

## **Introduction**

The GM Early Years Workforce Competency 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.

- It 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 individuals identify strengths and areas for further professional development.
- It enables those who are new to the early years sector to identify a high quality baseline of their skillset, recognise their strengths and areas for development as well as supporting experienced practitioners and leaders across the system to reflect on their strengths and development priorities.
- 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.
- It provides leaders with the ability to pull together an evidence base of workforce need at a team, local or organisational level 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.

The framework has been designed to be used by the whole early years workforce and who are working across:

- 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 (including volunteers)
- Early Education and Childcare settings (including Nurseries, Childminders, Day care providers, Playgroups)
- Schools (Nursery, Reception & Year 1 practitioners including Teachers)
- The framework is also intended for 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

### **The Co-design Process**

The GM Early Years Workforce Competency Framework has been co-produced by early years colleagues across GM working closely with members of the GMCA School Readiness Team, with governance through the Greater Manchester School Readiness Board.

The co-design process has involved people with the relevant skills, knowledge and experience working together to create a workforce competency framework that supports the GM ambition for effective integrated working, with high levels of collaboration, shared ways of working and a common language.

From the initial planning and design stage, scoping the task, testing out ideas, developing and peer reviewing competency statements, refining a rating scale, piloting materials and engaging in digital user testing activity, colleagues from across the early years sector have offered their time and expertise to co-produce the GM workforce competency framework.

One of the commitments throughout the co-design and co-production process, was to ensure alignment with other existing workforce competency frameworks and build on what is already working well. This acknowledges and draws on the wealth of resources that exist to support workforce induction, training and development across the NHS, local government services, Voluntary, Community and Social Enterprise (VCSE) sector and the private sector.

Workforce frameworks that have directly informed this work and we would specifically like to reference include the 'Common Core of Skills and Knowledge for the Children and Young People's Workforce' (WFDC 2010); 'Speech, Language and Communication Framework' (The Communication Trust 2017); 'Healthcare Leadership Model' (NHS Leadership Academy 2018); 'EYFS statutory framework' (DfE 2021).

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**Tier 1** - A set of essential competencies which are required to ensure secure and consistent skills, knowledge, abilities and characteristics by everyone 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.

Component	Elements	Competency Statements
<b>Effective Communication</b>	<b>1. Accessibility</b>	<ul style="list-style-type: none"> <li>• I share information in an appropriate way depending on the audience and aim to use accessible language that everyone can understand, keeping in mind those who may find communication difficult.</li> <li>• I am able to summarise or adapt both written and verbal information to ensure the relevant key messages reach the intended audience.</li> <li>• I make sure that children and families know they can communicate their needs and ask for help if they need it.</li> </ul>
	<b>2. Listening to and valuing others</b>	<ul style="list-style-type: none"> <li>• I recognise the importance of building respectful, trusting, honest and supportive relationships with children and families.</li> <li>• I actively listen in a calm, open and non-judgemental way acknowledging what has been said and ensuring families know they can ask for help if they need it.</li> <li>• I always try to hold conversations at an appropriate time and place for the family.</li> </ul>
	<b>3. Shared decision making</b>	<ul style="list-style-type: none"> <li>• I understand that children, young people, and families should have their voices heard and that they should be involved in decisions that affect them.</li> <li>• I recognise that different people may have different outcomes they want from a situation, and we need to work collaboratively to achieve the best outcomes.</li> <li>• I know when to ask for support and if necessary, hand over to others to make decisions.</li> </ul>
	<b>4. Inclusive Communication</b>	<ul style="list-style-type: none"> <li>• I always try to promote equal opportunity and value diversity and communicate with all children and adults in a way that makes them feel included and valued.</li> <li>• I understand the impact of body language and facial expression and how this can make people feel.</li> </ul>

		<ul style="list-style-type: none"> <li>I understand there are some barriers to communication which may include personal circumstances, cultural or faith requirements, speaking English as an additional language, disability, disadvantage or anxiety about accessing services.</li> </ul>
	<b>5. Sources of Support</b>	<ul style="list-style-type: none"> <li>I know where sources of information, advice and support are available in the local area and can signpost to these.</li> <li>I understand the importance of building on strengths and promoting resilience, using a child and family's existing support networks where possible.</li> <li>I know when and how to refer for support from other professionals or services.</li> </ul>
	<b>6. Using technology to support my work</b>	<ul style="list-style-type: none"> <li>I am able to use devices such as a computer, laptop or Smart Phone for everyday work tasks including communicating by email and social media.</li> <li>I am confident in searching for and accessing reliable information and know how to behave safely and legally online.</li> <li>I am confident to work from home or a remote location using e.g., Zoom, Teams and other tools to communicate online.</li> </ul>
	<b>7. Using assistive technology with children and families</b>	<ul style="list-style-type: none"> <li>I am aware or have used assistive technologies to support and engage children and families (where appropriate).</li> </ul>
<b>Component</b>	<b>Elements</b>	<b>Competency Statements</b>
<b>Child Development</b>	<b>1. Getting the Best Start in Life</b>	<ul style="list-style-type: none"> <li>I understand that the earliest years of a child's life have a significant impact on their long-term development and life chances.</li> <li>I understand that the first 1001 days (from conception to the age of 2) are a critical period of development. This is because the earliest experiences, starting in pregnancy, shape a baby's brain development and have an impact throughout their life.</li> <li>I understand that there is a strong association between exposure to toxic stress (e.g. abuse, neglect, parental addiction) and children's later physical and mental health.</li> </ul>
	<b>2. Understanding expectations</b>	<ul style="list-style-type: none"> <li>I understand that 'age related expectations' identify the age that children are typically expected to achieve developmental milestones and that in practice this can vary quite a bit.</li> </ul>

		<ul style="list-style-type: none"> <li>• I recognise that the development needs and strengths of all children are unique and will be influenced by their environment, background, and family circumstances.</li> <li>• I recognise that for some children with development delay, this may mean they have special educational needs and/or disability (SEND) and may require additional or specialist support or services.</li> </ul>
	<b>3. Speech, Language and Communication Development</b>	<ul style="list-style-type: none"> <li>• I understand that communication and language development is one of the important building blocks for all the other areas of learning and development and if not developed early it is more difficult to achieve later.</li> <li>• I am aware that some children's speech, language and communication (SLC) development does not follow a typical pattern and they may have speech, language and communication needs (SLCN).</li> <li>• I understand that there are inequalities between children's environments and the interactions they have with adults in their early years which can have an impact on their SLC development.</li> </ul>
	<b>4. Social and Emotional development and well-being</b>	<ul style="list-style-type: none"> <li>• I understand that children's personal, social and emotional development and well-being is crucial for them to lead healthy and happy lives and is fundamental to their learning and development.</li> <li>• I know the importance of children feeling safe and secure; developing strong, warm and supportive relationships with others; learning how to co-operate and to resolve conflicts peaceably.</li> <li>• I understand that children's behaviour is a way for them to communicate how they are feeling and that sometimes feeling upset, sad, angry and frustrated is a normal part of healthy development.</li> </ul>
	<b>5. Physical Development and Healthy Lifestyles</b>	<ul style="list-style-type: none"> <li>• I understand the importance of good nutrition for the healthy growth and development of babies from conception (in the womb) onwards. This includes vitamin supplements for mother and child as advised by the Department of Health and Social Care (DHSC).</li> <li>• I recognise that for toddlers onwards, healthy routines which include regular bedtimes and outdoor play are important for healthy lifestyles, their learning and development and positive mental health.</li> <li>• I am aware of how poor housing, e.g. overcrowding and lack of a safe outdoor space can have a negative impact on a child's health and development.</li> </ul>

	<b>6. Advice and Support</b>	<ul style="list-style-type: none"> <li>I understand how to help families access advice and information about healthy growth and development, including local Start Well services, Health Visitors and GPs.</li> </ul>
<b>Component</b>	<b>Elements</b>	<b>Competency Statements</b>
<b>Safeguarding and Promoting the Welfare of Children</b>	<b>1. Policy and procedures</b>	<ul style="list-style-type: none"> <li>I understand what is meant by safeguarding and the different ways in which children can be harmed.</li> <li>I have sound knowledge and understanding of statutory guidance relevant to my organisation on safeguarding and promoting the welfare of children.</li> <li>I have attended safeguarding training delivered by the Local Safeguarding Board (LSB).</li> </ul>
	<b>2. Roles and Responsibilities</b>	<ul style="list-style-type: none"> <li>I understand that everyone who works with children has a responsibility for keeping them safe.</li> <li>I understand my role and responsibilities to report concerns about physical, emotional or sexual abuse; neglect; trafficking or exploitation so that those concerns can be addressed quickly and appropriately.</li> </ul>
	<b>3. Raising and reporting concerns</b>	<ul style="list-style-type: none"> <li>I am aware of local procedures and multi-agency arrangements for safeguarding children and when, how or who to raise concerns with.</li> <li>I understand the importance of identifying concerns and where appropriate taking action as early as possible so that children and families can get the help they need.</li> <li>I know how to use appropriate information, systems and technology to observe, record and report any safeguarding concerns and actions.</li> </ul>
	<b>4. Seeking support</b>	<ul style="list-style-type: none"> <li>I know the boundaries of my role and responsibilities and when to involve other colleagues, managers and professionals and where to get advice and support I may need.</li> <li>I understand that sometimes it is necessary to seek further support which may go against a parent's expressed wishes when this safeguards the needs of the child.</li> </ul>

Component	Elements	Competency Statements
<b>Multi-agency and Integrated Working</b>	<b>1. Working together</b>	<ul style="list-style-type: none"> <li>• I understand that multi-agency working is where practitioners from different professional backgrounds work together, adopting common processes to deliver front-line services, co-ordinated and built around the needs of children and families.</li> <li>• I understand there are different models of multi-agency working in the Early Years including multi-agency panels, multi-agency teams, integrated services and the team around the child/ approach.</li> </ul>
	<b>2. Providing Early Help</b>	<ul style="list-style-type: none"> <li>• I understand that Early Help is the way that everyone works together to support the needs of children and families.</li> <li>• I understand that Early Help, also known as early intervention, is support given to children and families when a problem first emerges and that Early Help can be provided at any stage in a child or young person's life.</li> <li>• I understand the need to support informed choice; supporting families with young children to be aware of and understand what help is possible and what their choices may be.</li> </ul>
	<b>3. Knowing my role</b>	<ul style="list-style-type: none"> <li>• I am clear about my role and am aware of and respectful of the roles of other multi-agency workers and services.</li> <li>• I know how to work within my own and other organisational values, beliefs and cultures.</li> <li>• I am able to judge when I can provide support for a child and family and when I need to refer to another professional or service.</li> </ul>
<b>Information Sharing</b>	<b>1. Roles and responsibilities</b>	<ul style="list-style-type: none"> <li>• I am aware of the different types of information that exist e.g., personal, confidential and sensitive information and the implications for each of these.</li> <li>• I am aware of my own and other people's professional boundaries, particularly around confidential and sensitive information.</li> <li>• I understand the crucial role that information sharing plays in maintaining the safety and well-being of young children.</li> </ul>
	<b>2. Knowing the legislation</b>	<ul style="list-style-type: none"> <li>• I am aware of relevant legislation which specifically requires or restricts the disclosure of information.</li> <li>• I know that the Data Protection Act (DPA) is not a barrier to sharing information but provides a framework to ensure that personal information is shared appropriately.</li> </ul>

		<ul style="list-style-type: none"> <li>• I understand the importance of confidentiality and consent and am aware that in many cases, consent of the family will be required for lawful sharing of information.</li> </ul>
	<b>3. Handling Information</b>	<ul style="list-style-type: none"> <li>• I know how to record, retain, update and dispose of information appropriately, and when to feed back or follow up.</li> <li>• I can make good use of available information, appraising its content and assessing what else might be required.</li> <li>• I can bring together relevant information on children and families, either by compiling paperwork or electronic information.</li> </ul>
	<b>4. Sharing information</b>	<ul style="list-style-type: none"> <li>• I know the importance of ensuring that information sharing is necessary, proportionate, relevant, accurate, timely and secure.</li> <li>• I know how to share information securely in writing, electronically or in person.</li> <li>• I am aware of the need to keep a record of decisions to share or not share information and what was shared with whom.</li> </ul>



**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.

Components	Core Elements	Core Competency Statements
<p style="text-align: center;"><b>Speech, Language and Communication (SLC)</b></p> <p style="text-align: center;"><b><i>Core Competencies</i></b></p>	<p><b>1. Roles and responsibilities</b></p>	<ul style="list-style-type: none"> <li>• I understand my role and responsibilities in supporting all children’s speech, language and communication (SLC).</li> <li>• I understand the impact of language development on other areas of development.</li> <li>• I understand the impact of SLC on children and young people’s life chances.</li> </ul>
	<p><b>2. Understanding typical SLC</b></p>	<ul style="list-style-type: none"> <li>• I understand how children learn to communicate from pregnancy to when they are teenagers.</li> <li>• I understand the importance of providing support early to optimise brain development.</li> <li>• I understand the importance of adult/child interactions to support the development of SLC.</li> </ul>
	<p><b>3. GM Early Years SLC Pathway</b></p>	<ul style="list-style-type: none"> <li>• I know and understand the GM EY SLC pathway and what is available in my locality to support children’s Speech, Communication and Language Development.</li> </ul>
	<p><b>4. EYFS requirements for Childminders, Group and School Based Providers.</b></p>	<ul style="list-style-type: none"> <li>• I have a sound knowledge and understanding of the EYFS requirements for Communication and Language Development.</li> <li>• I understand that the Early Learning Goals (ELG) are the levels of development children should be expected to have reached by the end of the EYFS.</li> <li>• I am familiar with non-statutory curriculum guidance for Early Years and Childcare providers to support children’s Communication and Language Development (e.g. Development Matters)</li> </ul>

	<b>5. Understanding SLC terminology</b>	<ul style="list-style-type: none"> <li>• I can understand the terminology: <ul style="list-style-type: none"> <li>○ Speech (how we talk) Speech sounds</li> <li>○ Language (what we understand and say) Receptive and Expressive language Vocabulary (different types of words) Grammatical features</li> <li>○ Communication (this includes non-verbal communication which accompanies our speech and language and also includes signs and symbol systems and social communication)</li> </ul> </li> </ul>
	<b>6. Identifying SLC Needs</b>	<ul style="list-style-type: none"> <li>• I am familiar with and confident to use assessment tools (E.g. WellComm) to identify SLC needs (SLCN)</li> <li>• I can identify a child who may not be developing typically.</li> <li>• I know when and how to get additional support for children identified as having SLCN.</li> </ul>
	<b>7. Communication friendly environments</b>	<ul style="list-style-type: none"> <li>• I understand the importance of promoting a positive communication environment, which supports children's creativity, curiosity and inquisitiveness, and maximises opportunities for structured interactions which follow a child's interests.</li> <li>• I know how to modify and adapt my language and communication in interactions to support children with their SLC development.</li> </ul>
	<b>8. Home Learning Environment</b>	<ul style="list-style-type: none"> <li>• I can talk to others about how the Home Learning Environment (HLE) supports SLC and can guide parents in a supportive way to make communication enhancing changes.</li> <li>• I know and understand the GM10 Tips for Talking key messages and can support families to implement them.</li> <li>• I am familiar with resources such as the DfE Hungry Little Minds, BBC Tiny Happy People and can support families to access these.</li> </ul>

	<b>9. Universal Intervention</b>	<ul style="list-style-type: none"> <li>• I understand the importance of using evidence-based strategies to support SLC development.</li> <li>• I know where to find and how to use a range of resources to support young children's SLC development.</li> <li>• I know where to go to get informal support from an SLC Champion or a colleague with enhanced SLC competencies.</li> </ul>
	<b>10. Targeted and Specialist Intervention</b>	<ul style="list-style-type: none"> <li>• I understand how to make reasonable adjustments to support language and learning for children with specialist Speech, Language and Communication Needs (including SEND)</li> <li>• I am able to effectively deliver a small number of evidence-based interventions that are being implemented in my locality (e.g. using WellComm Big Book of Ideas)</li> <li>• I am confident to support a child with specialist SLC interventions, delivering specific programmes developed by the SLT and I know how to record and use data to demonstrate the impact of these interventions.</li> </ul>
	<b>11. Support for families</b>	<ul style="list-style-type: none"> <li>• I am able to support families, including the extended family, to understand their central role in developing their children's SLC and can support families to understand their child's SLC needs where these have been identified.</li> <li>• I know and understand that there are differences in the ways Dads and Mums communicate with children and can support them accordingly, recognising their equal importance.</li> </ul>
	<b>12. Supporting multi-lingual learners</b>	<ul style="list-style-type: none"> <li>• I understand the benefits of being multi-lingual.</li> <li>• I understand how multi-lingual children are best supported to develop their speech, language, and communication.</li> <li>• I know when and how to use an interpreter to the best effect.</li> </ul>

	<p><b>13. Supporting families with children who have specialist SLC Needs (SLCN)</b></p>	<ul style="list-style-type: none"> <li>• I understand that many children with SEND have associated Speech, Language and Communication Needs.</li> <li>• I know where to signpost families to if they need additional SLC support for children with specialist SLCN (including SEND).</li> <li>• I am able to work in partnership with families or identify next steps to support their Child's SLCN</li> </ul>
<b>Component</b>	<b>Supplementary Elements</b>	<b>Supplementary Competency Statements</b>
<p><b>Speech, Language and Communication (SLC)</b></p> <p><b>Supplementary Competencies</b></p>	<p><b>1. Identifying and providing specific support to children with SLCN</b></p>	<ul style="list-style-type: none"> <li>• I understand my role and responsibilities in providing specific support to children with speech, language and communication needs (SLCN).</li> <li>• I can identify specific elements of where a child may be experiencing speech, language and communication difficulties and am able to plan targeted interventions to support SLCN.</li> <li>• I know where to go to get formal support for a child with SLCN e.g., discussion with a Speech and Language Therapist (SLT) or SEND coordinator (SENDSCO).</li> </ul>
	<p><b>2. Supporting children with additional needs.</b></p>	<ul style="list-style-type: none"> <li>• I know about a number of specific conditions which may have an accompanying group SLC need.</li> <li>• I am confident to support a child with specialist interventions</li> <li>• I am able to support a child and their family with alternative means of communication if required.</li> </ul>
	<p><b>3. Providing specific support for families</b></p>	<ul style="list-style-type: none"> <li>• I can talk to families about the Home Learning Environment (HLE) and provide specific advice and guidance to families to support SLC.</li> <li>• I am able to have conversations with families which may be difficult or challenging.</li> </ul>
	<p><b>4. Using and evaluating data</b></p>	<ul style="list-style-type: none"> <li>• I can use a range of assessment as evaluation tools, interpret the outcomes and plan interventions to support specific aspects of SLCN.</li> </ul>

		<ul style="list-style-type: none"> <li>I am able to record, use and analyse data on the effectiveness of strategies used to support SLC development and SLC needs.</li> </ul>
<b>Component</b>	<b>Core Elements</b>	<b>Core Competency Statements</b>
<b>Social and Emotional Development and Well-being (SEDW)</b>  <b>Core Competencies</b>	<b>1. Roles and responsibilities</b>	<ul style="list-style-type: none"> <li>I understand the holistic way in which young children develop and learn and the importance of children’s social and emotional development and wellbeing.</li> <li>I know and understand how to provide general support for children’s personal, social, and emotional development.</li> <li>I understand that the first 1001 days, starting in pregnancy, are a critical time for children’s development and also a time when babies are at their most vulnerable (<i>please see the ‘Pre-birth and Early Days’ component for more detail on this critical period</i>).</li> </ul>
	<b>2. Role modelling</b>	<ul style="list-style-type: none"> <li>I understand the importance of establishing and modelling positive relationships with children, parents, and other professionals.</li> <li>I recognise that it is the knowledge and support from parents and early years providers working together that provides the best outcomes for children and their readiness for school.</li> <li>I understand that my own emotional wellbeing is important and visible to others</li> </ul>
	<b>3. Statutory EYFS requirements</b>	<ul style="list-style-type: none"> <li>I understand that the Early Years Foundation Stage (EYFS) statutory framework sets out the standards that school and childcare providers must meet for the learning, development, and care of children from birth to 5 which includes Personal, Social and Emotional Development (PSED).</li> <li>I have sound knowledge and understanding of the statutory EYFS requirements and other non statutory guidance for Early Years and Childcare providers to support children’s Personal, Social and Emotional development (PSED).</li> </ul>

	<b>4. GM locality guidance</b>	<ul style="list-style-type: none"> <li>I know and understand what is available in my local area to support children's Social and Emotional Development and Wellbeing.</li> </ul>
	<b>5. Assessing and supporting children's Social and Emotional Development</b>	<ul style="list-style-type: none"> <li>I know that the Ages and Stages Questionnaire: Social and Emotional Development (ASQSE) is a parent-completed questionnaire that can be used to identify children at risk of social or emotional delay and highlighting any need for further assessment.</li> <li>I know and understand how to observe and assess children's social and emotional development and to identify where additional support or assessments may be required.</li> <li>I know how to access further information, and local services to support children and families' social and emotional development and well-being where additional needs have been identified.</li> </ul>
	<b>6. Supporting children with Special Educational Needs and Disability</b>	<ul style="list-style-type: none"> <li>I understand that where there is a concern that a child may have social or emotional development delay which may indicate Special Educational Needs (SEN) or disability, the SEND Code of Practice provides statutory guidance for anyone working with or supporting children and young people with special educational needs and disabilities.</li> <li>I understand what the 'Local Offer' is and where to find relevant information and signpost this to families and other professionals.</li> </ul>
	<b>7. Understanding attachment and parent: child relationships</b>	<ul style="list-style-type: none"> <li>I know and understand the importance of baby brain development.</li> <li>I understand how secure relationships with parents and caregivers help infants/children to develop healthy and rewarding relationships through their life.</li> <li>I understand there can be barriers to secure attachment (within the child, within the parents or environment) and that children whose early experience of attachment have</li> </ul>

		been less optimal can have insecure attachments and potentially be more vulnerable to coping with future relationships and life events.
	<b>8. Support for parents</b>	<ul style="list-style-type: none"> <li>• I can help parents/carers to understand the importance of and their role in shaping their child's social and emotional skills.</li> <li>• I can talk confidently with parents/carers about aspirations and expectations for their child.</li> </ul>
	<b>9. Sharing information (PSED)</b>	<ul style="list-style-type: none"> <li>• I can talk to parents about the benefits of early education and childcare in supporting children's personal, social and emotional development (PSED) and can provide information about the free entitlement and how to access this.</li> <li>• I can discuss with parents/carers other aspects of PSED including healthy eating, oral health, sleeping and toileting as part of the support and assessment of their child's development.</li> </ul>
	<b>10. Supporting children to build relationships</b>	<ul style="list-style-type: none"> <li>• I understand the impact of secure relationships on a child's emotional wellbeing.</li> <li>• I work in a way that supports children to build relationships and consider the perspectives of others.</li> <li>• I know and understand the role of key persons in securing children's emotional wellbeing, including within Early Years and Childcare Settings, Childminders, and other group settings.</li> </ul>
	<b>11. Supporting independence and resilience</b>	<ul style="list-style-type: none"> <li>• I understand how to work with children in a way that supports their independence, builds resilience and perseverance.</li> <li>• I understand how to work with children in a way that helps to build their confidence and appropriate levels of self-reliance.</li> <li>• I understand how to support children to learn to resolve conflicts by themselves.</li> </ul>

	<b>12. Consistent messages</b>	<ul style="list-style-type: none"> <li>• I understand what makes a child's environment both at home and in the community, feel safe and secure, and the value of maintaining routines wherever possible.</li> <li>• I understand the importance of managing children's behaviour in a consistent and positive way both in my own practice and in my work with families.</li> </ul>
	<b>13. Understanding children's feelings</b>	<ul style="list-style-type: none"> <li>• I understand that young children's behaviour is a way of communicating about how they are feeling.</li> <li>• I understand that expectations for children's behaviour and how they manage their feelings are related to their age and stage of development.</li> <li>• I understand that children behave differently at different times and that feeling upset, sad angry, frustrated is a normal and healthy part of their development and that their behaviour may regress in times of uncertainty and stress.</li> </ul>
	<b>14. Understanding challenging behaviour</b>	<ul style="list-style-type: none"> <li>• I understand that challenging behaviour means behaviours that are persistent and difficult for both children and their parents/carers to manage.</li> <li>• I can provide general advice and support to parents who are struggling with their child's behaviour.</li> <li>• I understand that challenging or withdrawn behaviour does not necessarily mean that a child has Special Educational Needs or Disability (SEND), but that where there are concerns, additional assessments may be required to determine whether there are causal factors e.g., learning or communication difficulty, or difficulties in the parent/child relationship.</li> </ul>
<b>Component</b>	<b>Supplementary Elements</b>	<b>Supplementary Competency Statements</b>
	<b>1. Targeted training and development</b>	<ul style="list-style-type: none"> <li>• I ensure that members of my team have effective training in personal, social, and emotional development.</li> </ul>



<b>Social and Emotional Development and Well-being (SEDW)</b>  <b>Supplementary Competencies</b>		<ul style="list-style-type: none"> <li>I ensure that relevant members of my team receive specialist training required to deliver targeted support for individual children.</li> </ul>
	<b>2. Self-evaluation</b>	<ul style="list-style-type: none"> <li>I am able to critically evaluate my own practice in relation to promoting emotional well-being in line with current frameworks and theoretical perspectives.</li> </ul>
	<b>3. Referral</b>	<ul style="list-style-type: none"> <li>I understand the importance of identifying risk factors and signs of poor emotional well-being.</li> <li>I know how and when to make referrals to other professionals and agencies where I have concerns about an infant or child's social and emotional development and well-being.</li> </ul>
	<b>4. Understanding of Parent and Infant/toddler mental health</b>	<ul style="list-style-type: none"> <li>I understand and use the concepts of containment and reciprocity (attunement).</li> <li>I understand the concept of reflective functioning and can discuss with a parent in an accessible and sensitive way and where appropriate refer to other services for support.</li> <li>I understand the concept of 'ghosts in the nursery' (difficult feelings may surface from a parents subconscious including unresolved issues from their own experience of being parented) and how this may impact on parent: child attachment.</li> </ul>
	<b>5. ASQ-SE screening</b>	<ul style="list-style-type: none"> <li>I am able to engage parents in the administration of the Ages and Stages Questionnaire: Social and Emotional (ASQ:SE) to assess the social and emotional development of their child and support a deep and meaningful conversation about how they can support their child's social and emotional development.</li> </ul>
<b>Component</b>	<b>Core Elements</b>	<b>Core Competency Statements</b>
<b>Physical Development (PD)</b>	<b>1. Roles and responsibilities</b>	<ul style="list-style-type: none"> <li>I understand my responsibility in knowing and supporting each child's stage of physical development.</li> <li>I understand the terminology used to describe physical development and physical activity.</li> </ul>

<b>Core Competencies</b>		<ul style="list-style-type: none"> <li>I can communicate aspects of a child's physical development to parents and to other practitioners/ professionals.</li> </ul>
	<b>2. Understanding physical development</b>	<ul style="list-style-type: none"> <li>I understand the typical stages of children's physical development from birth to five years.</li> <li>I gather information from families about their child's physical development and opportunities for physical development.</li> <li>I work in partnership with other practitioners/ professionals to gain a rounded view of each child's physical development.</li> </ul>
	<b>3. Understanding statutory guidance</b>	<ul style="list-style-type: none"> <li>I have sound knowledge and understanding of the statutory EYFS requirements and other non statutory guidance for Early Years and Childcare providers to support children's PD.</li> <li>I know the Chief Medical Officer's guidelines on the recommended daily levels of Physical Activity for Under 5s.</li> </ul>
	<b>4. GM locality guidance</b>	<ul style="list-style-type: none"> <li>I know and understand the GM/local pathway and what is available in my locality to support children's Physical Development and Wellbeing.</li> </ul>
	<b>5. Physical development, health, and well-being</b>	<ul style="list-style-type: none"> <li>I understand the importance of physical development as a vital part of a child's emotional well-being and independence.</li> <li>I understand how physical development and activity supports a child's healthy lifestyle and healthy weight.</li> </ul>
	<b>6. Assessment</b>	<ul style="list-style-type: none"> <li>I can identify aspects of a child's physical development where they are progressing well.</li> <li>I can identify aspects of a child's development where they are not meeting age related expectations or milestones.</li> <li>I know that the Ages and Stages Questionnaire (ASQ3) is a parent-completed questionnaire that can be used to identify children at risk of Gross Motor or Fine Motor</li> </ul>

		development delay and highlighting any need for further assessment.
	<b>7. Supporting physical development</b>	<ul style="list-style-type: none"> <li>• I understand how to plan and provide experiences and activities which support and challenge a child's physical development.</li> <li>• I understand how to provide physical development opportunities both indoors and outdoors.</li> <li>• I can confidently discuss a child's physical development needs and next steps with parents and other practitioners.</li> </ul>
	<b>8. Inclusive Practice</b>	<ul style="list-style-type: none"> <li>• I know how to ensure that physical development opportunities can be accessed by all children.</li> <li>• I know how to adapt routines and activities in response to a child's physical needs and key aspects of their development.</li> <li>• I ensure that all children feel valued and included as part of physical activities.</li> </ul>
	<b>9. Supporting children with Special Educational Needs and Disability (SEND)</b>	<ul style="list-style-type: none"> <li>• I understand my role in recognising and supporting children's additional physical development needs.</li> <li>• I can identify any emerging needs in a child's physical development.</li> <li>• I can describe a child's physical development needs to their parents and to the setting's Special Educational Needs and Disability Coordinator (SENDSCO).</li> </ul>
	<b>10. Partnership with Parents</b>	<ul style="list-style-type: none"> <li>• I can communicate effectively with families about their child's physical development.</li> <li>• I can provide information to parents on how they can support their child's physical development at home.</li> <li>• I know how to signpost or get parents signed up to the Healthy Start vouchers scheme.</li> </ul>
<b>Component</b>	<b>Supplementary Elements</b>	<b>Supplementary Competency Statements</b>
<b>Physical Development (PD)</b>	<b>1. Multi-agency working</b>	<ul style="list-style-type: none"> <li>• I work in strong partnership with other professionals in order to gain a rounded view and provide support for each child's physical development.</li> </ul>

<b>Supplementary Competencies</b>		<ul style="list-style-type: none"> <li>I am confident to communicate a child's physical development to other professionals.</li> </ul>
	<b>2. Statutory requirements</b>	<ul style="list-style-type: none"> <li>I understand the statutory requirements of the EYFS and the Early Learning Goals for Physical development.</li> <li>I understand the NHS Healthy Child Programme and how this supports surveillance of children's physical development.</li> <li>I can complete a child's 2 year progress check and summarise their physical development.</li> </ul>
	<b>3. Equality Act</b>	<ul style="list-style-type: none"> <li>I understand the importance of inclusion and equality as part of the Equality Act 2010.</li> </ul>
	<b>4. ASQ-SE screening</b>	<ul style="list-style-type: none"> <li>I am able to engage parents in the administration of the Ages and Stages Questionnaire (ASQ3) to assess the Gross Motor and Fine Motor development of their child and support a meaningful conversation about how they can support their child's physical development</li> </ul>
<b>Component</b>	<b>Core Elements</b>	<b>Core Competency Statements</b>
<b>Special Educational Needs and Disability (SEND)</b>  <b>Core Competencies</b>	<b>1. Roles and responsibilities</b>	<ul style="list-style-type: none"> <li>I understand my responsibilities regarding SEND as outlined in the SEND Code of Practice (2014)</li> <li>I know and understand my organisation's policy regarding SEND and inclusion and can articulate this to others.</li> <li>I understand my role in ensuring the requirements of the SEND Code of Practice are reflected in practice in the ethos and culture of my setting/ organisation.</li> </ul>
	<b>2. Identifying developmental delay</b>	<ul style="list-style-type: none"> <li>I am able to share my observations and concerns with members of my team and understand the procedures to follow in my setting/organisation.</li> <li>I understand my role in celebrating a child's progress and in sharing developmental concerns with parents.</li> <li>I understand that developmental delays may be indicators that a child has SEND.</li> </ul>

	<b>3. Listening and responding to concerns</b>	<ul style="list-style-type: none"> <li>• I seek to understand a parent/carers needs and their concerns about their child and understand the importance of effective communication with parents and colleagues, so that families ideally only tell their story once.</li> <li>• I have regard to sensitivity about what I say and how I say it and am able to manage difficult conversations.</li> <li>• I have the ability to communicate effectively with children and families in an open and honest way without jargon.</li> </ul>
	<b>4. Communicating with children and families</b>	<ul style="list-style-type: none"> <li>• I actively listen to the experiences and views of parents/carers and focus on building a positive relationship with every child in my care.</li> <li>• I seek to understand the individual needs of children by tuning into their actions, feelings and spoken language.</li> <li>• I am able to understand and respond both verbally and non-verbally to the individual communication requirements of young children with SEND and their parents/carers.</li> </ul>
	<b>5. A coordinated response</b>	<ul style="list-style-type: none"> <li>• I demonstrate a commitment to Early Help and am able to support an Early Help assessment.</li> <li>• I have a good understanding of my organisation's SEND assessment and review processes and the need to conduct this in a timely manner.</li> <li>• I have a good understanding of SEND support and Education, Health, and Care plans.</li> </ul>
	<b>6. The SEND Local Offer</b>	<ul style="list-style-type: none"> <li>• I understand what the 'Local Offer' is and where to find the information and signpost this to families and other professionals.</li> <li>• I can navigate around the SEND local offer.</li> <li>• I can support and guide families through its use.</li> </ul>
	<b>7. The Graduated Approach. Assess, plan, do and review</b>	<ul style="list-style-type: none"> <li>• I understand that SEN support takes the form of an ongoing four-part cycle (assess, plan, do, review) starting with celebrating a child's strengths and their achievements.</li> </ul>

		<ul style="list-style-type: none"> <li>• I have the ability to write SMART targets, linked to children’s short and long term outcomes.</li> <li>• I ensure when planning for children with additional needs that I reference each child’s individual targets, ensuring a broad and balanced curriculum.</li> </ul>
	<b>8. Partnership Working</b>	<ul style="list-style-type: none"> <li>• I know that with agreement from parents and the support of my setting’s SENDCo we can refer to other agencies for additional support (therapy services, psychology services, other Children’s, and Health Services)</li> <li>• I can integrate information and advice from other agencies in my planning for the child.</li> <li>• I am able to build constructive relationships with other professionals and listen to their views and concerns about a child.</li> </ul>
	<b>9. SEND Early Years Funding</b>	<ul style="list-style-type: none"> <li>• I am aware of the Local Authority’s Early Years SEND pathway and relevant processes.</li> <li>• I am aware of the application process for submissions to the Local Authority’s Early Years Panel, including requests for inclusion funding.</li> <li>• I ensure parents are aware of the Disability Access Fund (DAF) that is available for children in EY settings and how this can be applied for through Disability Living Allowance (DLA).</li> </ul>
	<b>10. Early Years Pupil Premium</b>	<ul style="list-style-type: none"> <li>• I am aware of the Early Years Pupil Premium (EYPP) and its purpose.</li> <li>• I am aware of the number of children eligible for EYPP in my setting and how the funding is paid.</li> <li>• I am able to demonstrate how we are providing additional support for children who are in receipt of EYPP.</li> </ul>
	<b>11. Enabling environment</b>	<ul style="list-style-type: none"> <li>• I am able to create an enabling environment and remove barriers to learning for children with SEND within my setting.</li> </ul>

		<ul style="list-style-type: none"> <li>• I can make reasonable adjustments to the teaching and learning environment to meet individual needs.</li> <li>• I am able to do and use alternative forms of communication if appropriate.</li> </ul>
	<b>12. Individual planning</b>	<ul style="list-style-type: none"> <li>• My planning is child centred and I am able to show how activities can be differentiated to enable all children to participate.</li> <li>• I implement early action for a child with SEND, integrating individual learning objectives and additional provision in daily and weekly plans.</li> <li>• I demonstrate the involvement of children with SEND and their families in planning for their support.</li> </ul>
	<b>13. Supporting Transition</b>	<ul style="list-style-type: none"> <li>• I can complete SEND support plans with clear timeframes to monitor and review a child's progress and response to their plan.</li> <li>• I understand the need for thorough transition plans for when a child moves to a new setting /school which includes sharing a child's current plan.</li> <li>• I or my SENDCo engage in a multi-agency meeting with involved professionals to ensure smooth transition.</li> </ul>
	<b>14. Supporting families</b>	<ul style="list-style-type: none"> <li>• I am able to engage in sensitive discussions with parents and am able to focus on developing a positive, secure attachment with each child and their family.</li> <li>• I am able to signpost parents to support /information as appropriate.</li> <li>• I understand the systems and processes that are in place within my setting to help me and my colleagues to understand individual family needs.</li> </ul>
<b>Component</b>	<b>Supplementary Elements</b>	<b>Supplementary Competency Statements</b>
	<b>1. Equalities Act</b>	<ul style="list-style-type: none"> <li>• I understand my responsibilities under the Equalities Act (2010)</li> </ul>

<p><b>Special Educational Needs and Disability (SEND)</b></p> <p><b><i>Supplementary Competencies</i></b></p>		<ul style="list-style-type: none"> <li>I can articulate the principles of the Equalities Act and what the 9 protected characteristics look like in my practice.</li> </ul>
	<p><b>2. Children and Families Act/Childcare Act</b></p>	<ul style="list-style-type: none"> <li>I understand my responsibilities as outlined in the Children and Family Act (2014) and that changes are reflected in the SEND Code of Practice (CoP).</li> <li>I understand my role in ensuring the requirements of the Childcare Act and any references to SEND are reflected in practice in the ethos and culture of my setting/organisation.</li> </ul>
	<p><b>3. SEND Code or Practice: 4 areas of need</b></p>	<ul style="list-style-type: none"> <li>I understand that special educational provision should be matched to the child's identified SEN.</li> <li>I have a good understanding of the 4 broad areas of need and support as identified in the SEND CoP.</li> <li>I am aware that individual children often have needs that cut across all 4 areas of need and that their needs may change over time.</li> </ul>
	<p><b>4. Making referrals</b></p>	<ul style="list-style-type: none"> <li>I have a good understanding of how to complete referrals to other services and where to source information within the Local Authority and NHS services.</li> <li>I know how to seek support where a child's development could be supported through wider parent/family support e.g., Start Well Team, Early help services.</li> </ul>
	<p><b>5. The role of the SENDCo</b></p>	<ul style="list-style-type: none"> <li>I understand the role and responsibilities of the SENDCo within my setting and am aware of the Level 3 SENDCo qualification award.</li> <li>I am aware of my setting's/organisation's specific SENDCo job description and the support that the setting SENDCo can provide.</li> <li>I am committed to identifying and using professional development opportunities, including training and other sources of support to address my own developmental needs.</li> </ul>



	<b>6. Building relationships and participation</b>	<ul style="list-style-type: none"> <li>• I am able to build positive and constructive relationships with those involved in decision making for SEND services.</li> <li>• I am committed to contribute to multi-agency support for children with SEND and ensure strong links with the Local Authority SEND team.</li> <li>• I ensure a coordinated approach via Lead Professionals acting as a single main point of contact.</li> </ul>
<b>Component</b>	<b>Core Elements</b>	<b>Core Competency Statements</b>
<b>Play and Learning</b> <b>Core Competencies</b>	<b>1. Understanding Child Development</b>	<ul style="list-style-type: none"> <li>• I have a sound understanding of child development.</li> <li>• I understand that children learn more in the period from birth to five years than in any other time in their lives.</li> <li>• I am able to reflect on the different rates at which children develop and adjust my practice appropriately.</li> </ul>
	<b>2. EYFS characteristics of effective teaching and learning</b>	<ul style="list-style-type: none"> <li>• I have a sound understanding of the EYFS characteristics of effective teaching and learning; how they support the holistic development of individual children and how they weave through all areas of learning.</li> <li>• I am confident to ensure the EYFS characteristics of effective teaching and learning inform the provision and interactions I provide.</li> <li>• I am able to observe and recognise when the EYFS characteristics of effective teaching are being implemented.</li> </ul>
	<b>3. Play and Exploration</b>	<ul style="list-style-type: none"> <li>• I understand what play in young children looks like.</li> <li>• I understand how to support, develop and enhance children's play.</li> <li>• I have a sound understanding of the EYFS characteristic: Play and Exploration and how children learn through exploration and practical experience.</li> </ul>
	<b>4. Active learning</b>	<ul style="list-style-type: none"> <li>• I understand that children need to develop concentration skills throughout their early years and how this looks different in the various ages and stages of development.</li> </ul>

		<ul style="list-style-type: none"> <li>• I understand that children need to continually build resilience skills in order to overcome difficulties they face.</li> <li>• I understand how the EYFS characteristic of Active Learning can support children to concentrate and keep on trying if they encounter difficulties and enjoy achievements.</li> </ul>
	<b>5. Creating and thinking critically</b>	<ul style="list-style-type: none"> <li>• I understand that children will display their enjoyment in their achievements in different ways.</li> <li>• I value children's ideas and strategies for doing things and I understand my impact on a child's learning by the quality of my response.</li> <li>• I have a sound understanding of the EYFS characteristic: creating and thinking critically and the importance of supporting children to develop their own ideas, make links and develop their own strategies for doing things.</li> </ul>
	<b>6. Learning environment and resources</b>	<ul style="list-style-type: none"> <li>• I have a knowledge of a range of resources, opportunities and provocations including open-ended play; schematic play; block play; authentic resources; and how these support learning.</li> <li>• I have a well developed understanding of how to provide an enabling environment with resources and experiences that reflects the characteristics of effective teaching and learning.</li> <li>• I understand that children from different cultures and home backgrounds may engage in play differently, reflecting differences in language, context, prior experiences and parental expectations.</li> </ul>
	<b>7. Support for families</b>	<ul style="list-style-type: none"> <li>• I recognise and value the role of the parent as a child's first educator.</li> <li>• I understand my role and responsibilities in providing general support for all families so children become effective learners.</li> <li>• I am confident to support and provide ideas to parents to support and develop children's play and learning at home.</li> </ul>

	<b>8. Supporting multi-lingual learners</b>	<ul style="list-style-type: none"> <li>• I understand that being able to speak more than one language is a positive skill for life.</li> <li>• I am able to offer support and advice to parents regarding the benefits of multi-lingual learners, and the importance of the home language.</li> <li>• I am able to use a wide range of resources to enhance young children’s multi-lingual learning at home or within a setting.</li> </ul>
<b>Component</b>	<b>Supplementary Elements</b>	<b>Supplementary Competency Statements</b>
<b>Play and Learning</b>  <b>Supplementary Competencies</b>	<b>1. Enhanced teaching and learning</b>	<ul style="list-style-type: none"> <li>• I have a deep understanding of how children develop and how the EYFS characteristics of effective teaching and learning underpin the neurological, social and intellectual development of young children.</li> <li>• I have a sound understanding of Sustained Shared Thinking (SST) and can use these skills to support children’s creating and critical thinking.</li> <li>• I understand that cultural values, practices and home experiences, shape and connect children’s learning and development in their early years.</li> </ul>
	<b>2. Identifying specific needs</b>	<ul style="list-style-type: none"> <li>• I am able to recognise when young children are not able to learn through active play and exploration (demonstrating the characteristics of effective teaching and learning) despite the resources and environment being universally accessible.</li> <li>• I know where to refer for additional support and guidance for specific needs if required.</li> </ul>
<b>Component</b>	<b>Core Elements</b>	<b>Core Competency Statements</b>
	<b>1. EYFS Statutory framework</b>	<ul style="list-style-type: none"> <li>• I have a sound knowledge and understanding of the EYFS statutory framework (2021) which must shape activities and experiences for children in all Early Years settings and schools.</li> </ul>

<b>Specific Areas of Teaching and Learning</b>  <b>Core Competencies</b>		<ul style="list-style-type: none"> <li>• I have good knowledge and understanding of the EYFS Prime and Specific areas of learning and development and that all areas are important and inter-connected.</li> <li>• I understand that the three Characteristics of Effective Teaching and Learning as outlined in the EYFS statutory framework (2021) help children to become effective learners in all of the Prime and Specific areas of learning.</li> </ul>
	<b>2. EYFS non-statutory guidance</b>	<ul style="list-style-type: none"> <li>• I am familiar with non-statutory guidance such as Development Matters (DfE) and Birth to 5 Matters developed by the Early Years Sector Coalition (EYSC) that can help me plan for children’s learning and development for the EYFS Prime and Specific areas of learning.</li> <li>• I know how to access on-line information and resources to increase my knowledge and understanding of the EYFS areas of learning and development, e.g. Foundation Years website, Tiny Happy People website, National Literacy Trust, Education Endowment Foundation (EEF).</li> </ul>
	<b>3. EYFS Early Learning Goals</b>	<ul style="list-style-type: none"> <li>• I am familiar with the Early Learning Goals (ELG) for the Prime and Specific areas that providers must help children to work towards.</li> <li>• I understand that the ELGs are the knowledge, skills and understanding children should have by the end of the academic years in which they turn five.</li> <li>• I am familiar with my setting’s procedures to assess children’s learning and development in the Prime and Specific areas and when and how this should be discussed with parents.</li> </ul>
	<b>4. Supporting the Prime and Specific areas</b>	<ul style="list-style-type: none"> <li>• I understand my role in supporting children in the three Prime areas and why these are important for building a foundation for igniting children’s curiosity and enthusiasm for learning, forming relationships, and thriving.</li> </ul>

		<ul style="list-style-type: none"> <li>I understand my role in supporting children in the four specific areas of Literacy, Mathematics, Understanding the World, and Expressive Arts and Design through which the prime areas are strengthened and applied.</li> </ul>
	<b>5. LITERACY: Understanding the importance of Early Literacy</b>	<ul style="list-style-type: none"> <li>I understand the importance of developing children's literacy in the Early Years and the Literacy requirements outlined in the EYFS (2021).</li> <li>I know how to create a purposeful and engaging environment that supports literacy development both indoors and outdoors.</li> <li>I understand the importance of children developing a life-long love of reading.</li> </ul>
	<b>6. LITERACY: Understanding Early Literacy development</b>	<ul style="list-style-type: none"> <li>I understand that Communication and Language development underpins reading and writing and that if children cannot say a sentence, they are unable to write a sentence.</li> <li>I understand that language comprehension starts from birth and that this only develops when adults talk with children about the world around them and the books (fiction and non-fiction) they read with them, and enjoy rhymes, poems, and songs together.</li> <li>I understand the importance of physical development opportunities to develop handwriting skills and that handwriting involves the development of gross and fine motor skills.</li> </ul>
	<b>7. LITERACY: Enabling environment</b>	<ul style="list-style-type: none"> <li>I understand the need to provide a range of accessible materials and tools for children to explore reading and writing as part of their everyday play, including role play indoors and outdoors.</li> <li>I understand the importance of providing a range of everyday signs and written texts to that children for children to use in their play.</li> </ul>
	<b>8. LITERACY: Understanding Phonics</b>	<ul style="list-style-type: none"> <li>I understand that phonics is a way of teaching children how to read and write. It helps children hear, identify, and</li> </ul>

		<p>use different sounds that distinguish one word from another.</p> <ul style="list-style-type: none"> <li>• I understand that a systematic phonics programme teaches children to recognise letters (graphemes) and their associated sounds (phonemes).</li> </ul>
	<b>9. LITERACY: Supporting Literacy with families</b>	<ul style="list-style-type: none"> <li>• I am aware of the positive impact that families can have on children’s reading and writing development.</li> <li>• I am able to work with families and colleagues to support a child’s reading and writing journey, including signposting to helpful resources.</li> <li>• I understand the need to provide a wide range of literature that reflects diversity and difference within families and communities.</li> </ul>
	<b>10. LITERACY: Literacy assessment</b>	<ul style="list-style-type: none"> <li>• I know how to observe and record children’s Literacy Development and identify where children are not making the expected progress in their learning.</li> <li>• I can talk confidently about children’s literacy learning and progress.</li> <li>• I recognise the importance of assessing children’s literacy development including talking to parents about encouraging early reading and writing in the home learning environment and asking them to share what they have noticed.</li> </ul>
	<b>11. MATHEMATICS: Learning and applying Mathematics</b>	<ul style="list-style-type: none"> <li>• I understand what children need to learn in Mathematics in the Early Years and the requirements outlined in the EYFS.</li> <li>• I understand that Mathematics is everywhere, and I know how to create an engaging learning environment both indoors and outdoors so that children can learn and apply maths through: <ul style="list-style-type: none"> <li>○ Everyday routines</li> <li>○ Songs, stories, and rhymes</li> <li>○ Mathematical conversations with adults</li> </ul> </li> </ul>

	<b>12. MATHEMATICS: Understanding Mathematical development</b>	<ul style="list-style-type: none"> <li>• I know how to observe and record children's mathematical learning and where children are not making the expected progress in maths.</li> <li>• I know how to access further resources or training to support my understanding of the progression of key concepts in mathematics.</li> </ul>
	<b>13. MATHEMATICS: Supporting Mathematics with Families</b>	<ul style="list-style-type: none"> <li>• I am able to work in partnership with colleagues and families to support children's Mathematical learning.</li> <li>• I understand the positive impact that parents and families can have on children's Mathematical Development and can signpost families to resources that may support them with their child's mathematical journey.</li> </ul>
	<b>14. UNDERSTANDING THE WORLD: EYFS requirements</b>	<ul style="list-style-type: none"> <li>• I know and understand the requirements of the EYFS educational programme for Understanding the World and I know that it involves guiding children to make sense of the physical world and their community.</li> <li>• I know how to observe and record children's learning and development for Understanding the World and can talk to parents and colleagues about how to further support them where necessary.</li> </ul>
	<b>15. UNDERSTANDING THE WORLD: Broadening experiences</b>	<ul style="list-style-type: none"> <li>• I understand that the frequency and range of children's personal experiences increases their knowledge and sense of the world around them, from visiting parks, libraries, and museums to meeting important members of society such as police officers, nurses and firefighters.</li> <li>• I understand that listening to a broad selection of stories, non-fiction, rhymes and poems will foster children's understanding of our culturally, socially, technologically and ecologically diverse world.</li> <li>• I understand that using stories, rhymes, and poems to broaden children's knowledge of the world, extends their familiarity with words that support understanding across the curriculum and that enriching and widening children's vocabulary will support later reading comprehension.</li> </ul>

	<b>16. EXPRESSIVE ARTS AND DESIGN: EYFS requirements</b>	<ul style="list-style-type: none"> <li>• I know and understand the requirements of the EYFS educational programme for Expressive Arts and Design.</li> <li>• I understand that it is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials.</li> </ul>
	<b>17. EXPRESSIVE ARTS AND DESIGN: Enriching experiences</b>	<ul style="list-style-type: none"> <li>• I understand that the quality, variety and frequency of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts.</li> <li>• I know how to observe and record children’s learning and development for Expressive Arts and Design and can signpost parents and colleagues to resources to further support and enrich their experiences.</li> </ul>
<b>Component</b>	<b>Supplementary Elements</b>	<b>Supplementary Competency Statements</b>
<b>Specific Areas of Teaching and Learning</b>  <b>Supplementary Competencies</b>	<b>1. The importance of Literacy</b>	<ul style="list-style-type: none"> <li>• I understand that early reading and writing skills and knowledge predicts social progress and higher academic achievement in every subject, not just Literacy.</li> </ul>
	<b>2. Understanding the EYFS literacy programme</b>	<ul style="list-style-type: none"> <li>• I understand what children need to learn at each stage of the EYFS educational programme for literacy.</li> <li>• I understand that reading consists of 2 dimensions: language comprehension and word reading.</li> <li>• I understand that language comprehension is necessary for writing and that it needs to be supported from birth.</li> </ul>
	<b>3. EYFS Literacy expectations (ELGs)</b>	<ul style="list-style-type: none"> <li>• I know that children at the expected level of development at the end of the EYFS will be able to: <ul style="list-style-type: none"> <li>○ Say a sound for each letter of the alphabet and at least 10 digraphs.</li> <li>○ Read words consistent with their phonic knowledge by sound-blending.</li> <li>○ Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul> </li> </ul>



		<ul style="list-style-type: none"> <li>○ Write recognisable letters, most of which are correctly formed.</li> <li>○ Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>○ Write simple phrases and sentences that can be read by others.</li> </ul>
	<b>4. READING: Role and Responsibilities</b>	<ul style="list-style-type: none"> <li>● I understand my role in fostering a love of reading for young children in the Early Years and I believe that all children can be successful in reading.</li> <li>● I understand my role in encouraging children's word reading and to encourage children to notice signs and symbols in everyday life, such as familiar logos and icons for apps.</li> <li>● I understand how important it is for adults to model reading in a range of contexts and to scaffold individual children's reading as opportunities arise with print and digital texts</li> </ul>
	<b>5. READING: Early Reading</b>	<ul style="list-style-type: none"> <li>● I understand children need enjoyable, playful reading opportunities and I understand the importance of returning to favourite texts again and again with actions, sounds and props, to give children secure knowledge of books and stories and to feel confident.</li> <li>● I understand children develop early reading through their talk, internal speech, symbolic play, and early writing.</li> </ul>
	<b>6. READING: Storytelling</b>	<ul style="list-style-type: none"> <li>● I understand how important storytelling is in the early reading process and I understand the value of storytelling as a way to build connections between the setting and children's homes.</li> <li>● I know to encourage children to tell their own stories in their own way, and to take the lead in storytelling so I can listen and learn about what they know and are interested in.</li> <li>● I know to encourage children to use and extend familiar stories in their play, using props and dressing up clothes as they relive and reinvent stories.</li> </ul>

	<b>7. READING: Exploring words</b>	<ul style="list-style-type: none"> <li>• I know to tune into words from children's favourite stories and words that are emotionally important to them and to revisit these favourite words in meaningful interactions.</li> <li>• I know to leave pauses after saying words and sounds as babies and younger children explore print and digital books to encourage them to copy and repeat words if they choose to.</li> <li>• I understand the role that stories play in developing vocabulary and language and understand that book related talk introduces children to language they may not usually hear in conversation.</li> </ul>
	<b>8. READING: Phonic knowledge</b>	<ul style="list-style-type: none"> <li>• I understand the importance of phonic knowledge in the teaching of word reading and I know how to introduce playful phonics sessions in fun ways to capture children's interest, sustain motivation and reinforce learning and success.</li> <li>• I know how to develop children's phonological and phonemic awareness through e.g. rhyme and alliteration, clapping or tapping syllables in words, hearing and saying initial sounds in words.</li> <li>• I understand how to model how simple words can be segmented into sounds and blended together to make words and to encourage children to do this.</li> </ul>
	<b>9. READING: Phonics programmes</b>	<ul style="list-style-type: none"> <li>• I know how to find information about DfE evidence based (validated) phonics programmes.</li> </ul>
	<b>10. READING: Resources</b>	<ul style="list-style-type: none"> <li>• I am familiar with a range of quality texts, sensory books and props and I include the stories, songs, rhymes and lives of those in local communities and wider histories and cultures.</li> <li>• I know now to include playful, multi-sensory and creative experiences and games, including story sacks and boxes that promote children's interest in reading and in developing phonics skills and knowledge.</li> </ul>

	<b>11. WRITING: Roles and Responsibilities</b>	<ul style="list-style-type: none"> <li>• I understand my role in fostering a love of writing in the early years and I believe all children can be successful in learning to write.</li> <li>• I understand the importance of encouraging children to tell their stories and the importance of writing (scribing) children's words and re-reading and enacting their stories.</li> <li>• I know how important it is for adults to model writing in a range of contexts and I know it is important to tell children about the marks adults are making, including when typing on screen.</li> </ul>
	<b>12. WRITING: Mark Making</b>	<ul style="list-style-type: none"> <li>• I recognise the value of early mark making activities and the need to share these with others, and to find out about and show interest in children's writing practices and interests.</li> <li>• I understand that writing systems are complicated ways to symbolise meaning and that children need to learn new skills and knowledge as they begin to write.</li> <li>• I understand the importance of providing a range of accessible materials and tools for writing as part of everyday play, including role play both indoors and outdoors.</li> </ul>
	<b>13. WRITING: Using phonic knowledge in writing</b>	<ul style="list-style-type: none"> <li>• I understand that children use their phonic knowledge to write words which match their spoken sounds and I understand the importance of oral segmenting and blending.</li> <li>• I know how to encourage children to use their phonic knowledge when writing, and the need to model this in my writing.</li> <li>• I understand how to model segmenting sounds (phonemes) in simple words and how the sounds are represented by letters (graphemes)</li> </ul>
	<b>14. WRITING: Emergent writing</b>	<ul style="list-style-type: none"> <li>• I know to celebrate children's attempts to write their own name, or other names and words, using a combination of lines, circles, and other letter-type shapes.</li> </ul>

		<ul style="list-style-type: none"> <li>• I know to celebrate attempts to make letter type shapes to represent the initial sound of their name and other familiar words.</li> <li>• I know that I need to break down the flow of speech into individual words, exemplifying the correspondence between the spoken and written word.</li> </ul>
	<b>15. READING AND WRITING: Working with families</b>	<ul style="list-style-type: none"> <li>• I am aware that some parents may need more support to see how they can support their child's early literacy skills at home.</li> <li>• I can signpost families to a range of resources that may support them in their child's literacy journey.</li> <li>• I can help families to find and use services and events in the local area, e.g. library services, Start Well centres, Family Hubs etc.</li> </ul>
	<b>16. READING AND WRITING: Cultural diversity</b>	<ul style="list-style-type: none"> <li>• I am aware of the diverse ways in which different people and communities use literacy for different purposes.</li> <li>• I understand that learning to read is a complex social and cultural activity and I need to provide a wide range of literature that represents diversity and difference in the local and global community, ensuring every child has the opportunity to find a character they can relate to.</li> <li>• I know that in order to write, children need motivation and inspiration and to be provided with materials that reflect cultural diversity, so that children see symbols and marks which are familiar and learn that there are many different script systems including formats that do not read from top to bottom and left to right e.g. Arabic, Braille, Chinese.</li> </ul>
	<b>17. The EYFS Mathematics Curriculum</b>	<ul style="list-style-type: none"> <li>• I am aware of the Early Learning Goals that are used to assess children's mathematical development at the end of the EYFS (end of Reception Year).</li> <li>• I am aware of the progression in some of the key concepts in maths, e.g. the stages of counting.</li> <li>• I understand the links between children's Mathematical and Physical Development.</li> </ul>

	<b>18. Mathematical Resources</b>	<ul style="list-style-type: none"> <li>• I know and understand how to create a purposeful and engaging learning environment that supports mathematical development and learning both indoors and outdoors.</li> <li>• I understand there are specific resources that may be best suited to supporting children's understanding of different mathematical concepts.</li> </ul>
	<b>19. Mathematics Assessment requirements</b>	<ul style="list-style-type: none"> <li>• I understand the importance of observing children's mathematical learning and progress and using these observations to plan for next steps in learning.</li> <li>• I recognise the importance of capturing children's mathematical knowledge and understanding beyond the educational setting.</li> <li>• Where children are not making the expected progress in maths, I will work in partnership with colleagues and children's families to provide the support they need.</li> </ul>
	<b>20. Supporting families</b>	<ul style="list-style-type: none"> <li>• I can discuss children's mathematical learning and development with their families.</li> <li>• I can signpost families to resources that may support them in their child's mathematical journey.</li> <li>• I know of a wide range of resources, including those created by GM/LA that can be used to support children's mathematical development beyond the educational setting.</li> </ul>

Component	Core Elements	Core Competency Statements
<p style="text-align: center;"><b>Pre Birth and Early Days</b></p> <p style="text-align: center;"><b><i>Core Competencies</i></b></p>	<p><b>1. 1001 days</b></p>	<ul style="list-style-type: none"> <li>• I understand that the first 1001 days, starting in pregnancy are a critical time for development and also a time when babies are at their most vulnerable.</li> <li>• I understand that the experiences a baby has in the first years of life affects the developing brain through the process of synaptic connections being made through frequent repetition and stimulation of new learning. These are the building blocks of the brain.</li> </ul>
	<p><b>2. Understanding about development in Utero</b></p>	<ul style="list-style-type: none"> <li>• I know and understand how a healthy pregnancy sets up the unborn baby for a healthy life.</li> <li>• I understand that as the foetus grows inside the womb, it is susceptible to the environment around the birth parent/ mother (hears what the birth parent/ mother hears, consumes what the birth parent/ mother consumes and can be adversely impacted by high levels of distress in the mother/birth parent).</li> <li>• I can explain the development stages of an unborn baby relative to their gestation.</li> </ul>
	<p><b>3. Parents' response to pregnancy</b></p>	<ul style="list-style-type: none"> <li>• I understand that pregnancy impacts emotionally, physically, and socially on the birthing parent and changes the parental couple relationship and the lives of all caregivers.</li> <li>• I understand that involving significant adults/ both parents in the pregnancy experience is important.</li> <li>• I am aware of the impact of past trauma on parental response to pregnancy.</li> </ul>
	<p><b>4. Building a relationships during pregnancy</b></p>	<ul style="list-style-type: none"> <li>• I can help parents to become interested in their baby's development.</li> <li>• I can help parents to visualise their baby and start to build a relationship during pregnancy.</li> </ul>

	<b>5. Recognising the importance of physical wellbeing for mother and baby</b>	<ul style="list-style-type: none"> <li>• I understand that the mental and physical wellbeing of all parents and caregivers are important for the baby's healthy development.</li> <li>• I can talk with parents about the psychological factors in adjustment to pregnancy.</li> <li>• I understand that responding to a baby's distress and crying is important and that giving babies the attention they need, gives them the foundation to grow emotionally, physically, and intellectually (contrary to popular belief you can't 'spoil' a baby).</li> </ul>
	<b>6. Seeking support</b>	<ul style="list-style-type: none"> <li>• I can recognise difficulties in the parent infant relationship and know how to seek specialist support.</li> <li>• I can recognise signs of concern when a parent does not seem connected or interested in their baby's development.</li> </ul>
	<b>7. Healthy lifestyle</b>	<ul style="list-style-type: none"> <li>• I can talk to parents about a healthy lifestyle in pregnancy.</li> <li>• I am able to have motivational conversations (e.g. about alcohol and smoking in pregnancy).</li> </ul>
	<b>8. Adverse experiences</b>	<ul style="list-style-type: none"> <li>• I understand how adverse experiences and trauma (e.g. abuse, neglect, parental addiction) can impact on the birth parent/mother and baby during pregnancy, early years, and later life.</li> <li>• I can talk to parents about domestic abuse and the impact this has on a baby.</li> <li>• I understand that high levels of stress for a birth parent/mother can impact on a baby's development.</li> </ul>
	<b>9. Understanding baby brain development</b>	<ul style="list-style-type: none"> <li>• I can help parents think about a baby's developing brain before it is born and explain what helps a baby's brain to develop (womb environment)</li> <li>• I understand and can explain how healthy brain and future mental health develop from conception.</li> <li>• I can talk about a baby's response to stimuli such as music, voice, rhyme, touch</li> </ul>

	<b>10. Birth and the Early Days</b>	<ul style="list-style-type: none"> <li>• I can help parents understand the development capabilities of their baby to increase the likelihood of appropriate expectations and high quality interactions.</li> <li>• I can explain the benefits of skin to skin to caregivers following birth.</li> <li>• I can promote the communication and bonding between a parent and baby through voice, touch and smell.</li> </ul>
	<b>11. Infant crying</b>	<ul style="list-style-type: none"> <li>• I understand and can talk to parents about ICON and ways to keep a baby safe: <ul style="list-style-type: none"> <li>○ <i>Infant crying is normal, and it will stop.</i></li> <li>○ <i>Comfort methods can sometimes soothe the baby and the crying will stop.</i></li> <li>○ <i>It's OK to walk away if you have checked the baby is safe and the crying is getting to you.</i></li> <li>○ <i>Never, ever shake or hurt a baby.</i></li> </ul> </li> <li>• I can help parents experience the with different ways to soothe and settle their babies.</li> </ul>
	<b>12. What do babies need to thrive</b>	<ul style="list-style-type: none"> <li>• I can describe responsive parenting/interaction/play.</li> <li>• I can provide advice re the benefits of products that can enhance and promote physical proximity and interaction/face to face positioning (e.g. the use of slings, backward facing pushchairs etc).</li> <li>• I can promote physical development through 'Tummy Time'.</li> </ul>
	<b>13. Keeping babies safe</b>	<ul style="list-style-type: none"> <li>• I can help parents understand and recognise things that could harm a baby's development, or unsafe practices (including safer sleep messages).</li> </ul>
	<b>14. What do parents need to thrive</b>	<ul style="list-style-type: none"> <li>• I understand about the importance of mental and physical health of parents for their own wellbeing as well as its potential impact on the wellbeing and development of the infant.</li> <li>• I can talk to parents about the importance of their own mental and physical well-being including containment and</li> </ul>



		<p>emotional support; rest and sleep; nutrition; supportive relationships and social networks.</p> <ul style="list-style-type: none"> <li>• I can help parents to notice and respond in an attuned way to an infant's communication (e.g. mirroring a smile).</li> </ul>
	<b>15. Healthy Relationships</b>	<ul style="list-style-type: none"> <li>○ I can talk to parents about the importance of their own relationship and the impact this can have on the infant.</li> <li>○ I can ask about and recognise an unhealthy relationship between parents</li> </ul>
	<b>16. Understanding what a baby can do, hear, and understand</b>	<ul style="list-style-type: none"> <li>• I understand the environmental factors that can influence a baby's development.</li> <li>• I can understand and explain that babies respond well to being involved in family life and interaction.</li> <li>• I can understand and explain how baby's communicate when they are overwhelmed.</li> </ul>
	<b>17. Responsive caregiving</b>	<ul style="list-style-type: none"> <li>• I can help parents understand how responding to babies in a predictable, sensitive and attuned way builds trust and security.</li> <li>• I can talk about how a parent is a baby's favourite toy.</li> <li>• I understand that positive, nurturing interactions reduce the risk of maltreatment and support the development of healthy relationships which lay important foundations for lifelong health and wellbeing.</li> </ul>
	<b>18. Supporting communication and language development</b>	<ul style="list-style-type: none"> <li>• I understand that the first 1001 days are a critical period for developing babies and children's communication and physical skills.</li> <li>• I can describe the benefits of providing a language rich environment and 'talking through the day'.</li> <li>• I can explain the 'serve and return' pattern of interaction.</li> </ul>
	<b>19. Introducing books and pictures</b>	<ul style="list-style-type: none"> <li>• I can introduce pictures and books early and explain the simple visual outlines that babies can see.</li> </ul>
	<b>20. Supporting families with children who have SEND (SLCN)</b>	<ul style="list-style-type: none"> <li>• I can recognise the signs of developmental differences and when to refer or ask for advice.</li> </ul>

Component	Supplementary Elements	Supplementary Competency Statements
		<ul style="list-style-type: none"> <li>• I understand that some babies may be identified at a very early age with a development need and for others it may take longer for needs to be identified.</li> <li>• I can talk to parents about their unique baby.</li> </ul>
<p><b>Pre Birth and Early Days</b></p> <p><b><i>Supplementary Competencies</i></b></p>	<p><b>1. Anticipatory guidance</b></p>	<ul style="list-style-type: none"> <li>• I can help parents to develop reflective functioning (what a baby might be thinking and feeling and responding with touch).</li> <li>• I can help parents to find ways to interact with/be responsive/settle their child when babies are unwell/premature in NICU/unable to be with their parents all of the time.</li> <li>• I understand that the opportunity to have close contact stimulates Oxytocin and has benefits for baby and parents.</li> </ul>
	<p><b>2. Parenting practices</b></p>	<ul style="list-style-type: none"> <li>• I have an awareness and knowledge of different cultural parenting practices and I can discuss parents experiences in their family of origin.</li> <li>• I can talk to parents about healthy parenting and ways to access support for this.</li> <li>• I can talk to parents about the parenting styles and explore their own experiences of being parented.</li> </ul>
	<p><b>3. Observation and assessment</b></p>	<ul style="list-style-type: none"> <li>• I understand the importance of observation, helping parents get to know their baby and also helping parents find their way with their baby.</li> <li>• I can explore the feelings that parents have about early contact and bonding and the fact it can be gradual and individual.</li> </ul>

	<b>4. Observation tools</b>	<ul style="list-style-type: none"> <li>• I understand baby states (NBO) and can help parents to learn more about their baby and respond in a reciprocal way.</li> <li>• I am able to talk through guidance (for example: Getting it Right from the Start; Your Baby and You).</li> <li>• I am able to offer a New Born Observation (NBO) or Neonatal Behavioural Assessment Scale (NBAS) (Brazleton tools) to help parents observe the uniqueness of their baby.</li> </ul>
	<b>5. Supportive Conversations</b>	<ul style="list-style-type: none"> <li>• I can use the ASQ3/ASQSE from 6-8 weeks to explore developmental conversations.</li> <li>• I can have a supportive conversation about 'good-enough' parenting (reciprocity can be ruptured and repaired).</li> <li>• I know and understand about head, heart, hands (reflective functioning).</li> </ul>
	<b>6. Trauma Responsive Workforce</b>	<ul style="list-style-type: none"> <li>• I am familiar with and understand the terminology of Adverse Childhood Experiences (ACEs) and Trauma.</li> <li>• I have a good understanding of the consequences of Children and families being exposed to trauma and Adverse Childhood Experiences.</li> <li>• I recognise the importance of building understanding and capacity of the workforce to be responsive to working with children and families living with or affected by trauma and adversity.</li> </ul>
<b>Component</b>	<b>Core Elements</b>	<b>Core Competency Statements</b>
<b>Engaging with Families</b> <b>Core Competencies</b>	<b>1. Effective engagement</b>	<ul style="list-style-type: none"> <li>• I understand why engagement of parents and partners (and named family members) is important and who benefits.</li> <li>• I am able to identify and engage vulnerable/seldom heard families.</li> <li>• I know and understand professional boundaries and the importance of confidentiality.</li> </ul>

	<b>2. Building relationships</b>	<ul style="list-style-type: none"> <li>• I have knowledge and experience of working to support parents in engaging with their child's learning and development.</li> <li>• I understand my role and responsibilities as a key person in building relationships with parents/ family members.</li> <li>• I understand the importance of creating a safe space where parents and children feel valued and included.</li> </ul>
	<b>3. Enabling engagement</b>	<ul style="list-style-type: none"> <li>• I am confident to make home visits.</li> <li>• I am able to create an environment which enables engagement, understanding and creating positive group dynamics in meetings with families.</li> <li>• I demonstrate solution focused language and approaches.</li> </ul>
	<b>4. Child focused support</b>	<ul style="list-style-type: none"> <li>• I use my knowledge of child development to help identify and support children and families in need of early intervention and support.</li> <li>• I am able to make decisions that best meet the needs of children and keep a clear focus on the outcomes that family support is aiming to achieve for the child.</li> <li>• I promote with parents a range of play activities that are appropriate to the child's level of development and that can be included in their daily routines.</li> </ul>
	<b>5. Capturing the voice of the child and family</b>	<ul style="list-style-type: none"> <li>• I can demonstrate effective listening skills to capture the family voice.</li> <li>• I can capture the voice of the child and ensure this is heard.</li> <li>• I know how to follow up on children's and parents' views and to give them feedback.</li> </ul>
	<b>6. Establishing and maintaining trusted relationships</b>	<ul style="list-style-type: none"> <li>• I am able to establish respectful, non judgemental relationships with families.</li> <li>• I am approachable, reliable and communicate openly and honestly with parents, treating people with dignity, respect and integrity.</li> </ul>

		<ul style="list-style-type: none"> <li>• I demonstrate and understand active listening and reflecting techniques and am able to constructively challenge families and colleagues.</li> </ul>
	<b>7. Being inclusive</b>	<ul style="list-style-type: none"> <li>• I always try to ensure that engagement is inclusive, empowering and valuing.</li> <li>• I am clear regarding pathways of support and relevant services that families can access.</li> <li>• I am able to identify some barriers that may stop parents from feeling engaged and involved</li> </ul>
	<b>8. Accessible information</b>	<ul style="list-style-type: none"> <li>• I provide high quality information when it is needed.</li> <li>• I am able to tailor information to ensure it reaches all families and communities.</li> <li>• I choose language carefully and avoid abbreviations and jargon.</li> </ul>
	<b>9. Offering the right support, right person, at the right time</b>	<ul style="list-style-type: none"> <li>• I am well informed about the support that is available for families and am able to provide a flexible and non-prescriptive approach to my support.</li> <li>• I am able to empower families to take ownership of their needs and to support them in developing a support plan.</li> <li>• I can support families to navigate local offers and services so they can access support and self-refer where necessary.</li> </ul>
	<b>10. Seeing Families as assets</b>	<ul style="list-style-type: none"> <li>• I understand and use a person centred, not systems led approach.</li> <li>• I identify strengths in what parents already do with their children.</li> <li>• I take a strengths based approach to gathering information, recognising where the child and family are and any areas that may need building on or support.</li> </ul>
	<b>11. Parents as partners</b>	<ul style="list-style-type: none"> <li>• I treat parents as equal partners, including them in problem solving and decision making.</li> <li>• I always involve parents in the planning and delivery of support, listening to and taking their views seriously.</li> </ul>

	<b>12. Meeting the needs of individuals within a family unit</b>	<ul style="list-style-type: none"> <li>• I always take a team around the family approach.</li> <li>• I advocate on behalf of and work alongside the child and family treating them with dignity, respect and integrity.</li> <li>• I ensure that my work captures the daily lived experience and voice of children and families.</li> </ul>
	<b>13. Working as a team</b>	<ul style="list-style-type: none"> <li>• I understand that Early Help is the way that everyone works together to support the needs of children and families.</li> <li>• I am able to liaise closely with other professionals, e.g. Health Visitors, Social Workers and School staff so that I can support the child and family effectively.</li> </ul>
	<b>14. Sustainable Community - Support and connections</b>	<ul style="list-style-type: none"> <li>• I am able to support families to draw on the local community and to engage them in making connections and building relationships.</li> <li>• I am able to signpost and encourage access to a range of information and services where parents can find further support (e.g Family Hubs, Start Well Centres, libraries etc).</li> </ul>
	<b>15. Providing information</b>	<ul style="list-style-type: none"> <li>• I am able to support families to find appropriate resources and support to help themselves.</li> <li>• I am able to provide information to help parents to support their child's learning at home.</li> </ul>
	<b>16. Empowering families</b>	<ul style="list-style-type: none"> <li>• I understand the importance of empowering families to enable them to be confident to try new things.</li> <li>• I keep parents involved and informed about outcomes of actions plans and next steps.</li> <li>• I advocate on behalf of and work alongside the family.</li> </ul>
	<b>17. Safeguarding</b>	<ul style="list-style-type: none"> <li>• I understand my role in safeguarding and child protection and ensure parents are made aware of this.</li> <li>• I know when safeguarding information can be shared and understand data protection and confidentiality legislation.</li> <li>• I recognise when safeguarding action is needed and work with others to implement effective arrangements to keep children safe.</li> </ul>

Component	Supplementary Elements	Supplementary Competency Statements
<p align="center"><b>Engaging with Families</b></p> <p align="center"><i><b>Supplementary Competencies</b></i></p>	<p><b>1. Developing the team</b></p>	<ul style="list-style-type: none"> <li>• I am able to identify my own and my team’s current attitudes, activities and strengths in engaging with families, identify gaps in practice and areas for development.</li> <li>• I am able to reflect on how I and other members of the team are currently involving parents in their child’s learning and development and to identify any issues this raises.</li> <li>• I understand and demonstrate the different roles of supporting, leading and facilitation.</li> </ul>
	<p><b>2. Reaching local families</b></p>	<ul style="list-style-type: none"> <li>• I have a good understanding of the social demographics of the local area and the implications this may have on children, families and service users.</li> <li>• I can identify professionals, agencies and services which can provide help and support to children and families within the local area.</li> <li>• I work in partnership with and coordinate child and family support across services.</li> </ul>
	<p><b>3. Building on strengths</b></p>	<ul style="list-style-type: none"> <li>• I know and understand the principles of relational working.</li> <li>• I am able to undertake family help assessments and facilitate a team around the family meeting to identify strengths of the family and what is working well.</li> </ul>
Component	Core Elements	Core Competency Statements
<p align="center"><b>Home Learning Environment (HLE)</b></p> <p align="center"><i><b>Core Competencies</b></i></p>	<p><b>1. Practitioner knowledge around the importance of HLE</b></p>	<ul style="list-style-type: none"> <li>• I understand why the Home Learning Environment is important for children’s learning and development in their early years and what are the elements of an effective, high quality HLE.</li> </ul>
	<p><b>2. Roles and responsibilities</b></p>	<ul style="list-style-type: none"> <li>• I know I have a responsibility to provide information to parents about:</li> </ul>

		<ul style="list-style-type: none"> <li>○ How the HLE can support a child's learning and development.</li> <li>○ What they can do to help to improve the HLE.</li> </ul>
	<b>3. Practitioner knowledge and recognition of cultural differences</b>	<ul style="list-style-type: none"> <li>● I know how important it is for families to talk together in home language to support: <ul style="list-style-type: none"> <li>○ Language development</li> <li>○ Attachment.</li> </ul> </li> <li>● I understand that different cultures may perceive play differently and in some cultures play is seen separately from learning.</li> <li>● I understand that a child's cultural influences/background may affect the way they respond and develop emotionally, socially and linguistically.</li> </ul>
	<b>4. Working to support parental engagement with HLE</b>	<ul style="list-style-type: none"> <li>● I understand the different starting points of families and the impact of wider circumstances, and I am able to: <ul style="list-style-type: none"> <li>○ Tailor the level of support given to individual families.</li> <li>○ Signpost to services as appropriate.</li> </ul> </li> <li>● I understand the challenges faced by families which may include: <ul style="list-style-type: none"> <li>○ Time constraints</li> <li>○ The pressure of balancing work, childcare and family life</li> <li>○ Financial pressures</li> </ul> </li> </ul>
	<b>5. Getting support</b>	<ul style="list-style-type: none"> <li>● I am aware of wider support available to families and can work in partnership to help them access services as appropriate, including, for example: <ul style="list-style-type: none"> <li>○ Start Well/Early Help Services</li> <li>○ Food banks</li> <li>○ Libraries and other community Groups/resources</li> <li>○ Early Years and Childcare free entitlement</li> </ul> </li> </ul>
	<b>6. HLE environment routines and resources</b>	<ul style="list-style-type: none"> <li>● I understand the value of high quality interactions between children and adults.</li> </ul>



		<ul style="list-style-type: none"> <li>• I can model approaches and give suggestions on how to involve children in everyday activities and routines for example:               <ul style="list-style-type: none"> <li>○ Involving them in tasks such as cooking and cleaning</li> <li>○ Explaining or showing them how to do something.</li> <li>○ Listening and talking about what they are doing or how they are feeling.</li> <li>○ Offering reassurance and encouragement as children explore new experiences.</li> <li>○ Actively watching television and playing games with their child and chatting about what is happening.</li> </ul> </li> <li>• I can suggest a wide range of low cost and no-cost activities that promote experiential learning.</li> </ul>
	<b>7. Meeting the needs of children and families</b>	<ul style="list-style-type: none"> <li>• I am able to work with families to observe and meet their child's needs and work together to positively impact on the HLE.</li> <li>• I am able to adapt some activities based on cultural values and beliefs.</li> <li>• I am able to differentiate (adapt) the offer to meet the needs of all families to help them to succeed.</li> </ul>
	<b>8. Increasing engagement</b>	<ul style="list-style-type: none"> <li>• I can support parents who lack confidence with the process of learning.</li> <li>• I am able to advise and support when there are barriers to engagement and signpost to further support and information.</li> <li>• I know where to access current ideas and resources and can sign post families to, for example BBC Tiny Happy People and DfE Hungry Little Minds.</li> </ul>
<b>Component</b>	<b>Supplementary Elements</b>	<b>Supplementary Competency Statements</b>

<b>Home Learning Environment (HLE)</b>  <b>Supplementary Competencies</b>	<b>1. Sharing Research</b>	<ul style="list-style-type: none"> <li>• I share messages from research, for example showing that what parents do is more important than who they are.</li> <li>• I am confident to use resources such as the ORIM framework which supports Opportunities, Recognition, Interaction and Modelling.</li> <li>• For further information please see: <a href="https://sheffield-real-project.sites.sheffield.ac.uk/orim-network">https://sheffield-real-project.sites.sheffield.ac.uk/orim-network</a></li> </ul>
	<b>2. Interaction Awareness</b>	<ul style="list-style-type: none"> <li>• I recognise effective Adult and Child Interactions so I can identify what a family is doing well and build on their strengths.</li> <li>• I understand there can be challenges and barriers to effective adult and child interaction and I can help families to overcome them.</li> <li>• I know and understand that there may be differences in the ways Dads and Mums interact and play with children and can support them accordingly.</li> </ul>
<b>Component</b>	<b>Core Elements</b>	<b>Core Competency Statements</b>
<b>Child and Family Health and Well-being</b>  <b>Core Competencies</b>	<b>1. Infant feeding – key messages and support</b>	<ul style="list-style-type: none"> <li>• I am aware of key Healthy Start infant feeding messages and where to access this information e.g. that babies are solely breast fed or formula fed for the first 6 months of life.</li> <li>• I understand the importance of promoting breastfeeding as well as supporting all parents to nurture and enjoy the experience of feeding their baby whatever method of feeding they use.</li> <li>• I know that some parents can get a Healthy Start card to help with cost of milk and vitamins.</li> </ul>
	<b>2. Accessing further information and advice</b>	<ul style="list-style-type: none"> <li>• I know how to help parents find specific help and advice from a member of the early years/child health team locally, including how/where to weigh their baby.</li> <li>• I know that the website <a href="http://www.nhs.uk">Start for Life (www.nhs.uk and red book)</a> is an important source of up to date information.</li> </ul>

		<ul style="list-style-type: none"> <li>I can refer a parent to the red book for more information on key health information and advice.</li> </ul>
	<b>3. Healthy eating and physical activity</b>	<ul style="list-style-type: none"> <li>I understand that children need food and nutrition to support the rapid brain development that takes place during the early years and to provide energy they need to concentrate and practice new skills.</li> <li>I understand the importance of avoiding sugar and unhealthy snacking.</li> <li>I promote active play and outdoor play opportunities to enhance physical activity and confidence.</li> </ul>
	<b>4. Dental health and prevention</b>	<ul style="list-style-type: none"> <li>I can promote the use of a fluoride toothpaste and regular brushing especially at bedtime.</li> <li>I understand that families should register with a dentist and know where to help them find information.</li> <li>I feel confident to talk to parents about the impact on their child's teeth of sugar in drinks and foods and the prolonged use of dummies.</li> </ul>
	<b>5. Parenting support</b>	<ul style="list-style-type: none"> <li>I can help parents to understand child development and behaviour in relation to a child's age and stage.</li> <li>I can recognise when a parent is stressed and listen to concerns.</li> <li>I understand when to offer additional information and support or early help.</li> </ul>
	<b>6. Immunisations</b>	<ul style="list-style-type: none"> <li>I know that HV/Start well team will give advice on immunisations.</li> <li>I understand that most children have immunisations given at GP practice.</li> <li>I know where to access the current routine childhood immunisation schedule for preschool children (<i>I can refer to the red book</i>).</li> </ul>
	<b>7. Injury and accident prevention</b>	<ul style="list-style-type: none"> <li>I can give (or know where to signpost parents to access information) basic safe sleep advice including safe sleep position and avoiding overheating (<a href="#">The Lullaby Trust -</a></li> </ul>

		<p><a href="#">Safer sleep for babies, Support for families and refer parent to the red book).</a></p> <ul style="list-style-type: none"> <li>• I can help parents access a child safety checklist for home (usually via the local Early Years/Start Well/Health Visiting team).</li> <li>• I understand key risk for accidents in childcare settings and in my specific role/environment.</li> </ul>
	<b>8. Transition to early education/ childcare</b>	<ul style="list-style-type: none"> <li>• I understand the importance of preparing a child for starting early education/childcare in an age appropriate way.</li> <li>• I understand the importance of asking about a child's overall health and immunisations at the point they start in early education/childcare.</li> <li>• I know the wider members of the early years team locally and details of the child's GP and Health Visitor.</li> </ul>
	<b>9. Key Persons in Early Years settings</b>	<ul style="list-style-type: none"> <li>• I understand that a child needs a key attachment figure/key person in a childcare setting whose role is to respond sensitively to children's feelings and behaviours, meet emotional needs and support wellbeing and physical needs.</li> <li>• I understand the importance of supporting attachment needs of a child when being dropped off or collected from a childcare/early education setting.</li> <li>• I know how to recognise and soothe a distressed child when separated from a key attachment figure (e.g. parent, main carer, key person within a childcare setting).</li> </ul>
	<b>10. Parent Infant attachment</b>	<ul style="list-style-type: none"> <li>• I understand what parent infant attachment is and how it can be supported in the early years.</li> <li>• I know how to recognise a distressed child and soothe a child who is separated from their parent/main carer.</li> <li>• I understand that positive nurturing interactions between a parent and infant/child supports healthy brain development, helps children to feel emotionally regulated and helps enable children to thrive.</li> </ul>

	<b>11. The Developing Brain</b>	<ul style="list-style-type: none"> <li>• I understand that babies and children’s brains respond to and develop from the environment they experience.</li> <li>• I understand that positive nurturing parent-infant interactions support healthy brain development which lays the foundations for lifelong health and well-being.</li> <li>• I understand that babies and young children born into families facing multiple difficulties (e.g., abuse, neglect, parental addiction) are at a higher risk for later physical and mental health problems.</li> </ul>
	<b>12. Living in Poverty</b>	<ul style="list-style-type: none"> <li>• I understand that living in poverty can affect all aspects of a child’s development.</li> <li>• I am aware that there are likely to be children in my care whose parents cannot afford the basics in relation to food, shelter, and clothing.</li> <li>• I know where to seek support for families who are living in poverty and/or experiencing difficulties.</li> </ul>
	<b>13. Adverse Childhood Experience</b>	<ul style="list-style-type: none"> <li>• I understand that Adverse Childhood Experiences are stressful and traumatic events such as: <ul style="list-style-type: none"> <li>○ Abuse, including emotional abuse.</li> <li>○ Family and environmental factors, such as Mental health issues or substance misuse</li> <li>○ Witnessing domestic abuse</li> <li>○ Death of a parent or sibling</li> <li>○ A parent in prison</li> </ul> </li> <li>• I understand that when children are exposed to adverse childhood experiences the stress, they experience is often prolonged and affects the way their brain develops and how they react to stressful situations.</li> <li>• I know how and where to seek support for children and families experiencing toxic stress and how support can be provided to help mitigate these affects through understanding what is happening and providing safe, coregulating relationships and environments.</li> </ul>
<b>Component</b>	<b>Supplementary Elements</b>	<b>Supplementary Competency Statements</b>

<p><b>Child and Family Health and Well-being</b></p> <p><i>Supplementary Competencies</i></p>	<p><b>1. Domestic Violence</b></p>	<ul style="list-style-type: none"> <li>• I understand that there are different types of domestic abuse -physical, emotional, financial.</li> <li>• I can access information about local sources of help.</li> <li>• I recognise that domestic abuse is a safeguarding risk.</li> </ul>
	<p><b>2. Drug and alcohol abuse</b></p>	<ul style="list-style-type: none"> <li>• I understand that drug/alcohol abuse can compromise a parent's ability to care for a child.</li> <li>• I can recognise when this is unsafe for a child and becomes a safeguarding/neglect issue.</li> <li>• I feel confident that I can seek help and advice when I pick up a risk or concern.</li> </ul>
	<p><b>3. Sharing Prevention information</b></p>	<ul style="list-style-type: none"> <li>• I am able to share prevention information e.g. trimester with parents in pregnancy</li> </ul>
	<p><b>4. Parents who smoke</b></p>	<ul style="list-style-type: none"> <li>• I understand that smoking in an environment where babies and children are cared for poses a risk to the child.</li> <li>• I can explain that passive smoking is harmful to a developing baby or child.</li> <li>• I feel confident to explain the guidance on smoke free environments for children.</li> </ul>
	<p><b>5. Parents with learning difficulty</b></p>	<ul style="list-style-type: none"> <li>• I recognise that some parents have learning needs ranging from literacy requirements to other limitations of cognitive development.</li> <li>• I can adapt my communication style and information giving accordingly.</li> <li>• I understand that parents may need an advocate or supportive person to assist with meeting their child health and development needs.</li> </ul>
	<p><b>6. Parent, Infant Mental Health Practice</b></p>	<ul style="list-style-type: none"> <li>• I know how and where to access further information and competencies for high quality individual and service level Infant Mental Health (IMH) care <a href="https://aimh.uk/the-uk-imh-competency-framework/">https://aimh.uk/the-uk-imh-competency-framework/</a></li> </ul>
<p><b>Component</b></p>	<p><b>Core Elements</b></p>	<p><b>Core Competency Statements</b></p>

<p style="text-align: center;"><b>GM Early Years Delivery Model (EYDM)</b></p> <p style="text-align: center;"><b><i>Core Competencies</i></b></p>	<p><b>1. GM assessment model</b></p>	<ul style="list-style-type: none"> <li>• I am familiar with the GM EYDM 8 stage assessment pathway.</li> <li>• I understand that the 8 stage model includes universal and targeted assessments for children from birth to 5 years</li> <li>• I understand that the EYDM enables early identification of children who may require additional interventions to support them to achieve a good level of development by the age of 5 years.</li> </ul>
	<p><b>2. Healthy Child Programme (HCP) Health and Development review</b></p>	<ul style="list-style-type: none"> <li>• I understand the Healthy Child Programme (HCP), Health and Development/Ages and Stages (ASQ) assessment and the staged reviews that are carried out.</li> <li>• I understand that there are five mandated HCP assessment points and when these are to be undertaken.</li> <li>• I have knowledge and understanding of child development and can apply this when carrying out an assessment with a family.</li> </ul>
	<p><b>3. Supporting parent led assessment</b></p>	<ul style="list-style-type: none"> <li>• I understand that ASQ is a parent led assessment and have the skills to enable parents to make appropriate judgements.</li> <li>• I can competently explain the GM EYDM assessment pathway to a parent.</li> </ul>
	<p><b>4. GM Pathways and Interventions</b></p>	<ul style="list-style-type: none"> <li>• I can interpret the results of the ASQ assessment and have an understanding of the the appropriate pathways into interventions.</li> <li>• I monitor children's development and identify developmental delays as early as possible.</li> <li>• I can make an appropriate and effective referral for further intervention.</li> </ul>
	<p><b>5. Assessing Child Development</b></p>	<ul style="list-style-type: none"> <li>• I understand my role and responsibilities to assess child development and identify areas for support.</li> <li>• I have a sound understanding of typical child development.</li> </ul>

		<ul style="list-style-type: none"> <li>I would raise a concern where I am concerned a child may have development delays.</li> </ul>
	<b>6. Involving parents in assessments</b>	<ul style="list-style-type: none"> <li>I understand the importance of parental engagement in a child's assessments.</li> <li>I can competently discuss child development delay or concerns with parents.</li> </ul>
	<b>7. Effective assessment and planning</b>	<ul style="list-style-type: none"> <li>I can effectively record child development observations and assessments.</li> <li>I know the importance of providing play and learning opportunities that have been informed by assessments and relevant EYFS guidance (e.g. Development Matters).</li> <li>I am able to adapt the learning environment and provide activities or home learning opportunities to respond to assessments of a child's development and learning.</li> </ul>
	<b>8. Integrated review</b>	<ul style="list-style-type: none"> <li>I understand the role of the Health Visitor in supporting children's outcomes.</li> <li>I know when and how to communicate effectively with colleagues in other teams and services.</li> <li>I know how to carry out an integrated review with early education and health colleagues and parents.</li> </ul>
	<b>9. EYFS assessment requirements</b>	<ul style="list-style-type: none"> <li>I know and understand the statutory EYFS assessment requirements that must be carried out including: <ul style="list-style-type: none"> <li>Progress check at age 2</li> <li>Reception Baseline assessment</li> <li>Early Years Foundation Stage Profile.</li> </ul> </li> <li>I know and understand how a range of assessments contribute to the overall judgment of children's all-round development.</li> </ul>



	<b>10. Early Help Assessment (EHA)</b>	<ul style="list-style-type: none"> <li>• I can identify when a child and family would benefit from an Early Help Assessment (EHA)</li> <li>• I am able to talk with parents about the benefits of an EHA.</li> <li>• I can record an effective and SMART EHA plan</li> </ul>
	<b>11. Team around the Family</b>	<ul style="list-style-type: none"> <li>• I am competent at carrying out a strength-based conversation with a parent.</li> <li>• I recognise when a team around the family meeting/review is needed</li> <li>• I can identify and work effectively with relevant partners.</li> </ul>
	<b>12. Evidence Based Interventions</b>	<ul style="list-style-type: none"> <li>• I understand the importance and impact of intervening early to improve children's outcomes.</li> <li>• I am aware of and understand the purpose of evidence based interventions used in my local area, e.g. WellComm, REAL etc.</li> <li>• I can identify the relevant evidence based interventions for individual children and am able to talk with parents about the benefits of the evidence based intervention/s identified.</li> </ul>
<b>Component</b>	<b>Supplementary Elements</b>	<b>Supplementary Competency Statements</b>
<b>GM Early Years Delivery Model (EYDM)</b>  <b>Supplementary Competencies</b>	<b>1. Recognising indicators of vulnerability in babies</b>	<ul style="list-style-type: none"> <li>• I can recognise the indicators of vulnerability/risk especially in babies under 1.</li> <li>• I can discuss safer sleep with parents.</li> <li>• I can talk to parents about home safety and minor ailments.</li> </ul>
	<b>2. Team around the child</b>	<ul style="list-style-type: none"> <li>• I am competent to hold an effective team around the child meeting/review.</li> <li>• I know how to connect with multi-disciplinary colleagues who can support children and families in my locality.</li> </ul>
	<b>3. Delivering interventions</b>	<ul style="list-style-type: none"> <li>• I deliver the evidence based interventions used in my local area, to model fidelity.</li> </ul>

**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.

Component	Elements	Core Competency Statements
<p align="center"><b>Cross Cutting Leadership Activities and Expectations for the whole workforce</b></p> <p align="center"><b><i>Core Competencies</i></b></p>	<p><b>1. Taking Personal Responsibility</b></p>	<ul style="list-style-type: none"> <li>• I take personal responsibility for my own performance and look for opportunities to develop myself and embrace new learning.</li> <li>• I have good self-awareness and am able to reflect on and recognise my strengths and areas for development.</li> <li>• I contribute to a climate of high expectations in which everyone looks to improve current ways of working and make services even better for young children and families.</li> </ul>
	<p><b>2. Building working Relationships</b></p>	<ul style="list-style-type: none"> <li>• I am able to work with increasing confidence with partners outside of my traditional area of work.</li> <li>• I am able to build effective working relationships with colleagues and teams across the public, private, voluntary and community sectors.</li> <li>• I am comfortable working with other professionals' perspectives for the benefit of the family. (i.e. Working to incorporate the priority of the 'other')</li> </ul>
	<p><b>3. Listening and responding</b></p>	<ul style="list-style-type: none"> <li>• I actively listen during meetings and interactions with others, staying in the moment and giving full attention to what I see and hear.</li> <li>• I understand the difference between reacting and responding and know how to use my emotion to support others.</li> <li>• I am able to confidently give and receive constructive and positive feedback.</li> </ul>

	<b>4. Working with Honesty and Integrity</b>	<ul style="list-style-type: none"> <li>• I recognise when I may be working from assumptions and judging myself and others and understand the impact this may have on others.</li> <li>• I am open and approachable, and I build relationships with others through credibility, reliability and emotional intelligence.</li> <li>• I avoid jargon and share issues and information to help others understand my thinking.</li> </ul>
	<b>5. Working Collaboratively</b>	<ul style="list-style-type: none"> <li>• I work to a shared purpose and principles within multi-agency teams.</li> <li>• I am flexible in my approach so I can work effectively with people in organisations that may have different approaches from mine.</li> <li>• I ensure that I have a good understanding of a range of disciplines, processes and procedures across children's and families' multi-agency teams and services.</li> </ul>
	<b>6. Empowering Others</b>	<ul style="list-style-type: none"> <li>• I am able to inspire and motivate other members of the team to contribute to problem solving.</li> <li>• I know how to support others in a coaching role and am mindful of the language I am using and how I am saying things when I'm coaching others.</li> <li>• I am able to work from strengths to address changes needed, using stories and real examples to talk to others about success for individuals, families, the team, and wider organisation.</li> </ul>
	<b>7. Seeking Sustainable Solutions</b>	<ul style="list-style-type: none"> <li>• I take time to build relationships to understand immediate needs before then looking at longer term solutions.</li> <li>• I take time to understand and address long term risk factors for the people and place where I work.</li> <li>• I understand when I need to work with other colleagues and leaders to solve problems beyond my control.</li> </ul>
	<b>8. Community Assets</b>	<ul style="list-style-type: none"> <li>• I ensure that I have a good understanding of the community groups and assets within the place I work.</li> </ul>

		<ul style="list-style-type: none"> <li>• I understand and respect all aspects of diversity within the local community in which I work.</li> <li>• I proactively engage with the local community to understand community needs and develop strong relationships.</li> </ul>
	<b>9. Building Resilience</b>	<ul style="list-style-type: none"> <li>• I actively work with the community to support capacity, build resilience and sustainability of solutions.</li> <li>• I work with individuals, families and communities to reduce dependency on public services at the appropriate time in their life and empower them so they no longer need direct support.</li> </ul>
	<b>10. Voice and Participation</b>	<ul style="list-style-type: none"> <li>• I understand that children and families are all different and may want to participate and express their views in different ways.</li> <li>• I ensure that the views of children and families are communicated to someone with the responsibility to listen and to influence decision making.</li> <li>• I am clear with children and families about the difference they are making through communicating their views and how I will collect and share what they are saying.</li> </ul>
	<b>11. Evaluation</b>	<ul style="list-style-type: none"> <li>• I regularly collect and reflect on feedback from service users for my area of work.</li> <li>• I understand the importance of data collection and analysis to compare and evaluate outcomes for children and families and trends over time.</li> <li>• I welcome new ideas and fresh approaches to improve current ways of working and improve outcomes for my area of work and organisation.</li> </ul>

Component	Elements	Supplementary Competency Statements
<p><b>Frontline Leadership</b></p> <p><i><b>Supplementary Competencies</b></i></p>	<p><b>1. Working Together</b></p>	<ul style="list-style-type: none"> <li>• I am able to act as a key worker or similar for cases working with children, families and the community and local services in a holistic way.</li> <li>• I proactively encourage the sharing of information between professionals for the benefit of children, families and the local community</li> </ul>
	<p><b>2. Taking Responsibility</b></p>	<ul style="list-style-type: none"> <li>• I act in the interest of and take responsibility for the people and place where I work.</li> <li>• I take responsibility for improving the way work is done alongside children and families.</li> </ul>
	<p><b>3. Creating a safe, caring environment</b></p>	<ul style="list-style-type: none"> <li>• I notice the emotions and needs of others within the team and try to respond in a positive way.</li> <li>• I understand how my behaviour and actions can affect the wider team.</li> <li>• I try to help colleagues make the connection between the way they feel and the quality of the service they provide.</li> </ul>
	<p><b>4. Influencing Change</b></p>	<ul style="list-style-type: none"> <li>• I champion and support new ways of working across children and families services, and the local community.</li> <li>• I ensure my manager is connected to work at the front line.</li> <li>• I ensure my manager is aware of and understands issues enabling and preventing good work at the front line.</li> </ul>
	<p><b>5. Identifying and responding to needs</b></p>	<ul style="list-style-type: none"> <li>• I do not jump to conclusions and solutions before I have built relationships and understood root causes for issues with an individual and family.</li> <li>• I understand where specialist skills need to be utilised where there has been an escalation of needs.</li> <li>• I proactively identify and act on opportunities for early intervention and prevention for children and families.</li> </ul>

	<b>6. Improving service delivery</b>	<ul style="list-style-type: none"> <li>• I find sustainable solutions to issues I encounter during my work which get in the way of me doing the right thing.</li> <li>• I encourage a climate of high expectations in which everyone looks for ways for service delivery to be even better.</li> </ul>
	<b>7. Leading by example</b>	<ul style="list-style-type: none"> <li>• I work to a shared purpose and principles within multi-agency teams.</li> <li>• I take responsibility for improving my own skills, knowledge and expertise across multi-agency children and family services.</li> </ul>
	<b>8. Achieving excellence</b>	<ul style="list-style-type: none"> <li>• I am curious about leadership learning, and I value learning from others.</li> <li>• I set high standards for myself and others and constantly look for opportunities to celebrate and reward success.</li> </ul>
	<b>9. Effective Meetings</b>	<ul style="list-style-type: none"> <li>• I am able to share my thoughts and opinions and contribute to team/planning meetings with growing confidence.</li> </ul>
<b>Component</b>	<b>Elements</b>	<b>Supplementary Competency Statements</b>
<b>Operational Leadership</b>  <b>Supplementary Competencies</b>	<b>1. Working Together</b>	<ul style="list-style-type: none"> <li>• I understand and play an active role in coordinating multi-agency service delivery across a variety of providers and settings within a community.</li> <li>• I enable workers in an integrated team/s to share information for the benefit of children, families and the local community.</li> <li>• I take a whole system approach to day to day to day management of services and am able to work beyond traditional boundaries to 'help people to help themselves to live a good life'</li> </ul>
	<b>2. Taking Responsibility</b>	<ul style="list-style-type: none"> <li>• I take responsibility for improving the way work is done, inviting and responding to the views/voice of children, families and other individuals.</li> </ul>

		<ul style="list-style-type: none"> <li>• I take responsibility for seeing issues through to resolution (not simply passing or referring issues to others)</li> <li>• I am comfortable with ambiguity and working in a test environment but also to apply rigour and drive to day to day operations.</li> </ul>
	<b>3. Creating a safe, caring environment</b>	<ul style="list-style-type: none"> <li>• I understand the importance of caring for my own physical and mental well-being so that I can create a positive atmosphere for the team and service users.</li> <li>• I try to create the conditions within the team/s I lead that help team members provide mutual care and support for one another.</li> <li>• I talk to individuals within my team/s about what motivates them so that I can help them to feel positive about themselves and improve the services they provide as part of the team.</li> </ul>
	<b>4. Influencing Change</b>	<ul style="list-style-type: none"> <li>• I work closely with staff and system leaders to identify and address conditions beyond people's control, to unblock barriers.</li> <li>• I develop and show staff how to work in a new way by example and presence rather than by direction.</li> <li>• I ensure staff are empowering the individuals and families they work with so they no longer need direct support.</li> </ul>
	<b>5. Identifying and responding to needs</b>	<ul style="list-style-type: none"> <li>• I help workers in an integrated team/s to look beyond the surface of issues to identify the root cause of problems for both people and communities.</li> <li>• I enable and encourage staff to identify and address long term risk factors for the children, families and communities.</li> <li>• I encourage and embed a culture of early intervention and prevention, identifying and responding to the needs of children, families and communities.</li> </ul>

	<b>6. Improving Service Delivery</b>	<ul style="list-style-type: none"> <li>• I ensure all staff have a good understanding of a range of disciplines across the public sector and ensure that training and development activities are available on an ongoing basis.</li> <li>• I ensure staff in an integrated team work to a shared purpose with shared operating principles, challenging current thinking and decision making if necessary.</li> <li>• I encourage and value the contributions from others in meetings and decision making, recognising the importance of challenge and differing opinions.</li> </ul>
	<b>7. Leading by Example</b>	<ul style="list-style-type: none"> <li>• I work to encourage joint leadership across teams and services.</li> <li>• I champion and support new ways of working in the public sector and with children and families.</li> <li>• I set an example to staff to constantly reflect on and challenge their own working practices to ensure there is a focus on what works with families and in their local community.</li> </ul>
	<b>8. Achieving Excellence</b>	<ul style="list-style-type: none"> <li>• I take and champion a mindset of high ambition for individuals, the team and the organisation.</li> <li>• I take and champion a can do solution focused approach to any presenting issue.</li> <li>• I look beyond current financial structures to support movements towards shared investments and budgets.</li> </ul>
	<b>9. Effective Meetings</b>	<ul style="list-style-type: none"> <li>• I am able to provide clear leadership and direction in multi-agency meetings, ensuring collaborative decisions can be made about the way forward and agreed actions.</li> <li>• I ensure that debates are focused and balanced, involving discussion from all those who wish to articulate a view, particularly where conflicting viewpoints are being expressed.</li> </ul>



Component	Elements	Supplementary Competency Statements
<b>Strategic Leadership</b>  <b>Supplementary Competencies</b>	<b>1. Working Together</b>	<ul style="list-style-type: none"> <li>• I communicate the shared vision and values of the direction of travel for locality services so that everyone who lives and works in the locality can understand.</li> <li>• I ensure that all staff and managers at all levels in all organisations are on board with the importance of delivering local plans and priorities across all relevant services.</li> <li>• I support the delivery of reformed and integrated public services by having a presence and voice in and across the community.</li> </ul>
	<b>2. Taking Responsibility</b>	<ul style="list-style-type: none"> <li>• I take responsibility for identifying new and emerging risks, sharing ownership for difficult decisions across the public system.</li> <li>• I challenge organisational boundaries to minimise duplication and better manage demand across the whole public service system.</li> <li>• I challenge practice and processes to ensure they add value in the system and to facilitate change</li> </ul>
	<b>3. Creating a safe, caring environment</b>	<ul style="list-style-type: none"> <li>• I take positive action to ensure that other leaders are taking responsibility for the emotional well-being of their teams.</li> <li>• I share responsibility for the emotional well-being of colleagues across the system.</li> </ul>
	<b>4. Influencing Change</b>	<ul style="list-style-type: none"> <li>• I am able to influence at all levels in the public service system, ensuring that I work with senior leaders to make change happen.</li> <li>• I sustain change in terms of reform and integration by unblocking systems and acting as the change agent in each locality.</li> <li>• I lead, shape and influence the delivery of reformed and integrated working across the locality using local intelligence to coordinate an asset based approach to</li> </ul>

		strengthen and increase resilience in communities, defining future models as they emerge.
	<b>5. Identifying and Responding to Needs</b>	<ul style="list-style-type: none"> <li>• I effectively lead across integrated teams to ensure I champion the needs of individuals, families and communities.</li> <li>• I give priority to interpreting and articulating needs within a place/community and mobilising teams to respond appropriately</li> </ul>
	<b>6. Improving Service Delivery</b>	<ul style="list-style-type: none"> <li>• I work outside of organisational boundaries in order to improve services for the greater good of the system and to focus on meaningful outcomes for children, families and communities, putting their needs above organisational needs.</li> <li>• I develop teams across public services and ensure the right skills mix is in place to support the vision and needs of local residents and communities.</li> <li>• I think about and develop the whole workforce at all levels, not just in my own organisation, realising that reform of leadership is essential to reform of services</li> </ul>
	<b>7. Leading by Example</b>	<ul style="list-style-type: none"> <li>• I lead, shape and influence the delivery of integrated working across the locality.</li> <li>• I challenge cultural and organisational norms and traditional thinking, acting and modelling new ways of thinking across all system leadership.</li> <li>• I effectively lead my place as a whole to ensure that I champion the individuals, families and communities in a place, interpreting and articulating their needs and mobilising teams to respond accordingly</li> </ul>
	<b>8. Achieving Excellence</b>	<ul style="list-style-type: none"> <li>• I help people in the system to do good work, ensuring people have the authority to problem solve.</li> <li>• I work together with system leaders to remove financial constraints to influence how funding is used as part of a single budget.</li> </ul>

		<ul style="list-style-type: none"><li>• I focus on achieving excellence for the whole public service, putting the needs of children, families and communities above organisational needs.</li></ul>
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