

Leadership Capability Grid (LCG)  
Standard for Childhood Practice 5

**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.

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<p><b>Leadership capabilities</b></p>	<p><b>When you have a critical understanding of the content of relevant organisational frameworks and statements of principles for supporting and enabling play, rest and other opportunities and experiences, you can demonstrate leadership capabilities by:</b></p>
<p><b>Self-leadership</b></p>	<p><b>Displaying self leadership when you:</b></p> <p><b>Enable intelligent risk taking</b> when:</p> <ul style="list-style-type: none"> <li>• knowing how to select, prepare, and use a range of resources to engage, support, stimulate and challenge children and young people and to meet/match their developing needs (5.2)</li> <li>• knowing how to plan and provide safe and appropriate child lead and adult initiated experiences, activities and play opportunities in indoor, outdoor and out of setting spaces, which enable children and young people to develop and learn (5.3)</li> </ul> <p><b>Demonstrate and promote resilience</b> when:</p> <ul style="list-style-type: none"> <li>• identifying the range of influences and transitions within a play space or setting which affect children and young people and their behaviour and linking these to appropriate strategies to underpin policy and practice (5.6)</li> </ul> <p><b>Challenge discrimination and oppression</b> when:</p> <ul style="list-style-type: none"> <li>• having detailed knowledge of how to make effective personalised provision for children and young people taking into account their experiences and perspectives as shaped by race, ethnicity, gender, class, disability, sexuality, age, interests and abilities and their interactions, while promoting social justice (5.4)</li> </ul>
<p><b>Motivating and inspiring others</b></p>	<p><b>Motivating and inspiring others when you:</b></p> <p><b>Inspire people by personal example</b> when:</p> <ul style="list-style-type: none"> <li>• demonstrating secure knowledge, understanding and practical skill in relation to the content of a range of organisational frameworks used by the service for supporting play and learning (5.1)</li> <li>• knowing how to select, prepare, and use a range of resources to engage, support, stimulate and challenge children and young people and to meet/match their developing needs (5.2)</li> <li>• knowing how to plan and provide safe and appropriate child lead and adult initiated experiences, activities and play opportunities in indoor, outdoor and out of setting spaces, which enable children and young people to develop and learn (5.3)</li> <li>• having detailed knowledge of how to make effective personalised provision for children and young people taking into account their experiences and perspectives as shaped by race, ethnicity, gender,</li> </ul>

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	<p>class, disability, sexuality, age, interests and abilities and their interactions, while promoting social justice (5.4)</p> <ul style="list-style-type: none"> <li>identifying the range of influences and transitions within a play space or setting which affect children and young people and their behaviour and linking these to appropriate strategies to underpin policy and practice (5.6)</li> </ul> <p><b>Drive the creation of a learning and performance culture</b> when:</p> <ul style="list-style-type: none"> <li>demonstrating secure knowledge, understanding and practical skill in relation to the content of a range of organisational frameworks used by the service for supporting play and learning (5.1)</li> <li>knowing how to select, prepare, and use a range of resources to engage, support, stimulate and challenge children and young people and to meet/match their developing needs (5.2)</li> <li>knowing how to plan and provide safe and appropriate child lead and adult initiated experiences, activities and play opportunities in indoor, outdoor and out of setting spaces, which enable children and young people to develop and learn (5.3)</li> <li>having detailed knowledge of how to make effective personalised provision for children and young people taking into account their experiences and perspectives as shaped by race, ethnicity, gender, class, disability, sexuality, age, interests and abilities and their interactions, while promoting social justice (5.4)</li> <li>identifying the range of influences and transitions within a play space or setting which affect children and young people and their behaviour and linking these to appropriate strategies to underpin policy and practice (5.6)</li> </ul>
<p><b>Empowering people</b></p>	<p><b>Empowering people when you:</b> <b>Drive a knowledge management culture</b> when:</p> <ul style="list-style-type: none"> <li>demonstrating secure knowledge, understanding and practical skill in relation to the content of a range of organisational frameworks used by the service for supporting play and learning (5.1)</li> <li>knowing how to select, prepare, and use a range of resources to engage, support, stimulate and challenge children and young people and to meet/match their developing needs (5.2)</li> <li>knowing how to plan and provide safe and appropriate child lead and adult initiated experiences, activities and play opportunities in indoor, outdoor and out of setting spaces, which enable children and young people to develop and learn (5.3)</li> <li>having detailed knowledge of how to make effective personalised provision for children and young people taking into account their experiences and perspectives as shaped by race, ethnicity, gender, class, disability, sexuality, age, interests and abilities and their interactions, while promoting social justice (5.4)</li> <li>identifying the range of influences and transitions within a play</li> </ul>

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	<p>space or setting which affect children and young people and their behaviour and linking these to appropriate strategies to underpin policy and practice (5.6)</p>
<p><b>Collaborating and influencing</b></p>	<p><b>Collaborating and influencing when you:</b> <b>Influence people</b> when:</p> <ul style="list-style-type: none"> <li>• demonstrating secure knowledge, understanding and practical skill in relation to the content of a range of organisational frameworks used by the service for supporting play and learning (5.1)</li> <li>• knowing how to select, prepare, and use a range of resources to engage, support, stimulate and challenge children and young people and to meet/match their developing needs (5.2)</li> <li>• knowing how to plan and provide safe and appropriate child lead and adult initiated experiences, activities and play opportunities in indoor, outdoor and out of setting spaces, which enable children and young people to develop and learn (5.3)</li> <li>• having detailed knowledge of how to make effective personalised provision for children and young people taking into account their experiences and perspectives as shaped by race, ethnicity, gender, class, disability, sexuality, age, interests and abilities and their interactions, while promoting social justice (5.4)</li> <li>• identifying the range of influences and transitions within a play space or setting which affect children and young people and their behaviour and linking these to appropriate strategies to underpin policy and practice (5.6)</li> </ul>
<p><b>Creativity and innovation</b></p>	<p><b>Using creativity and innovation in your work when you:</b> <b>See opportunities to do things differently</b> when:</p> <ul style="list-style-type: none"> <li>• knowing how to select, prepare, and use a range of resources to engage, support, stimulate and challenge children and young people and to meet/match their developing needs (5.2)</li> <li>• knowing how to plan and provide safe and appropriate child lead and adult initiated experiences, activities and play opportunities in indoor, outdoor and out of setting spaces, which enable children and young people to develop and learn (5.3)</li> <li>• having detailed knowledge of how to make effective personalised provision for children and young people taking into account their experiences and perspectives as shaped by race, ethnicity, gender, class, disability, sexuality, age, interests and abilities and their interactions, while promoting social justice (5.4)</li> <li>• identifying the range of influences and transitions within a play space or setting which affect children and young people and their behaviour and linking these to appropriate strategies to underpin policy and practice (5.6)</li> <li>• demonstrating knowledge of the progressive nature of play and learning and be able to identify appropriate next steps in children</li> </ul>

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	and young peoples' play and learning experiences (5.5)
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