

Leadership Capability Grid (LCG) Standard for Childhood Practice 1

Summary definition of leadership in this context

The leadership capabilities and bullets in this Leadership Capability Grid (LCG) are based on the manager leadership capabilities and their themes of indicator from the [Step into Leadership website](#). The assumption within this LCG and level is that you can demonstrate leadership when you:

- work directly with children and young people/adults, families and communities
- contribute to team/collaborative work with colleagues and other professionals
- work with and supervise the work of colleagues
- carry out your roles and responsibilities, illustrating your knowledge of organisational practice and procedures, SSSC Codes of Practice and other legal and organisational requirements within your roles and responsibilities
- display leadership potential for your own managers and other professionals with whom you work.

This mapping to the Standard for Childhood Practice shows clear ways that you can demonstrate your leadership skills.

Please note that 'The Standard for Childhood Practice' (2015) document makes reference to a number of specific law and policy publications; rather than repeat these references here, we have used the generic phrase 'as defined in current law and policy documents' where relevant within these mapping documents.

Leadership Capability Grid (LCG)
Standard for Childhood Practice 1

<p>Leadership capabilities</p>	<p>When valuing and demonstrating a commitment to inclusion, diversity, social justice, anti discrimination, and protecting and caring for children and young people, you can demonstrate leadership capabilities by:</p>
<p>Vision</p>	<p>Providing a vision for those with whom you work and your organisation when you: See how best to make a difference when:</p> <ul style="list-style-type: none"> • having high expectations for all children and young people and a commitment to ensuring that they can achieve their full potential (1.2) <p>Promote a public service ethos when:</p> <ul style="list-style-type: none"> • respecting and valuing children and young people as unique, whole individuals and their right to participate and be consulted (1.1) • having high expectations for all children and young people and a commitment to ensuring that they can achieve their full potential (1.2) • respecting the rights of all children and young people without discrimination as defined in current law and policy documents (1.3) • having a commitment to promoting and supporting current child protection policy and guidance (1.4) • valuing and respecting the diversity of identities and the importance of their interactions (1.6) • promoting fairness and justice and adopting anti-discriminatory practices which challenge inequalities of race, ethnicity, gender, class, disability, sexuality and other social backgrounds and their interactions (1.7) • safeguarding the children and young people in your charge and promoting and supporting their well-being and development (1.8)
<p>Self-leadership</p>	<p>Displaying self leadership when you: Challenge discrimination and oppression when:</p> <ul style="list-style-type: none"> • respecting and valuing children and young people as unique, whole individuals and their right to participate and be consulted (1.1) • having high expectations for all children and young people and a commitment to ensuring that they can achieve their full potential (1.2) • respecting the rights of all children and young people without discrimination as defined in current law and policy documents (1.3) • having a commitment to promoting and supporting current child protection policy and guidance (1.4) • demonstrating an awareness of the significant of race, ethnicity, gender, class, disability, sexuality and other social backgrounds and

Leadership Capability Grid (LCG)
Standard for Childhood Practice 1

	<p>interactions between them in the development of individual children and young people (1.5)</p> <ul style="list-style-type: none"> • promoting fairness and justice and adopting anti-discriminatory practices which challenge inequalities of race, ethnicity, gender, class, disability, sexuality and other social backgrounds and their interactions (1.7) • safeguarding the children and young people in your charge and promoting and supporting their well-being and development as defined in current law and policy documents (1.8)
<p>Motivating and inspiring others</p>	<p>Motivating and inspiring others when you: Inspire people by personal example when:</p> <ul style="list-style-type: none"> • having high expectations for all children and young people and a commitment to ensuring that they can achieve their full potential (1.2) • promoting fairness and justice and adopting anti-discriminatory practices which challenge inequalities of race, ethnicity, gender, class, disability, sexuality and other social backgrounds and their interactions (1.7)
<p>Collaborating and influencing</p>	<p>Collaborating and influencing when you: Influence people when:</p> <ul style="list-style-type: none"> • having a commitment to promoting and supporting current child protection policy and guidance (1.4) • promoting fairness and justice and adopting anti-discriminatory practices which challenge inequalities of race, ethnicity, gender, class, disability, sexuality and other social backgrounds and their interactions (1.7)