



# IfATE

Shaping skills training

## Standard Draft Preview

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**Standard in development**

**L3: Children, young people and families practitioner**

**Version 0.0**

## **Title of occupation**

Children, young people and families practitioner

## **UOS reference number**

ST1350

## **Core and options**

No

## **Level of occupation**

Level 3

## **Occupational maps data**

**Route:** Care services

**Pathway:** Care Services

**Cluster:** Children, young people and families worker

## **Typical duration of apprenticeship**

18 months

## **Target date for approval**

30/04/2024

## **Resubmission**

No

## **Would your proposed apprenticeship standard replace an existing framework?**

Yes

Children young people and families Level 4

## **Does professional recognition exist for the occupation?**

No

## **Regulated occupation**

### **Is this a statutory regulated occupation?**

No

## **Occupational summary**

This occupation is found in residential, community or outreach settings, such as early intervention services, youth offending services, outreach in families, homes or schools, short

stay or specialist units. A Children, Young People and Families Practitioner works with children, young people (and families dependent on the area in which they work) to achieve positive and sustainable change in their lives. They demonstrate a passion to care for and about children, young people and are trained in recognising the complex needs that children and young people often present. They carry out observation and assessment to help plan and contribute to setting goals and targets for young people. Their approach is respectful and upholds a duty of care to ensure that children and young people are kept safe at all times, in line with legislation, regulations and agreed ways of working. Practitioners in Children's Residential Care work in a number of settings, for example local government, private, voluntary, community or charitable settings, including Residential children's homes, schools, secure units and specialist units. The children might be living on their own or in a larger group in children's homes, residential special schools or secure children's homes. Children, Young People and Families Practitioners within the Community work in settings as diverse as family homes, youth centres, early years, youth justice, children's centres, educational settings and the community. They will understand the importance of, and be skilled in, early intervention and safeguarding work. They manage risk across the spectrum needs for children, young people and families. Children, Young People and Families Practitioners work alongside other professionals and organisations to share responsibility for improving outcomes of children and young people. They will have regular supervisions with an experienced practitioner to encourage reflection and improvement on their practice. They play a significant role in working across agencies to improve outcomes, and may work with particular age groups, across the full age range, or specifically with families. By supporting the confidence and skills of children, young people and families, Practitioners help those they support to overcome barriers and maximise their independence.

The broad purpose of the occupation is to support the health and well-being of children and young people by providing a person-centred, trauma-informed therapeutic approach in a nurturing environment. Children, Young People and Families Practitioners typically interact with children and young people who may have complex needs, such as those living within the care system, who have health conditions or have experienced harm and abuse, trauma, loss and/or bereavement, those with learning difficulties, physical disabilities, and or mental health support needs. This could be within a residential or community setting. Through lone and group working, Children, Young People and Families Practitioners build warm, trusting, and professional relationships, delivering personalised, one-to-one support that meets an individual's needs, as recorded in relevant plans, and supports them to fulfil their potential. They follow the child's care/young people's plan and will work with the child to support their health, education, social and day-to-day needs. Alongside other professionals, they support and may be involved with the updating of the child's Education, Health and Care Plan (EHC plan) where applicable to their role. They play a significant role in helping children and young people to become resilient and to succeed and fulfil their potential.

In their daily work, an employee in this occupation interacts with Children, young people and families (dependent on the area in which they work). They will work alongside managers and collaborate with colleagues within the working environment. They will also interact with other professionals and organisations working with children and young people, which may include:

- Speech and Language Therapists
- Schools
- Social Workers
- Youth Workers
- Community Police
- Probation Services and Custody Services
- Health Professionals
- Advocates and others in the local network or safeguarding and protection arena
- Community Health Services and teams supporting young people leaving care
- Therapeutic support services.

An employee in this occupation will be responsible for working with children, young people (and families dependent on the area in which they work), to achieve positive and sustainable change in their lives. They will uphold their duty of care and ensure they are following all safeguarding policies and procedures, undertaking regular training and updates as directed by their manager, to ensure the highest standard of safeguarding is maintained. They will follow children and young people's care plans, working with them to support their health, education, social wellbeing and day-to-day needs. They will collaborate with other professionals and may also be involved with the updating of the child's EHC plan and behaviour support plan where applicable to their role. They are required to participate in relevant training and personal development to support their practice. They support observations and assessments, and plan and set goals and targets for children and young people, complying with legislation and regulations relevant to their work setting, including following all policies and procedures and agreed ways of working. They also participate in regular supervisions with an experienced practitioner to encourage reflection and improve their practice.

## Typical job titles

Child and family support worker

Children and young people practitioner

Children and young people practitioner (residential setting)

Family engagement worker

Residential care worker – children and young people

Residential support worker

Therapeutic residential care worker- children and young people

Young persons practitioner

Youth justice workers

## Are there any statutory / regulatory or other typical entry requirements?

Yes

### Entry requirement label

A satisfactory enhanced DBS check will be an entry requirement for the programme.

Employers may set their own entry requirements which might typically include a minimum entry age due to the nature of the role.

## Occupation duties

DUTY	KSBS
<p><b>Duty 1</b> Identify and act upon safeguarding concerns in line with organisation policies and procedures.</p>	<p>K1 K2 K3 K8 K10 S1 S2 S3 S9 S17 S20 B4 B5</p>
<p><b>Duty 2</b> Support children and young people to achieve their education and life targets, as recorded in assessment, case and care plans, including EHC plans.</p>	<p>K1 K3 K5 K7 K25 S2 S5 S7 S10 S14 B1 B4 B5</p>
<p><b>Duty 3</b> Contribute to the holistic development of a child or young person building confidence, trust, attachment and healthy relationships.</p>	<p>K2 K4 K5 K8 K13 K16 K18 S4 S5 S9 S10 S13 S14 S21 S25</p>
<p><b>Duty 4</b> Support multidisciplinary and multi-agency meetings.</p>	<p>K4 S7 S13 S15 B1 B5</p>
<p><b>Duty 5</b> Maintain and build effective working relationships with children, young people and, families including their wider networks, colleagues and wider external agencies.</p>	<p>K4 K10 K13 K14 K15 K21 S6 S9 S14 S21 B3 B5</p>
<p><b>Duty 6</b> Maintain recording systems that reflect and capture the child, young person's daily lived experience.</p>	<p>K14 K15 K20 K21 S14 S20 S21</p>
<p><b>Duty 7</b> Support service delivery plans.</p>	<p>K6 K10 K18 K24 S11 S18 S20 S25 B3 B5</p>
<p><b>Duty 8</b> Support positive sustainable outcomes.</p>	<p>K6 K9 K23 K24 K25 S11 S12 S18 S21 S22 S23 S24 B5</p>

<b>Duty 9</b> Interpret and understand challenging and risk-taking behaviours in line with policies and procedures and respond in a child centred way.	K2 K21 K22 S6 S11 S16 S17 S18 S25 B2 B5
<b>Duty 10</b> Maintain a warm, caring and stimulating environment in which children and young people receive physical, emotional, social and intellectual care.	K9 K19 S7 S12 S19 B3 B5
<b>Duty 11</b> Recognise how children may show distress in different ways and use strategies to support them to self-regulate and be safe.	K9 K10 K11 K12 K16 K17 S7 S8 S19 S25 B2 B5

## KSBs

### Knowledge

**K1:** The legislation, national and local guidelines, policies procedures affecting children, young people and families relevant to own role.

**K2:** Principles of duty of care within own scope of practice.

**K3:** Principles of safeguarding and protection of children, and young people and families, and how to respond to safeguarding concerns.

**K4:** Techniques for following and reviewing plans to deliver personalised, child-centred care.

**K5:** The principles, process and benefits of using child-centred planning and assessment frameworks and how to engage children and young people to express their needs, views and aspirations.

**K6:** Techniques for developing independence, self-confidence and resilience and promoting positive, sustainable outcomes for children and young people in residential settings

**K7:** How child centred approaches and EHC Plans can support education access and attainment for children and young people and how SEND can impact on learning and development.

**K8:** The expected pattern of development for children and young people from birth to 19 years.

**K9:** Attachment theories and patterns and their impact on healthy relationships and trust with children, and young people and families.

**K10:** Principles of trauma informed therapeutic practice to support children and young people with adverse childhood experiences.

**K11:** Signs and symptoms of physical and mental health conditions and their impact on wellbeing for children and young people.

**K12:** Techniques and activities for supporting a nurturing and stimulating environment which encourages social development.

**K13:** Communication methods, models and theories to maximise understanding for children, young people, their wider networks and other professionals.

**K14:** Principles and practices that support effective collaboration and team working with children, and young people and families, their wider network, colleagues and multi-disciplinary agencies to enable decision making.

**K15:** Methods to manage differences of opinion and difficult situations with children, young people and families, their wider network and other professionals and when to provide professional challenge.

**K16:** How to identify risk and undertake dynamic risk assessments following organisational policies and procedures.

**K17:** Methods for assessing and interpreting signs of distress and behaviours that challenge and tools, techniques and communication methods to support and empower children and young people's journey towards self-regulation.

**K18:** The influence of social, economic, and cultural factors lived experience and cultural identity on children and young people's decisions, choices and risk taking.

**K19:** The importance of health and safety in service delivery

**K20:** Ways to record and store information securely, including the safe use of digital technology, in line with legal requirements and local and national policies.

**K21:** Strategies for supporting own mental and emotional well-being.

**K22:** Processes for continual reflection and the purpose of How supervision and reflective practice to supports the development of own practice.

**K23:** Principles of continuous professional development.

**K24:** Awareness of current and developing sustainability principles and how to apply them.

**K25:** Ways to use digital skills and technology to enhance practice.

## **Skills**

**S1:** Work in line with legislation, local and national policies, codes of conduct and professional standards relevant to own role.

**S2:** Act in the best interests of children and young people following the principles of duty of care.

**S3:** Recognise and respond to safeguarding concerns.

**S4:** Follow and review plans to deliver personalised, child-centred care.

**S5:** Use child-centred assessment frameworks in the assessment and planning process and engage children and young people to express their needs, views and aspirations.

**S6:** Use techniques to develop independence, self-confidence and resilience and promote positive, sustainable outcomes for children and young people in residential settings.

**S7:** Support children and young people to access educational opportunities and improve attainment, following EHC Plans and SEND where needed.

**S8:** Recognise and support expected and varied patterns of development within children and young people.

**S9:** Identify and respond to a child, or young people and families person's attachment patterns when fostering healthy relationships and trust.

**S10:** Use trauma informed therapeutic practice to support children and young people with adverse childhood experiences.

**S11:** Minimise the impact of physical and mental health conditions to improve the wellbeing of children and young people.

**S12:** Support and maintain a nurturing and stimulating environment which encourages social development.

**S13:** Communicate effectively with children, young people, their wider networks and other professionals and adapt communication methods to meet individual need.

**S14:** Work collaboratively with children and young people to enable teamwork and decision making.

**S15:** Manage differences of opinion and difficult situations with children, and young people and families, their wider network and other professionals, providing professional challenge when necessary.

**S16:** Identify risk and contribute to dynamic risk assessments.

**S17:** Assess and interpret signs of distress and behaviours that challenge and use appropriate tools, techniques and communication methods to support and empower children and young people's journey towards self-regulation.

**S18:** Be aware of children and young people's lived experience and cultural identity when supporting their decision making, choices and risk taking

**S19:** Follow health and safety policies and procedures relevant to own role.

**S20:** Record and store information relating to children and young people securely and in the line with legal requirements local and national policies, including the safe use of digital technology.



**S21:** Apply strategies to maintain own mental and emotional well-being.

**S22:** Use supervision and reflective practice to support the development of own practice.

**S23:** Participate in continuous professional development activities and record progress.

**S24:** Apply sustainability principles to own work.

**S25:** Use digital skills and technology to enhance practice

## **Behaviours**

**B1:** Caring, compassionate and empathetic.

**B2:** Adaptable, patient and consistent.

**B3:** Self-aware, resilient and objective.

**B4:** Act as an ambassador for children, young people and families.

**B5:** Committed to inclusive practice, which includes anti-racist, anti-discriminatory and anti-oppressive practice.

## **Qualifications**

### **English and maths**

Apprentices without level 2 English and maths will need to achieve this level prior to taking the End-Point Assessment. For those with an education, health and care plan or a legacy statement, the apprenticeship's English and maths minimum requirement is Entry Level 3. A British Sign Language (BSL) qualification is an alternative to the English qualification for those whose primary language is BSL.

### **Does the apprenticeship need to include any mandated qualifications in addition to the above-mentioned English and maths qualifications?**

Yes

#### **Other mandatory qualifications**

Level 3 diploma for residential childcare

Level: 3

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Level: 3

## **Consultation**

The employers had been wanting to revise this standard for several years and had made attempts to do so. However, due to Covid-19 and multiple changes to Trailblazer chairs, progress slowed. When the group finally submitted the proposal for a core-only standard (removing the community pathway), it was approved at the route panel. However, IfATE had to initiate a mini route review to determine if the community pathway could be retired from this occupation due to low employer contribution. HTQ applications were submitted against the old core and options standard, and the DfE was introducing a new role called Family Help, which was similar to this occupation.

After a period of research by officials, IfATE concluded that the community pathway should be removed from this standard, with its content transferred to the Early Intervention Practitioner standard. The mini route review indicated a need to revise this standard as a residential-only standard.

## **Progression routes**

ST0868 Early intervention practitioner L4

ST0087 Children, young people and families manager L5

## **Supporting uploads**

### **Mandatory qualification uploads**

### **Mandated degree evidence uploads**

**Professional body confirmation uploads**

**Subject sector area**