

Leadership Capability Grid (LCG) Standard for Childhood Practice 14

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.

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<p>Leadership capabilities</p>	<p>When coordinating and leading the provision of environments that are safe, secure, caring and nurturing, and inclusive you can demonstrate leadership capabilities by:</p>
<p>Self-leadership</p>	<p>Displaying self leadership when you: Enable intelligent risk-taking when:</p> <ul style="list-style-type: none"> • providing environments and play spaces that are comfortable, welcoming and accessible to each child and his/her family and promoting children and young peoples' well-being and development (14.1) • developing policies and practices to provide a safe, secure environment for each child which meet all regulatory requirements and where each child can develop skills and knowledge to keep him/her safe (14.2) <p>Challenge discrimination and oppression when:</p> <ul style="list-style-type: none"> • developing policies and practices to provide a safe, secure environment for each child which meet all regulatory requirements and where each child can develop skills and knowledge to keep him/her safe (14.2)
<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"> • establishing and maintaining relationships with other agencies and ensuring that workers understand their responsibilities and arrangements for liaising with other agencies when appropriate (14.4) <p>Recognise and value the contribution of others when:</p> <ul style="list-style-type: none"> • establishing and maintaining relationships with other agencies and ensuring that workers understand their responsibilities and arrangements for liaising with other agencies when appropriate (14.4)
<p>Collaborating and influencing</p>	<p>Collaborating and influencing when you: Lead partnership working when:</p> <ul style="list-style-type: none"> • establishing and maintaining relationships with other agencies and ensuring that workers understand their responsibilities and arrangements for liaising with other agencies when appropriate (14.4) <p>Influence people when:</p> <ul style="list-style-type: none"> • understanding and carrying out responsibilities in relation to child protection by having procedures for child protection in place that are understood and implemented by all staff and by having an ethos of trust where staff feel confident and supported in raising concerns about child protection issues (14.3)

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	<ul style="list-style-type: none"> establishing and maintaining relationships with other agencies and ensuring that workers understand their responsibilities and arrangements for liaising with other agencies when appropriate (14.4)
Creativity and innovation	<p>Using creativity and innovation in your work when you: See opportunities to do things differently when:</p> <ul style="list-style-type: none"> providing environments and play spaces that are comfortable, welcoming and accessible to each child and his/her family and promoting children and young peoples' well-being and development (14.1)
Vision	<p>Providing a vision for those with whom you work and your organisation when you: Think and plan strategically when:</p> <ul style="list-style-type: none"> developing policies and practices to provide a safe, secure environment for each child which meet all regulatory requirements and where each child can develop skills and knowledge to keep him/her safe (14.2)