

# Leading for Children in Essex

Distinctive features of integrated leadership Everyone is a leader; the range of leadership roles	Example of Role Within the Integrated Services Environment	Champion (Vision) As someone involved in integrated leadership, I...	Chaos Management and Managing Complexity As someone involved in integrated leadership, I...	Guardianship (primary focus on C&YP) Accountability As someone involved in integrated leadership, I...	Emotional Intelligence Valuing self and others (respect) As someone involved in integrated leadership, I...	Change Facilitator As someone involved in integrated leadership, I...	Securing benefits to children and young people As someone involved in integrated leadership, I...
<b>Whole System Leadership</b>	Director of Children's Services; Head of strategic Health Authority; Chief Constable and Deputy Chief Constable; Head of Police Authority	<ul style="list-style-type: none"> <li>• 'convene' local stakeholders for the development of a shared vision</li> <li>• ensure that vision is strategic</li> <li>• ensure that vision contains:                             <ul style="list-style-type: none"> <li>– agreed improved outcomes</li> <li>– shared values</li> </ul> </li> <li>• a proper focus on equity and on equality and diversity</li> <li>• champion the vision among all stakeholders</li> <li>• work with managers responsible for related services so that ideas for integrating and improving services</li> <li>• ensure compliance with legal, regulatory, ethical and social requirements are regularly aired and acted upon</li> <li>• develop the culture of your organisation</li> </ul>	<ul style="list-style-type: none"> <li>• accept that realising our vision will be complex because of:                             <ul style="list-style-type: none"> <li>– the complexity and unpredictability of children and young people's lives</li> <li>– the high political priority given to better outcomes for children and young people</li> <li>– the serious consequences of failure</li> <li>– the consequent high level of accountability</li> <li>– the high level of change in services for children and young people</li> </ul> </li> <li>• help others deal with the complexity by:                             <ul style="list-style-type: none"> <li>– championing the vision, so we can all see where we're heading</li> <li>– managing risk effectively</li> </ul> </li> <li>• manage complex ethical issues, dilemmas and conflicts</li> <li>• understand who the key stakeholders are and their perceptions of the service and its users</li> <li>• establish strategies to guide the work of your organisation</li> <li>• challenge policies, practice and failures in the system</li> </ul>	<ul style="list-style-type: none"> <li>• convene the development and delivery of services that are safe for children and young people</li> <li>• work in partnership with other stakeholders to ensure the safety of children and young people</li> <li>• take personal responsibility for any risks to children and young people's safety that I identify</li> <li>• model safe behaviour</li> <li>• manage risk effectively</li> <li>• have the right contacts at policy-making level to ensure the voices of children, young people and families are heard</li> <li>• influence the governance of children's services locally</li> <li>• manage a responsive and flexible service that reflects the needs of children, young people and families and delivers the five outcomes for children</li> <li>• actively influence the culture of children's services in line with the strategic vision of the Children and Young People's Strategic Partnership</li> <li>• ensure that relevant politicians, senior leaders and the press are well-briefed about the service and are updated regularly</li> </ul>	<ul style="list-style-type: none"> <li>• seek to understand what emotional factors drive myself, children and young people and other stakeholders</li> <li>• use this understanding to support those of my and others' behaviours that are most likely to help us achieve our vision and are in line with our values</li> <li>• challenge inappropriate behaviours</li> <li>• take personal responsibility for my own emotions</li> <li>• maximise the benefits that the diversity of stakeholders brings</li> <li>• visibly uphold parity of esteem between professions and valuing people with different backgrounds</li> <li>• manage your own personal resources to make sure you can undertake your work role and review your performance against agreed objectives</li> <li>• understand my work role and how fits into the overall vision and objectives of the organisation, whilst also understanding what is driving me in terms of my values, career and wider personal aspirations</li> </ul>	<ul style="list-style-type: none"> <li>• welcome change as a way of realising our vision</li> <li>• contribute to the development of a shared narrative of the change</li> <li>• use that narrative to help others understand the need for change and to contribute to it</li> <li>• work in ways that encourage others to innovate within an agreed framework of effective risk management</li> <li>• develop a shared understanding of the scope and nature, values and principles of the specific changes needed to achieve desired outcomes, and of what will drive and sustain that change both within the team and across services</li> <li>• negotiate changes to how things work now with team members and related services, including the very sensitive and difficult issues associated with bringing together different cultures, and with asking professionals to work in different ways</li> <li>• encourage innovation in your team-encouraging people to improve current services and ways of doing things</li> <li>• develop your own personal networks</li> </ul>	<ul style="list-style-type: none"> <li>• raise the aspirations of all children and young people</li> <li>• raise the expectations of parents and professionals</li> <li>• express these in our shared vision</li> <li>• convene the performance management of the delivery of the vision</li> <li>• manage a service which meets the best possible outcome for the individual</li> <li>• work with children and young people's networks to achieve best outcomes</li> <li>• manage a service which actively promotes children and young people's life chances</li> <li>• develop a customer focused organisation</li> </ul>
<b>Leadership of main professional groupings</b>	Head of Schools Service; Head of Children's & Young People Services; Assistant Chief Constables; Head of adult social care	<ul style="list-style-type: none"> <li>• lead my profession's contribution to the development of a shared vision</li> <li>• ensure that vision is professionally rigorous</li> <li>• ensure that vision contains:                             <ul style="list-style-type: none"> <li>– agreed improved outcomes</li> <li>– shared values</li> </ul> </li> <li>• a proper focus on equity and on equality and diversity</li> <li>• champion the vision among my profession and all stakeholders</li> <li>• generate, invite and promote ideas</li> <li>• demonstrate a style of leadership that ensures an organisational culture of open and participatory management and practice</li> <li>• lead work teams in the development of knowledge, ideas and work practices. This might include leading multi-agency teams and leading the design of the service</li> <li>• put the strategic plan into action- transforming plans into action</li> </ul>	<ul style="list-style-type: none"> <li>• accept that realising our vision will be complex because of:                             <ul style="list-style-type: none"> <li>– the complexity and unpredictability of children and young people's lives</li> <li>– the high political priority given to better outcomes for children and young people</li> <li>– the serious consequences of failure</li> <li>– the high level of change in services for children and young people</li> </ul> </li> <li>• help others deal with the complexity by:                             <ul style="list-style-type: none"> <li>– championing the vision, so we can all see where we're heading</li> <li>– managing risk effectively</li> </ul> </li> <li>• ensure that every team member fully understands their own and their colleagues' accountabilities and protocols so that they become increasingly comfortable with taking measured risks</li> <li>• develop a culture of, and systems to support, a high level of responsiveness within the service</li> <li>• know the legislative frameworks for all services to children and young people</li> <li>• involve team members in the design of the service, the design of new roles and the recruitment of team members</li> <li>• work with managers responsible for related services so that ideas for integrating and improving services are regularly aired and acted upon</li> <li>• ensure that data, where appropriate, are used to inform and improve service delivery</li> <li>• understand who the key stakeholders are and their perceptions of the service and its users</li> <li>• know about media relations - whom to contact, when to instigate action and what protocols exist</li> </ul>	<ul style="list-style-type: none"> <li>• lead my profession's contribution to the development and delivery of services that are safe for children and young people</li> <li>• work in partnership with other stakeholders to ensure the safety of children and young people</li> <li>• take personal responsibility for any risks to children and young people's safety that I identify</li> <li>• set and enforce safety standards for my profession</li> <li>• manage risk effectively</li> <li>• empower others, striving to facilitate the contribution of others and to share leadership</li> <li>• develop awareness of the relevant stakeholders and what influence they have</li> <li>• be aware of the financial needs to support children and young people the community and help secure additional funding where appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• seek to understand what emotional factors drive myself, children and young people and other stakeholders</li> <li>• use this understanding to support those of my and others' behaviours that are most likely to help us achieve our vision and are in line with our values</li> <li>• challenge inappropriate behaviours</li> <li>• take personal responsibility for my own emotions</li> <li>• maximise the benefits that the diversity of stakeholders brings</li> <li>• develop and maintain an environment which safeguards and protects children and young people</li> <li>• evaluate and improve learning and development programmes</li> <li>• create opportunities for colleagues to improve performance with emphasis on developing a learning culture within the organisation</li> </ul>	<ul style="list-style-type: none"> <li>• welcome change as a means of realising our vision</li> <li>• contribute to the development of a shared narrative of the change</li> <li>• use that narrative to help my profession and others understand the need for change and to contribute to it</li> <li>• work in ways that encourage others to innovate within an agreed framework of effective risk management</li> <li>• communicate the vision and rationale for change and modernisation, and engaging and facilitate others to work collaboratively to achieve real change</li> <li>• support inter-disciplinary teams to develop and implement individual programmes of care</li> <li>• look outside the organisation to develop new services and improve existing services</li> <li>• develop a strategy to achieve the required change, taking note of barriers, risks and the need to put appropriate monitoring and communication systems in place</li> <li>• put in place the necessary resources and supporting mechanisms, including monitoring and communications, to turn the 'vision' into a practical reality</li> </ul>	<ul style="list-style-type: none"> <li>• raise the aspirations of all children and young people</li> <li>• raise the expectations of parents and professionals</li> <li>• express these in our shared vision</li> <li>• take part in the performance management of the delivery of the vision</li> <li>• take opportunities to speak and listen to communities, children and young people about what the service is trying to achieve and feeding back to them on the outcomes from discussion and consultation</li> <li>• supporting colleagues to develop listening and communication skills and the skills and knowledge to facilitate consultation with children, young people and families</li> <li>• demonstrate a commitment to involving and empowering communities, children, young people and families</li> <li>• working with key individuals, community leaders and groups representing families, children and young people to co-produce services</li> <li>• manage a service which meets the best possible outcome for the individual</li> <li>• work with children and young people's networks to achieve optimal outcomes</li> <li>• manage a provision which actively promotes children and young people's life chances</li> <li>• develop and support learning mentor networks</li> <li>• involve children and young people in the management and delivery of care provision</li> </ul>
<b>Leadership of main strategic areas &amp; settings (incl. cross service working)</b>	Educational psychologists; headteachers; health workers; child protection officers; nurses; social worker; midwife	<ul style="list-style-type: none"> <li>• develop a shared vision for my unit</li> <li>• ensure that vision contributes to the vision for the county</li> <li>• ensure that vision contains:                             <ul style="list-style-type: none"> <li>– agreed improved outcomes</li> <li>– shared values</li> </ul> </li> <li>• a proper focus on equity and on equality and diversity</li> <li>• champion the vision among all stakeholders</li> <li>• generate, invite and promote ideas</li> <li>• develop a shared appreciation of the role of information sharing in improving services and supporting integrated service delivery</li> <li>• speak for the whole service, not just own area of specialist professional expertise</li> <li>• demonstrate a style of leadership that ensures an organisational culture of open and participatory management and practice</li> </ul>	<ul style="list-style-type: none"> <li>• accept that realising our vision will be complex because of:                             <ul style="list-style-type: none"> <li>– the complexity and unpredictability of children and young people's lives</li> <li>– the high political priority given to better outcomes for children and young people</li> <li>– the serious consequences of failure</li> <li>– the high level of change in services for children and young people</li> </ul> </li> <li>• help others deal with the complexity by:                             <ul style="list-style-type: none"> <li>– championing the vision, so we can all see where we're heading</li> <li>– managing risk effectively</li> </ul> </li> <li>• develop the capacity within the team to conceive of the needs of children, young people and families in a holistic way and to design services around that complexity</li> <li>• understand how integration can be achieved in different ways, e.g. single access points, integrated service delivery, and integrated planning and commissioning</li> <li>• know enough about the accountabilities, policies and practices of team members to cover for occasions when specialists are absent, building this knowledge within the team</li> <li>• translate strategic vision into local plans in collaboration with professionals, partners and users</li> <li>• know the legislative frameworks for all services to children and young people</li> <li>• understand who the key stakeholders are and their perceptions of the service and its users</li> <li>• manage complex ethical issues, dilemmas and conflicts</li> <li>• promote the values and principles underpinning best practice</li> </ul>	<ul style="list-style-type: none"> <li>• convene the development and delivery of services that are safe for children and young people</li> <li>• work in partnership with other stakeholders to ensure the safety of children and young people</li> <li>• take personal responsibility for any risks to children and young people's safety that I identify</li> <li>• model safe behaviour</li> <li>• manage risk effectively</li> <li>• empower others, striving to facilitate others' contributions and to share leadership</li> <li>• ensure individuals and groups are supported appropriately when experiencing significant life events</li> <li>• manage finance in your area of responsibility managing money to achieve goals and aims</li> </ul>	<ul style="list-style-type: none"> <li>• seek to understand what emotional factors drive myself, children and young people and other stakeholders</li> <li>• use this understanding to support those of my and others' behaviours that are most likely to help us achieve our vision and are in line with our values</li> <li>• challenge inappropriate behaviours</li> <li>• take personal responsibility for my own emotions</li> <li>• maximise the benefits that the diversity of stakeholders brings</li> <li>• understand what level of need or risk the service is responding to and articulating its role in protecting children and preventing them from experiencing significant life events</li> <li>• nurture team members' professional skills and insights in relation to protecting children</li> <li>• nurture the professional skills and aspirations of team members so that they feel valued professionally in a culture which is more responsive</li> <li>• foster a learning culture that encourages informal knowledge sharing</li> <li>• support individuals who feel they are faced with contradictions between the demands of their parent organisation or profession and those of the team</li> <li>• develop reflective practice within the team that considers relevant research from different professions and learning from the experience of multi-agency working</li> <li>• build and maintain partnership working</li> </ul>	<ul style="list-style-type: none"> <li>• welcome change as a means of realising our vision</li> <li>• contribute to the development of a shared narrative of the change</li> <li>• use that narrative to help others understand the need for change and to contribute to it</li> <li>• work in ways that encourage others to innovate within an agreed framework of effective risk management</li> <li>• work with others to improve customer services and monitor any changes in performance and improvement in services</li> <li>• develop and maintain procedures for customer participation</li> <li>• involve customers in the management of the organisation and involvement in the community</li> </ul>	<ul style="list-style-type: none"> <li>• raise the aspirations of all children and young people</li> <li>• raise the expectations of parents and professionals</li> <li>• express these in our shared vision</li> <li>• performance management the delivery of the vision in my unit</li> <li>• take opportunities to speak and listen to communities, children and young people about what the service is trying to achieve, being open to conversations with them and feeding back to them on the outcomes from discussion and consultation</li> <li>• support colleagues to develop listening and communication skills and the skills and knowledge to facilitate consultation with children, young people and families</li> <li>• work with children and young people's networks to achieve best outcomes</li> </ul>
<b>Individual Professional</b>	Educational psychologists; teachers; health workers; child protection officers; nurses; social worker; midwife	<ul style="list-style-type: none"> <li>• lead my profession's contribution to the development of a shared vision</li> <li>• ensure that vision is professionally rigorous</li> <li>• ensure that vision contains:                             <ul style="list-style-type: none"> <li>– agreed improved outcomes</li> <li>– shared values</li> </ul> </li> <li>• a proper focus on equity and on equality and diversity</li> <li>• champion the vision among my profession and all stakeholders</li> <li>• influence the environment and local strategy by taking opportunities to share ideas and enthusiasm about children's services and what can be achieved</li> <li>• communicate your values powerfully, speaking for the whole service, not just own area of specialist professional expertise</li> <li>• contribute to developing and maintaining cultures and strategies in which children and young people are respected and valued as individuals</li> </ul>	<ul style="list-style-type: none"> <li>• accept that realising our vision will be complex because of:                             <ul style="list-style-type: none"> <li>– the complexity and unpredictability of children and young people's lives</li> <li>– the high political priority given to better outcomes for children and young people</li> <li>– the serious consequences of failure</li> <li>– the consequent high level of accountability</li> <li>– the high level of change in services for children and young people</li> </ul> </li> <li>• help others deal with the complexity by:                             <ul style="list-style-type: none"> <li>– creating routes through it</li> <li>– championing the vision, so we can all see where we're heading</li> <li>– managing risk effectively</li> </ul> </li> <li>• develop the capacity within the team to conceive of the needs of children, young people and families in a holistic way and to design services around that complexity</li> <li>• translate strategic vision into local plans in collaboration with professional, partners and users</li> <li>• understand who the key stakeholders are and their perceptions of the service and its users</li> <li>• manage complex ethical issues, dilemmas and conflicts</li> <li>• promote the values and principles underpinning best practice</li> </ul>	<ul style="list-style-type: none"> <li>• contribute to the development and delivery of services that are safe for children and young people</li> <li>• work in partnership with other stakeholders to ensure the safety of children and young people</li> <li>• develop, sustain and evaluate partnership working with individuals, groups, communities and agencies;</li> <li>• take personal responsibility for any risks to children and young people's safety that I identify</li> <li>• manage risk effectively</li> <li>• establish and maintain effective communication with various individuals and groups on complex potentially stressful topics in a range of situations</li> <li>• ensure individuals and groups are supported appropriately when experiencing significant life events</li> <li>• develop and sustain arrangements for joint working between workers and agencies</li> </ul>	<ul style="list-style-type: none"> <li>• seek to understand what emotional factors drive myself, children and young people and other stakeholders</li> <li>• use this understanding to support those of my and others' behaviours that are most likely to help us achieve our vision and are in line with our values</li> <li>• challenge inappropriate behaviours</li> <li>• take personal responsibility for my own emotions</li> <li>• maximise the benefits that the diversity of stakeholders brings</li> <li>• visibly uphold parity of esteem between professions and valuing people with different backgrounds</li> <li>• foster a learning culture that encourages informal knowledge sharing and joint learning so that integration adds further value</li> <li>• support individuals who feel they are faced with contradictions between the demands of their parent organisation or profession and those of the team</li> <li>• understand my work role and how fits into the overall vision and objectives of the organisation</li> </ul>	<ul style="list-style-type: none"> <li>• welcome change as a means of realising our vision</li> <li>• contribute to the development of a shared narrative of the change</li> <li>• use that narrative to help others understand the need for change and to contribute to it</li> <li>• work in ways that encourage others to innovate within an agreed framework of effective risk management</li> <li>• involve children, young people and families on a continuing basis in dialogue about their needs and aspirations and about their ideas for service improvement</li> <li>• negotiate changes to how things work now with team members and related services, including the very sensitive and difficult issues associated with bringing together different cultures, and with asking professionals to work in different ways</li> <li>• establish a shared language for the team, partners and the children, young people and carers who use the service</li> <li>• challenge over-adherence to professional boundaries, stressing what is common and transferable in the skills and experience of professionals</li> </ul>	<ul style="list-style-type: none"> <li>• raise the aspirations of all children and young people</li> <li>• raise the expectations of parents and professionals</li> <li>• express these in our shared vision</li> <li>• take part in the performance management of the delivery of the vision</li> <li>• use the collective knowledge base to challenge the status quo and to do things differently to meet the needs of children and families more effectively</li> <li>• take opportunities to speak and listen to communities and children and young people about what the service is trying to achieve, being open to conversations with them and feeding back to them on the outcomes from discussion and consultation</li> <li>• make engagement with all communities and individuals happen - especially those which have previously not had good links with services</li> <li>• work with children and young people's networks to achieve best outcomes</li> <li>• work with parents, families, carers and significant others to achieve best outcomes for children and young people</li> <li>• involve children and young people in the management and delivery of care provision</li> </ul>
<b>Route Maker</b>	Commissioners for local delivery group; skills broker; facilitator; careers advisor/ officer	<ul style="list-style-type: none"> <li>• contribute to the development of a shared vision</li> <li>• ensure that vision includes 'routes' through the system</li> <li>• ensure that vision contains:                             <ul style="list-style-type: none"> <li>– agreed improved outcomes</li> <li>– shared values</li> </ul> </li> <li>• a proper focus on equity and on equality and diversity</li> <li>• network with other managers to share information and ideas for improvement</li> <li>• champion the vision among all stakeholders</li> <li>• act as an ambassador for user involvement and professional collaboration to build a responsive service</li> <li>• generate, invite and promote ideas develop a shared appreciation of the role of information sharing in improving services and supporting integrated service delivery</li> <li>• contribute to developing and maintaining cultures and strategies in which children and young people are respected and valued as individuals</li> </ul>	<ul style="list-style-type: none"> <li>• accept that realising our vision will be complex because of:                             <ul style="list-style-type: none"> <li>– the complexity and unpredictability of children and young people's lives</li> <li>– the high political priority given to better outcomes for children and young people</li> <li>– the serious consequences of failure</li> <li>– the high level of change in services for children and young people</li> </ul> </li> <li>• help others deal with the complexity by:                             <ul style="list-style-type: none"> <li>– creating routes through it</li> <li>– championing the vision, so we can all see where we're heading</li> <li>– managing risk effectively</li> </ul> </li> <li>• understand how integration can be achieved in different ways, e.g. single access points, integrated service delivery, and integrated planning and commissioning</li> <li>• translate strategic vision into local plans in collaboration with professionals, partners and users</li> <li>• know the legislative frameworks for all services to children and young people, and knowing where to go for detailed interpretation if required</li> <li>• promote the values and principles of best practice</li> <li>• develop organisational structures and systems to support volunteering</li> </ul>	<ul style="list-style-type: none"> <li>• contribute to the development and delivery of services that are safe for children and young people</li> <li>• understand one's own and others' backgrounds and values; using this to develop approaches and processes that enhance delivery</li> <li>• work in partnership with other stakeholders to ensure the safety of children and young people</li> <li>• take personal responsibility for any risks to children and young people's safety that I identify</li> <li>• ensure the routes through it are safe</li> <li>• manage risk effectively</li> <li>• develop awareness of who the relevant stakeholders are and what influence they have in the organisation</li> <li>• establish and maintain effective communication with various individuals and groups on complex potentially stressful topics in a range of situations</li> <li>• develop, sustain and evaluate partnership working with individuals, groups, communities and agencies</li> <li>• facilitate others' contributions and to share leadership</li> <li>• nurture capability and long-term development of others</li> <li>• ensure individuals and groups are supported appropriately when experiencing significant life events</li> </ul>	<ul style="list-style-type: none"> <li>• seek to understand what emotional factors drive myself, children and young people and other stakeholders</li> <li>• use this understanding to support those of my and others' behaviours that are most likely to help us achieve our vision and are in line with our values</li> <li>• challenge inappropriate behaviours</li> <li>• take personal responsibility for my own emotions</li> <li>• maximise the benefits that the diversity of stakeholders brings</li> <li>• understand one's own and others' backgrounds, values and use this to develop approaches and processes that enhance delivery</li> <li>• manage my own resources to undertake my work role and review performance against agreed objectives</li> <li>• develop personal networks</li> <li>• understand my work role and how it fits into the overall vision and objectives of the organisation</li> </ul>	<ul style="list-style-type: none"> <li>• welcome change as a means of realising our vision</li> <li>• contribute to the development of a shared narrative of the change</li> <li>• use that narrative to help others understand the need for change and to contribute to it</li> <li>• work in ways that encourage others to innovate within an agreed framework of effective risk management</li> <li>• involve service users in change</li> <li>• challenge over-adherence to professional boundaries, stressing what is common and transferable in the skills and experience of professionals</li> <li>• anticipate concerns and reassure service users, professionals and the wider community</li> <li>• build understanding about how integrated management of information can enhance service provision</li> </ul>	<ul style="list-style-type: none"> <li>• raise the aspirations of all children and young people</li> <li>• raise the expectations of parents and professionals</li> <li>• express these in our shared vision</li> <li>• take part in the performance management of the delivery of the vision</li> <li>• use the collective knowledge base to challenge the status quo and to do things differently to meet the needs of children and families more effectively</li> <li>• take opportunities to speak and listen to communities and children and young people about what the service is trying to achieve</li> <li>• support colleagues to develop listening and communication skills and the skills and knowledge to facilitate consultation with children, young people and families</li> <li>• make engagement with all communities and individuals happen</li> <li>• work with parents, families, carers and significant others to achieve optimal outcomes for children and young people</li> <li>• review progress and evaluate opportunities with young people</li> <li>• involve children and young people in the management and delivery of care provision</li> </ul>
<b>Guide (leads the e.g. family and young people through the steps)</b>	Extended schools co-ordinators; learning mentor; coach; multi agency cluster worker; police constables	<ul style="list-style-type: none"> <li>• contribute to the development of a shared vision</li> <li>• ensure that vision contains:                             <ul style="list-style-type: none"> <li>– agreed improved outcomes</li> <li>– shared values</li> </ul> </li> <li>• a proper focus on equity and on equality and diversity</li> <li>• champion the vision among all stakeholders</li> <li>• network with other managers to share information and ideas for improvement</li> <li>• generate, invite and promote ideas</li> <li>• understand how integration can be achieved in different ways</li> <li>• translate strategic vision into local plans in collaboration with professionals, partners and users</li> <li>• manage complex ethical issues, dilemmas and conflicts</li> <li>• support and challenge workers on specific aspects of their practice</li> <li>• promote the values and principles underpinning best practice</li> </ul>	<ul style="list-style-type: none"> <li>• accept that realising our vision will be complex because of:                             <ul style="list-style-type: none"> <li>– the complexity and unpredictability of children and young people's lives</li> <li>– the high political priority given to better outcomes for children and young people</li> <li>– the serious consequences of failure</li> <li>– the consequent high level of accountability</li> <li>– the high level of change in services for children and young people</li> </ul> </li> <li>• help others deal with the complexity by:                             <ul style="list-style-type: none"> <li>– guiding them through it</li> <li>– championing the vision, so we can all see where we're heading</li> <li>– managing risk effectively</li> </ul> </li> <li>• understand how integration can be achieved in different ways</li> <li>• translate strategic vision into local plans in collaboration with professionals, partners and users</li> <li>• manage complex ethical issues, dilemmas and conflicts</li> <li>• support and challenge workers on specific aspects of their practice</li> <li>• promote the values and principles underpinning best practice</li> </ul>	<ul style="list-style-type: none"> <li>• contribute to the development and delivery of services that are safe for children and young people</li> <li>• understand one's own and others' backgrounds and values; using this to develop approaches and processes that enhance delivery</li> <li>• work in partnership with other stakeholders to ensure the safety of children and young people</li> <li>• take personal responsibility for any risks to children and young people's safety that I identify</li> <li>• guide children and young people safely through the system</li> <li>• manage risk effectively</li> <li>• manage resources flexibly in response to changing customer needs</li> <li>• develop productive working relationships with colleagues in my own and other organisations</li> <li>• develop awareness of who the relevant stakeholders are and what influence they have in the organisation</li> <li>• establish and maintain effective communication with various individuals and groups on complex potentially stressful topics in a range of situations</li> <li>• develop, sustain and evaluate partnership working with individuals, groups, communities and agencies</li> <li>• facilitate others' contributions and to share leadership</li> </ul>	<ul style="list-style-type: none"> <li>• seek to understand what emotional factors drive myself, children and young people and other stakeholders</li> <li>• use this understanding to support those of mine and others' behaviours that are most likely to help us achieve our vision and are in line with our values</li> <li>• challenge inappropriate behaviours</li> <li>• take personal responsibility for my own emotions</li> <li>• maximise the benefits that the diversity of stakeholders brings</li> <li>• seek to understand what emotional factors drive myself, children and young people and other stakeholders</li> <li>• understand my work role and how it fits into the overall vision and objectives of the organisation</li> <li>• develop personal networks</li> <li>• provide information to support decision making</li> </ul>	<ul style="list-style-type: none"> <li>• welcome change as a means of realising our vision</li> <li>• contribute to the development of a shared narrative of the change</li> <li>• use that narrative to help others understand the need for change and to contribute to it</li> <li>• work in ways that encourage others to innovate within an agreed framework of effective risk management</li> <li>• involve service users in change</li> <li>• establish a shared language for the team, partners and the children, young people and carers who use the service</li> <li>• create a climate that promotes learning</li> <li>• build understanding about how integrated management of information can enhance service provision</li> <li>• create a climate that promotes learning</li> </ul>	<ul style="list-style-type: none"> <li>• raise the aspirations of all children and young people</li> <li>• raise the expectations of our community, parents and professionals</li> <li>• express these in our shared vision</li> <li>• take part in the performance management of the delivery of the vision</li> <li>• use the collective knowledge base to challenge the status quo and to do things differently to meet the needs of children and families more effectively</li> <li>• take opportunities to speak and listen to communities and children and young people about what the service is trying to achieve</li> <li>• support colleagues to develop listening and communication skills and the skills and knowledge to facilitate consultation with children, young people and families</li> <li>• make engagement with all communities and individuals happen</li> <li>• build and maintain joint-working to meet individual customer needs</li> <li>• build and maintain partnership work</li> <li>• liaise with work and other professionals and agencies to achieve optimal outcomes</li> <li>• work with parents, families, carers and significant others to achieve optimal outcomes for children and young people</li> <li>• involve children and young people in the management and delivery of care provision</li> </ul>
<b>Leaders in the community</b>	Police community support officers; school governors; local councillors; local business leaders	<ul style="list-style-type: none"> <li>• am a member of a community that includes children and young people</li> <li>• contribute to and benefit from the shared efforts of our community</li> <li>• work to understand the needs and wishes of children and young people in our community</li> <li>• understanding of legal frameworks</li> <li>• work with other stakeholders to establish a shared vision</li> <li>• ensure that vision meets the needs and wishes of the community</li> <li>• ensure that vision contains:                             <ul style="list-style-type: none"> <li>– agreed improved outcomes</li> <li>– shared values</li> </ul> </li> <li>• a proper focus on equity and on equality and diversity</li> <li>• champion our vision among all stakeholders</li> <li>• contributes to gathering and sharing information which can be used for planning and improving services</li> </ul>	<ul style="list-style-type: none"> <li>• accept that realising our vision will be complex because of:                             <ul style="list-style-type: none"> <li>– the complexity and unpredictability of children and young people's lives</li> <li>– the high political and community priority given to better outcomes for children and young people</li> <li>– the serious consequences of failure</li> <li>– the consequent high level of political and community accountability</li> <li>– the high level of change in services for children and young people</li> </ul> </li> <li>• help others deal with the complexity by:                             <ul style="list-style-type: none"> <li>– championing the vision, so we can all see where we're heading</li> <li>– managing risk effectively</li> </ul> </li> <li>• promote a culture of equality of opportunity and the benefits of diversity</li> <li>• promote a health and safety culture</li> <li>• help promote within the community different styles of leadership appropriate to different situations and people</li> <li>• contribute to translating strategic vision into local plans in collaboration with others</li> <li>• help develop and sustain partnership working between agencies in the community</li> <li>• increase knowledge about and promote effective media relations</li> </ul>	<ul style="list-style-type: none"> <li>• contribute to the development and delivery of services that are safe for children and young people</li> <li>• work in partnership with other stakeholders to ensure the safety of children and young people</li> <li>• develop, sustain and evaluates partnership working with individuals, groups, communities and agencies;</li> <li>• take personal responsibility for any risks to children and young people's safety that I identify</li> <li>• help challenge policies, practice and failures in the system</li> <li>• develop awareness of the relevant stakeholders and what influence they have</li> <li>• be aware of the financial needs to support children and young people the community and help secure additional funding where appropriate</li> <li>• help ensure individuals and groups are supported appropriately when experiencing significant life events</li> </ul>	<ul style="list-style-type: none"> <li>• seek to understand what emotional factors drive myself, other members of the community and other stakeholders</li> <li>• use this understanding to support those of mine and others' behaviours that are most likely to help us achieve our vision and are in line with our values</li> <li>• understand one's own and others' backgrounds and values; using this to develop approaches and processes that enhance delivery</li> <li>• take personal responsibility for my own emotions</li> <li>• manage risk effectively</li> <li>• help challenge policies, practice and failures in the system</li> <li>• develop awareness of the relevant stakeholders and what influence they have</li> <li>• be aware of the financial needs to support children and young people the community and help secure additional funding where appropriate</li> <li>• help ensure individuals and groups are supported appropriately when experiencing significant life events</li> <li>• work within multi-disciplinary and multi-organisational teams</li> </ul>	<ul style="list-style-type: none"> <li>• welcome change as a means of realising our vision</li> <li>• contribute to the development of a shared narrative of the change</li> <li>• use that narrative to help others understand the need for change and to contribute to it</li> <li>• work in ways that encourage others to innovate within an agreed framework of effective risk management</li> <li>• involve children, young people and families on a continuing basis in dialogue about their needs and aspirations and about their ideas for service improvement</li> <li>• establish a shared language for the team, partners and the children, young people and carers who use the service</li> <li>• create a climate that promotes learning</li> <li>• develop a strategy to achieve the required change, taking note of barriers, risks and the need to put appropriate monitoring and communication systems in place</li> <li>• enable workers and agencies to work collaboratively</li> <li>• hold others to account for agreed targets and a high level of service</li> </ul>	<ul style="list-style-type: none"> <li>• raise the aspirations of children and young people</li> <li>• raise the expectations of our community, parents and professionals</li> <li>• express these in our shared vision</li> <li>• take part in the performance management of the delivery of the vision</li> <li>• use the collective knowledge base to challenge the status quo and to do things differently to meet the needs of children and families more effectively</li> <li>• take opportunities to speak and listen to communities and children and young people about what the service is trying to achieve</li> <li>• demonstrate a commitment to involving and empowering communities, children, young people and families</li> <li>• manage projects involving volunteers</li> <li>• promote the interests of client groups in the community</li> <li>• manage and engage in work with young children and young people, individually and in groups to achieve best outcomes</li> </ul>
<b>Family leaders</b>	Parents; guardians; grand parents; older siblings; foster parents; child carers	<ul style="list-style-type: none"> <li>• have the chief responsibility for my children's life chances</li> <li>• help to build a shared value base and common purpose</li> <li>• work with my family and with other families to identify what we need and want</li> <li>• work with other stakeholders to develop a shared vision</li> <li>• ensure that vision meets the needs and wishes of families</li> <li>• help enable people to exercise their rights</li> <li>• ensure that vision contains:                             <ul style="list-style-type: none"> <li>– agreed improved outcomes</li> <li>– shared values</li> </ul> </li> <li>• a proper focus on equity and on equality and diversity</li> <li>• champion the vision among all stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>• accept that realising our vision will be complex because of:                             <ul style="list-style-type: none"> <li>– the complexity and unpredictability of children and young people's lives and of the development of families</li> <li>– the high political and social priority given to better outcomes for children and young people</li> <li>– the serious consequences of failure</li> <li>– the high level of legal and social accountability</li> <li>– the high level of change in services for children and young people</li> </ul> </li> <li>• help others, especially my family, deal with the complexity by:                             <ul style="list-style-type: none"> <li>– championing the vision, so we can all see where we're heading</li> <li>– managing risk effectively</li> </ul> </li> <li>• help develop the culture of the organisation which fits with the overall vision</li> <li>• promote a culture of equality of opportunity and the benefits of diversity</li> <li>• consult on and agree objectives for the service</li> <li>• help manage complex ethical issues, dilemmas and conflicts</li> </ul>	<ul style="list-style-type: none"> <li>• am the chief guardian of my children's safety</li> <li>• bring my children up safely</li> <li>• work with service providers to ensure children and young people are safe in their care</li> <li>• take personal responsibility for any risks to children and young people's safety that I identify</li> <li>• help ensure that individuals and groups are supported appropriately when experiencing significant life events</li> <li>• help to facilitate the contribution of others and to share leadership</li> <li>• promote a culture of safeguarding the welfare of children and young people to maximise their life chances</li> <li>• contribute to the provision of effective physical, social and emotional environments for my children</li> <li>• establish and maintain effective communication with various individuals and groups on complex potentially stressful topics in a range of situations</li> </ul>	<ul style="list-style-type: none"> <li>• seek to understand what emotional factors drive myself, my children and others</li> <li>• help develop a shared language for children, young people and carers who use the service</li> <li>• use this understanding to support and work with my children's and other children's development</li> <li>• take personal responsibility for my own emotions</li> <li>• provide information to support decision making</li> <li>• identify and address gaps in your skills, knowledge and understanding</li> <li>• develop your own personal networks</li> <li>• contribute to the prevention and management of abusive and aggressive behaviour which presents a risks to individuals, families, careers, groups and</li></ul>		