

Children, Young People and Families Manager



As a Children, Young People and Family Manager, your role is to lead and manage teams to support children, young people, and families in achieving sustainable change. You will work in a variety of settings, such as local authorities, health organisations, educational and early years settings, and children's centres. You may be responsible for managing a team or service, or part of a management team. You will work with professionals from different backgrounds to ensure the best outcomes for children, young people, and families.

Your focus will be on improving performance and promoting excellence in practice by encouraging practitioners to develop the necessary skills, knowledge, attitudes, and behaviours to support each child, young person, young adult, and family to achieve their potential. You will keep up to date with the latest research and developments to improve practice and will model behaviours that encourage reflective practice, professional confidence, and humility. You will support practitioners and ensure their practice is safe, and develop an ethos that inspires them 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.

Apprenticeship Duration

This apprenticeship typically takes 24 months.

Level

This apprenticeship standard is set at level 5.

Qualifications

- Prior to their end-point assessment, apprentices who haven't attained a level 2 in English and Maths will be required to obtain this qualification.
- OPTION 1 (Manager in Children's Residential Care): Level 5 Diploma in Leadership and Management for Residential Childcare.
- OPTION 2 (Children, Young People and Families Manager within the Community): Level 5 Diploma in Leadership for Health and Social Care.

End Assessment

The employer, training provider and apprentice will agree together about when the apprentice is ready to undertake the independent end assessment.

ART Providers Trainers

They will help the apprentice decide on a personal learning and development plan and help then setting a timetable of learning activities in preparation for the End Point Assessment (EPA). The ART Providers Training Consultant will meet with the apprentice regularly either online or face to face to complete and review assessments, provide further coaching and agree the next steps of the learning process.



For more information contact us at:
+44(0) 20 3884 0011 | sc.art-providers.com

The values and behaviours expected of a Children, Young People and Family Manager

Care	Show respect and value for practitioners and enable them to provide excellent practice.
Compassion	Exhibit consideration and concern, while offering robust support and challenge.
Courage	Encourage honest conversations and foster an environment where practitioners can offer their own solutions to improve practice.
Communication	Develop positive relationships with practitioners, peers, and partner organisations.
Competence	Understand the business, recognize good practices in others, and relentlessly focus on achieving better outcomes.
Commitment	Demonstrate a strong moral purpose, model the organisation's ethos, and build the skills of others, while continuing to enhance one's own practice through effective CPD.

Core Requirements – knowledge and skills

Knowledge and Understanding of	Skills
You provided direction and ensured we worked as a cohesive team	
• Current research and development in the field. • Theories that support learning, development, and motivation of individuals and teams. • The role of the team and the internal and external environment in which it functions.	• Develops and maintains a leadership style that establishes the ethos, aims, and approach to the work. • Manages the application of professional judgement, standards, and codes of practice. • Establishes a strong sense of team purpose.
You implemented a working environment which supported dignity and human rights	
• Values, ethics, principles, and practices of diversity, equality, rights, and inclusion. • Approaches to promoting dignity and respect.	• Models an ethos that actively promotes equality, resilience, dignity, and respect for diversity and inclusion. • Actively seeks the views of others to understand their perspectives.

Knowledge and Understanding of

Skills

You helped us work through the challenges that faced us and ensured we were safe

- Principles and practice of supervision with staff.
- Theories, research, and best practices that underpin practice decision making.
- Legislation and national/local solutions for safeguarding and risk management of children, young people, and families.
- Requirements for creating a healthy, safe, and stimulating environment that meets health and safety legislation.
- Safeguarding requirements contained within mandatory local safeguarding training or nationally accredited equivalent.
- Develops and delivers high-quality supervision practices and decision making.
- Demonstrates evidence-based practice and models the effective use of up-to-date research and theories.
- Identifies and manages risk effectively.
- Monitors, evaluates, and improves the working environment to ensure safety and quality.

You enabled us to focus on and achieve improved outcomes for children and young people

- Statutory frameworks, standards, guidance, and Codes of Practice.
- Quality assurance of health and social care aligned with regulatory bodies such as OFSTED and CQC.
- Methods to develop and implement improvements, including the utilisation of data.
- Intervention theories to address the needs of individuals and families.
- Establishes clear and measurable objectives.
- Evaluates the effectiveness of outcomes using data.
- Facilitates and leads changes in work practices to achieve improved outcomes.
- Encourages the involvement of individuals and families in service improvement.
- Manages quality assurance and recommends improvements to the service provided.

You managed and made best use of the resources that we have

- Principles and practices of resource management.
- Approaches to fostering engagement and innovation in practice development.
- The commissioning cycle and its practical application.
- Effectively manages and allocates resources (such as people, finance, IT, property) to optimise outcomes.
- Encourages collaborative efforts across service boundaries and within the community to manage resources.
- Commissioning and contract management of external providers.

You built the relationships with others that ensured effective communication and partnership work

- The importance of inter-agency and multi-agency work in achieving positive outcomes.
- Effective techniques for influencing, persuading, and negotiating with others.
- Collaborates effectively with partner agencies to resolve complex issues and achieve the best outcomes.
- Promotes a culture of learning and continuous improvement across partner organisations.

Knowledge and Understanding of	Skills
You ensured there was a culture of continuing professional development'	
• Reflective practice principles, effective continuing professional development, and how individuals learn. • Academic research, evidence-based data, policy and practice developments.	• Evaluates the practice of team members. • Identifies development opportunities by assessing learning styles of self and team members. • Listens to, challenges and supports practitioners. • Engenders a culture of learning and reflective practice throughout the team.

To complement the CORE standard program, Children, Young People and Family Managers must select ONE of the following options to acquire specialised skills and knowledge:

OPTION 1: Manager in Children's Residential Care

1a: Takes charge in shaping the values and culture of the residential facility and establishes a clear mission and direction for providing sustained care and assistance to children and young individuals residing in the facility.

Knowledge	Skills
Principles of providing long-term care and support to children and young people in a residential care setting.	Ensures that each child receives appropriate care and that there is continuity of care for each child.
Relevant legislation, theoretical approaches, and compliance requirements for managing a residential care home for children and young people.	Sets an example for staff and communicates clear expectations regarding their responsibilities in caring for and supporting children.
Theories and best practices regarding the use of physical restraint.	Manages and monitors the use of safe physical restraint techniques.

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

2a: Establishes a collaborative environment in a designated work context (such as early years, youth, youth justice, family work, special educational needs and disability, etc.), fostering partnership working and gaining consensus to enhance outcomes collectively.

Knowledge	Skills
National systems of social welfare.	Proactively develops and sustains strategies for joint working to improve outcomes.
Local agencies and community groups.	Demonstrates good awareness of stakeholders.
Theoretical approaches to effective multi-agency working principles and practices.	Contributes to and initiates appropriate joint budget arrangements.
	Builds effective partnerships and collaborates with relevant agencies and community groups.

2b: Takes a leadership role in advancing practice development in the care and support of children, young people, families, and carers, keeping in mind the demands of modern society.

Knowledge	Skills
Theoretical perspectives on contemporary social issues that mpact family life and the care of children and young people.	Leads, implements, and evaluates effective practices in specific contexts.
Key areas of practice that are prioritised in the specific context and their related responsibilities.	Conducts performance audits and effectively measures results in a multi-agency setting.
Ethical and professional principles that apply to practise in a collaborative context.	Effectively uses and shares information and data.
	Leads and develops new approaches to early intervention through collaborative practice.

Independent End Point Assessment

The independent end assessment ensures that all apprentices consistently achieve industry-set professional standards and can start working immediately once they have completed a minimum period of learning and development

Summary of Independent End Point Assessment Process

The end point assessment consists of two distinct assessment methods, the situational judgement test and competence interview. It is a requirement for the learner to be able to demonstrate in both end point assessment methods, that throughout the course of the Apprenticeship, they have achieved the required knowledge but have also been able to put this into practice through the evidence of the skills and behaviours. Apprentices should demonstrate this through giving authentic examples of how they have applied these skills.

Situational Judgement Test

The situational judgement test will last 45 minutes and is designed to provide an opportunity to assess the apprentice for their leadership skills, thinking skills, problem solving, decision making, interpersonal skills, assessment and analysis and use of professional judgement and decision making within a health and social care context. It will offer 4 work-based scenarios within a children's health and social care context, from which the apprentice must respond by saying what they would do in that scenario and why.

The apprentice should be given a minimum of 2 weeks and a maximum of 4 weeks to prepare for this activity following the gateway. Apprentices must ensure that the appropriate organisational staff are present at the activity and are notified in advance of the activity. Any preparatory documentation/ presentation should be shared with the EPAO prior to the observation. Preparation for the observation should commence, once the Gateway process has been confirmed as completed by the EPAO and should include preparation for 4 set open questions that are asked by EPAO to assess related underpinning knowledge and familiarity with the online platform where undertaken in this format.



Competence Interview

The competence interview between an apprentice and an assessor will last 55 – 65 minutes and will focus on the portfolio evidence already provided by the apprentice. The portfolio will consist of evidence of a range real-work activities undertaken during the apprenticeship that meet the apprentice standards. The portfolio itself is not assessed, but it is used to inform the questioning for the interview.

