

Leadership Capability Grid (LCG) Standard for Childhood Practice 17

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 supporting the tracking of children and young peoples' progress and the planning and management of transition 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"> • using the information gained from observation and other strategies to inform planning and to improve and develop practice (17.2) • enabling children and young peoples' planned and managed transitions within and between settings, providing relevant information to children and young people and families and working with other services as appropriate (17.6) • establishing effective good links with services that children and young people move from and to (17.7) <p>Promote a public service ethos when:</p> <ul style="list-style-type: none"> • developing and implementing relevant ethical procedures for using observation and other strategies to document and record children and young peoples' experiences, development and progress; enabling children and young people to participate and contribute (17.1) <p>Think and plan strategically when:</p> <ul style="list-style-type: none"> • having procedures in place for producing reports on each child's achievements and progress for others, including parents and other professionals, in line with national and local guidance (17.3) • establishing effective good links with services that children and young people move from and to (17.7)
<p>Self-leadership</p>	<p>Displaying self leadership when you: Demonstrate and adapt leadership when:</p> <ul style="list-style-type: none"> • identifying and coordinating support for children and young people whose progress is affected by changes or difficulties in their personal circumstances and knowing when to refer them to colleagues for specialist help (17.5) <p>Improve own leadership when:</p> <ul style="list-style-type: none"> • using the information gained from observation and other strategies to inform planning and to improve and develop practice (17.2) • critically evaluating different models of assessment, recording and reporting (17.4) <p>Enable intelligent risk-taking when:</p> <ul style="list-style-type: none"> • using the information gained from observation and other strategies to inform planning and to improve and develop practice (17.2)

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	<ul style="list-style-type: none"> identifying and coordinating support for children and young people whose progress is affected by changes or difficulties in their personal circumstances and knowing when to refer them to colleagues for specialist help (17.5) enabling children and young peoples' planned and managed transitions within and between settings, providing relevant information to children and young people and families and working with other services as appropriate (17.6) <p>Demonstrate and promote resilience when:</p> <ul style="list-style-type: none"> using the information gained from observation and other strategies to inform planning and to improve and develop practice (17.2) enabling children and young peoples' planned and managed transitions within and between settings, providing relevant information to children and young people and families and working with other services as appropriate (17.6) <p>Challenge discrimination and oppression when:</p> <ul style="list-style-type: none"> developing and implementing relevant ethical procedures for using observation and other strategies to document and record children and young peoples' experiences, development and progress; enabling children and young people to participate and contribute (17.1)
<p>Motivating and inspiring others</p>	<p>Motivating and inspiring others when you:</p> <p>Recognise and value the contribution of others when:</p> <ul style="list-style-type: none"> enabling children and young peoples' planned and managed transitions within and between settings, providing relevant information to children and young people and families and working with other services as appropriate (17.6)
<p>Empowering people</p>	<p>Empowering people when you:</p> <p>Drive a knowledge management culture when:</p> <ul style="list-style-type: none"> using the information gained from observation and other strategies to inform planning and to improve and develop practice (17.2) enabling children and young peoples' planned and managed transitions within and between settings, providing relevant information to children and young people and families and working with other services as appropriate (17.6) <p>Involve people in development and improvement when;</p> <ul style="list-style-type: none"> using the information gained from observation and other strategies to inform planning and to improve and develop practice (17.2) enabling children and young peoples' planned and managed transitions within and between settings, providing relevant information to children and young people and families and working with other services as appropriate (17.6)

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<p>Collaborating and influencing</p>	<p>Collaborating and influencing when you:</p> <p>Lead partnership working when:</p> <ul style="list-style-type: none"> enabling children and young peoples' planned and managed transitions within and between settings, providing relevant information to children and young people and families and working with other services as appropriate (17.6) establishing effective good links with services that children and young people move from and to (17.7) <p>Influence people when:</p> <ul style="list-style-type: none"> enabling children and young peoples' planned and managed transitions within and between settings, providing relevant information to children and young people and families and working with other services as appropriate (17.6) <p>Understand and value the perspective of others when:</p> <ul style="list-style-type: none"> enabling children and young peoples' planned and managed transitions within and between settings, providing relevant information to children and young people and families and working with other services as appropriate (17.6)
<p>Creativity and innovation</p>	<p>Using creativity and innovation in your work when you:</p> <p>See opportunities to do things differently when:</p> <ul style="list-style-type: none"> using the information gained from observation and other strategies to inform planning and to improve and develop practice (17.2) <p>Lead and managing change when:</p> <ul style="list-style-type: none"> using the information gained from observation and other strategies to inform planning and to improve and develop practice (17.2)