

Children, Young People and Families Practitioner



As a practitioner, you will work with children, young people, and families to achieve positive and sustainable change in their lives. You will recognize and assess their complex needs and agree on interventions or referrals with them. Your approach will challenge and support them to achieve their potential and stay safe. You will work alongside other professionals to share the responsibility for improving outcomes, exercising judgement on evidence-based approaches.

Option 1: As a Practitioner in Children's Residential Care, you will develop and deliver placement plans and support the health, education, and social needs of children living in settings such as children's homes, residential special schools, or secure children's homes.

Option 2: As a Children, Young People, and Families Practitioner in the Community, you will manage risk across a spectrum of needs, supporting families in settings such as family homes, educational settings, and youth centres. You will work across agencies to improve outcomes and help children and young people overcome barriers and maximise their independence.

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 4.

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 Level 3 Diploma for Residential Childcare.
- OPTION 2 Certificate in Higher Education in working with Children Young People and Families.

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.



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

Care	Respect and value individuals to keep them safe, working with them to make positive changes.
Compassion	Show concern for children, young people, and families and understand their perspective.
Courage	Be honest, confident, and able to manage difficult behaviours and situations, while challenging and enabling children, young people, and families to fulfil their potential.
Communication	Build effective relationships through empathy, good rapport, and perceptive communication.
Competence	Practice informed by social care ethics and values and developed through reflective practice.
Commitment	Create sustainable change by working alongside children, young people, and families, and being authentic, consistent, patient, persistent, and resilient.

Core Requirements – knowledge and skills

Knowledge and Understanding of	Skills
You listened to me, understood what has happened to me and how I feel about my life, and I am confident my voice is heard	
• Effective communication skills that prioritise the needs and perspectives of children, young people, and families. • Understanding of the various factors that can create uncertainty and difficulty in the lives of these individuals. • Awareness and appreciation of diversity, cultural differences, and the importance of equality and rights in the context of the organisation you work for.	• Facilitates effective communication that amplifies the voice of children, young people, and family members. • Motivates individuals to actively engage with their community and relevant agencies, and participate in the delivery of their care and support. • Proactively advocates for respect, equality, diversity, and inclusion.
You helped me to identify risk, you made me aware when things were unsafe	
• Safeguarding risk factors such as domestic violence, gang membership, missing children, online activity, and radicalisation, as well as different forms of harm to vulnerable individuals such as neglect, child sexual exploitation, and emotional abuse. Understanding of local and national safeguarding thresholds. • Safeguarding requirements mandated in local or nationally accredited training.	• Collaborates with children, young people, and families to promote safety and manage risk while encouraging the development of skills necessary for families to manage risk on their own. • Supports and works alongside other professionals to address safeguarding concerns.

Knowledge and Understanding of

Skills

You identified my/our strengths and difficulties and helped me learn about myself/ourselves. We prepared and made plans where we agreed the next steps together

- Developmental stages of children, adolescents, and adults.
- Meeting the spectrum of needs for individuals and families.
- Principles of effective assessment and analysis for professional judgement.
- Empowers individuals and families to make informed choices by identifying their influences.
- Leads the development and recording of holistic plans, delivers interventions, and evaluates their effectiveness.
- Addresses barriers to accessing resources.

You supported me through the changes, stuck with me and checked how things were progressing and asked whether things were better for me

- Monitoring models to track changes in the wellbeing of children, young people, and family members.
- A variety of evidence-based interventions and their respective advantages and limitations.
- Identifies and implements evidence-based interventions, and assesses their efficacy.
- Contributes to developing a robust, reliable, and tenacious approach to practise.

You weren't afraid to make difficult decisions when you thought it was the right thing to do

- The ethical nature, responsibilities, boundaries, and duties of the role.
- Theories and guidelines that support good practice.
- Demonstrates a professional approach to decision-making, with clear expectations and purpose.
- Appropriately challenges or offers alternative perspectives to children, young people, or families.
- Contributes to personal professional development.

You knew what you were doing - you understood the law and knew where to find other information and helped me to form creative ideas about how to make things better

- The various systems and policy frameworks related to working with children, young people, and families, such as education, health, care, employment, criminal justice, special educational needs and disabilities, first aid, and safeguarding.
- Applies their knowledge of legal, economic, and social justice systems and implements policy frameworks to promote positive outcomes for children, young people, and families.

You thought about things

- Professional judgement and analysis in complex situation.
- Ethics and values, and the ability to challenge oneself and the systems in use.
- Demonstrates critical evaluation of practice and insight into own emotions, behaviour, and feelings and uses these insights to challenge their own practice.
- Actively participates in continuous professional development opportunities.

You included people who were important to me or could help me

- Establishing shared goals and outcomes techniques when building relationships with partner organisations, other workers, children, young people, and families.
- Sharing and agreeing goals and outcomes with partner organisations, other workers, children, young people, and families to ensure timely and appropriate support.

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

OPTION 1: Practitioner in Children's Residential Care

1a: Working with families, carers and children to devise, deliver and evaluate the effectiveness of interventions for the care and support of individual children and young people in residential care.

Knowledge	Skills
The legislation and compliance requirements relevant to residential care.	Assumes the role of a professional parent for children in residential care.
The goals and aspirations for children in residential care.	Contributes to the creation and review of placement plans based on individual needs.
Group living and dynamics in a residential care setting.	Supports traumatised children and young people to live together and make progress in their development.
Legislation and the Code of Practice for Special Educational Needs and Disability.	

1b: Work within a team to promote the ethos of the home.

Knowledge	Skills
The ethos of the home and how to create and promote it.	Developing and promoting the ethos of the home.
Effective teamwork and collaboration in a residential care environment.	Working collaboratively with colleagues to ensure the delivery of high-quality care to residents.

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

2a: Forge networks with other agencies and the community, within a specific working context (e.g. early years, youth, youth justice, family work, special educational needs and disability etc.) and build sustainable solutions together.

2b: In depth understanding of a particular age group, context or family system.

Knowledge	Skills
Contemporary social issues that impact family life and the care of children and young people.	Engages effectively with children, young people, and/or family members to build rapport and establish trust.
Specific knowledge and understanding of working with a particular age group or demographic, such as under 5s, 5-11, 12+, young adults, parents, families, or children with special educational needs and disabilities.	Supports children, young people, or vulnerable adults to identify and address safeguarding risks through appropriate interventions and actions.
Ethical and professional principles that underpin the role.	

Independent End Point Assessment

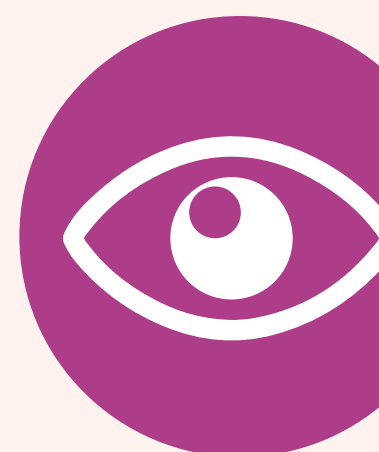
The independent end assessment ensures that all apprentices consistently achieve industry-set professional standards and can start working immediately once they have completed a minimum period of learning and development

Summary of Independent End Point Assessment Process

The end point assessment consists of two distinct assessment methods, the observation of leadership and a professional discussion. 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.

Observation of Leadership

The observation of leadership must include the ability to demonstrate leadership to an organisational audience. It is expected that the Apprentice will lead the activity and will have prepared for this in advance and have all necessary information and evidence prepared beforehand. 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.



Professional Discussion

The professional discussion is an in-depth, two-way dialogue between the apprentice and the independent assessor:

- The independent assessor will undertake the professional discussion and, wherever possible must be the same independent assessor who conducts observation of leadership.
- The professional discussion is for the independent assessor to ask the apprentice questions in relation to knowledge, skills and behaviours.
- The professional discussion should take 60 minutes.
- The independent assessor will ask questions to ensure all the relevant behaviours, knowledge and skills that are mapped to this assessment method are covered.

