

Highfield Level 5 End-Point Assessment for ST0087 Children, Young People and Families

Manager Mock Assessment Materials – Pathway 1: Manager in Residential Care

Competence Interview

‘You provided direction and ensured we worked as a cohesive team’			
Ref	Pass Criteria	Criteria met	Criteria not met
C11	Works 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. (S1, S2, S3)	<input type="checkbox"/>	<input type="checkbox"/>
C12	Sets clear standards and evaluates own practice and that of others using a number of frames of reference and identifies future actions. (S1, S2, S3)	<input type="checkbox"/>	<input type="checkbox"/>
C13	Provides opportunities for the team to plan and discuss priorities, give and receive ideas to achieve objectives and modifies responses where necessary. (S1, S2, S3)	<input type="checkbox"/>	<input type="checkbox"/>
Ref	Distinction Criteria	Criteria met	Criteria not met
C14	<i>Effectively models 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. (S1, S2, S3)</i>	<input type="checkbox"/>	<input type="checkbox"/>
C15	<i>Encourages and supports others to analyse their own practice and that of others in relation to relevant standards and frameworks. Uses critical reflection and considers potential alternatives and their implications for the future. (S1, S2, S3)</i>	<input type="checkbox"/>	<input type="checkbox"/>
C16	<i>Demonstrates 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. Addresses conflict. (S1, S2, S3)</i>	<input type="checkbox"/>	<input type="checkbox"/>

'You implemented a working environment which supported dignity and human rights'

Pass Criteria		Criteria met	Criteria not met
Ref			
C17	Shows 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. (S4, S5)		
C18	Takes responsibility for and engages actively in a range of ongoing team opportunities to build commitment to the dignity and respect of others. (S4, S5)		
Ref	Distinction Criteria	Criteria met	Criteria not met
C19	<i>Demonstrates judgement and discernment in modelling and developing a culture of mutual respect and accountability. (S4, S5)</i>		
C10	<i>Builds constructive relationships that foster participation in the development of professional practice that upholds dignity and respect. (S4, S5)</i>		

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

Ref	Pass Criteria	Criteria met	Criteria not met
C111	Evaluates strengths and weaknesses of own and other’s practice and the criteria by which judgements are made. Prepared to question received opinion, prejudices and values sets operating. (S6, S7, S8, S9)		
C112	Accesses and uses a range of knowledge from literature, research and policy sources for to inform own and other’s professional practice and decision making. (S6, S7, S8, S9)		
C113	Uses 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. (S6, S7, S8, S9)		
C114	Generally, technically and professionally competent in leading and promoting health and safety, fulfilling the organisation’s legal obligations and in delivering effective arrangements. Can identify key areas of problems and choose appropriate methods for resolution. (S6, S7, S8, S9)		
C115	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. Demonstrates good critical insight into the national and local safeguarding legislation and guidance and shows the ability to evaluate the approaches to safeguarding working practices. (K8, K9, K10)		
Ref	Distinction Criteria	Criteria met	Criteria not met
C116	<i>Confidently evaluates actions and situations identifying clearly articulated strengths and weaknesses of own and other’s practice, questioning received opinion, prejudices and value sets operating. (S6, S7, S8, S9)</i>		
C117	<i>Manages own learning using a wide range of resources and critically engages 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. (S6, S7, S8, S9)</i>		
C118	<i>Uses 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. Makes clear decisions which has taken into account the alternatives. (S6, S7, S8, S9)</i>		
C119	<i>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. Can identify key areas of problems confidently and choose appropriate methods for resolution with autonomy and effectiveness. (S6, S7, S8, S9)</i>		

C120	<i>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. (K8, K9, K10)</i>		
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‘You enabled us to focus on and achieve improved outcomes for children and young people’			
Ref	Pass Criteria	Criteria met	Criteria not met
C121	Works 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. (S10, S11, S12, S13)		
C122	Some evidence of ability to collect and interpret data/information to inform both strategy and practice. (S10, S11, S12, S13)		
C123	Sets 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. (S10, S11, S12, S13)		
C124	Provides 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. (S10, S11, S12, S13)		
Ref	Distinction Criteria	Criteria met	Criteria not met
C125	<i>Effectively models 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. (S10, S11, S12, S13)</i>		
C126	<i>Evidence of exceptional success and a degree of autonomy shown in undertaking a range of research-type tasks that have informed strategy and practice. (S10, S11, S12, S13)</i>		
C127	<i>Encourages and supports others to analyse and continually improve the quality of their practice in relation to a range of relevant standards. Uses critical reflection to consider effective solutions for the improvement of professional practice. (S10, S11, S12, S13)</i>		
C128	<i>Demonstrates 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. (S10, S11, S12, S13)</i>		

‘You managed and made best use of the resources that we have’			
Ref	Pass Criteria	Criteria met	Criteria not met
C129	Acquires and maintains resources and plans and manages processes that will deliver specified outcomes and establishes systems for staff to carry out their work. Provides clarity on how resources will be used and reports on results. (S14, S15, S16)	<input type="checkbox"/>	<input type="checkbox"/>
C130	Interacts effectively with others to seek out opportunities for and improve and deliver appropriate resourcing decisions. Uses data and evaluations to inform future resourcing decisions. (S14, S15, S16)	<input type="checkbox"/>	<input type="checkbox"/>
C131	Demonstrates management of the effective and efficient use of commissioning processes to make best use of resources to support the delivery of specified outcomes. (S14, S15, S16)	<input type="checkbox"/>	<input type="checkbox"/>
C132	Good knowledge and understanding of commissioning cycle, explores and analyses the field and its theory and ethical Issues. (K17)	<input type="checkbox"/>	<input type="checkbox"/>
	Distinction Criteria		
C133	<i>Meets all obligations to organisation to manage resources and uses management and planning strategies effectively to enhance and maximise the delivery of effective outcomes. (S14, S15, S16)</i>	<input type="checkbox"/>	<input type="checkbox"/>
C134	<i>Demonstrates a flexible approach to the development of relationships with stakeholders to foster collective responsibility for fair and effective use and management of resources. Shows awareness of strategic and operational priorities to ensure continuous improvement. (S14, S15, S16)</i>	<input type="checkbox"/>	<input type="checkbox"/>
C135	<i>Demonstrates 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. (S14, S15, S16)</i>	<input type="checkbox"/>	<input type="checkbox"/>
C136	<i>Sound knowledge base exploring and analysing the commissioning cycle and its theory and ethical issues, with clear autonomy and originality. (K17)</i>	<input type="checkbox"/>	<input type="checkbox"/>

'You built the relationships with others that ensured effective communication and partnership work'			
Ref	Pass Criteria	Criteria met	Criteria not met
C137	Recognises and encourages a wide range of partners that contribute to the delivery of positive outcomes for children, young people and families. Able to choose and evaluate methods of collaboration appropriate to the task, from a range of prescribed methods. (S17, S18)	<input type="checkbox"/>	<input type="checkbox"/>
C138	Builds and leads constructive team and partner relationships that foster professional learning communities. (S17, S18)	<input type="checkbox"/>	<input type="checkbox"/>
Ref	Distinction Criteria	Criteria met	Criteria not met
C139	<i>Actively engages 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. (S17, S18)</i>	<input type="checkbox"/>	<input type="checkbox"/>
C140	<i>Promotes and builds an environment of critical reflection and collaborative learning to support and enhance high quality practice in work with children, young people and families. (S17, S18)</i>	<input type="checkbox"/>	<input type="checkbox"/>

'You ensured there was a culture of continuing professional development'			
Ref	Pass Criteria	Criteria met	Criteria not met
C141	Examines the work of others and identifies the strengths and weaknesses using existing criteria indicating possibilities for improvement, based on individual need. (S19, S20, S21, S22)	<input type="checkbox"/>	<input type="checkbox"/>
C142	Evaluates own practice and that of others using a specific frame of reference and supports the development of plans of action. (S19, S20, S21, S22)	<input type="checkbox"/>	<input type="checkbox"/>
Ref	Distinction Criteria	Criteria met	Criteria not met
C143	<i>Demonstrates judgement and discrimination in evaluating the work of others and provides difference sources of feedback and offers clear insights into strategies for improvement. (S19, S20, S21, S22)</i>	<input type="checkbox"/>	<input type="checkbox"/>
C144	<i>Analyses practice by critically reflecting on own and other's practice and the rationale behind it. Uses imaginative thinking about potential alternative possibilities and the implications for future practice. (S19, S20, S21, S22)</i>	<input type="checkbox"/>	<input type="checkbox"/>

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.

Pass Criteria		Criteria met	Criteria not met
Ref			
C145	Sets 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. (S23, S24, S25)	<input type="checkbox"/>	<input type="checkbox"/>
C146	Builds 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. (S23, S24, S25)	<input type="checkbox"/>	<input type="checkbox"/>
C147	Demonstrates 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. (S23, S24, S25)	<input type="checkbox"/>	<input type="checkbox"/>
Ref	Distinction Criteria	Criteria met	Criteria not met
C148	<i>Encourages and supports others to analyse and continually improve quality care in the children's residential home in relation to a range of relevant standards. Encourages critical reflection across the team to consider effective solutions for the improvement of the experiences of children in care. (S23, S24, S25)</i>	<input type="checkbox"/>	<input type="checkbox"/>
C149	<i>Demonstrates judgement and discernment in modelling and developing a culture of individual and collective accountability in the care and support of children. (S23, S24, S25)</i>	<input type="checkbox"/>	<input type="checkbox"/>
C150	<i>Demonstrates well developed critical evaluation of the systems of physical restraint and the associate issues and the assumptions and/or data which inform the overall approach to the working practices involved in restraint. (S23, S24, S25)</i>	<input type="checkbox"/>	<input type="checkbox"/>

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

Pass Criteria		Criteria met	Criteria not met
Ref			
CI51	Examines and monitors the performance of staff against set criteria and ensuring the child's individual needs are at the centre of their work. Identifies the strengths and weaknesses of practice, indicating the possibilities for improvement. (S26, S27)		
CI52	Takes 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. (S26, S27)		
Ref	Distinction Criteria	Criteria met	Criteria not met
CI53	<i>Demonstrates 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. Provides feedback to staff and offers clear insights into strategies for improvement. (S26, S27)</i>		
CI54	<i>Demonstrates 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. (S26, S27)</i>		

Behaviours		Competence interview	
Ref	Pass Criteria	Criteria met	Criteria not met
CI55	Shows a sound understanding of their leadership role within a demanding children and family, health and social care context. Their work is underpinned by a principled and professional demonstration of the practice of leadership 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.		
	Demonstrates and evaluates own ability to motivate others and build commitment to the organisation/and partnership values.		
	Works 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. Offers feedback and asks for contributions to support shared objectives and improve practice.		
	Works 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.		
	Reviews own ability to motivate and delegate and empower others to achieve service improvement using appropriate evidence.		
	Sufficient evidence is provided 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.		
	Demonstrates encouragement to team members to review performance and to learn from each other. Identifies learning needs of team to enable development of strengths and address weaknesses.		

Ref	Distinction Criteria	Passed	Attempted not passed
CI56	<i>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 their work and includes:</i>		
	<i>Applies different leadership styles in a range of situations and evaluates them to make a judgement based on appropriate criteria and a wide evidence base.</i>		
	<i>Works 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.</i>		
	<i>Assesses and evaluates the work of others and demonstrates judgement and discrimination in providing different sources of feedback. Develops relationships which are mutually beneficial to improving practice.</i>		
	<i>Works exceptionally well with others as a key member of a group, showing leadership skills where appropriate, negotiating and meeting obligations to others.</i>		
	<i>Demonstrates excellent communication skills appropriate to the audience.</i>		
	<i>Motivates others and build commitment to the organisation's values and goals and achieve service outcomes is assessed to make a judgement using appropriate criteria and a wide evidence base.</i>		
	<i>Comprehensive evidence is provided that an appropriate improvement plans, 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.</i>		
	<i>Models reflection on own performance and ensures development of others through coaching and mentoring approach and creating development opportunities to empower others and enable collective learning.</i>		