

### Leadership Capability Grid (LCG)

## SCDHSC0327 (SFJ1D6) Model behaviour and relationships with children and young people which recognises the impact of crime on victims and communities

### Summary

The leadership capabilities and bullets in this LCG are based on the front line worker 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

The performance (P) and Knowledge (K) within the LCG from the National Occupational Standard are there as only as examples of where leadership can be demonstrated. They are not meant to include all possible performance and knowledge that may be used to demonstrate your leadership capability.

**Leadership Capability Grid (LCG)**

**SCDHSC0327 (SFJ1D6) Model behaviour and relationships with children and young people which recognises the impact of crime on victims and communities**

<b>Leadership capabilities</b>	<b>When modelling behaviour and relationships with children and young people which recognises the impact of crime on victims and communities you can demonstrate leadership capabilities by:</b>
<p><b>Vision</b> (Seeing what is possible for children and young people, families and communities now and in the future)</p>	<p>Providing a vision for those with whom you work and your organisation when you:</p> <ul style="list-style-type: none"> <li>• See how best to make a difference when working with children and young people (All P; K1-3, 7-19)</li> <li>• Communicate and promote ownership of the vision when working with children and young people (All P; K1-3, 7-19)</li> <li>• Promote social service values when working with children and young people and others (All P; K1-7, 12-15)</li> <li>• See the bigger picture (All P; K1-7; 11-12, 17-19)</li> </ul>
<p><b>Self-leadership</b> (Recognising, exercising and improving own leadership)</p>	<p>Displaying self leadership when you:</p> <ul style="list-style-type: none"> <li>• Demonstrate and adapt leadership when modelling behaviour and relationships with children and young people which recognises the impact of crime on victims and communities (All P; K1-3, 7-19)</li> <li>• Improve own leadership (K15-16)</li> <li>• Take intelligent risks when modelling behaviour and relationships with children and young people which recognises the impact of crime on victims and communities (All P; K1-3, 7-16)</li> <li>• Demonstrate and promote resilience when working with children and young people (All P; K1-3, 7-19)</li> <li>• Challenge discrimination and oppression (All P; K1-3, 7-19)</li> </ul>
<p><b>Motivating and inspiring others</b></p>	<p>Motivating and inspiring others when you:</p> <ul style="list-style-type: none"> <li>• Inspire children and young people by personal example and role modelling (P5-6, 14, ; K2, 14-16)</li> <li>• Recognise and value the contribution of children and young people (P5, 15, 16; K1-3, 7-15, 17-19) Support the creation of a learning and performance culture with children and young people (All P; K1-3, 7-19)</li> </ul>
<p><b>Empowering people</b> (Enabling others to develop and use their leadership capacity)</p>	<p>Empowering people when you:</p> <ul style="list-style-type: none"> <li>• Involve children and young people in development and improvement (All P; K1-3, 7-19)</li> </ul>
<p><b>Collaborating and influencing</b></p>	<p>Collaborating and influencing when you:</p> <ul style="list-style-type: none"> <li>• Influence children and young people (All P; K1-3, 7-19)</li> <li>• Understand and value the perspectives of children and young people (All P; K1-3, 7-19)</li> </ul>
<p><b>Creativity and innovation</b></p>	<p>Using creativity and innovations in your work when you:</p> <ul style="list-style-type: none"> <li>• See opportunities to do things differently when modelling behaviour and relationships with children and young people which recognises the impact of crime on victims and communities (All P; K1-3, 7-16)</li> <li>• Promote creativity and innovation (All P; K1-3, 7-16)</li> <li>• Support and manage change (All P; K1-3, 7-19)</li> </ul>