"> • Recognises own role in well being, prevention and awareness of need within the context of their profession or organisation and uphold the standards of their own professions and those of the Local Safeguarding Children Board • Understands the importance of maintaining a focus on the impact on the child • Has the voice and needs of the child at the centre of practice • Respects and values the contributions of other workers • Is familiar with the Single Assessment Framework process • Knows where, who and how to discuss and express concerns about the risk to the well being or safety of a child • Demonstrates skill and ability in recognising and acting upon indications of child abuse and neglect, with the skill and ability to evaluate risk in a 'risk sensible' rather than 'risk averse' framework • Demonstrates knowledge and understanding of child abuse and neglect and how to respond to concerns <p>Neglect</p> <ul style="list-style-type: none"> • Understands and recognises what abuse and neglect is • Understands the local picture around abuse and neglect • Recognises signs and symptoms of children who are or who maybe abused or neglected • Is able to identify concerns about parenting that may contribute to abuse or neglect • Is able to identify family and environmental factors which may contribute to neglect • Is familiar with the North East Lincolnshire neglect tool • Knows where, who and how to discuss and or express concerns of neglect • Understands the importance of recording the recognition of

	<p>neglect effectively and the action taken or not taken</p> <p>Anti-bullying</p> <ul style="list-style-type: none"> • Has an awareness of what bullying is and isn't and understanding the anti-bullying policy(ies) within own organisation • Recognises the signs of bullying including cyber-bullying • Knows where to report or refer bullying behaviour <p>Prevent</p> <ul style="list-style-type: none"> • Demonstrates an awareness of indicators of risk in relation to vulnerable individuals being radicalised • Understands where to seek advice and knows reporting and referral processes in own organisation
B.5. Child and family assessment	<ul style="list-style-type: none"> • Demonstrates the skill and ability to assess the needs of the child or young person • Understands the importance of keeping a watchful eye on the behaviour and progress of children and young people • Ability to recognise and collect evidence based information • Actively seeks and respects other people's knowledge and input to deliver the best outcomes for children and young people. • Understands that others may not have the same understanding of professional terms and may interpret abbreviations, acronyms and other phrases differently • Has awareness of and able to use appropriate national and local guidance and tools that would help to evaluate the situation for a child or young person
B.6. Analysis, decision-making, planning and review	<ul style="list-style-type: none"> • Supports and enables individuals to access appropriate information to manage their individual needs • Communicates with individuals about promoting their health and wellbeing • Provides opportunistic brief advice to support children, young people and their families or carers • Works collaboratively with other services, organisations and family to inform decision making by the effective identification and gathering of information from a variety of sources and, with support, assess the reliability and validity of the information • With support, challenges decisions made by children, young people and their families • Understands and, with support, applies in practice the principles of ensuring that all children and young people have a childhood (including protection from harm), are educated, are healthy, are treated fairly and are heard (including considering children's views) and recognise children's fundamental right to be safe.
B.7. The law and the family justice system	<ul style="list-style-type: none"> • Demonstrates an understanding and application of values in practice. • Knows the legal and policy and information sharing frameworks surrounding work with children and young people • Takes into account important legislation and policy relating to

	<p>children young people and their families and is aware of where to obtain further information</p> <ul style="list-style-type: none"> • Understands how legislation and guidance can affect people's rights • Works within the principles of human and civil rights and equalities legislation • Demonstrates that when, in the best interests of the child or young person, it is necessary to go against a child, young person, parent or carer's expressed wishes • Demonstrates an understanding of confidentiality • Promotes and protects the privacy of children and young people and the family within and outside their families and networks, recognising the requirements of professional accountability and information sharing • Effectively shares information • Demonstrates knowledge of equal opportunities legislation, responsibilities under that legislation and know how these policies affect and inform practice • Recognises the impact of poverty and social exclusion and the importance of working together across agencies to promote enhanced economic status through access to education, work, housing, health services and welfare benefits
<p>B.8. The role of supervision</p>	<ul style="list-style-type: none"> • Demonstrates an effective and active use of supervision for the development of their practice, accountability, professional reflection and development • Demonstrates a commitment to continuing learning and development • With support, takes steps to manage and promote own safety, health, wellbeing and emotional resilience • Is able to identify concerns or barriers about practice and procedures and, with support, begin to find appropriate means of challenge. • Reflects on their own learning, including prejudiced thoughts and behaviour • With reference to current legislative requirements, recognises personal and organisational discrimination and oppression and with guidance is able to challenge them • Understands personal values in relation to neglect • Understands barriers to recognition and response to neglect • Demonstrates the ability to evidence family and environmental factors that may affect positive outcomes for the child or young person • With guidance, uses reflection and analysis in practice Recognises the value of sharing and supporting the learning and development of others • Develops skills and knowledge with training from experts, to work with specialist services; enabling continuity for families, children or young people • Shares experiences through formal and informal exchanges • Understands the boundaries of their competence and seeks

	<p>appropriate professional and expert advice, where necessary</p> <ul style="list-style-type: none"> • Takes an active part in support, supervision and performance appraisal arrangements • Understands the importance of continuing professional development and takes charge of own learning using both formal and informal opportunities for learning • Has an awareness of own prejudices and emotions when dealing with specific issues and how these can influence perception of the situation
<p>B.9. Organisational context</p>	<ul style="list-style-type: none"> • Demonstrates knowledge of the organisation’s equal opportunities policy and codes of practice and practitioner responsibilities • Uses language and resources in the work setting which promote equal opportunities • Understands legal obligations, policy and procedure within own organisation and across the children's partnership and how these impact on practice • Understands and respects the role of others across the children's partnership • Works effectively as a member of a team, demonstrating the ability to develop and maintain appropriate professional and inter-professional relationships • Understands own role and responsibilities towards the children, young people and families in own work, lines of accountability and professional boundaries • Takes responsibility for own role and impact within inter-agency teams and is able to contribute positively to effective team working and improving outcomes • Demonstrates a good understanding of local services and support • Knows the roles responsibilities of practitioners within specialised sexual health services • Demonstrates a general knowledge and understanding of the range of organisations and individuals working with children, young people, their families and carers and understand the procedures, objectives, roles and relationship of partner services, in order to work effectively alongside them • Understands the importance of taking responsibility for ownership of any issues to be progressed

C. Universal Plus : Evaluating need and developing a co-ordinated response to children, young people and families, offer some targeted help and support to get back on track before problems turn into crisis

Children and young people and their families sometimes experience difficulties and may need extra help. It is at the universal level when difficulties are first experienced and where they need to be recognised so that there is the opportunity for them to get the holistic help they need at the earliest possible time. This is a key part of effective early help. Early help in this context will mean the workforce proactively recognising and evaluating the needs of children and young people and putting in place the extra help and support that they may need. It also involves recognising when things may be more serious and when further help might be required. Sometimes the issues that arise can be dealt with relatively easily in that setting and sometimes the issues are bigger and more complex than they first appeared and further enquiry and identification of the scale of the difficulties may be needed. Some children and young people and their families may have identified extra support needs, some of which will be provided by the organisations or services themselves and some by offering specific packages of help or differentiated services.

Capability headings	Knowledge, skills and behaviours
<p>C.1. Relationships and effective direct work</p>	<p>Professionalism</p> <ul style="list-style-type: none"> • Demonstrates professionalism in presentation, demeanour, reliability, honesty and respectfulness • Understands own impact on children, young people and families and how they might be perceived • Is able to recognise and maintain personal and professional boundaries • Demonstrates understanding the principles and values essential for working with children and young people • Is aware of and understand the impact of the power invested in own role on relationships and interventions, and be able to adapt own practice accordingly <p>Communicating respectfully</p> <ul style="list-style-type: none"> • Demonstrates respectful partnership work with children, young people and their carers, eliciting and respecting their needs and views, and promoting their participation in decision-making wherever possible • Establishes appropriate professional boundaries when working with children, young people and their families • Recognises and promotes children and young people's rights to express their views freely in all matters affecting them, the views of the child being given due weight in accordance with their age and developmental maturity • Demonstrates respect, by actively listening, avoiding assumptions and by taking actions that support the equality, diversity, rights and responsibilities of children, young people, their parents and carers

	<ul style="list-style-type: none"> • Demonstrates a person centred approach/responsive to individual • Communicates with children, young people and their families effectively and treats them with dignity and respect • Is able to work sensitively and respectfully with people from different cultural backgrounds • Understands barriers to communication, which could include poverty, cultural or faith requirements, disability, disadvantage or anxiety about accessing services <p>The family in contemporary society</p> <ul style="list-style-type: none"> • Understands the contribution family, caring and social networks make to the development of children and young people • Recognises that work with children, young people and their families operates within, and responds to, changing economic, social, political and organisational contexts <p>Voice of the child</p> <ul style="list-style-type: none"> • Communicates with children, young people and their families effectively and treats them with dignity and respect • Is able to work sensitively and respectfully with people from different cultural backgrounds • Exhibits behaviour that means you are someone children can turn to and share their concerns with • Demonstrates a person centred approach/responsive to individuals • Exhibits respectful behaviour that gives out the anti bullying message • Has the voice and needs of the child at the centre of practice and is responsive to that voice, through whatever medium it may be demonstrated, by listening, hearing, understanding, evaluating and responding appropriately • Recognises the value of, and where appropriate, aids access to, independent advocacy so that vulnerable children, young people and their families have a voice <p>Brief interventions</p> <ul style="list-style-type: none"> • Demonstrates the use of effective problem solving conversations and brief interventions • Is able to raise the difficult issues with children young people or families • Recognises signs of emotional health issues in children and young people • Recognise signs that a child or young person may be engaged in unusual, risky or harmful behaviour • Demonstrates skill and ability to make judgements about the evidence of a child and family's readiness to change • Has good knowledge about the impact of obesity/eating disorders on children and young people and the needs of children in this situation • Supports and challenges decisions made by children, young
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	people and their families
C.2. Child development	<ul style="list-style-type: none"> • Understands the key stages of development and what is age appropriate in terms of language and understanding • Is able to recognise the signs of possible developmental delay and/or regression in the behaviour of children • Recognise signs that a child or young person may be engaged in unusual, risky or harmful behaviour • Is able to undertake informal discussion around sexual themes and relationships/condom use and safer sex to be able to give good advice • Demonstrates understanding of own role as a worker - in relation to anti bullying
C.3. Adult mental ill-health, substance abuse, domestic violence, physical ill-health and disability	<ul style="list-style-type: none"> • Listens and responds to concerns of parents/carers • Understands the impact of parental disability, mental health, substance misuse and domestic violence on children and young people <p>Disability</p> <ul style="list-style-type: none"> • Is aware of the social emotional and educational implications of disability • Understands the social model of disability • Has an understanding of the social perceptions of a specific condition • Understands the potential for discrimination as a result of a specific condition • Appropriately responds to individuals with any particular condition <p>Emotional health</p> <ul style="list-style-type: none"> • Recognises the importance of emotional health and own role in promoting this • Understands the Children and Adolescent Mental Health Service tiers of intervention, referral routes and how to access support • Understands the importance of building positive emotional health, self-esteem and demonstrates the ability to incorporate this into own work • Is able to respond helpfully to a child or young person who is troubled, by listening appropriately • Is able to assess for signs of emotional ill health and know when to ask for advice from specialist services <p>Domestic Abuse</p> <ul style="list-style-type: none"> • Understands own views and society's views of domestic abuse and understand the implications of the Child Act 1989 • Is aware of the implications of domestic abuse • Knows about the importance of safety planning in domestic abuse situations <p>Healthy weight</p> <ul style="list-style-type: none"> • Has an awareness of and access to a range of information to

	<p>promote healthy lifestyle in relation to diet and exercise</p> <ul style="list-style-type: none"> • Models a healthy lifestyle
<p>C.4. Abuse and neglect of children</p>	<p>Safeguarding</p> <ul style="list-style-type: none"> • Understands the importance of looking beyond single incidents (cumulative harm) • Demonstrates an appropriate reaction to disclosures - support the child/young person, take allegations seriously • Demonstrates the ability to evidence parent’s capacity to respond to the child’s needs • Demonstrates the ability to evidence family and environmental factors that may affect the child and parenting capacity of the family • Able to assess the nature and extent of a child’s developmental needs using evidence based methods and make a professional judgement on whether or not the child’s needs are being met and decide appropriate course(s) of action • Effective recording of decision making and actions undertaken and reviewed • Recognises own role in well being, prevention and awareness of need within the context of their profession or organisation and uphold the standards of their own professions and those of the Local Safeguarding Children Board • Respects and values the contributions of other workers • Demonstrates knowledge and understanding of child abuse and neglect and how to respond to concerns • Demonstrates skill and ability in recognising and acting upon indications of child abuse and neglect, with the skill and ability to evaluate risk in a ‘risk sensible’ rather than ‘risk averse’ framework • Understands the importance of maintaining a focus on the impact on the child • Is familiar with the appropriate North East Lincolnshire tools for identification of need • Is familiar with the Single Assessment Framework process • Knows where, who and how to discuss and or express concerns of neglect and abuse • Ability to recognise and collect evidence based information <p>Anti-bullying</p> <ul style="list-style-type: none"> • Understands the issues relating to cyber bullying and give brief advice on how to deal with occasional incidents of cyber-bullying • Has an awareness of what bullying is and isn’t and understanding the anti-bullying policy(ies) within own organisation • Recognises the signs of bullying • Reports or refers bullying behaviour <p>Neglect</p>

	<ul style="list-style-type: none"> • Understands why neglect is harmful to children • Has an awareness of the research base underpinning the approach to neglect • Understands why neglect is harmful to children • Has an awareness of the research base underpinning the approach to neglect • Is competent in identification of the key features of an effective assessment to evidence abuse and child neglect, using the North East Lincolnshire Neglect Tool • Works collaboratively with other services, organisations and family to recognise, assess and meet the needs of neglected children • Understands the local picture around neglect • Recognises signs and symptoms of children who are or who may be neglected • Is able to identify family and environmental factors which may contribute to neglect • Understands the importance of recording the recognition of neglect effectively and the action taken or not taken <p>Prevent</p> <ul style="list-style-type: none"> • Demonstrates and awareness of the indicators of risk in relation to vulnerable individuals being radicalised • Knows the procedures for making a referral or where to seek advice about those susceptible to radicalisation
<p>C.5. Child and family assessment</p>	<ul style="list-style-type: none"> • Is able to evaluate the information gathered and make considered decisions about whether concerns about a child or young person or family can be addressed in own work setting, by offering additional advice, guidance or information and judge when it's appropriate to intervene early by offering other action or when referral to other services is appropriate • Recognises own role in well being, awareness and assessment of need within the context of their profession or organisation and wider children's services and how it also meet the requirements of their professional body and/or the Local Safeguarding Children Board • Demonstrates the ability to evidence parent's capacity to respond to the child's needs • Demonstrates the ability to evidence family and environmental factors that may affect the child and parenting capacity of the family • Demonstrates skill and ability to make judgements about the evidence of a child and family's circumstances to inform decisions and recommendations • Has a good understanding of professional judgement and decision making in assessment and intervention • Is able to work confidently within the Single Assessment Framework process • Is able to take action to overcome factors that impede assessment, analysis and planning e.g. timescales, resistant families, own values, staff shortages, power differences

	<ul style="list-style-type: none"> • Demonstrates the skill and ability to make an assessment of the needs of the child or young person • Understands the importance of keeping a watchful eye on the behaviour and progress of children and young people • Actively seeks and respects other people’s knowledge and input to deliver the best outcomes for children and young people. • Understands that others may not have the same understanding of professional terms and may interpret abbreviations, acronyms and other phrases differently • Has awareness of and able to use appropriate national and local guidance and tools that would help to evaluate the situation for a child or young person • Supports and enables individuals to access appropriate information to manage their individual needs • Communicates with individuals about promoting their health and wellbeing • Provides opportunistic brief advice to support children, young people and their families or carers • Works collaboratively with other services, organisations and family to inform decision making by the effective identification and gathering of information from a variety of sources and, with support, assess the reliability and validity of the information • With support, challenges decisions made by children, young people and their families • Understands and, with support, applies in practice the principles of ensuring that all children and young people have a childhood (including protection from harm), are educated, are healthy, are treated fairly and are heard (including considering children's views) and recognise children’s fundamental right to be safe.
<p>C.6. Analysis, decision-making, planning and review</p>	<ul style="list-style-type: none"> • Proactively engages with colleagues, and a range of organisations to identify, assess, plan and work with others to ensure the support that will meet the needs of children and young people and their families is put into place • Demonstrate skill and ability to assess family functioning, take a comprehensive family history and use this information when making decisions about a child’s safety and welfare • Demonstrate knowledge of single assessment process and skill in establishing and managing its effective application for the provision of support • Demonstrates effective recording of decision making and actions undertaken and reviewed • Provides appropriate support to parents/carers and signposts accordingly • Identifies and implements strategies for responding appropriately to concerns about practice or procedures, seeking guidance if required • Works in cooperation with others to ensure that appropriate planning takes place to meet the needs of the children and young people and their families • Supports and enables individuals to access appropriate information

	<p>to manage their individual needs</p> <ul style="list-style-type: none"> • Communicates with individuals about promoting their health and wellbeing • Provides opportunistic brief advice to support children, young people and their families or carers • Works collaboratively with other services, organisations and family to inform decision making by the effective identification and gathering of information from a variety of sources and, with support, assess the reliability and validity of the information • With support, challenges decisions made by children, young people and their families • Understands and, with support, applies in practice the principles of ensuring that all children and young people have a childhood (including protection from harm), are educated, are healthy, are treated fairly and are heard (including considering children's views) and recognise children's fundamental right to be safe.
<p>C.7. The law and the family justice system</p>	<ul style="list-style-type: none"> • Demonstrates an understanding and application of values in practice. • Demonstrates practice that is within the appropriate legal and policy framework and uses robust sources for guidance and clarification • Is aware of current legislative requirements, recognises personal discrimination and oppression and with guidance makes use of support and reflection to challenge them • Understands the legal obligations, policies and procedures across the children's partnership and how these impact on practice • Understands how legislation and guidance can affect people's rights • Works within the principles of human and civil rights and equalities legislation • Recognises the impact of poverty and social exclusion and work together across agencies to promote enhanced economic status through access to education, work, housing, health services and welfare benefits • Demonstrates skill and ability to use computer technology and agency structures to prepare case records and reports and knowledge of when and how to share information with other agencies and professionals • With guidance works to address issues that constrain the rights of children, young people and their families, understands how legislation can impact on these rights • Applies in practice principles of the UN Convention on the Rights of the Child, social inclusion and equalities legislation • Recognises the impact of poverty and social exclusion on the needs of children and young people and promotes access to education, work, housing, health services and welfare benefits • Demonstrates that when, in the best interests of the child or young person, it is necessary to go against a child, young person, parent or carer's expressed wishes

	<p>Information sharing</p> <ul style="list-style-type: none"> • Promotes and protects the privacy of children and young people and the family within and outside their families and networks, recognising the requirements of professional accountability and information sharing • Demonstrates knowledge of equal opportunities legislation, responsibilities under that legislation and know how these policies affect and inform practice • Effectively shares information • Demonstrates an understanding of confidentiality • Knows the legal and policy and information sharing frameworks surrounding work with children and young people
<p>C.8. The role of supervision</p>	<ul style="list-style-type: none"> • Recognises and balances own personal/professional boundaries in response to a range of challenging contexts • Recognises the extent of own role and knows when to seek advice • Reflects on own values and how these influence and impact on own work with children, young people, their parents and carers • Demonstrates the skill and ability to use professional supervision to reflect on professional practice • With support, questions and evaluates the reliability and validity of information from different sources • Demonstrates a capacity to apply the techniques of reflective practice • Shows creativity by considering a range of viable options to meet the needs of children and young people. • Effectively reviews and evaluates decisions made • Understands the value and expertise you bring to a team and that which is brought by your colleagues • Understands the importance of continuing professional development and takes charge of own learning using both formal and informal opportunities for learning • Demonstrates an effective and active use of supervision for the development of their practice, accountability, professional reflection and development • Demonstrates a commitment to continuing learning and development • With support, takes steps to manage and promote own safety, health, wellbeing and emotional resilience • Is able to identify concerns or barriers about practice and procedures and, with support, begin to find appropriate means of challenge. • Reflects on their own learning, including prejudiced thoughts and behaviour • With reference to current legislative requirements, recognises personal and organisational discrimination and oppression and with guidance is able to challenge them • With guidance, uses reflection and analysis in practice

	<ul style="list-style-type: none"> • Shares experiences through formal and informal exchanges • Takes an active part in support, supervision and performance appraisal arrangements • Has an awareness of own prejudices and emotions when dealing with specific issues and how these can influence perception of the situation
<p>C.9. Organisational context</p>	<ul style="list-style-type: none"> • Understands the legal obligations, policies and procedures within own organisation partnership and how these impact on practice • Is able to work within an organisation and within the remit of the children's partnership to improve outcomes for children and young people and their families and contributes to the evaluation and development of this work • Understands and respects the role of others within the organisation and across the children's partnership and works effectively with them to improve specific outcomes • Works effectively as a member of a team both as a member of own organisation and across organisations (as appropriate to own role), managing challenge and conflict with support • Works collaboratively with other services, organisations and family to recognise, assess and meet the needs of neglected children • Is aware of the range of services in North East Lincolnshire available to families Demonstrates knowledge of the organisation's equal opportunities policy and codes of practice and practitioner responsibilities • Uses language and resources in the work setting which promote equal opportunities • Understands legal obligations, policy and procedure within own organisation and across the children's partnership and how these impact on practice • Understands and respects the role of others across the children's partnership and work effectively with them • Works effectively as a member of a team, demonstrating the ability to develop and maintain appropriate professional and inter-professional relationships • Demonstrates a good understanding of local services and support • Demonstrates a general knowledge and understanding of the range of organisations and individuals working with children, young people, their families and carers and understand the procedures, objectives, roles and relationship of partner services, in order to work effectively alongside them • Understands the importance of taking responsibility for ownership of any issues to be progressed

D. Vulnerable: Working with and undertaking targeted interventions with those children, young people and families who have been assessed as having additional needs, which cannot be provided for solely by the universal and universal plus provision above

Where practitioners are working with vulnerable children and young people they will need to have good understanding of the type of issues that might arise. Some children and young people may require a further assessment to evaluate the level of need. They will be able to make professional judgements about the help required and engage in a range targeted interventions as part of their normal professional practice. If there are concerns about the development or the safety of a child and young person it may be necessary to approach other services, who may be in contact with the family, to share information. They will, together with the child, young person and family, establish the nature of the additional needs through the **single assessment process** and identify the appropriate self help, intervention or service required. They will be expected to gather evidence about the needs of a family, analyse that information and make decisions about the best way forward. They would then construct an early help plan which identifies short term support within the setting or from other supporting agencies. These could be prevention programmes, specific educational programmes or extra support 1:1 or in a group. They should also be able to work with other agencies to develop a package of help, if needed.

Capability headings	Knowledge, skills and behaviours
<p>D.1. Relationships and effective direct work</p>	<p>Professionalism</p> <ul style="list-style-type: none"> • Demonstrates professionalism in presentation, demeanour, reliability, honesty and respectfulness • Understands own impact on children, young people and families and how they might be perceived • Ensures records and reports are kept up to date and in accordance with legal requirements • Shows the ability to obtain, evaluate and analyse complex evidence to inform decision making • Is able to recognise and maintain personal and professional boundaries <p>Communicating respectfully</p> <ul style="list-style-type: none"> • Demonstrates respectful partnership work with children, young people and their carers, eliciting and respecting their needs and views, and promoting their participation in decision-making wherever possible • Establishes appropriate professional boundaries when working with children, young people and their families • Demonstrates respect, by actively listening, avoiding assumptions and by taking actions that support the equality, diversity, rights

	<p>and responsibilities of children, young people, their parents and carers</p> <ul style="list-style-type: none"> • Understands barriers to communication, which could include poverty, cultural or faith requirements, disability, disadvantage or anxiety about accessing services • Understands the contribution family, caring and social networks make to the development of children and young people • Recognises that work with children, young people and their families operates within, and responds to, changing economic, social, political and organisational contexts • Demonstrates a person centred approach/responsive to individual • Is able to work sensitively and respectfully with people from different cultural backgrounds • Demonstrates understanding the principles and values essential for working with children and young people • Demonstrates a person centred approach/responsive to individuals • Demonstrates a holistic approach <p>Voice of the child</p> <ul style="list-style-type: none"> • Recognises and promotes children and young people's rights to express their views freely in all matters affecting them, the views of the child being given due weight in accordance with their age and developmental maturity • Has the voice and needs of the child at the centre of practice and is responsive to that voice, through whatever medium it may be demonstrated, by listening, hearing, understanding, evaluating and responding appropriately • Engages effectively with children and young people to effect positive change <p>Intervening effectively</p> <ul style="list-style-type: none"> • Demonstrates the use of a range of direct intervention skills, including effective problem solving conversations, • Demonstrates the ability to support children through trauma and loss • Demonstrates good working relationships with colleagues from CAMHS and social care to ensure children receive the support they need • Demonstrates flexible service delivery that meets the individual needs of the child • Understands how to work with and engage vulnerable young people • Is able to give brief advice to children that empowers the young person to deal with bullying • Supports and enables individuals to access appropriate information to manage their individual needs • Uses resources effectively to support the brief intervention and employ knowledge of appropriate services for signposting people to additional sources of support • Delivers a brief intervention based on an explicit model of behaviour change
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	<ul style="list-style-type: none"> • Is able to approach the discussions of difficult issues with sensitivity and a sense of purpose
D.2. Child development	<ul style="list-style-type: none"> • Understands the key stages of development and what is age appropriate in terms of language and understanding • Understands the basic principles of the physical, intellectual, linguistic, social and emotional growth and development of the infants, children or young people, including those with developmental delay or disabilities, in own work setting • Recognises anxiety and low mood / depression • Understands attachment and child / adolescent development • Is able to undertake informal discussion around sexual themes and relationships • Understands the issues around condom use and safer sex to be able to give good advice • Demonstrates understanding of own role as a worker - in relation to anti bullying
D.3. Adult mental ill-health, substance abuse, domestic violence, physical ill-health and disability	<ul style="list-style-type: none"> • Listens and responds to concerns of parents/carers • Understands the impact of parental disability, mental health, substance misuse and domestic violence on children and young people <p>Disability</p> <ul style="list-style-type: none"> • Understands the social model of disability • Has an understanding of the social perception of a specific condition and the potential for discrimination as a result of a specific condition • Responds appropriately to individuals with a particular condition and builds appropriate relationships through effective communication • Is aware of the implications of specific disabilities <p>Emotional health</p> <ul style="list-style-type: none"> • Understands the importance of building positive emotional health, self-esteem and demonstrates the ability to incorporate this into own work • Is able to assess for signs of emotional ill health and know when to refer for consultation to specialist services • Recognises the importance of emotional health and own role in promoting this. • Understands the Children and Adolescent Mental Health Service tiers of intervention, referral routes and how to access support • Is able to respond helpfully to a child or young person who is troubled, by listening appropriately • Communicates with individuals about promoting their health and wellbeing <p>Domestic Abuse</p> <ul style="list-style-type: none"> • Is aware of the implications of domestic abuse • Understands own views and society's views of domestic abuse and

	<p>understand the implications of the Child Act 1989</p> <ul style="list-style-type: none"> • Knows about the importance of safety planning in domestic abuse situations <p>Healthy weight</p> <ul style="list-style-type: none"> • Has an awareness of and access to a range of information to promote healthy lifestyle in relation to diet and exercise • Is able to assess for signs of behaviours relation to unhealthy weight and has a working knowledge of strategies to work with children, young people and families and when to consult with specialist services • Models a healthy lifestyle
<p>D.4. Abuse and neglect of children</p>	<p>Safeguarding</p> <ul style="list-style-type: none"> • Works collaboratively with other services, organisations and family to recognise, assess and meet the needs of neglected children • Is able to assess the nature and extent of a child's developmental needs using evidence based methods and make a professional judgement on whether or not the child's needs are being met and decide appropriate course(s) of action • Effectively records of decision making and actions undertaken and reviewed • understands the importance of looking beyond single incidents (cumulative harm) Recognises own role in well being, prevention and awareness of need within the context of their profession or organisation and uphold the standards of their own professions and those of the Local Safeguarding Children Board • Respects and values the contributions of other workers • Demonstrates knowledge and understanding of child abuse and neglect and how to respond to concerns • Demonstrates skill and ability in recognising and acting upon indications of child abuse and neglect, with the skill and ability to evaluate risk in a 'risk sensible' rather than 'risk averse' framework • Demonstrates the ability to evidence parent's capacity to respond to the child's needs • Demonstrates the ability to evidence family and environmental factors that may affect the child and parenting capacity of the family • Understands the importance of maintaining a focus on the impact on the child • Is familiar with the appropriate North East Lincolnshire tools for identification of need • Is familiar with the Single Assessment Framework process • Knows where, who and how to discuss and or express concerns of neglect and abuse • Ability to recognise and collect evidence based information • Understands the importance of recording the recognition of

	<p>abuse and neglect effectively and the action taken or not taken</p> <ul style="list-style-type: none"> • Knows where, who and how to discuss and express concerns about the risk to the well being or safety of a child • Uses professional judgement in assessing behaviours and risks <p>Neglect</p> <ul style="list-style-type: none"> • Understands why neglect is harmful to children • Has an awareness of the research base underpinning the approach to neglect • Understands the importance of looking beyond single incidents (cumulative harm) • Demonstrates an appropriate reaction to disclosures - support the child/young person, take allegations seriously • Is competent in identification of the key features of an effective assessment to evidence abuse and child neglect, using the North East Lincolnshire neglect tool • Understands the local picture around neglect • Recognises signs and symptoms of children who are or who may be neglected • Is able to identify family and environmental factors which may contribute to neglect <p>Anti bullying</p> <ul style="list-style-type: none"> • Understands the issues relating to cyber bullying and give brief advice on how to deal with occasional incidents of cyber-bullying • Has an awareness of what bullying is and isn't and understanding the anti-bullying policy(ies) within own organisation • Recognises the signs of bullying • Reports or refers bullying behaviour <p>Prevent</p> <ul style="list-style-type: none"> • Understand Prevent in the context of the Government's counter-terrorism strategy • Recognises the power of influence in the context of radicalisation • Understand how to recognise, understand, share concerns and seek and support advice in relation to vulnerable children, young people and families
<p>D.5. Child and family assessment</p>	<ul style="list-style-type: none"> • Is able to evaluate the information gathered and make considered decisions about whether concerns about a child or young person or family can be addressed in own work setting by offering additional advice, guidance or information and judge when it's appropriate to intervene early by offering other action or when referral to other services is appropriate • Recognises own role in well being, awareness and assessment of need within the context of their profession or organisation and wider children's services and how it also meet the requirements of their professional body and/or the Local Safeguarding Children Board

	<ul style="list-style-type: none"> • Demonstrates the ability to evidence parent’s capacity to respond to the child’s needs • Demonstrates the ability to evidence family and environmental factors that may affect the child and parenting capacity of the family • Demonstrates skill and ability to make judgements about the evidence of a child and family’s circumstances to inform decisions and recommendations • Has a good understanding of the processes of professional judgement and decision making in assessment and intervention • Is able to work confidently within the Single Assessment Framework process • Is able to take action to overcome factors that impede assessment, analysis and planning e.g. timescales, resistant families, own values, staff shortages, power differences • Understands the importance of keeping a watchful eye on the behaviour and progress of children and young people • Actively seeks and respects other people’s knowledge and input to deliver the best outcomes for children and young people. • Understands that others may not have the same understanding of professional terms and may interpret abbreviations, acronyms and other phrases differently • Has awareness of and able to use appropriate national and local guidance and tools that would help to evaluate the situation for a child or young person • Supports and enables individuals to access appropriate information to manage their individual needs • Provides support to children, young people and their families or carers to help them meet their own needs • Proactively engages with colleagues, and a range of organisations to identify, assess, plan and work with others to ensure the support that will meet the needs of children and young people and their families is put into place • With support, challenges decisions made by children, young people and their families • Understands and, with support, applies in practice the principles of ensuring that all children and young people have a childhood (including protection from harm), are educated, are healthy, are treated fairly and are heard (including considering children's views) and recognise children’s fundamental right to be safe. • Demonstrate skill and ability to assess family functioning, take a comprehensive family history and use this information when making decisions about a child’s safety and welfare • Demonstrates skill and ability to use computer technology and agency structures to prepare case records and reports and knowledge of when and how to share information with other agencies and professionals • Understands the importance of looking beyond single incidents (cumulative harm) • Is aware of how to discuss solutions and actions with the child, young person or family so that wherever possible they are involved
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	<p>in decision making</p> <ul style="list-style-type: none"> • Is able to recognise and evaluate signs that the well being, or safety of a child or young person is at risk and make considered decisions about when to take individual action and when to refer to supervisor/manager or to refer other appropriate agencies, within own remit
<p>D.6. Analysis, decision-making, planning and review</p>	<ul style="list-style-type: none"> • Identifies and implements strategies for responding appropriately to concerns about practice or procedures, seeking guidance if required • Proactively engages with colleagues, and a range of organisations to identify, assess, plan and work with others to ensure the support that will meet the needs of children and young people and their families is put into place • Demonstrate skill and ability to assess family functioning, take a comprehensive family history and use this information when making decisions about a child's safety and welfare • Demonstrate knowledge of single assessment process and skill in establishing and managing its effective application for the provision of support • Demonstrates effective recording of decision making and actions undertaken and reviewed • Provides appropriate support to parents/carers and sign post accordingly • Works in cooperation with others to ensure that appropriate planning takes place to meet the needs of the children and young people and their families • Supports and enables individuals to access appropriate information to manage their individual needs • Communicates with individuals about promoting their health and wellbeing • Works collaboratively with other services, organisations and family to inform decision making by the effective identification and gathering of information from a variety of sources and, with support, assess the reliability and validity of the information • With support, challenges decisions made by children, young people and their families • Understands and, with support, applies in practice the principles of ensuring that all children and young people have a childhood (including protection from harm), are educated, are healthy, are treated fairly and are heard (including considering children's views) and recognise children's fundamental right to be safe. • Demonstrates respectful partnership in work with children, young people and their carers, eliciting and respecting their needs and views, and promoting their participation in decision-making wherever possible. • Demonstrate knowledge of theoretical frameworks (e.g. motivational interviewing, solution focussed approaches, signs of safety) and skill in establishing and managing support to children, young people and families and their effective application for the provision of support including therapeutic help

	<ul style="list-style-type: none"> • Knows about tools, processes and procedures for multi-agency and integrated working, including those for assessment, consent, and information sharing • Works in cooperation with others to ensure that appropriate planning takes place to meet the needs of the children and young people and their families • Informs, involves and helps the child or young person to express what they are feeling by helping them to describe what they are experiencing and helping them understand the consequences of each and, where appropriate, agree next steps.
<p>D.7. The law and the family justice system</p>	<ul style="list-style-type: none"> • Demonstrates an understanding and application of values in practice. • Demonstrates practice that is within the appropriate legal and policy framework and uses robust sources for guidance and clarification • Is aware of current legislative requirements, recognises personal discrimination and oppression and with guidance makes use of support and reflection to challenge them • Understands the legal obligations, policies and procedures across the children's partnership and how these impact on practice • Demonstrates skill and ability to use computer technology and agency structures to prepare case records and reports and knowledge of when and how to share information with other agencies and professionals • With guidance works to address issues that constrain the rights of children, young people and their families, understands how legislation can impact on these rights • Applies in practice principles of the UN Convention on the Rights of the Child, social inclusion and equalities legislation • Recognises the impact of poverty and social exclusion on the needs of children and young people and promotes access to education, work, housing, health services and welfare benefits • Demonstrates that when it is in the best interests of the child or young person • necessary to go against a child, young person, parent or carer's expressed wishes • Demonstrates knowledge of equal opportunities legislation, responsibilities under that legislation and know how these policies affect and inform practice • Works within the principles of human and civil rights and equalities legislation • Recognises the impact of poverty and social exclusion and work together across agencies to promote enhanced economic status through access to education, work, housing, health services and welfare benefits • Demonstrates practice that is within the appropriate legal and policy framework and uses robust sources for guidance and clarification • Understands the legal obligations, policies and procedures within own organisation and across the children's partnership and how

	<p>these impact on practice</p> <p>Information sharing</p> <ul style="list-style-type: none"> • Promotes and protects the privacy of children and young people and the family within and outside their families and networks, recognising the requirements of professional accountability and information sharing • Knows and applies the legal and policy and information sharing frameworks and confidentiality issues surrounding work with children and young people • Proactively shares information appropriately
<p>D.8. The role of supervision</p>	<ul style="list-style-type: none"> • Recognises and balances own personal/professional boundaries in response to a range of challenging contexts • Recognises the extent of own role and knows when to seek advice • Recognises the extent of own role and knows when to seek advice • Identifies own learning and development needs and assume responsibility for improving own practice through appropriate professional development • With support, takes steps to manage and promote own safety, health, wellbeing and emotional resilience • Identifies and implements strategies for responding appropriately to concerns about practice or procedures, seeking guidance if required • With support, questions and evaluates the reliability and validity of information from different sources • Effectively reviews and evaluates decisions made • Understands the value and expertise you bring to a team and that which is brought by your colleagues • Understands the importance of continuing professional development and takes charge of own learning using both formal and informal opportunities for learning • Demonstrates an effective and active use of supervision for the development of their practice, accountability, professional reflection and development • Is able to identify concerns or barriers about practice and procedures and, with support, begin to find appropriate means of challenge. • Reflects on their own learning, including prejudiced thoughts and behaviour • Shares experiences through formal and informal exchanges • Identifies and implements strategies for responding appropriately to concerns about practice or procedures, seeking guidance if required
<p>D.9. Organisational context</p>	<ul style="list-style-type: none"> • Understands the legal obligations, policies and procedures within own organisation partnership and how these impact on practice • Is able to work within an organisation and within the remit of the children's partnership to improve outcomes for children and young

	<p>people and their families and contributes to the evaluation and development of this work</p> <ul style="list-style-type: none"> • Understands and respects the role of others within the organisation and across the children's partnership and works effectively with them to improve specific outcomes • Works effectively as a member of a team both as a member of own organisation and across organisations (as appropriate to own role), managing challenge and conflict with support • Is aware of the range of services in North East Lincolnshire available to families • Has a good general knowledge and understanding of the range of organisations and individuals working with children, young people, their families and carers. • Is aware of the roles and responsibilities of other professionals and knows what to do when there are insufficient responses from other organisations or agencies, while maintaining a focus on what is in the best interests of the child or young person • Demonstrates knowledge of the organisation's equal opportunities policy and codes of practice and practitioner responsibilities • Uses language and resources in the work setting which promote equal opportunities • Understands legal obligations, policy and procedure within own organisation and across the children's partnership and how these impact on practice • Understands and respects the role of others across the children's partnership and work effectively with them • Works effectively as a member of a team, demonstrating the ability to develop and maintain appropriate professional and inter-professional relationships • Demonstrates a good understanding of local services and support • Demonstrates a general knowledge and understanding of the range of organisations and individuals working with children, young people, their families and carers and understand the procedures, objectives, roles and relationship of partner services, in order to work effectively alongside them • Understands the importance of taking responsibility for ownership of any issues to be progressed
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E. Complex: Offering specialist interventions at the threshold for statutory involvement, where without support the child/ren or young person's or family outcomes will be significantly reduced

Some children, young people and families with multiple and complex problems might need targeted help and specialist services to meet their particular needs. There may be a particular referral pathway that has to be followed to access these specialist services, determined by need. This specialist help will have been identified through assessment, multi agency consultation and identified in the plan agreed between the child, young person, family and the practitioners and specialists involved with them at that stage. At this stage it may be necessary to take a targeted approach to meeting the identified issues and the workers will determine medium and longer term interventions and work on these with a view to improving outcomes. Sometimes these may be undertaken in conjunction with other services and organisations.

The workers offering this level of help will need to evaluate need, analyse information and make professional judgements based on evidence and analysis of that evidence and take decisions when and whether something needs to be done. Or they may need to decide the ways in which an action needs to be undertaken or modified based on the success or otherwise of the intervention.

Capability headings	Knowledge, skills and behaviours
<p>E.1. Relationships and effective direct work</p>	<p>Professionalism</p> <ul style="list-style-type: none"> • Recognises own role in intervention in a multi agency environment, within the context of their profession or organisation and how it also meet the requirements of their professional body and/or the Local Safeguarding Children Board • Respects and values the contributions of other workers • Promotes the role and function of the specific interventions that are undertaken, within the context of the wellbeing and safeguarding of children and young people • Maintains professionalism in the face of more challenging circumstances • Maintains appropriate personal/professional boundaries in more challenging circumstances. • Makes skilled use of self as part of interventions undertaken • Maintains awareness of own professional limitations and knowledge gaps. • Demonstrates the ability to practice using the inter-professional values and within the legal and policy framework and be able to question and challenge practice that does not meet these standards • Works effectively within appropriate ethical frameworks <p>Communicating respectfully</p> <ul style="list-style-type: none"> • Identifies and takes account of the significance of culture, economic status, disability, age, sexuality, gender and race on the lives of children's young people and their families, and applies this to practice

	<ul style="list-style-type: none"> • Promotes the role and function of the specific interventions that are undertaken, within the context of the wellbeing and safeguarding of children and young people • Recognises discriminatory practices and develops a range of approaches to appropriately challenge children, young people, their families, colleagues & senior staff • Is aware of and understands the impact of the power invested in own role on relationships and interventions, and is able to adapt own practice accordingly • Demonstrates ability to build a relationship that enables them to support and challenge the family where the needs of the child are not being met • Demonstrates skill, confidence and ability in establishing an authoritative but compassionate style of working • Demonstrates skill and ability in presenting and explaining one's reasoning to diverse audiences, which may include children, parents and carers, other professionals including within the court process • Is able to listen effectively to children <p>Voice of the child</p> <ul style="list-style-type: none"> • Shows ability to actively consult and include young people to be involved in making their own decisions • Able to demonstrate and utilise a range of strategies to encourage young people to self advocate • Demonstrates flexible service delivery that meets the individual needs of the child • Demonstrates through actions, that the child is the centre of practice • Informs, involves and helps the child or young person to express what they are feeling. Helps them to describe what they are experiencing and to assess different courses of action. Helps them understand the consequences of each and, where appropriate, agree next steps • Enables access to independent advocacy, where appropriate, so that vulnerable children, young people and their families have a voice <p>Specific interventions</p> <ul style="list-style-type: none"> • Demonstrates knowledge of theoretical frameworks and skill in establishing and managing their effective application for the provision of support including therapeutic help. • Demonstrates knowledge about, skill and ability to use and keep up-to-date with, relevant research findings on effective approaches to working with children and families and, in particular, where there are concerns about abuse or neglect. • Has an understanding of the barriers faced by disabled children/young people in accessing their rights • Is able to provide emotional support and advice to parents • Possesses the ability to engage reluctant and resistant Service
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	<p>Users</p> <ul style="list-style-type: none"> • Understands and implements a range of direct work methods, e.g. Solution Focussed, Motivational Interviewing, Brief Solution Therapy, Crisis Intervention • Demonstrates good working relationships with colleagues from CAMHS and social care to ensure children receive the support they need • Shows understanding the nature of a bullying relationship • Is aware of strategies to address bullying that empower the child • Has the skills and strategies to work with bullies • Has a range of skills and strategies to work with children who are persistently bullied • Has the skills and ability to help children deal effectively with severe cyber-bullying • Recognises signs of mental ill health that may ensue as a result of persistent bullying • Enables and supports people to consider and pursue a range of options that may enhance economic status (through access to education, work, housing, health services and welfare benefits) • Is able to build and sustain purposeful relationships with children young people and their families/carers • Uses and assesses the impact of evidenced based approaches and knows how to use research and current knowledge of best practice to help children, young people and families effect change and make a difference to the life of the child/young person • Has the skill to broach and engage in difficult conversations with children, young people or families
<p>E.2. Child development</p>	<ul style="list-style-type: none"> • Demonstrates knowledge and understanding of child development and attachment and how to use this knowledge to assess a child’s current developmental stage and state • Recognises signs of emotional ill health e.g. self-harm, Eating Disorder, Psychosis. • Has knowledge and understanding of sexualised behaviour, including children with disabilities
<p>E.3. Adult mental ill-health, substance abuse, domestic violence, physical ill-health and disability</p>	<ul style="list-style-type: none"> • Has an good understanding of the impact of parental difficulties and problems such as disability, domestic abuse, mental ill health and substance misuse on the child’s health and development at different stages during their childhood <p>Domestic Abuse</p> <ul style="list-style-type: none"> • Understands the possible effects that living with domestic abuse can have on children and young people • Understands the use of and implements a range of direct techniques with children and young people that deal specifically with the issues arising from domestic abuse, substance misuse and mental health <p>Emotional health</p> <ul style="list-style-type: none"> • Recognises signs of mental ill health e.g. self-harm, eating

	disorder, anxiety, depression etc and can respond to these with the support of CAMHS and adult mental health services
<p>E.4. Abuse and neglect of children</p>	<p>Safeguarding</p> <ul style="list-style-type: none"> • Demonstrates knowledge and understanding of the impact of child abuse and neglect on children in both the long and the short term and into adulthood • Demonstrates knowledge and awareness of the laws and policy areas relevant to the professional role to safeguarding children and young people, including the online world • Is able to identify the impact of neglect on children of different age groups • Demonstrates effective professional analysis and judgement in assessment and intervention, choosing most suitable intervention for a particular family • Hears and acts on the voice of the child • Is able to work with complex family issues to assess factors and can recognise disguised compliance • Has a good understanding of thresholds and identifies and recognises trigger points for action • Is able to maintain the momentum of change to ensure that the child's needs are being met • Demonstrates knowledge and understanding of the impact of child abuse and neglect on children in both the long and the short term and into adulthood • Demonstrates skill and ability in achieving a professional objectivity about what is happening in a child's life and within their family, and the ability to evaluate change over time. • Demonstrates skill and ability in recognising and acting upon indicators of child abuse and neglect, with the skill and ability to evaluate risk in a 'risk sensible' rather than a 'risk adverse' framework <p>Neglect</p> <ul style="list-style-type: none"> • Is able to identify the impact of neglect on children of different age groups • Is able to identify a range of intervention strategies for use with families who exhibit neglect of children and has a good understanding of the evidence base for the interventions that they use <p>Prevent</p> <ul style="list-style-type: none"> • Understand Prevent in the context of the Government's counter-terrorism strategy • Recognises the power of influence in the context of radicalisation • Understand how to make a prevent referral to local multi agency group and how to escalate unresolved concerns
<p>E.5. Child and family assessment</p>	<ul style="list-style-type: none"> • Is able to work with complex family issues to assess factors affecting parenting capacity and makes appropriate decisions about the levels of intervention required and by whom (Team Around the Family)

	<ul style="list-style-type: none"> • Demonstrates skill and ability to assess family functioning, take a comprehensive family history and use this information when making decisions about a child’s safety and welfare • Is able to work with family to assess family and environmental factors and makes appropriate decisions about the levels of intervention required and by whom • Demonstrates effective use of assessments, analysis and professional judgement • Listens to and acts on the voice of the child when assessing and evaluating the impact of interventions of the child • Effectively manages information gathering and decision making and the recording of such work
<p>E.6. Analysis, decision-making, planning and review</p>	<ul style="list-style-type: none"> • Can plan appropriately, with colleagues and a range of organisations, a course of action, with achievable and measurable objectives, that will meet a child’s developmental needs and support the strengths of the child and the family • Demonstrates ability to review outcomes and measure whether interventions are successful • Demonstrates skill and ability to maintain accurate up-to-date records and prepare assessment reports and reports for professional meetings including conferences and court proceedings. • Demonstrates skill and ability to use computer technology and agency structures to prepare case records and reports. • Demonstrates skill and ability to critically analyse evidence about a child and family’s circumstances to make well evidenced decisions and recommendations • Recognises and uses effectively the reflective cycle of Assessing, Planning, Intervening and Evaluating interventions in relation to defining and achieving specified objectives for work undertaken with child, young person or family
<p>E.7. The law and the family justice system</p>	<ul style="list-style-type: none"> • Works to the relevant legal guidelines and structures across the Local Safeguarding Children Board partners and children's partnership; knows when and how to access support and consultation • Keeps abreast of changing roles in the at national level and within the children's partnership; recognises, values and engages with other practitioner perspectives • Understands and work to the relevant legal structures surrounding work with children and young people and their families, including the law around safeguarding practice, information sharing and the rights of children and knows when and how to access support and appropriate advice and consultation • Knows about the issues that might be present for teenagers who are pregnant • Understands the rights of children and young people • Understands basic housing legislation • Applies in practice principles of the UN Convention on the Rights of the Child, social inclusion and equalities legislation, and

	<p>manages competing rights, differing needs and perspectives and supports children, young people and their families to pursue options to enhance their well being</p> <ul style="list-style-type: none"> • Addresses issues that constrain the rights of children, young people and their families, understands how legislation can impact on these rights • Is able to analyse differing needs, perspectives and competing rights within the principles of the UN Convention on the rights of the child and equalities legislation, and apply to practice • Recognises the impact of poverty and social exclusion on the needs of children and young people and promotes access to education, work, housing, health services and welfare benefits • Is aware of local procedures and inter-agency arrangements for promoting the rights and well being of children and young people, including the role of adult services • Is able to communicate legislative issues to other professionals and agencies • Has a comprehensive understanding of the legal, policy and safeguarding framework surrounding work with children , young people and families • Understands the effects of poverty, inequality and diversity and how this relates to child welfare • Is aware of how to orientate work with the child, young person or family so that wherever possible agree solutions/actions with them so that it offers them some choices, which gives them some control over the outcome <p>Information Sharing</p> <ul style="list-style-type: none"> • Promotes and protects the privacy of children and young people and the family within and outside their families and networks, recognising the requirements of professional accountability and information sharing
<p>E.8. The role of supervision</p>	<ul style="list-style-type: none"> • Takes responsibility for obtaining regular, effective supervision from a qualified and experienced practitioner in own field, for effective practice, reflection and career development • Manages workload independently, seeking support and suggesting solutions for workload difficulties • Critically reflects on and manages the influence and impact of own and others values on professional practice • Recognises and manages conflicting values and ethical dilemmas, in practice, using supervision and team discussion, questioning and challenging others, including those from other professions • Able to use reflective practice effectively to consider and improve practice • Understands own motivation and other issues relating to practice e.g. risk of collusion, establishing a fixed idea, avoidance of challenge • Uses supervision effectively for reflective practice and guidance and support • Routinely and efficiently applies reflection and analysis to work with children, young people and their families

	<ul style="list-style-type: none"> • Draws on a wide range of evidence sources to inform decision making • Ensures options are reviewed to inform judgement and decision making • Articulates professional opinion • With guidance, formulates evidence-informed judgements and justifiable decisions • Takes steps to enable the learning and development of others • Contributes to and promote the development of practice, taking the initiative to test new approaches • Understands the importance of continuing professional development and takes charge of own learning using both formal and informal opportunities for learning • Has good level of self awareness, can manage the impact of own and other's values, the place of intuition and logic and the difference between opinion and fact in assessment, interventions and review/evaluation of interventions • Has knowledge of the cultural issues that may impact on assessment, interventions and their evaluation • Proactively develops expertise, knowledge and skills in specific areas of practice
<p>E.9. Organisational context</p>	<ul style="list-style-type: none"> • Appropriately and proportionately challenges issues of poor practice with colleagues from other agencies, individually or internally through own organisation, and then through appropriate multi agency networks if required • Ensures practice is underpinned by policy, procedures and code of conduct to promote individual's rights to determine their own workable solutions. • Is aware of the context at local and national level for improving outcomes for children, young people and their families, and takes account of these in practice • Demonstrates the ability to work within own organisation, and develop the relationships with practitioners from the other organisations that will collectively meet the needs of the children and young people and their families, with whom you work • Is confident about own role in the team, working positively with others; drawing on and contributing to team working and collaborative support wherever possible • Shows understanding of the respective roles and responsibilities of other professionals and the unique role of the child and family social workers and ability to contribute to and work as a part of a multi-agency and multi-disciplinary team. • Takes an active role in inter-agency work, building own network and working collaboratively • Understand what hinders and facilitates integrated working • Works effectively with others to support on-going multi agency plans in place • Works effectively within appropriate ethical frameworks • Recognises own role and responsibility in multi agency environment and within the context of own professional work

F. Acute/Specialist: Working with children with a child protection plan; looked after children; children with severe and complex special educational needs; children and families with complex health needs/disabilities; children or parents with significant mental health problems; young offenders (community and custodial)

Specialist interventions for children and young people will be offered by those trained in professional practice as the professional standards for that role would be set by the appropriate professional association or regulatory body. Therefore only a few capabilities are identified at this level. However, to meet the holistic needs of the children, young people and families this group of staff will still be expected to work across agencies to work together to identify and address needs at the different levels and work together to devise a multi agency response to meeting these needs. It will be important for this group of staff to develop an understanding the different theoretical perspectives and values and ethics of others. In terms of effective inter-professional and interagency working they will need to understand the conditions and processes for this work and make adjustments to their own practice, as necessary.

They will need to be able to communicate effectively with those already working with the child, young person or family. They may need understanding of issues such as domestic abuse, child sexual exploitation, neglect, bullying emotional health and substance misuse.

Capability headings	Knowledge, skills and behaviours
F.1. Relationships and effective direct work	<ul style="list-style-type: none"> • Understands the nature of professional relationships as determined by professional role • Is aware of and understands the impact of the power invested in own role on relationships and interventions, and is able to adapt own practice accordingly • Identifies and take account of the significance of culture, economic status, disability, age, sexuality, gender and race on the lives of children's young people and their families, and shows application of this understanding in own practice • Demonstrates respectful partnership in work with children, young people and their carers, eliciting and respecting their needs and views, and promoting their participation in decision-making wherever possible.
F.2. Child development	Determined by professional role
F.3. Adult mental ill-health, substance abuse, domestic violence, physical ill-health and disability	<ul style="list-style-type: none"> • Has an understanding of the impact of parental difficulties and problems such as domestic abuse, mental ill health and substance misuse on the child's health and development at different stages during their childhood • Understands the possible effects that living with domestic abuse can have on children and young people • Recognises signs of mental ill health e.g. self-harm, Eating

	<p>Disorder</p> <ul style="list-style-type: none"> • Recognises importance of emotional health and provides clarity on their role and the role of their team, in promoting this. • Has a good understanding of CAMHS and adult emotional health services tiers of intervention, referral routes and how to access support where necessary. • Has a good understanding of the services available to support children and young people who are disabled
<p>F.4. Abuse and neglect of children</p>	<ul style="list-style-type: none"> • Demonstrates knowledge and awareness of the laws and policy areas relevant to the professional role to safeguarding children and young people, including the online world • Is able to identify the impact of neglect on children of different age groups • Hears and acts on the voice of the child • Is able to work with complex family issues to assess factors • Can recognise disguised compliance • Has a good understanding of thresholds and identifies and recognises trigger points for action • Is able to maintain the momentum of change to ensure that the child's needs are being met • Demonstrates knowledge and understanding of the impact of child abuse and neglect on children in both the long and the short term and into adulthood • Demonstrates skill and ability in recognising and acting upon indicators of child abuse and neglect, with the skill and ability to evaluate risk in a 'risk sensible' rather than a 'risk adverse' framework • Recognises the issues involved in bullying and being bullied • Know who can offer specialist health knowledge e.g. terminations, drug use, contraception, follow up after termination or after birth, advice about HIV and aids • Ensures that professional interventions are undertaken, based on recognised national practice standards, through the formal procedure at Section 17 or Section 47. • Ensures the provision of professional guidance and support to those working at identifying need, assessing need and making interventions. • Demonstrates skill and ability in recognising, assessing risk and investigating concerns about or allegations of child abuse or neglect • Understands and works to the relevant legal structures surrounding work with children and young people and their families, including the law around safeguarding practice, information sharing and the rights of children and knows when and how to access support and appropriate advice and consultation
<p>F.5. Child and family assessment</p>	<ul style="list-style-type: none"> • Keeps the voice of the child and needs of the child at the centre of practice and models this professional behaviour to others

	<ul style="list-style-type: none"> • Communicates effectively the results of professional assessments in a way that is understandable to others working with the child, young person or family • Work effectively and respectfully within a multi agency environment and manages relationships with the wider children's workforce • Shares information appropriately and in a way that enables effective practice by others • Promotes and protects the privacy of children and young people and the family within and outside their families and networks, recognising the requirements of professional accountability and information sharing
F.6. Analysis, decision-making, planning and review	<ul style="list-style-type: none"> • Draws on a wide range of evidence sources to inform decision making • Take part in multi-disciplinary investigation and collaborative work. • Takes an active role in inter-agency work, building own network and working collaboratively
F.7. The law and the family justice system	<ul style="list-style-type: none"> • Is aware of local procedures and inter-agency arrangements for promoting the rights and well being of children and young people, including the role of adult services • Is able to communicate legislative issues to other professionals and agencies
F.8. The role of supervision	<ul style="list-style-type: none"> • Shows the capacity for leading practice through own professional conduct • Takes steps to enable the learning and development of others • Contributes to and promote the development of practice, taking the initiative to test new approaches • Contributes to the learning of others
F.9. Organisational context	<ul style="list-style-type: none"> • Works to the relevant legal guidelines and structures across the Local Safeguarding Children Board partners and children's partnership; knows when and how to access support and consultation • Keeps abreast of changing roles in the at national level and within the children's partnership; recognises, values and engages with other practitioner perspectives • Recognises own role in intervention in a multi agency environment, within the context of their profession or organisation and how it also meet the requirements of their professional body and/or the Local Safeguarding Children Board

G. Team Leaders: Provide professional support, advice and supervision to frontline practitioners, ensuring that all cases are allocated and a quality service is delivered to children and families

Support practitioners by delivering the effective operation of a customer focused service through leadership of the team, managing quality practice in early intervention and prevention and improving the quality of practice. This group of staff will work in partnership with other agencies and with commissioned services to ensure the best possible outcomes for the children, young people and families.

Capability headings	Knowledge, skills and behaviours
<p>G.1. Relationships and effective direct work</p>	<p>Leads and governs excellent practice</p> <ul style="list-style-type: none"> • Models effective work in early intervention and prevention, promotes the work in decision-making within and outside the organisation. • Provides support and leadership when dealing with the sensitive exploration of issues of privacy and information-sharing in complex or risky situations, offering support and guidance in managing such dilemmas. <p>Creates a context for excellent practice</p> <ul style="list-style-type: none"> • Models and helps others to maintain professional/personal boundaries and the skilled use of self in complex situations. • Fosters and supports an environment that promotes learning and practice development within the work place. Fosters and maintains a work environment which promotes health, safety and wellbeing of self and others. • Demonstrates and models the effective and positive use of power and authority. Provides challenge in situations where power is used inappropriately. • Promotes positive approaches to diversity and identity within own practice area, providing guidance and challenge as required. • Creates and sustains an environment where people feel supported to challenge on issues of discrimination and oppression. • Provides or seeks out expert professional advice where necessary so that the law around equality and diversity is complied with. Contributes to the development of relevant organisational and professional practices and procedures <p>Developing excellent practitioners</p> <ul style="list-style-type: none"> • Models and demonstrate professionalism, ensures professional work standards are maintained throughout own area of responsibility • Models and promotes an environment which encourages reflection on the influence and impact of own values on

	<p>professional practice</p> <ul style="list-style-type: none"> • Demonstrates confident management and arbitration of ethical dilemmas, providing guidance and opportunities for professional development • Supports learning and development via the Learning and Development team and LSCB to produce and confidently deliver learning packages for a multi-agency group representing NELC. • Contributes to LSCB audits (and others) to continually identify areas of practice that could enhance by opportunities for organisational learning and in addition gathers evidence for Ofsted. • Demonstrates a commitment to not only encourage excellent practice via internal training but seeks to identify external opportunities for expert support and commissioning. • Provides advice and guidance and support to their staff <p>Leads on Quality Assurance and Improvement</p> <ul style="list-style-type: none"> • Provides clarity on the delivery work that needs to be undertaken and the specific outcomes to be achieved in work on early intervention and prevention by own service area/team • Models and promotes a culture which encourages reflection on the influence and impact of own values on professional practice • Promotes and develops professional leadership within area of responsibility • Promotes an environment of professional curiosity embracing research within your area of responsibility, encouraging the exploration of different cultures, concepts and ideas. • Takes responsibility for ensuring individual and workplace practice is informed by and informs research and current professional knowledge <p>Leads on the evaluation of interventions by the team</p> <ul style="list-style-type: none"> • Takes responsibility for managing workload and risk management approaches through effective use of data and other information • Plays leading role in practice development in the team and help sustain an environment that encourages learning • Demonstrates accountability for case management and outcomes
<p>G.2. Child development</p>	<ul style="list-style-type: none"> • Drives forward the inclusion agenda within their teams • Recognises the issues involved in the inclusion of children young people and their families in their service • Demonstrates ability to recognise and disseminate good practice in dealing with emotional health including child and adolescent development, bullying and the skills needed to build positive emotional health, self-esteem and identity • Understands the impact of mental health on families • Demonstrates knowledge and understanding of child

	<p>development and attachment and how to use this knowledge to assess a child's current developmental stage and state</p> <ul style="list-style-type: none"> • Recognises signs of emotional ill health e.g. self-harm, Eating Disorder, Psychosis. • Has knowledge and understanding of sexualised behaviour, including children with disabilities
<p>G.3. Adult mental ill-health, substance abuse, domestic violence, physical ill-health and disability</p>	<ul style="list-style-type: none"> • Has an understanding of the impact of parental difficulties and problems such as domestic abuse, mental ill health and substance misuse on the child's health and development at different stages during their childhood • Understands the possible effects that living with domestic abuse can have on children and young people • Recognises signs of mental ill health e.g. self-harm, Eating Disorder • Recognises importance of emotional health and provides clarity on their role and the role of their team, in promoting this. • Has a good understanding of CAMHS Tiers of intervention, referral routes and how to access support where necessary. • Has a good understanding of the services available to support children and young people and family members who are disabled
<p>G.4. Abuse and neglect of children</p>	<ul style="list-style-type: none"> • Provides effective support and supervision around safeguarding issues • Shows evidence of engaging and working collaboratively with a range of people across different settings and agencies to resolve safeguarding issues • Demonstrates ability to involve others in the case for developing safeguarding practice • Influences the development of safeguarding policies, procedures, guidelines and protocols on the basis of evidence of good practice • Able to identify clearly the delivery work that needs to be undertaken on neglect by own service area/team • Demonstrates a belief in the importance of effective work on neglect • Is able to set realistic and measurable objectives for the team on addressing the impact of neglect • Demonstrates ability to recognise and disseminate good practice in dealing with abuse and neglect • Leads on the evaluation of interventions by the team • Influences the development of practice, policies, procedures, guidelines and protocols on abuse and neglect, on the basis of evidence of good practice • Demonstrates effective performance management of cases within the team and demonstrates accountability for case management and outcomes • Encourages practitioner ability in dealing with abuse and neglect • Communicates effectively the messages that inform the delivery of service provision around safeguarding • Understands the Prevent Standards agreed for the organisation

	<p>and the need for compliance</p> <ul style="list-style-type: none"> • Able to advise staff in relation to the prevent standards and links to other adult and children’s safeguarding and public protection processes.
G.5. Child and family assessment	<ul style="list-style-type: none"> • Demonstrates values and behaviours that builds respectful relationships with colleagues from own and other organisations • Models behaviour that demonstrates effective skills in managing power relationships • Models and promotes confident and reflective application of professional ethics to decision making processes • Engages and work collaboratively with other agencies and settings and challenges others in the way most likely to produce positive outcomes • Recognises the wider issues and the impact involved in the identification of risk and the impairment of well being of vulnerable children • Has a good understanding of the services available to support children and young people and is able to identify clearly the delivery work that needs to be undertaken by own service area/team • Demonstrates skill and ability to critically analyse evidence in situations concerning a child, young person or family • Knows the appropriate referral processes and works to continually improve systems and practice around identification and referral • Shows understanding of the respective roles and responsibilities of other professionals and ability to contribute to and work as a part of a multi-agency and multi-disciplinary team • Leads on the evaluation of assessment and interventions by the team • Influences the development of practice, policies, procedures, guidelines and protocols on assessing risk and managing vulnerability
G.6. Analysis, decision-making, planning and review	<p>Supporting effective decision making</p> <ul style="list-style-type: none"> • Supports professional to take decisions and supports a culture where managing risk is accepted • Ensures there is rigour in decision making • Make sound and complex decisions making sure that the consequences of decisions are explored and understood • Ensures that children, young people and families are effectively and appropriately engaged in the planning and effective delivery of support and intervention.
G.7. The law and the family justice system	<ul style="list-style-type: none"> • Promotes people’s rights to autonomy and self-determination, supporting, challenging and guiding others as appropriate. • Identifies and takes up issues when principles of diversity are contravened within and across organisations within the children's partnership

	<ul style="list-style-type: none"> • Is aware of changes in national and local children's partnership contexts and their impact on practice. Positively influences developments that affect inter-agency practice and communicates this to relevant others. • Maintains a knowledge of the legal framework surrounding work with children, young people and their families, advises others and accesses specialist advice where necessary • Monitors, reviews and evaluates practice to ensure application of the UN Convention on the Rights of the Child, social inclusion and equalities legislation to decision-making; provides guidance and challenge to others where necessary. Contributes to policies and development opportunities to support these principles • Ensures that practice is compliant with the law through the provision of or access to expert advice. Challenges situations where this is not the case. • Models best practice, provide or seek out expert professional and or legal advice, applying human and civil rights in complex situations where there are competing issues. Contribute to policy and practice developments to support service improvement. • Demonstrates ability to interpret and use current legislation and guidance to protect and/or advance the rights and entitlements of children, young people and their families, balancing use of different legislation to achieve the best outcomes; support colleagues (both inside and outside the organisation) to do so • Is able to communicate legislative issues to other professionals and agencies
<p>G.8. The role of supervision</p>	<ul style="list-style-type: none"> • Uses reflective skills in management, practice or organisational supervision settings to enhance own and others practice. • Maintains awareness of own professional limitations, knowledge gaps and conflicts of interest, actively seeking to address own and others professional development needs • Models and promotes confident and reflective application of professional ethics to decision-making, using the inter-professional values and within the legal and policy framework and supports others to do so • Demonstrates ability to recognise and disseminate good practice and influences the development of practice, policies, procedures, guidelines and protocols, on the basis of evidence of good practice • Models the importance of supervision and reflective practice and ensures team members receive regular and effective supervision • Supports others through encouraging reflective practice to recognise and challenge discrimination • Develops and maintains an environment where critical reflection and analysis is valued and supported. • Provides critical reflection, challenge and evidence-informed decision-making in complex situations. Supports others in

	<p>developing these capabilities, and finding their own solutions.</p> <ul style="list-style-type: none"> • Models good practice in reflection and reflective supervision skills. • Develops and maintain a system within which all practitioners (including you) are able to access professional supervision from appropriately experienced people. • Ensures systems are in place to provide high quality professional and line management supervision using critical reflection and a range of other supervisory techniques. • Assures high quality professional supervision for all (including those providing supervision) within your area of responsibility • Ensures protected time is available for supervision. • Routinely provides a professional opinion, based on clear rationale and professional knowledge. • Supports and empowers others to develop the confidence and skills to provide professional opinion.
<p>G.9. Organisational context</p>	<ul style="list-style-type: none"> • Designing a system to support effective practice • Develops and maintains a network of internal and external colleagues, with whom to seek and share advice, expertise and new developments in early intervention and prevention and safeguarding. • Identifies and collaborates to resolve concerns about practice, following procedures, as appropriate. • Contributes to the development and implementation of procedures that are fit for purpose, enhance best practice and contribute to better outcomes • Provides leadership and facilitates appropriate collaboration within a multi-agency context • Ensures that the accepted multi agency principles and values inform practice • Contributes to and actively influences the organisational change and development needed to improve multi agency outcomes, including the identification of gaps in service. • Uses feedback from staff and children and young people from own areas of responsibility to facilitate appropriate development and changes and improvements in practice • Addresses performance management issues that arise within multi agency practice, supporting people to positively resolve difficulties where possible, taking action with HR and other appropriate bodies where necessary • Promotes positive working relationships in and across multi agency teams, using strategies for collaboration and contribute to a supportive environment and a collaborative working approach, actively resolving dilemmas, where necessary. • Works with other agencies across the children's partnership, to

	<p>drive forward improvements.</p> <ul style="list-style-type: none">• Demonstrates understanding of the respective roles and responsibilities of other professionals and has the ability to contribute to and work as a part of a multi-agency and multi-disciplinary team
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H. Service Managers: Ensuring professional standards and promoting positive solutions for improvement

1. This group of staff will support strategic leads and other service managers to deliver a number of key priorities in the areas of performance and planning. To support the work undertaken with children, young people and families, they will demonstrate a particular focus on improving performance, building capacity for any required service redesign work, ensuring the right systems are in place to deliver the right service at the right time and work with partners to implement local children's service plans. They are able to select the right set of behaviours for a given challenge and, most importantly, know why the behaviours they select would be most effective.

Capability headings	Knowledge, skills and behaviours
<p>H.1. Relationships and effective direct work</p>	<ul style="list-style-type: none"> • Models the role of providing effective early help to children and young people at a senior level, taking a strategic approach to representing and promoting the work within and outside of the organisation. • Models and demonstrates professionalism, ensuring professional standards are promoted and enhanced throughout the organisation. • Models the sophisticated use of self, and professional/personal boundaries in a range of complex situations, and ensures policies and procedures recognise or reflect this approach. • Creates and sustains a work environment that promotes health, safety and wellbeing of self and others across the organisation. • Creates and maintains an environment where concerns about practice are effectively dealt with, including reporting to the appropriate bodies. • Provides leadership in the critical application of professional ethics to strategic decision-making, using the legal and policy framework. • Models behaviours to ensure that practice is based on good quality relationships so that the voices of staff, stakeholders, children and young people with disabilities and their families are heard • Monitors and evaluates practice effectiveness and impact, leading and informing new approaches. Takes action to address and alleviate emerging issues, working pro-actively with partner organisations to achieve positive outcomes • Can demonstrate that there are sufficient numbers of staff with the right capabilities, knowledge, qualifications, skills and experience to meet the needs of people who use services at all times • Ensures staff are enabled to deliver support and challenge to service users safely and to an appropriate standard, including by receiving appropriate training, professional development, supervision and appraisal; being enabled to obtain further knowledge, skills and where needed, qualifications appropriate to the work they perform. • Evaluates and improves the quality of the services provided; and

	<p>safeguard high standards of practice by creating an environment in which excellence of practice to improve outcomes can flourish.</p> <ul style="list-style-type: none"> • Ensures that the workforce development plan for staff is reviewed and adjusted to meet the changing needs of the children and young people who use the services and to ensure that the services provided across the children's partnership are fully able to meet essential quality and safety standards and that workforce planning and appraisal are informed by the Professional Capabilities Framework for the wider children's workforce. • Ensures systems are in place to monitor effectiveness and impact of training and development and supervision activity • Demonstrates awareness of their role and evidence of working collaboratively to drive forward effective practice in inquiry and the evaluation of need across the organisations that make up the children's partnership and ensures clarity on the governance of the strategy and the collective drive for improvement
H.2. Child development	<ul style="list-style-type: none"> • Understands the key stages of child and adolescent development and what is age appropriate in terms of language and understanding • Understands the basic principles of the physical, intellectual, linguistic, social and emotional growth and development of the infants, children or young people, including those with developmental delay or disabilities
H.3. Adult mental ill-health, substance abuse, domestic violence, physical ill-health and disability	<ul style="list-style-type: none"> • Drives forward the agenda to improve outcomes in adult mental health, substance abuse, domestic violence, physical ill health and disability across the children's and adult partnership and ensures clarity on the governance of the strategies
H.4. Abuse and neglect of children	<ul style="list-style-type: none"> • Drives forward the safeguarding, early intervention and prevention agendas across the children's partnership and Local Safeguarding Children Board • Ensures that practice and performance in safeguarding are based on the highest standards • Understands the Prevent Standards agreed for the organisation and the need for compliance • Able to advise staff in relation to the prevent standards and links to other adult and children's safeguarding and public protection processes. • Participates in local or regional multi agency prevent forums when required
H.5. Child and family assessment	<ul style="list-style-type: none"> • Is able to evaluate data and use the information to plan services for children and young people with disabilities and additional needs, that influences service commissioning, delivery and provision • Monitors effectively the indicators, the service provision and the systems to continually strive to improve outcomes

<p>H.6. Analysis, decision-making, planning and review</p>	<ul style="list-style-type: none"> • Monitor s effectively the indicators, the service provision and the systems • Demonstrates the ability to remove obstacles to progress • Demonstrates the ability to involve staff and other stakeholders in the process and plans for the improvement of outcomes • Ensures that children, young people and families are effectively and appropriately engaged in the planning and effective delivery of support and intervention • Takes responsibility for the creation and maintenance of an organisational environment within which critical reflection and analysis take place and are valued and supported. • Promotes and provides critical reflection, challenge and evidence-informed decision-making in complex situations.
<p>H.7. The law and the family justice system</p>	<ul style="list-style-type: none"> • Creates an environment that promotes meaningful participation of individuals, communities, families and carers. Ensures that the outcomes that service users and carers experience are the focus for review. • Promotes a culture where individuals and communities can exercise their rights to autonomy and self determination; ensuring this is balanced against the responsibility not to harm others or be harmed themselves. • Leads on ensuring that policies and strategies concerning information sharing and privacy are informed by current legal and professional requirements concerning safeguarding, information sharing, confidentiality and data protection. • Ensures the organisation is aware of, and responds to changes in legislation, policy and guidance. • Leads on ensuring that policies, practice and strategies concerning discrimination and oppression reflect the law and current best practice. • Maintains a knowledge of the legal framework surrounding work with children, young people and their families, advise others and access specialist advice where necessary. Ensures practitioners and managers have access to legal advice and information where needed • Takes responsibility for developing and sustaining a multi-agency environment where the principles of the UN Convention on the Rights of the Child, social inclusion and equalities legislation are applied to strategic decision-making. • Takes strategic responsibility for ensuring that the work undertaken across the children's partnership is compliant with the law, and secure the provision of expert advice, making good use of such advice. • Creates and sustains environments where people are enabled to provide effective challenge and ensure the rights of children and young people are upheld. • Secures expert advice in complex situations to ensure an appropriate multi agency response by the organisations that make up the children's partnership. Promote and contribute to policy and practice developments to support service improvement.

	<ul style="list-style-type: none"> • Develops strategies (including regarding resources and commissioning) to promote social inclusion and access to opportunities which may enhance the economic status of families with children • Demonstrates values and behaviours that builds a respectful environment within own organisation and across the children's partnership • Acts to uphold the values and principles of the children's partnership within the practice of inquiry and the evaluation of need within a joined up framework of professional accountability
<p>H.8. The role of supervision</p>	<ul style="list-style-type: none"> • Models and uses critical reflective skills in management, practice or organisational supervision settings to enhance own, others and the organisation's strategic outcomes. • Maintains awareness of own professional limitations, knowledge gaps and conflicts of interest and actively seeks to address professional development issues for self and others. • Develops and encourages reflection on the influence and impact of own or agency values on practice • Creates and promote a culture of high quality supervision which covers practice, inter-agency organisational and management issues (as appropriate to the role) promoting critical reflection within and across the organisations. • Ensures effective, sufficient and appropriate supervision is embedded across the children's partnership and that a strategy is in place to ensure that professional supervisors are trained and skilled in a range of approaches.
<p>H.9. Organisational context</p>	<ul style="list-style-type: none"> • Creates and sustains an environment that promotes learning and practice development, facilitating research within the organisation and with strategic partners. • Maintains a professional and strategic network of internal and external colleagues, with whom to seek and share advice, expertise and new developments in early intervention and prevention • Takes responsibility to ensure that organisational procedures are relevant, reflect effective practice and contribute to better outcomes • Promotes collaborative working across agencies at a local, regional and national level, resolving intractable dilemmas where necessary. • Shows evidence of working collaboratively with a range of people across different settings and agencies to drive forward improvements. • Communicates effectively the messages that inform the delivery of service provision • Demonstrates the ability to remove obstacles to progress • Ensures that the principles, values and ethics of effective interagency practice influences good practice, service delivery and organisational strategy • Champions the development of empowered decision makers

	<p>throughout the organisation.</p> <ul style="list-style-type: none">• Creates an environment that promotes partnership working with the full range of partners including the statutory agencies, organisations across the wider children's workforce including adult services, the voluntary and community sector and children, young people and their families• Models professional multi agency leadership, and provide opportunities to support others' development• Creates opportunities and systems for current practices to inform and be informed by research and current professional knowledge, encouraging the exploration of different cultures, concepts and ideas• Leads, articulates and promotes a positive multi-agency identity which actively seeks and respects the contributions and views of all.
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I. Strategic Leaders: Developing, transforming and leading on improved outcomes

The strategic leaders will provide leadership for early intervention and prevention across the Borough. Working with partners they will shape and develop the early intervention and prevention work and communicate a consistent and clear message to staff about the strategic direction of the work. They will ensure that the needs of the local population are assessed and will plan and evaluate the appropriate services accordingly, ensuring the consultation and involvement of staff and clients. They will also ensure services are effectively developed and managed and supported, and are ultimately responsible for driving forward improvements in early intervention and prevention work. They will be responsible for modelling the attitudes and behaviours required by the children's workforce.

Capability headings	Knowledge, skills and behaviours
1.1. Relationships and effective direct work	<ul style="list-style-type: none"> • Models and demonstrates professionalism, ensuring professional standards are promoted and enhanced throughout the organisation. • Demonstrates confident leadership for the organisation in taking account of and arbitrating in complex ethical and legal situations. • Demonstrates effective partnership working within and outside of the organisation to drive forward improvements together • Leads and models at a strategic level appropriate and effective use of power and authority. Provides challenge in situations where power is used inappropriately. • Provides leadership to initiate, facilitate and enable organisational development at a local, regional and national level • Leads the positive use of mechanisms for feedback from staff, partners and children young people and their families about effective multi agency work, to inform future organisational development and commissioning • Establishes an environment of respect
1.2. Child development	<ul style="list-style-type: none"> • Understands the key stages of child and adolescent development and what is age appropriate in terms of language and understanding • Understands the basic principles of the physical, intellectual, linguistic, social and emotional growth and development of the infants, children or young people, including those with developmental delay or disabilities
1.3. Adult mental ill-health, substance abuse, domestic violence, physical ill-health and disability	<ul style="list-style-type: none"> • Drives forward the agenda to improve outcomes in adult mental health, substance abuse, domestic violence , physical ill health and disability across the children's and adult partnership and ensures clarity on the governance of the strategies
1.4. Abuse and neglect of children	<ul style="list-style-type: none"> • Drives forward the safeguarding, early intervention and prevention agendas across the children's partnership and Local Safeguarding Children Board • Has a good grasp of the strategies designed to meet the key

	<p>outcomes</p> <ul style="list-style-type: none"> • Ensures clarity on the governance of the major strategies to improve outcomes • Evaluates data and use the information to plan services that influences service commissioning, delivery and provision • Monitors effectively the indicators, the service provision and the systems • Demonstrates the ability to remove obstacles to progress • Demonstrates the ability to involve staff and other stakeholders in the process and plans for the improvement of outcomes in safeguarding and neglect • Communicates effectively the messages that inform the delivery of service provision around abuse and neglect • Is aware of the government's prevent strategy • Is able to advise managers and practitioners on their roles, responsibilities and participation in the local prevent agenda
1.5. Child and family assessment	<ul style="list-style-type: none"> • Is able to evaluate data and use the information to plan services for children and young people with disabilities and additional needs, that influences service commissioning, delivery and provision • Monitors effectively the indicators, the service provision and the systems to continually strive to improve outcomes
1.6. Analysis, decision-making, planning and review	<ul style="list-style-type: none"> • Demonstrates the ability to involve staff and other stakeholders in the process and plans for the improvement of outcomes • Ensures that children, young people and families are effectively and appropriately engaged in the planning and effective delivery of support and intervention
1.7. The law and the family justice system	<ul style="list-style-type: none"> • Leads and is accountable for strategic approaches to diversity and identity, creating and embedding equality and diversity within and across the organisations that make up the children's partnership. • Creates and sustains an organisational environment where people feel supported to challenge on issues of discrimination and oppression.
1.8. The role of supervision	<ul style="list-style-type: none"> • Understands the role of supervision and the importance of reflective practice and reflective discussion in improving outcomes • Models good practice in critical reflection and analysis and in reflective supervision skills. • Takes strategic responsibility for the development of a system of critical analysis and reflective professional supervision at all levels within the children's partnership, ensuring this is appropriately resourced
1.9. Organisational context	<ul style="list-style-type: none"> • Identifies and quantifies the early intervention and prevention work and other resources required to support the work of the organisations that make up the partnership that delivers these services. • Takes responsibility for the implementation and evaluation of

	<p>work undertaken. Ensures the organisation's workload is actively monitored and evaluated, taking action to promote positive solutions.</p> <ul style="list-style-type: none"> • Anticipates and provides strategic leadership for those organisations within the Children's and Adult partnerships, engaging locally, regionally and nationally, to positively influence developments that affect the delivery of improved outcomes through multi agency practice. • Initiates and facilitates effective multi-agency partnership working, to drive improvements in performance and outcomes for children, young people and their families, carers and communities • Develops and maintains a strategic plan to oversee performance management of improved outcomes for children, young people and their families, supporting positive resolutions and taking action where necessary. • Shows evidence of working collaboratively with a range of people across different settings and agencies to drive forward improvements. • Ensures that the principles, values and ethics of effective interagency practice influences good practice, service delivery and organisational strategy • Champions the development of empowered decision makers throughout the organisation. • Demonstrates values and behaviours that builds a respectful environment within own organisation and across the children's partnership • Acts to uphold the values and principles of the children's partnership within the practice of inquiry and the evaluation of need within a joined up framework of professional accountability
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