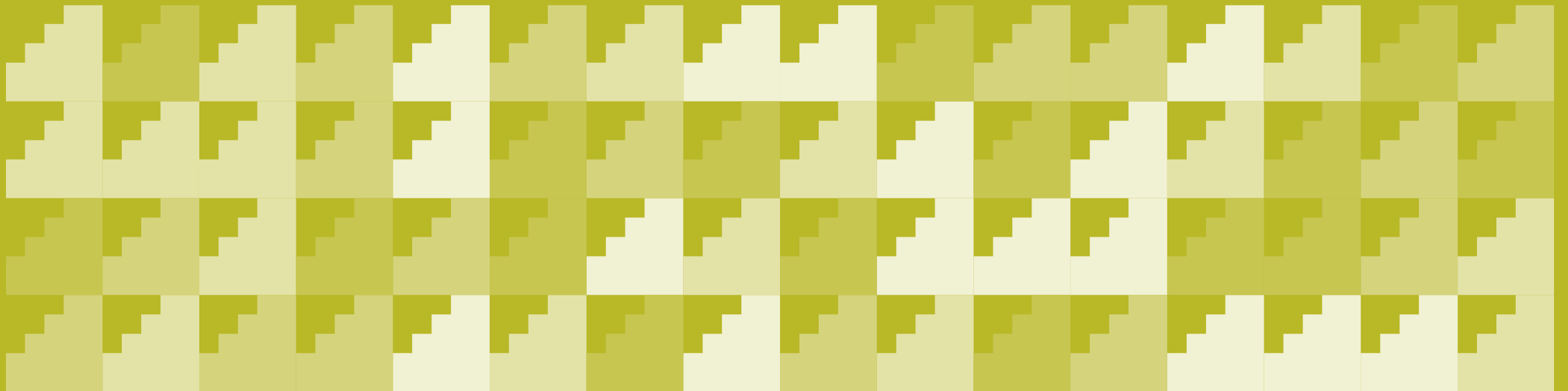# Greater Manchester (GM) Early Years Workforce Competency Framework

Investing in the Early Years Workforce

- The Early Years (EYs) workforce is key to unlocking the potential of our children in GM and we need to do more to support multi-agency staff working across the sector and provide the best training and development possible.

- The GM Early Years Delivery Model (EYDM) recognises the first 1001 critical days which set the foundations for an individual's cognitive, emotional and physical development. Successful implementation of the GM EYDM requires input from a wide range of professionals, including early years practitioners and childcare workers, health visitors, midwives, teachers, family support workers, volunteers and those in specialist health and social care roles; but also the wider workforce who may not have direct responsibility for a child's outcomes but play a key role in the planning and delivery of services for them.

- The GM School Readiness Programme has a priority to invest in the EYs workforce. The ability to work in a multiagency, multidisciplinary context is a crucial skill to ensure effective working with wider services that support children, their parents and the wider family; with the ultimate aim of improving outcomes for children and their families.
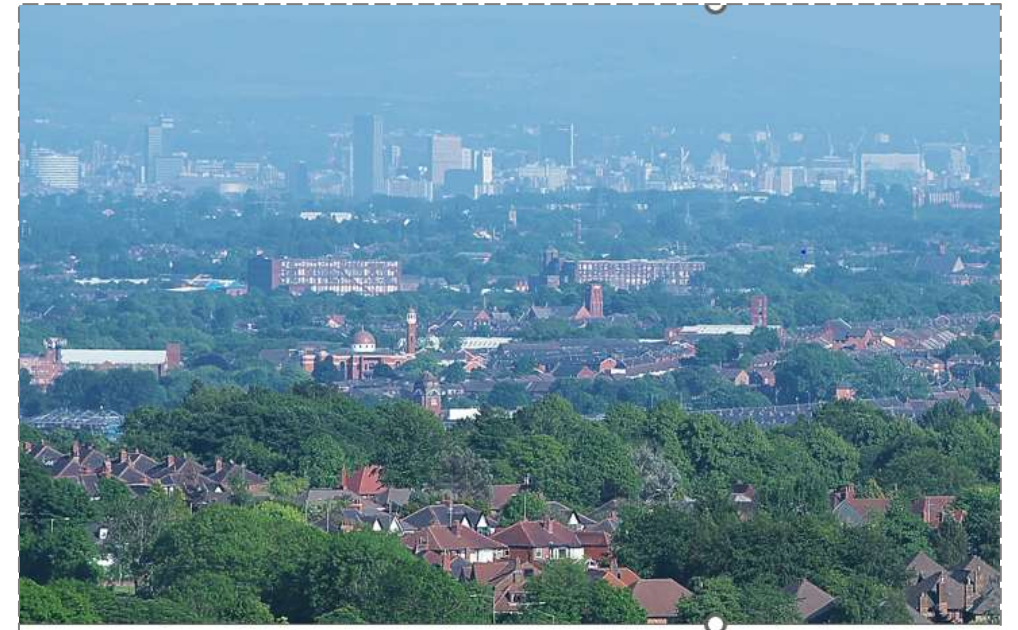
Introduction

Priority to develop an EYs Workforce Competency Framework to enable practitioners to carry out a self-evaluation of their skills, knowledge, abilities and characteristics around a number of competency statements relating to early years practice.

The framework identifies the skills, knowledge and abilities that everyone who works with young children and families from conception to age 5 is expected to have.

It offers a single framework to support integrated working, training and professional development across a GM multi-agency early years workforce.

Benefits to Individual Practitioners

Enables practitioners to **carry out a self-evaluation** of their skills, knowledge, abilities and characteristics against a number of competency statements relating to early years practice to help **identify strengths and areas for further professional development.**

Enables those who are new to the sector to **identify a high quality baseline** of their skillset, recognise their strengths and areas for development.

Provides users access to an individual portal to conduct self-evaluations at a frequency which suits their individual needs and **revisit levels of confidence** as progress is made.

It supports the **creation of a continuous learning culture**, providing a shared, easy to access resource, where users can get trusted information to inform their practice with individual electronic summaries available to download.

Supports individuals with career progression as they are able to identify supplementary competencies required of them to their knowledge, skills and abilities to the next level.

Framework is **accessible from multiple devices and browsers** to enable usage in different environments.

Benefits to Team, Locality, Organisational & GM Leaders

Provides the ability to **view and download individual practitioner and aggregated team confidence ratings** through a dashboard to identify the strengths and areas for development across a whole team, locality, job family or organisation to help inform future workforce development priorities.

Provides the ability to pull together an **evidence base of workforce need** to inform the commissioning of training and workforce development opportunities; with the ability to **compare historic and recent data** to identify trends.

It generates evidence based insights to **inform workforce development strategy and policy** development at a GM city-region level.

Links to national and GM training resources within the framework **ensures consistency** in professional development opportunities.

Alignment of the competencies to develop pre and post qualifying curricula will ensure newly qualified entrants into the workforce have the expected baseline of knowledge and skills to hit the ground running and means providers are offering a curriculum that fully prepares students for practice in GM.

Target Audience

The framework has been designed to be used by the whole early years workforce **including volunteers working with:**

- **Health** (Midwifery, Health Visiting, Allied Health Services, Mental Health Services and other relevant Health Services)

- **Local Authorities** (Early Help Services, EYs Quality Improvement, SEND support, Educational Psychology, Workforce Planning and Development etc.)

- **VCSE sector**

- **Early Education and Childcare settings** (incl. Nurseries, Childminders, Day care providers)

- **Schools** (All nursery, reception and year 1 staff)

- **Those who do not work directly with children but are involved in the planning and delivery of services for them and their families**. E.g. Reception, Site Management, Administrative Roles, Project Manager, Commissioner

- **Training and learning providers** to ensure alignment of competencies with training outcomes.

GM EYs Workforce Competency Framework
Target Audience

Training Providers

Health Services

Early Education/ Childcare Settings

Local Authorities

Early Years Workforce

Schools

VCSE sector

Wider Workforce

Structure

The framework comprises of **3 tiers.**

Each tier is made up of a number of **components** (e.g. Speech Language and Communication).

The components are made up of **core** and/or **supplementary competency statements.**

Tier 1

A set of essential competencies which are required to ensure secure and consistent skills, knowledge, abilities and characteristics across the whole Early Years workforce including those who are not specifically Early Years staff but who work with or come into contact with Early Years children and families on a regular basis. These include a focus on Effective Communication and Engagement with Children and Families; an overview of Child Development; Safeguarding; Multi-agency and Integrated Working; and Information Sharing.

5 components   Explore Tier 1

Tier 2

A set of additional competencies for all Early Years Practitioners who work with early years children and families as their main job role. These competencies are organised into separate components with a focus on aspects of Child Development, Learning and Assessment; Engaging with Families; Pre-birth and the Early Days; and the Home Learning Environment. Each component in this tier includes core competencies for the whole workforce with supplementary competencies identified for staff in more specialist or senior roles.

11 components   Explore Tier 2

Tier 3

A set of leadership competencies which include one set of core leadership expectations and leadership qualities for the whole workforce and three sets of supplementary competencies to support different types of leadership including frontline leadership; operational and place-based leadership; and more strategic leadership across the multi-agency Early Years System.

These three sets of supplementary competencies are for practitioners at different stages in their leadership learning and in different roles. The expectation is that individuals will select and evaluate themselves using the supplementary competencies that are most relevant to their current role. The three supplementary sets will only be made visible to you to choose from, once you have completed the core set of competencies.

1 components   Explore Tier 3

Core competencies are sets of specific knowledge, skills, abilities and characteristics which will help all early years workers whatever their role.

Supplementary competencies are those which may be required for some more specific or senior roles within the EYs workforce.

Confidence Rating Scale

Individuals can use the **confidence rating scale** to evaluate themselves against groups of competency statements:

- **5** = I have a **high level** of confidence and competence in this area. I use this in my work and am confident to develop this with other people.

- **4** = I have a **moderately high level** of confidence and competency in this area and can recognise when I use this in my work through the benefits it has on others.

- **3** = I have a **reasonable level** of confidence and competence in this area. I can recognise times when I feel more or less confident and can recognise these competencies in others.

- **2** = I have **some confidence and competence**, and this is an area where I would like to be more confident and seek development support from others.

- **1** = This is an area where I **don't yet feel confident** and would like some development support from others.

- **0** = I'm **unsure of this area** or how to use or connect to it in my current role.

Individual Practitioner Summary

The individual summary page allows practitioners to review their confidence ratings and progress at a component level. They also have the ability to export their summary to a PDF and send to themselves via email which providers them with a more detailed breakdown of their progress at a competency statement level.

Team Summary

Team Leaders have the ability to review their team members data in a number of ways:

- Review individual team members confidence ratings and progress.

- Take an aggregated view of the ratings and progress for the whole team by selecting all or a selection of team members in the list.

- Review progress and ratings through the dashboard within the tool at a component level.

- Export the summary to an Excel file to enable more granular analysis of the data at a competency statement level.

Locality & Organisational Reporting

Localities can assign a member of staff to take on the role of 'Workforce Manager' within the app. They are able to run anonymous reports in a number of ways:

- Review confidence ratings and progress at an organisational, job family, qualification and experience in the sector level.

- Review progress and ratings through the dashboard within the tool at a component level.

- Export the summary to an Excel file to enable more granular analysis of the data at a competency statement level.
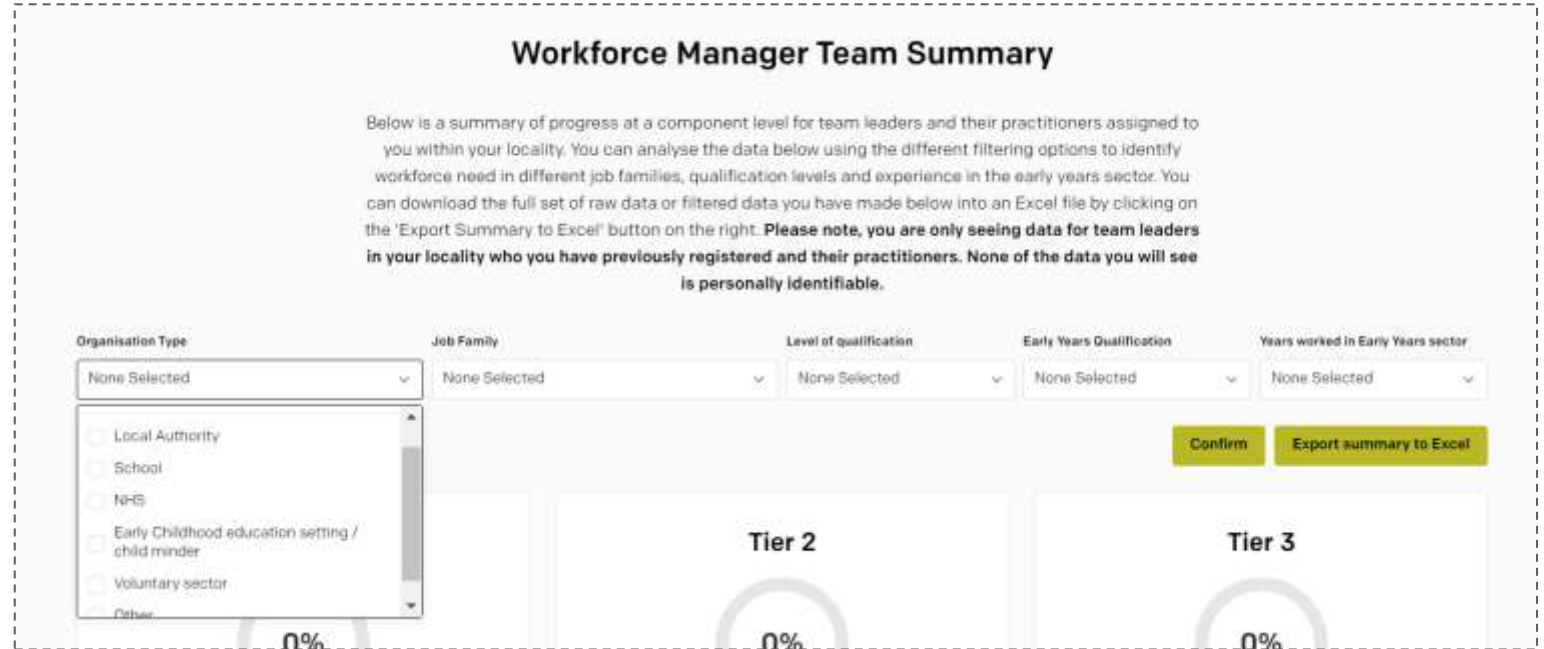
Greater Manchester Reporting

- GMCA have the ability to run reports which will include anonymous data for all users of the framework to identify workforce trends for:

  - All 10 GM Localities

  - Specific Organisation types – i.e. NHS, Local Authority, Early Education & Childcare Providers, VCSE sector etc.

  - Specific Job Families – i.e. Health Visiting, Midwifery, Early Help Workers, Childminders, Volunteers etc.

  - Users with different qualification levels – including Early Years specific qualifications.

  - Users at different stages of their career in terms of years worked in the Early Years sector.

- Data will also be shared with relevant policy areas in GMCA including Work and Skills who lead on post 16 training agenda including apprenticeships.

- Reporting periods will be built into school readiness programme delivery in agreement with the 10 GM EYs locality leads to inform workforce priorities and wider policy.

Implementation & Rollout

- Stockport and Tameside will be early adopters of the framework.

- Roll out to a range of professionals and practitioners across the EYs workforce will commence from April 2023.

- Various evaluation activities will take place to understand benefits, lessons learnt and the difference the framework can make to families and the workforce to support with engagement and future rollout across other areas of GM.

Launch of Competency Framework

Rollout commences in Tameside & Stockport

Engagement with variety of end user groups

Evaluation Activities

Benefits delivered to GM localities to consider local rollout.

March 2023

April 2023

April 23 to Dec 23

June 23 to Feb 24

March 2024