

LEVEL 5 CHILDREN, YOUNG PEOPLE AND FAMILIES MANAGER

Duration of the Apprenticeship

18 Months

Apprenticeship Overview

As a Children, Young People and Family Manager you will ensure direction, alignment and commitment within your own practice, your team(s), your organisation and across partnerships to help children, young people and families aspire to do their best and achieve sustainable change. You will 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 may work either as a Manager in Children's Residential Care or as a Children, Young People and Families Manager in the Community in a range of settings in local authorities, within health organisations, educational and early years settings or children's centres, as well as a wide range of private voluntary and community organisations. You could be solely responsible for the management of a team or service, or be part of a management team. To deliver effectively on a wide range of outcomes you will work on a multi agency basis with professionals from a wide range of backgrounds, as well as team leaders and managers from your own organisation.

With a focus on excellence in practice and improved performance, you will 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 will inform and improve practice by acting on research and new developments into how the needs of children, young people and families are best met. You will model the behaviours that encourage reflective practice, professional confidence and humility. You will challenge and support practitioners and ensure their practice is safe. You will 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

Undertake the Disclosure and Barring Service process and provide the result.

Functional Skills

All apprentices will need to undertake Functional Skills in Maths & English at Level 2 as a mandatory part of their Apprenticeship. Apprentices who have achieved GCSE's or A levels in Maths & English A-C will be exempt from having to complete their functional skills with valid proof of their exemption certificates

Qualification Requirements

As part of working towards the apprenticeship standard you will study towards and achieve the NCFE Level 5 Diploma in Leadership and Management for Residential Childcare QAN 6014845765 Credits / 570 GLH, 15 mandatory units, 8 optional units.

Progression opportunities

As a Children and Young People's Family Manager you could progress further within their vocation specialism and/or into roles involving leadership and management of teams or departments.

Programme Overview

Apprentices will learn New skills, Knowledge and Behaviours as part of their job role. Apprentices will benefit from teaching and learning on the job putting their skills into practice.

Additionally, apprentices will undertake off the job learning activities and other in work-based duties which will contribute to successful completion of their apprenticeship programme.

Apprentices will receive regular visits from their training assessors and have access to learning resources to support their learning and development on and off the job.

Manager in Children's Residential Care

1a. Plays a leading role in developing the ethos of the home and creates a sense of purpose and clarity for the long term care and support of children and young people in residential care

Knowledge and understanding of:

- The principles of long term care and support for children and young people
- The legislation, the theoretical approaches and the compliance requirements for running a residential care home for the care and support of children and young people
- The theory and best practice in the use of restraint

Skills:

- Ensures each child receives care and that the continuity of care for each child is in place
- Models the behaviour expected from staff and communicates a clear message about the responsibilities required in the care and support of children
- Manages and monitors safe systems of physical restraint

OPTION 2: Children, Young People and Families Manager within the Community

2a. Creates an environment that promotes partnership working within a specific working context (e.g. early years, youth, youth justice, family work, special educational needs and disability etc.) and builds consensus and support for improving outcomes together

Knowledge and understanding of:

- The national systems of social welfare
- Local agencies and community groups
- Theoretical approaches to the practice and principles of effective multi agency working

Skills

- Proactively develops and sustains strategies for joint working , to improve outcomes
- Demonstrates good awareness of stakeholders
- - Contributes to and initiates appropriate joint budget arrangements

2b. Leads and supports practice development in the care and support of children young people and their families and carers, within contemporary society

Knowledge and understanding of:

- Theoretical approaches to contemporary social issues that affect family life and the care of children and young people
- The priority practice areas in the specific context and their responsibilities within it
- - Ethical and professional approaches to practice in a partnership context

Skills:

- Leads, implements and evaluates effective approaches to practice in specific contexts
- Audits and measures performance effectively within a multi- agency context
- Effectively uses and shares information and data
- - Leads and develops new approaches to early intervention in partnership practice

End Point Assessment

The end-point assessment will consist of two assessment methods:

1. A Situational Judgement Test
2. A competence interview informed by submission of a portfolio.

The **Situational Judgement** Test is designed to test the thinking and approach of the apprentice in dealing with specific situations that are typical of the of management and leadership of work within children, young people and families sector. It will highlight their competence in the knowledge and skills outlined in the standard. It should also demonstrate how they consider the decisions they make will impact on the outcomes for service users. It will enable the apprentice to demonstrate that they meet the behaviours within the standard and will allow for a demonstration of the apprentice's personal and professional approach to ethics and values.

The situational judgement test will be a paper-based written test consisting of 4 questions and will last 45 mins. It will be undertaken alongside the competence interview. The test will be marked by the independent assessor and will form 50% of the final grade.

The purpose of the **Competence Interview** is to ensure that there is no plagiarism involved in the portfolio and that the apprentice understands and can explain the work presented in their portfolio. It is an opportunity for the assessor to discuss with the apprentice the content of the portfolio, allowing them to seek reassurance, where necessary, that the apprentice meets or exceeds the apprenticeship standard. The assessor must not assess the portfolio, but uses it to inform the questioning for the competence interview.

The competence interview is a structured discussion of 55-65 minutes duration between the apprentice and the independent assessor, focusing on the work covered in the portfolio. It will look at both the work the apprentice has undertaken, the strengths demonstrated and will consider any gaps or weaknesses in knowledge, skills or behaviours. There will be probing questions and discussion about the professional

practice undertaken within the course of the apprentices' work, based on the application of the core skills, knowledge, and behaviours which will:

- confirm and validate judgements about the quality of work;
- provide evidence for any gaps or perceived weaknesses in skills and knowledge
- explore aspects of the work, including how and why it was carried out

The information gained from the discussion will provide a basis for the independent assessor to make a holistic decision about the grade to be awarded.

End-Point Grading

Assessment Method	Grading					Weighting
Situational Judgement Test	If an apprentice fails any one of the assessments it will be deemed to be an overall fail	Pass	Distinction	Pass	Distinction	50%
Competence Interview		Pass	Pass	Distinction	Distinction	50%
Overall Grade Awarded	FAIL	PASS	PASS	PASS	DISTINCTION	