Scottish Social Services Council

Leadership Capability Grid (LCG)
Standard for Childhood Practice 3

Summary definition of leadership in this context

The leadership capabilities and bullets in this Leadership Capability Grid (LCG) are based on the manager leadership capabilities and their themes of indicator from the [Step into Leadership website](#). The assumption within this LCG and level is that you can demonstrate leadership when you:

- work directly with children and young people/adults, families and communities
- contribute to team/collaborative work with colleagues and other professionals
- work with and supervise the work of colleagues
- carry out your roles and responsibilities, illustrating your knowledge of organisational practice and procedures, SSSC Codes of Practice and other legal and organisational requirements within your roles and responsibilities
- display leadership potential for your own managers and other professionals with whom you work.

This mapping to the Standard for Childhood Practice shows clear ways that you can demonstrate your leadership skills.

Please note that 'The Standard for Childhood Practice' (2015) document makes reference to a number of specific law and policy publications; rather than repeat these references here, we have used the generic phrase 'as defined in current law and policy documents' where relevant within these mapping documents.

Leadership capabilities	When valuing, respecting and showing commitment to the parents and carers, families, communities, and other agencies and partnerships with whom you work, you can demonstrate leadership capabilities by:
Vision	**Providing a vision for those with whom you work and your organisation when you:** **See how best to make a difference** when: • establishing a culture and climate to promote positive, non-discriminatory and inclusive relationships with and between each child and family (3.2) • providing a service that reflects clear and shared values and respect for individuals (3.4) **Communicate and promote ownership of the vision** when: • promoting and advocating a high quality service for each child and family (3.3) • promoting and responding to partnerships with children and young people, parents and carers, families, other agencies, colleagues, and other professional workers (3.5) • promoting developing communities, community involvement and active citizenship (3.7) **Promote a public service ethos** when: • establishing a culture and climate to promote positive, non-discriminatory and inclusive relationships with and between each child and family (3.2) **Think and plan strategically** when: • promoting and advocating a high quality service for each child and family (3.3)
Self-leadership	**Displaying self leadership when you:** **Demonstrate and adapt leadership** when: • establishing a culture and climate to promote positive, non-discriminatory and inclusive relationships with and between each child and family (3.2) • promoting and responding to partnerships with children and young people, parents and carers, families, other agencies, colleagues, and other professional workers (3.5) • promoting developing communities, community involvement and active citizenship (3.7) **Challenge discrimination and oppression** when: • establishing a culture and climate to promote positive, non-discriminatory and inclusive relationships with and between each child and family (3.2) • providing a service that reflects clear and shared values and respect for individuals (3.4)

	• providing opportunities to foster children and young peoples' understanding of different beliefs and cultures (3.6)
Motivating and inspiring others	**Motivating and inspiring others when you:** **Inspire people by personal example** when: • promoting and advocating a high quality service for each child and family (3.3) • promoting and responding to partnerships with children and young people, parents and carers, families, other agencies, colleagues, and other professional workers (3.5) • promoting developing communities, community involvement and active citizenship (3.7) **Recognise and value the contributions of others** when: • valuing and respecting the contribution of parents and carers to their children and young peoples' learning and development (3.1) • promoting and responding to partnerships with children and young people, parents and carers, families, other agencies, colleagues, and other professional workers (3.5) • promoting developing communities, community involvement and active citizenship (3.7) **Support the creation of a learning and performance culture** when: • valuing and respecting the contribution of parents and carers to their children and young peoples' learning and development (3.1) • promoting and responding to partnerships with children and young people, parents and carers, families, other agencies, colleagues, and other professional workers (3.5)
Empowering people	**Empowering people when you:** **Enable leadership at all levels** when: • valuing and respecting the contribution of parents and carers to their children and young peoples' learning and development (3.1) • promoting and responding to partnerships with children and young people, parents and carers, families, other agencies, colleagues, and other professional workers (3.5) • promoting developing communities, community involvement and active citizenship (3.7) **Drive a knowledge management culture** when: • valuing and respecting the contribution of parents and carers to their children and young peoples' learning and development (3.1) • promoting and responding to partnerships with children and young people, parents and carers, families, other agencies, colleagues, and other professional workers (3.5) **Promote professional autonomy** when: • valuing and respecting the contribution of parents and carers to their children and young peoples' learning and development (3.1) • promoting and responding to partnerships with children and young people, parents and carers, families, other agencies, colleagues,

and other professional workers (3.5)
- promoting developing communities, community involvement and active citizenship (3.7)

Involve people in development and improvement when:
- promoting and responding to partnerships with children and young people, parents and carers, families, other agencies, colleagues, and other professional workers (3.5)
- promoting developing communities, community involvement and active citizenship (3.7)

Collaborating and influencing	**Collaborating and influencing when you:** **Lead partnership working** when: • promoting and responding to partnerships with children and young people, parents and carers, families, other agencies, colleagues, and other professional workers (3.5) • promoting developing communities, community involvement and active citizenship (3.7) **Influence people** when: • promoting and responding to partnerships with children and young people, parents and carers, families, other agencies, colleagues, and other professional workers (3.5) • promoting developing communities, community involvement and active citizenship (3.7) **Understand and value the perspectives of others** when: • valuing and respecting the contribution of parents and carers to their children and young peoples' learning and development (3.1) • providing a service that reflects clear and shared values and respect for individuals (3.4) • promoting and responding to partnerships with children and young people, parents and carers, families, other agencies, colleagues, and other professional workers (3.5) • promoting developing communities, community involvement and active citizenship (3.7)
Creativity and innovation	**Using creativity and innovation in your work when you:** **See opportunities to do things differently** when: • providing opportunities to foster children and young peoples' understanding of different beliefs and cultures (3.6) • promoting developing communities, community involvement and active citizenship (3.7) **Promote creativity and innovation** when: • providing opportunities to foster children young peoples' understanding of different beliefs and cultures (3.6)