|  |  |
| --- | --- |
| Overview | This standard identifies the requirements when working in an organisation or group that is run by a management committee, normally within community-based provision. You must be able to prepare and present operational plans and reports to a management committee, implement any policies and procedures the committee may have and identify potential funding streams to support the provision. |

|  |  |
| --- | --- |
| **Performance criteria**  You must be able to:  You must be able to:  You must be able to:  You must be able to: | Prepare operational plans and reports for a management committee   1. prepare **operational plans** and **committee reports** as frequently as required 2. prepare the plans and reports in the format requested by the committee 3. ensure that the information provided is correct, relevant, up-to-date and clearly understandable by the committee 4. provide plans and reports that can accommodate change 5. make sure the plans and reports make the best use of resources 6. ensure plans and reports meet the requirements of regulatory authorities 7. ensure plans and reports link to recognised frameworks and programmes 8. consult with colleagues and **others** when preparing plans and reports 9. consult with children and young people in order to actively seek their views, according to their age, needs and abilities   Present operational plans and committee reports to a management committee   1. participate in the presentation of plans and reports to the management committee 2. be willing to provide reasons for your plans and reports   Implement a management committee’s policies and procedures   1. be clear about the management committee’s wishes for implementation of the plan and report 2. monitor the use of resources during the implementation of the plan and report 3. report upon the use of resources during the implementation of the plan and report 4. ensure the management committee is kept fully informed with respect to implementation issues 5. suggest new ideas to the management committee as a result of your experience during implementation 6. identify training needs for yourself and others as appropriate to the implementation of the plans and reports   Work with a management committee to identify funding streams   1. P18 identify potential sources of funding to support the provision 2. P19 suggest potential sources of funding to support the provision 3. P20 investigate **funding streams** in partnership with others 4. P21 check that your provision is eligible for funding |

|  |  |
| --- | --- |
| Knowledge and understanding  *You need to know and understand:*  *You need to know and understand:*  *You need to know and understand:*  *You need to know and understand:*  *You need to know and understand:*  *You need to know and understand:*  *You need to know and understand:*  *You need to know and understand:*  *You need to know and understand:* | **Rights**   1. legal and work setting requirements on equality, diversity, discrimination and rights 2. your role in promoting children and young people’s rights, choices, wellbeing and active participation 3. your duty to report any acts or omissions that could infringe the rights of children and young people 4. how to deal with and challenge discrimination 5. the rights that key people, children and young people have to make complaints and be supported to do so   **Your practice**   1. legislation, codes of practice, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard 2. how your own background, experiences and beliefs may have an impact on your practice 3. your own roles, responsibilities and accountabilities with their limits and boundaries 4. the roles, responsibilities and accountabilities of others with whom you work 5. how to access and work to procedures and agreed ways of working 6. the meaning of person centred/child centred working and the importance of knowing and respecting all children and young people as an individual 7. the prime importance of the interests and well-being of children and young people 8. children and young people’s cultural and language context 9. how to build trust and rapport in a relationship 10. how your power and influence as a worker can impact on relationships 11. how to work in ways that promote active participation and maintain children and young people’s dignity, respect, personal beliefs and preferences 12. how to work in partnership with children, young people, key people and others 13. how to manage ethical conflicts and dilemmas in your work 14. how to challenge poor practice 15. how and when to seek support in situations beyond your experience and expertise   **Theory for practice**   1. the nature and impact of **factors that may affect the health, wellbeing and development** of children and young people you care for or support 2. factors that promote positive health and wellbeing of children and young people 3. theories underpinning our understanding of child development and learning, and factors that affect it 4. theories about attachment and impact on children and young people   **Communication**   1. the importance of effective communication in the work setting 2. factors that can have a positive or negative effect on communication and language skills and their development in children and young people 3. methods and techniques to promote communication skills which enable children and young people to express their needs, views and preferences   **Personal and professional development**   1. principles of reflective practice and why it is important   **Health and Safety**   1. your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment 2. practices for the prevention and control of infection   **Safeguarding**   1. the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices 2. indicators of potential or actual harm or abuse 3. how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties 4. what to do if you have reported concerns but no action is taken to address them   **Handling information**   1. legal requirements, policies and procedures for the security and confidentiality of information 2. legal and work setting requirements for recording information and producing reports including the use of electronic communication 3. principles of confidentiality and when to pass on otherwise confidential information   **Specific to this NOS**   1. the **transitions** that children and young people may go through 2. the importance of community-based provision and its positive effects on a local community 3. how to prepare clear reports and planning documents linked to the requirements of the management committee and the best interests ofchildren and families 4. the types of plans which are most suitable and useful for your provision, such as short-, medium- or long-term plans 5. the centrality of the needs and achievements of children and families within your planning and reporting 6. how to build flexibility, innovation and responsiveness into your plans for provision 7. the importance of considering available resources when developing plans and presenting succinct and relevant arguments to support your plan 8. issues of responsibility within your provision, the lines of reporting and accountability 9. frameworks, programmes and regulations that affect your provision 10. local training opportunities 11. requirements of the relevant inspectorates 12. the need for compliance with other government requirements such as implementing an equality strategy 13. potential sources of funding to support the provision 14. how to access different funding streams and balance the opportunities and demands these may present 15. the difficulties of sustainability of provision and of dependence on short-term funding |

**Additional Information**

|  |  |
| --- | --- |
| Scope/range related to performance criteria | The details in this field are explanatory statements of scope and/or examples of possible contexts in which the NOS may apply; they are not to be regarded as range statements required for achievement of the NOS.  Note: Where a child or young person finds it difficult or impossible to express their own preferences and make decisions about their life, achievement of this standard may require the involvement of advocates to represent the views and best interests of the child or young person.  Where there are language differences within the work setting, achievement of this standard may require the involvement of interpreters or translation services.  **Committee reports** are reports about a range of issues required by a committee, such as finance, children’s progress, human resource issues  **Funding streams** are sources of income for the provision  **Operational plans** are plans about how your provision will function and deliver an effective service  **Others** are your colleagues and other professionals whose work contributes to the child or young person’s well-being and who enable you to carry out your role |

|  |  |
| --- | --- |
| Scope/range related to knowledge and understanding | The details in this field are explanatory statements of scope and/or examples of possible contexts in which the NOS may apply; they are not to be regarded as range statements required for achievement of the NOS.  **All knowledge statements must be applied in the context of this standard.**  **Factors** **that may affect the health, wellbeing and development** may include adverse circumstances or trauma before or during birth; autistic spectrum conditions; discrimination; domestic violence; family circumstances; foetal alcohol syndrome; harm or abuse; injury; learning disability; medical conditions (chronic or acute); mental health; physical disability; physical ill health; poverty; profound or complex needs; sensory needs; social deprivation; substance misuse  **Transitions** may include starting nursery for the first time, moving from nursery to school, moving home, the birth of a sibling, other changes affecting the child or young person |

|  |  |
| --- | --- |
| Values | Adherence to codes of practice or conduct where applicable to your role and the principles and values that underpin your work setting, including the rights of children, young people and adults. These include the rights:  To be treated as an individual  To be treated equally and not be discriminated against  To be respected  To have privacy  To be treated in a dignified way  To be protected from danger and harm  To be supported and cared for in a way that meets their needs, takes account of their choices and also protects them  To communicate using their preferred methods of communication and language  To access information about themselves |

|  |  |
| --- | --- |
| **Developed by** | Skills for Care & Development |
| **Version number** | 1 |
| Date approved | March 2012 |
| Indicative review date | December 2014 |
| Validity | Current |
| Status | Original |
| Originating organisation | Skills for Care & Development |
| Original URN | CCLD 329 |
| Relevant occupations | Childcare and Related Personal Services; Child Development and Well Being; Direct learning support; Education and training; Education Workers; Health, Public Services and Care; Public Service and Other Associate Professionals; Teachers; Working with Young Children |
| Suite | Children’s Care Learning and Development |
| Key words | Management, committee |