

# Children, Young People and Families Manager

## Residential Pathway Apprenticeship Programme



Level 5



Typically 24 - 30 months if mandatory qualification isn't held

### Occupation profile

As a Children, Young People and Family Manager working in Children's residential care, you ensure direction, alignment and commitment across partnerships to help children, young people and families aspire to do their best and achieve sustainable change.

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

You work on a multi agency basis with professionals from a wide range of backgrounds.

Focusing on excellence in practice and improved performance, you encourage Children, Young People and Family Practitioners to gain the skills, knowledge, attitudes and behaviours that will enable them to actively support each child, young person, young adult and family to achieve their potential.

You develop and lead an ethos that will enable and inspire practitioners to make a real difference to the lives of children, young people and families.

### Entry requirements

Employers set their own entry requirements which will include undertaking the Disclosure and Barring Service process and providing the result.

### Programme qualifications & requirements

#### Qualifications

- Level 2 English (if not held)
- Level 2 maths (if not held)
- Level 5 Diploma in Children's Residential Care Manager in Leadership and Management for Residential Childcare

#### Requirements

- Collate a portfolio of evidence
- 20% off the job training
- Acquire the set skills, knowledge and behaviours
- Be consistently working at or above the level of a Children, Young People and Families Manager



## **On completion of your apprenticeship you must have gained skills in the following areas:**

- Maintaining and developing a leadership style that sets the ethos, aims and approach to the work
- Managing the application of professional judgement, standards and codes of practice
- Creating a strong sense of team purpose
- Modelling an ethos that actively promotes equality, resilience, dignity and respects diversity and inclusion
- Actively seeking the views of others
- Developing and delivering good quality supervision practice and decision making
- Demonstrating evidence based practice and modelling the effective use of up to date research and theories
- Identifying and managing risk
- Monitoring, evaluating and improving the working environment to ensure it is safe
- Setting clear, measurable objectives
- Using data to evaluate the effectiveness of outcomes
- Developing, facilitating and leading changes in working practices that deliver improved outcomes
- Actively encouraging the participation of children, young people and families in service improvement
- Managing the quality assurance of the service provided and proposing improvements
- Managing and deploying total resource (e.g. people, finance, IT property) to maximise outcomes
- Mobilising collective action across service boundaries and within the community to manage resources
- Commissioning and contract managing external providers
- Collaborating with partner agencies and resolving complex issues to achieve best outcomes
- Building an ethos of learning and continuous improvement across partner organisations
- Evaluating practice of team members
- Assessing learning styles of self and team members and identifying development opportunities
- Listening to, challenging and supporting practitioners
- Engaging in reflective practice and developing a learning culture across the team

## **On completion of this apprenticeship you must have gained a knowledge and understanding in: skills in the following areas:**

- Current research and development in the health and social care sector
- Theories underpinning the learning, development and motivation of individuals and teams
- The role of the team and the internal and external environment in which it operates
- Values and ethics and the principles and practices of diversity, equality, rights and inclusion
- Approaches to dignity and respect
- The principles and practice of supervision with their staff

- The theories and up-to-date research and best practice that underpin practice decision making
- The working practices surrounding legislation, national and local solutions for safeguarding and risk management of children, young people and families
- A healthy, safe and stimulating environment that fulfils health & safety legislation and requirements
- The safeguarding requirements contained within mandatory local safeguarding training or nationally accredited equivalent
- The principles and practice of supervision with their staff
- The principles and practice of statutory frameworks, standards, guidance and Codes of Practice
- The quality assurance of health and social care in line with OFSTED, CQC and other regulatory bodies
- Approaches to developing and implementing improvement, including use of data
- The theories of intervention that meet the needs of children, young people and adults within the family
- The practice and principles of resource management
- How to create engagement and innovation in the development of practice
- The commissioning cycle and its application
- Inter-agency and multi-agency work and its role in ensuring positive outcomes
- Techniques to influence, persuade and negotiate with others
- Principles of: reflective practice; how people learn; effective continuing professional development

- Academic research, evidence-based data, policy developments, practice developments

## **As a Children, Young People and Families Manager , you need:**

### **Courage**

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

### **Compassion**

Consideration and concern, combined with robust challenge and support

### **Competence**

The relationships you build to effect change for children, young people and families will be informed by social care ethics and values and will be developed through reflective practice

### **Commitment**

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

### **Communication**

Building relationships with practitioners, peers and partner organisations

## Details of the programme

You will be allocated a Skills & Development Coach who will support and guide you for the duration of your apprenticeship.

The apprenticeship programme will be delivered as blended learning. Blended learning is a combination of both online and face to face delivery. You will need to have good internet access and a suitable device such as a smart phone, laptop, or tablet to work on.

Microsoft Teams is used for coaching sessions and ZOOM is currently used for taught sessions. Please discuss accessibility with your employer as these applications are required, in order for you to complete your training.

During this apprenticeship programme you will participate in training, development and on-going review activities. These typically include:

- Induction which is specific to your workplace
- Study days and training courses
- Mentoring/buddy support
- Completion of a portfolio through which you will gather evidence of your progress
- Structured one to one reviews of your progress with your employer and Dynamic Training
- 20% Off the Job training

## Assessment Gateway

At gateway your employer will make the decision that you are ready for end point assessment having achieved all the mandatory requirements and qualifications set within the standard

## End Point Assessment

Following successful completion of the Gateway, you will proceed to end point assessment (EPA).

The EPA is undertaken by an independent assessment organisation chosen by your employer, within 3 months of passing gateway.

The end point assessment components are:

- Situational judgement test
- Competence interview

Overall grade of fail, pass or distinction will be determined by the Independent Assessor