

Think about
Level 5 ST0087 Children Young People
and Families Manager V1.0 AP01
Option 1 Manager in Children's
Residential Care
Competence Interview



On the day of this assessment you will carry out:



55-65-minute competence interview



Remote or face-to-face



In a suitable environment



With an end-point assessor



Key point

You will have already submitted a portfolio of evidence.
The portfolio is not assessed but will be used to form the basis
for questioning during the competence interview.



Do

- ☐ Review the criteria associated with the competence interview – this can be found in the EPA kit and in the table at the end of this document
- ☐ Ensure a quiet room is available and that there are no interruptions or distractions
- ☐ Be prepared to answer probing questions that:
 - ☐ confirm and validate judgements about the quality of your work
 - ☐ provide evidence for any gaps or perceived weaknesses in your knowledge and skills
 - ☐ explore aspects of your work, including how and why it was carried out



Don't

- ☐ Forget to plan
- ☐ Forget to tell your colleagues that you are being assessed
- ☐ Forget to bring your ID



Next steps

- Results can take up to 7 working days to be confirmed.
- Your manager/training provider will inform you of the results.



Resits

- If you do not achieve a pass result on the competence interview, you can resit the assessment.



Use the table below to plan and prepare for the competence interview

You provided direction and ensured we worked as a cohesive team	Working examples
To pass, the following must be evidenced: Work with the team and with partner organisations to identify and articulate a shared vision, values, aims, ethos and shared objectives in relation to the care and support of children, young people and their families. Set clear standards and evaluate your own practice and that of others using a number of frames of reference and identify future actions. Provide opportunities for the team to plan and discuss priorities, give and receive ideas to achieve objectives and modify responses where necessary.	

You provided direction and ensured we worked as a cohesive team

Working examples

To gain a distinction, the following must be evidenced:

Effectively model a range of negotiation and co-operation skills with own team and with partner organisations to develop relationships that reflect the aims, ethos and shared vision required to achieve the required objectives.

Encourage and support others to analyse their own practice and that of others in relation to relevant standards and frameworks. Use critical reflection and considers potential alternatives and their implications for the future.

Demonstrate a flexible approach to the building of collaborative relationships with the team to support the process of identifying priorities and evaluating progress of group objectives. Address conflict.

You implemented a working environment which supported dignity and human rights

Working examples

To pass, the following must be evidenced:

Show evidence of having taken a rights-aware approach to work by identifying the rights at issues, identifying the responsibilities of the organisation in terms of those rights and by determining the appropriate course(s) of action.

Take responsibility for and engages actively in a range of ongoing team opportunities to build commitment to the dignity and respect of others.

To gain a distinction, the following must be evidenced:

Demonstrate judgement and discernment in modelling and developing a culture of mutual respect and accountability.

Build constructive relationships that foster participation in the development of professional practice that upholds dignity and respect.

You helped us work through the challenges that faced us and ensured we were safe

Working examples

To pass, the following must be evidenced:

Evaluate strengths and weaknesses of own and other's practice and the criteria by which judgements are made. Be prepared to question received opinion, prejudices and values sets operating.

Access and use a range of knowledge from literature, research and policy sources to inform own and other's professional practice and decision making.

Use appropriate information from relevant legal structures including the law around safeguarding practice, information sharing and the rights of children to evaluate risk and make decisions. Actions taken clearly reflect the evaluation.

Generally, technically and professionally competent in leading and promoting health and safety, fulfilling the organisation's legal obligations and in delivering effective arrangements. Identify key areas of problems and choose appropriate methods for resolution.

Sound knowledge base of relevant legislation and guidance on safeguarding and health and safety issues, relating to the care and support of children, young people and families. Demonstrate good critical insight into the national and local safeguarding legislation and guidance and shows the ability to evaluate the approaches to safeguarding working practices.

You helped us work through the challenges that faced us and ensured we were safe

Working examples

To gain a distinction, the following must be evidenced:

Confidently evaluate actions and situations identifying clearly articulated strengths and weaknesses of own and other's practice, questioning received opinion, prejudices and value sets operating.

Manage own learning using a wide range of resources and critically engage with an extremely wide knowledge base of theories, concepts, policy sources and the latest research to enhance own and other's professional practice and decision making.

Use an extremely wide range of appropriate information from relevant legal structures including the law around safeguarding practice information sharing and the rights of children to evaluate risk and exercises autonomy and initiative when exploring options. Make clear decisions which has taken into account the alternatives.

Technically and professionally competent in leading, delivering and promoting the health and safety obligations of the organisation and work shows evidence of rigour and/or creativity. Identify key areas of problems confidently and choose appropriate methods for resolution with autonomy and effectiveness.

Broad knowledge base of relevant legislation and guidance on safeguarding and health and safety issues relating to work with children, young people and families. Well-developed critical evaluation of the legislation and guidance and the assumptions and/or data which inform the overall approach to safeguarding and health and safety.

You enabled us to focus on and achieve improved outcomes for children and young people

Working examples

To pass, the following must be evidenced:

Work with the team and with partner organisations to identify and articulate clear and shared objectives which are defined in a shared plan that gives focus to the work.

Ability to collect and interpret data/ information to inform both strategy and practice.

Set high expectations for the quality of professional practice across the team and provides systemic opportunities to enhance and refresh practice including assessment and safeguarding practices.

Provide regular opportunities for children, young people and families to give and receive ideas to achieve service improvement and ensures appropriate information is shared to inform decision making

You enabled us to focus on and achieve improved outcomes for children and young people

Working examples

To gain a distinction, the following must be evidenced:

Effectively model a range of negotiation skills with own team and with partner organisations to develop relationships that build shared objectives and defines and addresses them fully and with some creativity in shared plans.

Evidence of exceptional success and a degree of autonomy shown in undertaking a range of research-type tasks that have informed strategy and practice.

Encourage and support others to analyse and continually improve the quality of their practice in relation to a range of relevant standards. Use critical reflection to consider effective solutions for the improvement of professional practice.

Demonstrate a flexible and original approach to the building of collaborative relationships with children, young children and families to support the process of achieving service improvement, and evaluates progress of agreed objectives

You managed and made best use of the resources that we have

Working examples

To pass, the following must be evidenced:

Acquire and maintain resources and plans and manage processes that will deliver specified outcomes and establishes systems for staff to carry out their work. Provide clarity on how resources will be used and reports on results.

Interact effectively with others to seek out opportunities for and improve and deliver appropriate resourcing decisions. Use data and evaluations to inform future resourcing decisions.

Demonstrate management of the effective and efficient use of commissioning processes to make best use of resources to support the delivery of specified outcomes.

Good knowledge and understanding of the commissioning cycle, explore and analyse the field and its theory and ethical issues.

You managed and made best use of the resources that we have

Working examples

To gain a distinction, the following must be evidenced:

Meet all obligations to organisation to manage resources and uses management and planning strategies effectively to enhance and maximise the delivery of effective outcomes.

Demonstrate a flexible approach to the development of relationships with stakeholders to foster collective responsibility for fair and effective use and management of resources. Show awareness of strategic and operational priorities to ensure continuous improvement.

Demonstrate a high degree of autonomy and exploration in commissioning decisions that ensures best value and appropriate devolved accountability to support the delivery of effective outcomes.

Sound knowledge base of exploring and analysing the commissioning cycle and its theory and ethical issues, with clear autonomy and originality.

You built the relationships with others that ensured effective communication and partnership work

Working examples

To pass, the following must be evidenced:

Recognise and encourage a wide range of partners that contribute to the delivery of positive outcomes for children, young people and families. Choose and evaluate methods of collaboration appropriate to the task, from a range of prescribed methods.

Build and lead constructive teams and partner relationships that foster professional learning communities.

To gain a distinction, the following must be evidenced:

Actively engage building and facilitating collaboration with a wide and diverse range of partners. Choice of methods of collaboration and partnership are sound and self-determined are evaluated using appropriate information and data.

Promote and build an environment of critical reflection and collaborative learning to support and enhance high quality practice in work with children, young people and families.

You ensured there was a culture of continuing professional development

Working examples

To pass, the following must be evidenced:

Examine the work of others and identify the strengths and weaknesses using existing criteria indicating possibilities for improvement, based on individual need.

Evaluate own practice and that of others using a specific frame of reference and supports the development of plans of action.

To gain a distinction, the following must be evidenced:

Demonstrate judgement and discrimination in evaluating the work of others and provides difference sources of feedback and offers clear insights into strategies for improvement.

Analyse practice by critically reflecting on own and other's practice and the rationale behind it. Use imaginative thinking about potential alternative possibilities and the implications for future practice.

Option 1: Manager in Children's Residential Care

1a. Plays a leading role in developing the ethos of the home and creates a sense of purpose and clarity for the long-term care and support of children and young people in residential care.

Working examples

To pass, the following must be evidenced:

Set high expectations for the quality of care in the children's residential home, based on approved standards and works with the team to identify and articulate opportunities to enhance and improve the experiences of children in care.

Build and leads on critical assessment of own and other's work using identified quality standards and encourages team members to review their approach to the care of children and to learn from each other.

Demonstrate good critical insight into the systems of physical restraint and the associated issues and shows the ability to practice and evaluate the approaches to the working practice of restraint.

Option 1: Manager in Children's Residential Care

1a. Plays a leading role in developing the ethos of the home and creates a sense of purpose and clarity for the long-term care and support of children and young people in residential care.

Working examples

To gain a distinction, the following must be evidenced:

Encourage and support others to analyse and continually improve quality care in the children's residential home in relation to a range of relevant standards. Encourage critical reflection across the team to consider effective solutions for the improvement of the experiences of children in care.

Demonstrate judgement and discernment in modelling and developing a culture of individual and collective accountability in the care and support of children.

Demonstrate well developed critical evaluation of the systems of physical restraint and the associated issues and the assumptions and/or data which inform the overall approach to the working practices involved in restraint.

1b. Leads and supports practice development in the care and support of children and young people in residential care.

Working examples

To pass, the following must be evidenced:

Examine and monitor the performance of staff against set criteria and ensuring the child's individual needs are at the centre of their work. Identify the strength and weaknesses of practice, indicating the possibilities for improvement.

Take responsibility for and engages actively in providing regular opportunities for staff and stakeholders including children, young people and families to give and receive ideas to achieve service improvement.

To gain a distinction, the following must be evidenced:

Demonstrate judgement and discrimination in monitoring and evaluating the performance of staff and ensuring the child's individual needs are at the centre of their work. Provide feedback to staff and offer clear insights into strategies for improvement.

Demonstrate a flexible and original approach to the building of collaborative relationships that foster participation with children, young people and families to support the process of achieving service improvement.

Behaviours	Working examples
To pass, the following must be evidenced: Show a sound understanding of your leadership role within a demanding children and family, health and social care context. Work is underpinned by a principled and professional demonstration of the practice of leadership and shows evidence of the following: • a range of appropriate leadership styles are used and evaluated within the context of own organisation's work environment and ethics. • demonstrate and evaluate your own ability to motivate others and build commitment to the organisation/and partnership values. • work very effectively and confidently with others, leading and evaluating work where appropriate, creating opportunities for constructive debate on improving professional standards. • examines the work of others and identifies its strengths and weaknesses using identified criteria. Offer feedback and asks for contributions to support shared objectives and improve practice • work very effectively with others and leading others, meeting obligations to others and modifying responses appropriately. • communication is clear, fluent, generally appropriate for the audience, and generally precise in the choice of words and the structure of sentences. Consistency is shown in their written and spoken style that doesn't impair communication.	



Behaviours	Working examples
- review own ability to motivate and delegate and empower others to achieve service improvement using appropriate evidence. - Provide evidence that appropriate plans and targets and improvement plans have been or are being implemented and sufficient critical assessment using quality standards demonstrates the organisation's effectiveness. - demonstrate encouragement to team members to review performance and to learn from each other. Identify learning needs of team to enable development of strengths and address weaknesses.	

Behaviours	Working examples
To gain a distinction, the following must be evidenced: Show a detailed and in-depth knowledge and understanding of leadership role within a demanding children and family health and social care context. A defined set of principles and professional practice as a leader is evidenced throughout your work and includes: different leadership styles in a range of situations and evaluation of them to make a judgement based on appropriate criteria and a wide evidence base.	

Behaviours	Working examples
• work exceptionally well with others showing effective and appropriate leadership skills, critical evaluation skills and encouraging a collaborative and creative work environment to promote positive solutions for improvement. • assess and evaluate the work of others and demonstrate judgement and discrimination in providing different sources of feedback. Develop relationships which are mutually beneficial to improving practice. • work exceptionally well with others as a key member of a group, showing leadership skills where appropriate, negotiating and meeting obligations to others. • demonstrate excellent communication skills appropriate to the audience. • motivate others and build commitment to the organisation's values and goals and achieved service outcomes is assessed to make a judgement using appropriate criteria and a wide evidence base. • comprehensive evidence is provided that an appropriate improvement plan, based on quality standards and with milestones, responsibilities and resources required have been or are being implemented and the evidence is critically assessed and benchmarked against the improvement plans. • model reflection on your own performance and ensure the development of others through a coaching and mentoring approach and creating development opportunities to empower others and enable collective learning.	

Notes:

Knowledge ⇒ IDEAS | DIRECTION | IDEAS ⇒ (knowledge)
employment EXPERTISE & learning (inspire & engage)
IMAGINATION | PROGRESS talent skills social impact

Notes: