

## Leadership Capability Grid (LCG) Standard for Childhood Practice 15

### **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><b>Leadership capabilities</b></p>	<p><b>When leading and supporting the development of positive and caring relationships with each child and family you can demonstrate leadership capabilities by:</b></p>
<p><b>Vision</b></p>	<p><b>Providing a vision for those with whom you work and your organisation when you:</b>  <b>See how best to make a difference</b> when:</p> <ul style="list-style-type: none"> <li>enabling good relationships to be established with each child and family, and building the ethos of the service around respect for and commitment to each child and family, workers, other colleagues and visitors (15.1)</li> </ul> <p><b>Communicate and promote ownership of the vision</b> when:</p> <ul style="list-style-type: none"> <li>enabling good relationships to be established with each child and family, and building the ethos of the service around respect for and commitment to each child and family, workers, other colleagues and visitors (15.1)</li> </ul> <p><b>Promote a public service ethos</b> when:</p> <ul style="list-style-type: none"> <li>enabling good relationships to be established with each child and family, and building the ethos of the service around respect for and commitment to each child and family, workers, other colleagues and visitors (15.1)</li> <li>demonstrating the values, attitudes and behaviour expected from children and young people (15.4)</li> </ul>
<p><b>Self-leadership</b></p>	<p><b>Displaying self leadership when you:</b>  <b>Challenge discrimination and oppression</b> when:</p> <ul style="list-style-type: none"> <li>demonstrating the values, attitudes and behaviour expected from children and young people (15.4)</li> </ul>
<p><b>Motivating and inspiring others</b></p>	<p><b>Motivating and inspiring others when you:</b>  <b>Inspire people by personal example</b> when:</p> <ul style="list-style-type: none"> <li>enabling good relationships to be established with each child and family, and building the ethos of the service around respect for and commitment to each child and family, workers, other colleagues and visitors (15.1)</li> </ul> <p><b>Recognise and value the contribution of others</b> when:</p> <ul style="list-style-type: none"> <li>enabling good relationships to be established with each child and family, and building the ethos of the service around respect for and commitment to each child and family, workers, other colleagues and visitors (15.1)</li> </ul> <p><b>Drive the creation of a learning and performance culture</b> when:</p> <ul style="list-style-type: none"> <li>creating environments and play spaces where relationships with each child are positive and affirming and each child's confidence and</li> </ul>

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	resilience is promoted (15.5)
<b>Empowering people</b>	<p><b>Empowering people when you:</b></p> <p><b>Enable leadership at all levels</b> when:</p> <ul style="list-style-type: none"> <li>encouraging workers to listen and pay attention to what the children and young people communicate, valuing and respecting their views and providing them with opportunities to express their views and decisions (15.2)</li> <li>supporting sensitive and effective communication with all children and young people (15.3)</li> <li>providing opportunities for children and young people to develop positive and supportive relationships with each other (15.6)</li> </ul> <p><b>Involving people in development and improvement</b> when:</p> <ul style="list-style-type: none"> <li>supporting sensitive and effective communication with all children and young people (15.3)</li> </ul>
<b>Collaborating and influencing</b>	<p><b>Collaborating and influencing when you:</b></p> <p><b>Lead partnership working</b> when:</p> <ul style="list-style-type: none"> <li>enabling good relationships to be established with each child and family, and building the ethos of the service around respect for and commitment to each child and family, workers, other colleagues and visitors (15.1)</li> </ul> <p><b>Influence people</b> when:</p> <ul style="list-style-type: none"> <li>enabling good relationships to be established with each child and family, and building the ethos of the service around respect for and commitment to each child and family, workers, other colleagues and visitors (15.1)</li> <li>encouraging workers to listen and pay attention to what the children and young people communicate, valuing and respecting their views and providing them with opportunities to express their views and decisions (15.2)</li> </ul>
<b>Creativity and innovation</b>	<p><b>Using creativity and innovation in your work when you:</b></p> <p><b>See opportunities to do things differently</b> when:</p> <ul style="list-style-type: none"> <li>creating environments and play spaces where relationships with each child are positive and affirming and each child's confidence and resilience is promoted (15.5)</li> </ul> <p><b>Promote creativity and innovation</b> when:</p> <ul style="list-style-type: none"> <li>encouraging workers to listen and pay attention to what the children and young people communicate, valuing and respecting their views and providing them with opportunities to express their views and decisions (15.2)</li> <li>creating environments and play spaces where relationships with</li> </ul>

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	each child are positive and affirming and each child's confidence and resilience is promoted (15.5)
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