

Bradford Framework for Leadership and Management Development in Children's Services

September 2008

Context to the framework

The following framework was developed as an agreed action on the multi-agency Children's Workforce Plan. It is a tool to inform and underpin leadership and management development consistently across the district, but will have other uses e.g. recruitment, supervision and appraisal.

The framework combines three existing documents which, for those working in children's services in Bradford, should be read together.

1. **Championing Children** was produced by Dept for Education and Skills in October 2006 for all those leading and managing integrated children's services, and contains a shared set of skills, knowledge and behaviours.
2. DCSF's **Leading and Managing Children's Services in England: A National Professional Development Framework April 2008**' which largely focuses on middle and senior leadership roles. See link: <http://publications.teachernet.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DCSF-00291-2008&> .
3. **Bradford Behaviours** shows a set of behaviours for all employees of Bradford Metropolitan District Council, which was launched 2007 following consultation at Bradford Vision workshops. They include additional behaviours for managers and are recommended for all staff in Services to Children and Young People.

It is however acknowledged that those working with children in Education, Health and Social Care settings already work to their own comprehensive frameworks for leadership and management development. This framework is therefore to compliment rather than replace existing agency frameworks, and primarily intended for children's workers within Services to Children and Young People, voluntary sector and any other children's organisations in Bradford where no existing framework exists.

In **Primary Care Health** a number of frameworks provide guidance and expectations for behaviours, knowledge and skills. These frameworks include:

- Bradford and Airedale tPCT values and behaviours
- knowledge and skills framework (KSF)
http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH_4090843

- NHS leadership qualities framework
<http://www.nhsleadershipqualities.nhs.uk/>

In **Education** there are numerous frameworks such as:

- Leading from the Middle
- Fast track teaching
- Leadership pathways
- Established Leader programme
- Future Leaders
- National Professional Qualification for Headship (NPQH)
- Local frameworks
- School frameworks

Further information can be found on: <http://www.ncsl.org.uk/> .

Since 2004 **Social Care** sector have worked to their own revised leadership development framework, which includes competencies for effective supervision. See web link: <http://www.skillsforcare.org.uk/view.asp?id=494> .

It is also recognised in Bradford that management structures, job titles, training and qualification requirements for managers and leaders differ across agencies. To assist the partnership/integrated working workforce development agenda within children's services the **appendices** in this document show leadership tiers and qualification requirements for each agency together with some examples of good practice in developing a representative management.

Additional generic information on the National Occupational Standards for management can be located at: <http://www.management-standards.org.uk/> .

During 2008 the Children's Workforce Development Council (CWDC) is conducting a national consultation around leadership and management development from induction up to middle and strategic levels, and so it is expected that further guidance will emerge in 2009 to inform local strategies.

Acknowledgements

This framework was produced by the multi-agency Leadership & Management Development Group, which reports to the ECM Workforce Development Steering Group in Bradford. Thanks to the following group members for their contributions:

- Angie O'Keefe, Shipley Surestart
- Gavin Stevenson, Youth Service
- Hazel Murgatroyd, tPCT
- Jeff Gordon, Homekey
- John Williams, Education Bradford
- Julie Mattocks-Cawood, Early Years
- Linda Disney, Education Bradford
- Mary Holland, Social Care
- Sally Thornley, Connexions West Yorkshire

Contact/Chair: Mary Holland, Workforce Development Manager, Social Care

APPENDICES

Appendix 1: Championing Children

A shared set of skills, knowledge and behaviours for those leading and managing integrated children's services

'Championing Children' was published by the DfES in October 2006 and should be read alongside the Bradford Behaviours.

Full pdf document can be printed from the following weblink:

<http://www.everychildmatters.gov.uk/files/Championing%20Children%20Single%20Pg.pdf>

1. Achieving outcomes

Key knowledge, skills and behaviours required:

- Using evidence and the experience of team members to map the needs of local communities and prioritising activities on the basis of evidence and evaluation
- Involving children, young people and families in ongoing dialogue about their needs and aspirations and their ideas for service improvement
- Working with the team to seek out different perspectives on the needs of children, young people and their carers and the professionals with whom they interact, to identify opportunities for service improvement
- Developing the team's capacity to conceive of the needs of children, young people and families in an holistic way and to design services around that complexity
- Understanding one's own and others' backgrounds and values, and using this to develop approaches and processes that enhance delivery and support the concept of mutual accountability
- Networking with other managers to share information and ideas for improvement
- Setting clear goals for the service, and individual professionals within it, that are achievable as well as aspirational and inspirational

- Providing clarity about roles and responsibilities within multi-agency teams, and advising on how to work within different performance regimes to sustain the focus on locally desired outcomes
- Understanding different ways to bring services together, e.g. single access points, integrated service delivery, and integrated planning and commissioning
- Ensuring that every team member fully understands their own and their colleagues' accountabilities and protocols, so that they become increasingly comfortable with taking measured risks
- Managing resources flexibly in response to changing customer needs.

2. Safeguarding and promoting the welfare of the Child

- Championing equity in service delivery
- Impressing on team members the importance of raising the aspirations and expectations of children, young people and their families
- Understanding what level of need or risk a service is responding to, and articulating its role in protecting children and preventing them coming to harm
- Continually reviewing with the team how risks are identified and working together, and with partners, to escalate and deal with concerns
- Knowing enough about the accountabilities, policies and practice of team members to cover occasions when specialists are absent – and building this knowledge within the team
- Having the right contacts at policy-making levels to ensure that the voices of children, young people and families are heard
- Nurturing team members' professional skills and insights in relation to protecting children

3. Providing direction

- Understanding how strategic, commissioning and policy development roles are undertaken
- Translating strategic vision into local plans in collaboration with professionals, partners and users
- Using the collective knowledge base to challenge the status quo and to do things differently to meet the needs of children and families more effectively
- Influencing the governance of children's services locally
- Building a shared value base and common purpose

- Displaying leadership across the whole system through behaviours such as listening, building alliances and challenging others if the expertise of colleagues or the experience of service users is not being taken into account
- Supporting others to talk knowledgeably about issues in their area of professional expertise and helping to produce innovations in those areas
- Making clear how improved *service* performance and *customer* satisfaction can be achieved through a responsive and flexible service that reflects the needs of children, young people and families and delivers across the five outcomes for children
- Working for equality, both within the service and around it, and being a credible and compelling advocate for equality
- Developing a culture of, and systems to support, a high level of responsiveness within the service
- Influencing the environment and local strategy by taking opportunities to share ideas and enthusiasm about children's services and what can be achieved
- Knowing the legislative frameworks for all services to children and young people, and knowing where to go for detailed interpretation if required.

4. Leading and managing change

- Developing 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 the changes, both within the team and across the services
- Establishing a shared language for the team, partners and the children, young people and carers who use the service
- Negotiating changes to how things work now with team members and related services, including the very sensitive issues associated with bringing together different cultures and asking professionals to work in different ways.
- Developing team members' ability to plan, manage and instigate change
- Influencing the culture of children's services, in line with the strategic vision of the Children and Young People's Strategic Partnership
- Involving service users in change
- Acting as an ambassador for user involvement and professional collaboration to build a responsive service
- Generating, inviting and promoting ideas.

5. Working with people

- Visibly upholding parity of esteem between professions and valuing people with different backgrounds
- Nurturing the professional skills and aspirations of team members, so that they feel valued professionally in a culture which is more responsive
- Prioritising development for all staff, drawing on the Common Core for the children's workforce
- Fostering a learning culture that encourages informal knowledge sharing and joint learning, so that integration adds further value
- Involving team members in the design of the service, the design of new roles and the recruitment of team members
- Supporting individuals who feel they are faced with contradictions between the demands of their parent organisation or profession and those of the team
- Managing the team in a way that encourages professionals constantly to seek service improvement and to act on good ideas
- Managing multi-agency joint appointments so that posts are well designed; the mix of skills, knowledge and experience within the team is appropriate; and there is backing from all partner and parent agencies
- Challenging over-adherence to professional boundaries, stressing what is common and transferable in the skills and experience of professionals
- Developing skills in facilitating cross-partner meetings, including recognition that different professional assumptions and concepts may need acknowledging and exploring to achieve desired outcomes
- Working openly with those responsible for governance of the service and those accountable for it.
- Working with managers responsible for related services, so that ideas for integrating and improving services are regularly aired and acted upon
- Anticipating concerns and reassuring service users, professionals and the wider community
- Ensuring that relevant politicians, senior leaders and the press are well briefed about the service and are updated regularly
- Using personal influence and contacts to support the Director of Children's Services to widen engagement

6. Managing information

- Understanding legal frameworks
- Developing a shared appreciation of the role of information sharing in improving services and supporting integrated service delivery
- Addressing any doubts of professionals within and around the service about information sharing and assessment or data sharing
- Using sensitivity to ethical issues and different views about data sharing to develop robust shared information systems and procedures, working within the broader framework and policy of the authority
- Ensuring robust safeguards are in place in both information systems and policies to control access to information about individuals
- Developing reflective practice within the team, considering relevant research from different professions and learning from the experience of multi-agency working
- Ensuring that data, where appropriate, is used to inform and improve service delivery
- Building understanding about how integrated management of information can enhance service provision
- Looking outside the area for examples of best practice.

7. Communicating and engaging effectively with children, young people and families

- Taking opportunities to speak and listen to communities and to children and young people about what the service is trying to achieve; being open in conversations and feeding back the outcomes of discussion and consultation
- Facilitating leadership opportunities for children, young people and their families in the design and delivery of services
- Communicating values powerfully
- Understanding who the key stakeholders are and what their perceptions are of the service and its users
- Knowing the information needs of different groups of children and young people, service users, staff, communities, partners, members, the media and other relevant stakeholders
- Helping colleagues to develop listening and communication skills and the skills and knowledge to facilitate consultation with children, young people and families

- Demonstrating a commitment to involving and empowering communities, children, young people and families
- Ensuring that engagement is seen and managed as a step on the way to user involvement in the transformation of services, and not as an end in itself
- Making engagement with all communities and individuals happen – especially those which have previously not had good links with service providers – in order to build knowledge, trust and resilience within the service and communities, families, children and young people
- Working with key individuals community leaders, groups and families, children and young people to co-produce services
- Speaking for the whole service, not just one area of specialist professional expertise
- Knowing about media relations – whom to contact, when to instigate action and what protocols exist

Appendix 2: DCSF Leading and Managing Children’s Services in England: A National Professional Development Framework April 2008

A full PDF document can be down loaded from the following web link:
<http://publications.teachernet.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DCSF-00291-2008&> .

The Elements of the Framework

In order to realise this vision, the knowledge, skills, behaviours and attributes have been identified through consultation with existing leaders and managers of children’s services and are underpinned by leadership and management theory. These elements make up the competences which are specific to leaders of children’s services.

Knowledge, skills and behaviours

This element identifies the essential knowledge, skills and behaviours required to lead effectively. Leaders of children’s services should actively engage in reflective learning to gain greater understanding of core management functions, and in order to:

- a. understand how strategic, commissioning and policy development roles are undertaken
- b. translate strategic visions into local plans in collaboration with professionals, partners and users
- c. use the collective knowledge base to challenge the status quo and to do things differently to meet the needs of children's services locally
- d. influence the governance of children's services locally
- e. build a shared value base and common purpose
- f. display leadership across the whole system through behaviours such as listening, building alliances and challenging others
- g. promote the development of leadership attributes at all levels by supporting others to talk knowledgeably about issues in their area of professional expertise and produce innovations in those areas
- h. make sure that staff understand how their role contributes to the ECM agenda and that they are clear about how their performance and development is measured
- i. make clear how improved service performance and end user satisfaction can be achieved through a responsive and flexible service that reflects the needs of children, young people and families and delivers across the five ECM outcomes
- j. continually develop the quality of all services offered, ensuring the clear focus is on improving outcomes for children, young people and families
- k. work for equality, both within the service and around it, and be a credible and compelling advocate for equality
- l. develop a culture of, and systems to support, a high level of responsiveness within the service
- m. influence the environment and local strategy by taking opportunities to share ideas and enthusiasm about children's services and what can be

achieved

- n. know the legislative framework for all services to children and young people, and where to go for detailed information and interpretation if required
- o. develop a culture of, and systems to support, effective use of data in order to inform strategic planning
- p. empower the end user
- q. seek out and promote evidence based practice
- r. understand and demonstrate how effective resource and finance management can lead to improved outcomes for children, young people and families
- s. ensure that everyone working with and for children has a high level of awareness of a child's need and right to be safe, and a clear understanding of how their professional practice contributes to the safeguarding of children; and
- t. ensure that all children, young people and families are involved in ongoing dialogue about their needs and aspirations and their ideas for service improvement, seeking out, in particular, the views of looked after children

In addition to the knowledge, skills and behaviours, the leadership competences are underpinned by elements which permeate and support the work of leaders and managers of children's services.

Personal qualities and values

This element focuses on the personal characteristics which individuals bring to the leadership and management role. They may be innate qualities and values and/or traits developed through personal experience. It is important that these qualities and values are demonstrated through the behaviours exhibited by leaders of children's services in their interactions with partners, colleagues, staff and end users in the continual drive to provide an excellent service.

Commitment
Confidence
Consistency
Courage
Creativity
Empathy
Flexibility
Honesty
Humour
Impartiality

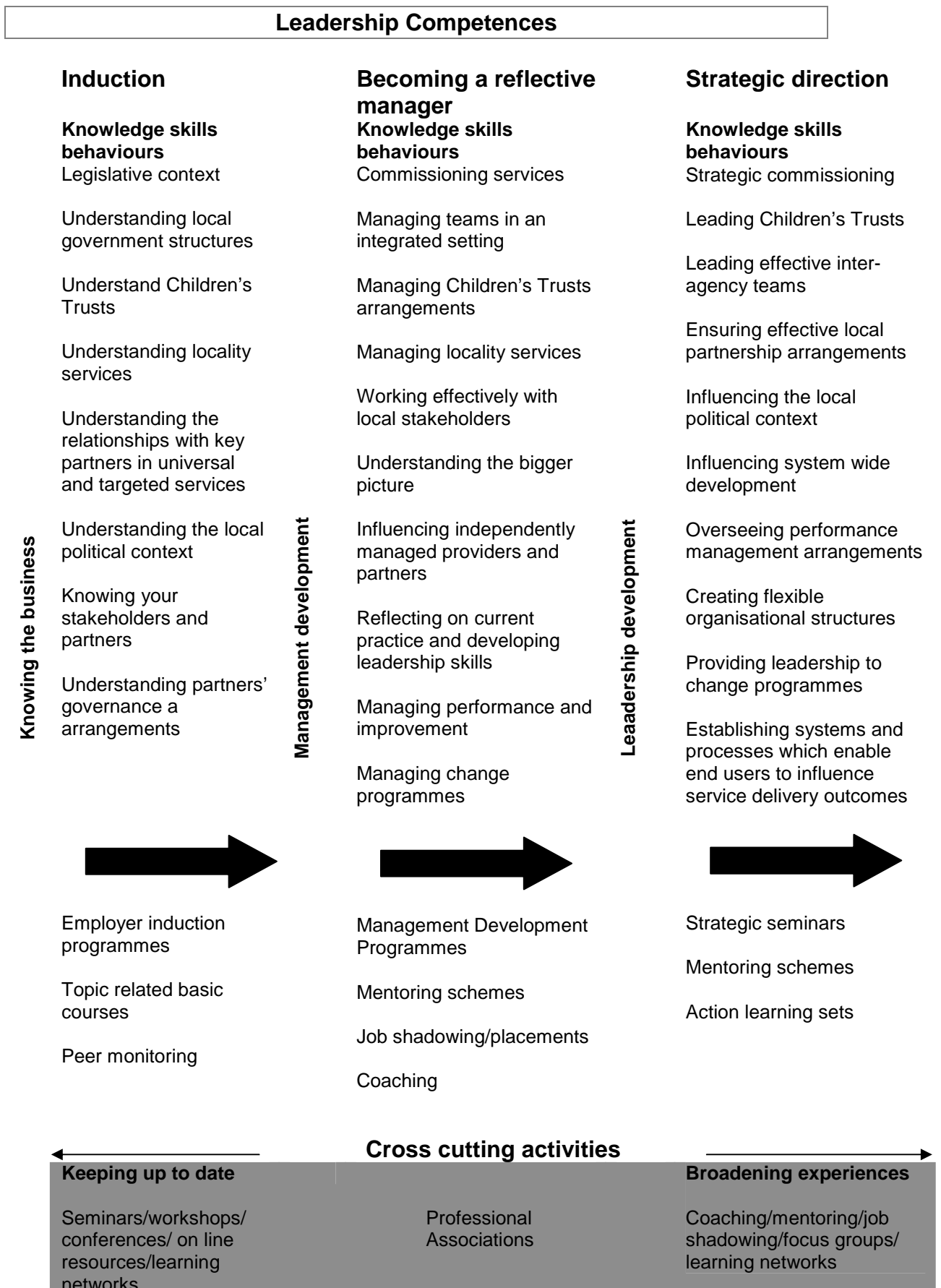
Inspiration
Integrity
Motivation
Perseverance
Problem Solving
Reliability
Resilience
Respect
Self Awareness
Valuing other people

Practice Characteristics

This element clarifies the diverse practice characteristics leaders and managers draw upon to undertake the core management functions effectively. Through their interactions and behaviour, they should:

- understand and apply frameworks of accountability
- celebrate diversity and promote social inclusion and equal opportunities
- challenge and support
- communicate clear purpose and direction
- deal with ambiguity and change
- develop self and others
- value teams and work collaboratively
- value expertise outside their own professional sphere
- understand the position of children within society and challenge negative stereotypes; and
- have a willingness to champion children's rights and promote the participation of children, young people and their families

Practice Development Framework



Appendix 3: BRADFORD BEHAVIOURS COMPETENCIES FRAMEWORK

Success at Work

Introduction

We want to build on our vision & values work by introducing a clear set of behaviours staff need to observe in order to better deliver high quality public services to the communities in the District. These will help staff to focus their activities, improve their performance & achieve their potential. They are not the technical skills staff need to do their jobs - these are described already in job descriptions & personnel specifications – but rather the behaviours which support the values, culture & priorities of the authority.

How will these behaviours be used?

Performance Management

- Appraisals & 360 feedback – to assess performance
- Coaching – to develop performance on the job

Recruitment & Selection

- Personnel specifications – to help clarify expectations of the job holder
- Selection interviews – to generate useful questions
- Assessment & development centres – to provide useful measures
- Job adverts – to help attract the right candidates

Training & Development

- Management & staff development programmes – to create the right designs
- Training courses – to give priority to appropriate workshops
- Development activities – to help select the most useful activities at work

Career Management

- Career planning – to assist staff to identify the critical behaviours required for progression in the Council
- Talent management- to provide a framework for assessment of organisational capability

How is this framework organised?

Set out below are the titles for each behaviour and alongside each of these is a description of how a person competent in this area is expected to behave.

It is the job of the individual and their line manager, if appropriate, to consider how this behaviour is evidenced within the job role.

There are two parts to the framework.

Core Behaviours, for all staff:

- The behaviours needed to uphold the five core Council values & ensure continuous improvement

Management Behaviours, the additional behaviours that Bradford Council expects to be demonstrated by all those who manage others. These are described as they apply:

- At all levels - from first line supervisor upwards
- To Middle managers – Senior and Principal Managers, Area Managers
- To Strategic managers - Assistant Directors, Strategic Directors, Deputy Chief Executive and Chief Executive

Core behaviours for all Bradford Council employees

Personal Effectiveness	Serving the Whole District	Putting Customers First	Valuing People	Acting with Integrity	Continuous Improvement and Innovation
<ul style="list-style-type: none"> • Works effectively as a team member • Recognises and respects others' values and beliefs • Takes responsibility for own performance and development • Responds well to change • Shares knowledge, experience and ideas 	<ul style="list-style-type: none"> • Acts in accordance with the Council's vision, values and priorities • Treats people in ways which achieve fair access to services • Communicates sensitively with regard to the diverse needs of our Communities • Values the contribution of communities • Advocates Community engagement and cohesion 	<ul style="list-style-type: none"> • Shows courtesy and professionalism at all times • Listens to the customers' needs • Always aims to help • Takes responsibility for issues and concerns • Represents the Council well at all times 	<ul style="list-style-type: none"> • Treats others with dignity and respect • Shows genuine concern for others' wellbeing • Puts fun into the workplace • Supports a collaborative working environment • Communicates clearly and honestly 	<ul style="list-style-type: none"> • Keeps commitments • Is widely trusted • Admits mistakes • Maintains confidences • Acknowledges and gives credit for others' work 	<ul style="list-style-type: none"> • Is open and receptive to new ideas • Encourages different viewpoints and builds on them • Questions and evaluates own work • Takes acceptable risks • Challenges self and others to improve work processes

Management Behaviours:

Competence	Key Behavioural evidence in strategic roles	Key Behavioural evidence in managerial roles	Key Behavioural evidence in all operational roles
<p>Leadership</p> <p><i>Good practice managers motivate their staff to exceed expectations through raising their awareness of goals and moving them beyond self interest for the sake of the team or service. They consider serving the district in all that they do.</i></p>	<ul style="list-style-type: none"> • Sets clear direction, inspires and listens to the differing needs of individuals • Demonstrates commitment and tenacity • Nurtures innovation • Energises and encourages creativity, difference and questioning • Enables high performance & builds team commitment • Stays on course • Shows enthusiasm and skill in managing ambiguity and uncertainty • Has a finely tuned political antenna • Acts with integrity 	<ul style="list-style-type: none"> • Sets higher standards than those required in the job & strive to achieve them • Generates energy & commitment throughout their service • Has a clear view of their preferred future & share this with others • Articulates their vision in a way which builds team commitment • Helps employees to shape the vision • Owns, drives & promotes the Councils agenda 	<ul style="list-style-type: none"> • Acts as a trusted & admired role model • Provide meaningful & challenging work • Encourages creativity, difference & questioning • Listens to the differing needs of individuals
<p>Developing High Performing People and teams</p> <p><i>Good practice managers coach individuals and teams to achieve their potential and take responsibility for continuous improvement. They champion the organisation's values and goals.</i></p>	<ul style="list-style-type: none"> • Creates and maintains good working relationships • Manages social diversity fairly and sensitively • Improves longer term capacity through development, succession and career plans • Actively develops management talent through stimulating programmes, activities, coaching and mentoring • Develops productive strategies to guide work with key partner organisations • Invests time to establish cross service teams 	<ul style="list-style-type: none"> • Helps others broaden their knowledge of the Council • Freely shares their knowledge & experience with others • Ensures the investment in training is properly made 	<ul style="list-style-type: none"> • Acts as a coach & mentor • Treats others fairly & consistently • Creates & maintains good working relationships • Manages social diversity sensitively • Takes responsibility for their own learning & development, & that of others

<p>Delivering Successful Performance</p> <p><i>Good practice managers monitor the performance of services, teams and individuals against targets and celebrate great performance. They target performance to the District's vision and work to achieve the organisation's values.</i></p>	<ul style="list-style-type: none"> • Attends to issues that will move the council forward • Implements and uses systems to control complex operations • Works to improve efficiency and effectiveness • Shares information willingly • Engages with people at all levels from customer to minister • Has an unwavering focus on improving outcomes and services to citizens of the district • Publishes the results when the council meets community needs and seeks opportunities to celebrate great performance 	<ul style="list-style-type: none"> • Implements & uses systems to control complex operations • Understands key messages & trends • Analyses & organises complex data • Seeks opportunities to celebrate great performance 	<ul style="list-style-type: none"> • Takes personal responsibility for achieving results • Drives to achieve goals • Monitors objectives & outcomes • Routinely collects & analyses information about performance
<p>Project and Programme Management.</p> <p><i>Good practice managers work to ensure that the objectives are achieved within desired timescales, that the best use is made of resources and that a positive approach is taken to contingencies.</i></p>	<ul style="list-style-type: none"> • Creates a picture of the long term needs of the community • Involves those affected in the planning processes • Joins elected members and the community to develop strategic plans • Aligns resources to corporate priorities, standards and deadlines • Demonstrates financial acumen • Develops a climate which values planning and avoids crisis management 	<ul style="list-style-type: none"> • Involves those affected in the planning process • Produces plans which consider time, cost & resource implications • Ensures all involved understand & accept their responsibilities & targets 	<ul style="list-style-type: none"> • Sets realistic milestones & standards when planning • Checks progress against the required standards • Manages their own time efficiently, balancing short & longer term issues • Anticipates problems & develops contingency plans

Appendix 4: Performance management, supervision and succession planning processes across Services to Children and Young People

(as at February 2008)

(referenced by 4.3 Workforce Development Action Plan)

	Early Years	Social Care	Youth Service	Surestart	Connexions	Health/City PCT	Education Bradford (Teaching staff)	Voluntary Sector
Organisational Development status	IIP(corporate)	IIP(corporate)	IIP(corporate)	Improving Working Lives (IWL).	Varies according to sub-contractors, some of which possess IIP and PQASSO	Moving towards IIP	IIP ISO 9000 Bradford LA?	Wide range including IIP, ISO 9000 and PQASSO. Corporate membership of ILM. Often registered charities and companies limited by guarantee.
Supervision	4-6 weekly induction package. Planning. Exit interviews (corporate).	Supervision policy for all staff. Frequency agreed within each service area e.g. 4-6 weekly. National induction standards require supervision.	Wide range e.g. monthly for f/t staff, , termly for p/t staff. Buddy system initially. Exit interviews	1-3 monthly. Separate mentoring when requested. Clinical supervision for Health staff.	Connexions supervision model applied across the sub-contractors	Regular one-to-ones. All staff receive induction. Clinical supervision approaches used which have practical focus.	School staff are offered support from year head and other colleagues. Performance management is addressed through a 'reviewer' with CPD usually recommended. There are 1 to 1 meetings	Supervision is recognised and used universally across voluntary sector. Smaller organisations struggle

		Exit interviews (corporate).					around Team plans NB The term 'Supervision' is used to describe supervision of children rather than staff. Support staff have no official system of support nationally.	with the issue due to very low staff numbers
Appraisal	Performance Appraisal & Training (PAT) annually + 6 month review. Fixed template.	Success at Work Scheme(SAWS) –corporate annually + 6 month review. Template adapted from corporate. Together with supervision is seen as vehicle for performance development and management.	Annual Appraisals.	Performance Development Review(PDR) annually + 6 month reviews.	Evaluation of Professional Practice (EPP) framework in place along with other organisational performance appraisal systems	Performance Development Plan(PDP) annually + 6month review. To be replaced by electronic KSF.	Performance management scheme for teachers-changing in 2007-2008 Performance Review scheme in Education Bradford	Generally accepted and used across the sector. Smaller organisations struggle due to low staff numbers.
Management meetings	Senior mgt team (SMT). Strategic Implementation Team (SIT). Middle mgt meetings. Unit leader meetings.	Children's Senior Mgt Team(CSMT)- weekly. Divisional Mgt Team (DMT)- monthly. Service mgt meetings.	Senior Mgt Team (SMT) weekly. Senior Workers monthly.	Senior mgt.	Depends on contractor organisation structure. Bradford PA managers forum meets regularly	Exec briefing monthly. Directorate briefings bi-monthly. Under review.	Director's Briefing Phase meetings with head teachers EB - SLT meetings; Directorate SLT meetings; Managers' Review days Extended Leadership team meetings	Many organisations controlled by a voluntary management committee that meet regularly Many Vol

								orgs management meetings as part of the decision making process
Team meetings	Various.	Various. Regular newsletter. Practice forums and staff briefings.	Group meeting for new workers. Regular various team meetings. Unit meetings quarterly. Termly f/t and p/t workers meetings	Various team meetings. Strategic support networks- twice monthly. Others – twice monthly.	Depends on sub-contractor organisation structure	‘Staff Talk’ electronic newsletter weekly. Education newsletter quarterly.	Each Directorate and part of Directorate holds team meetings	Larger Vol Orgs will use as a matter of course. Smaller organisations may rely on networking events or support groups.
Succession planning	Nothing formal.	Task group established Nov 2006. Aspiring managers can access in-house mgt courses, shadowing and ILM Certificate. First line managers can access corporate courses, mentoring, level 4 qualification.	Nothing formal.	Mentoring (by other manager). West Yorkshire Confederation Certificate(x 8 mgrs).	Nothing formal	Succession planning to be developed. ‘Liberating Leadership Scheme includes 360 degree feedback, shared best practice, mentoring, secondments. L&MD strategy being created. MD in process for talent development.	EB - Leadership and Management Audit for IIP to be followed by training and development Conferences organised for Emergent Leaders in schools	Recognised as an issue in larger organisations. Little planning in many smaller organisations.

		Middle/senior managers can access corporate courses, level 5 qualification. All managers accessed 360 degree feedback recently.						
Other/ Qualifications	Other qualifications identified in appraisal to meet service needs. Departmental Annual Award Ceremony.	Monthly support groups for BME staff and for disabled staff. Departmental annual award ceremony. Qualification policy – level 4 first line, level 5 middle managers.	Pacific Institute OD model.	Qualifications identified in appraisal to meet service needs	No standards set for Connexions managers. Varies depending upon individual sub-contractors' management development plans.	Annual award and thank you ceremony. No corporate qualification criteria.		Most Vol Orgs make training available to all staff ranging from basic job related to NVQs up to level 5. Smaller organisations struggle due to capacity issues.

Appendix 5: Leadership Framework across Services to Children in Bradford

NB

- The national Integrated Qualifications Framework (IQF) will have levels 1 to 8 by 2010
- Qualifications quoted are those supported after appointment unless otherwise stated.

	Early Years	Social Care	Youth Service	Education	Health	Surestart	Voluntary Sector
General comments	Many groups of workers have specific and national qualification frameworks eg Area Senco's, teachers, general admin and finance staff, playworkers, Early Years Professionals. This table does not represent the structures and qualifications required for the PVI sector in Early Years, childcare or		Open College Network Level 3	Due to the variety of roles for support staff in education it is not possible to include details here		Staff working in children's centres from other agencies (eg Social Care and Health) will work to leadership framework for their own agency	Due to the enormous variety of models within each voluntary sector group it is not possible to define leadership levels within this framework

	Early Years	Social Care	Youth Service	Education	Health	Surestart	Voluntary Sector
	playwork						
Tier 5 eg senior, strategic	Directors Assistant Director	Director Assistant Director	Director Assistant Director	Heads	Directors Professional Executive Committee Deputy Directors	Head of Children and Family Service	
Qualifications	Sector Skill Specific at post graduate level with relevant experience	Level 5 or above modules		NPQH		Masters and 5 years strategic/senior management experience in a complex organisation	
Tier 4 eg senior, middle	Senior managers, strategic and operational	Divisional Service Managers	Senior Managers	Leadership Team	Deputy Directors Chief Information Officer Consultant in Dental Public Health	Senior Management Team Programme/Deputy Programme Manager	
Qualifications	HE qualified to degree level or equivalent and relevant experience	Level 5 or above modules	Y&C Work diploma or degree or equivalent	Various optional		Degree/Masters and 5 years senior management experience in a complex organisation	
Tier 3 eg middle, departmental	Middle managers and team leaders	Principal Care Managers	Senior Youth Workers	As for Tier 4	Head of Service Specialist Leads Alliance General Manager Public Health Business Manager	Team Co- ordinators Nursery Manager	
Qualifications	In some cases, degree level of Level 4 equivalent or	Level 5 NVQ/MCI or DMS/Post- Graduate Diploma in the	Y&C Work diploma or degree or equivalent	Various optional		NVQ Level 4 or equivalent, 5 years post qualification experience	

	Early Years	Social Care	Youth Service	Education	Health	Surestart	Voluntary Sector
	sector specific qualifications eg finance, business	Management of Health and Social Care					
Tier 2 eg team manager	Middle managers and team leaders	Senior Care Managers Unit Managers and Assistant Unit Managers Family Centre Managers and Deputies	Professional Youth Workers	Head of Department/ Head of Year	Locality Nurse Leader. Community Support Team Leader. Service Manager/ Lead (nursing/provider services). Intermediate Care Manager. Specialist Children's Services Manager. Practice Development Lead. Nurse Consultant. Quality Development Manager- (Practitioners with Special Interests). Infection Prevention and Control Manager. Quality Development Manager (Independent Contractors). Assistant Finance Manager. Sexual Health Manager.	Deputy Nursery Manager	

	Early Years	Social Care	Youth Service	Education	Health	Surestart	Voluntary Sector
					Substance Misuse and Working Women's Service Manager. Mental Health Services Manager. Risk Manager. Information Governance Manager. Public Health Manager. Health Development Manager. HR Business Partners.		
Qualifications	As for tier 4, but might also include some Level 3	Level 4 NVQ/MCI or CMS/Post Graduate Certificate in the Management of Health and Social Care	Youth & Community Work diploma (degree from 2010)	Various optional		NVQ level 3 or equivalent, 4 years post qualification experience	
Tier 1 eg supervisor, group manager		Unit Leaders Team Leaders Senior Residential Practitioners	Youth Support Workers	Teacher	Health Visitor Team Leader. District Nurse Team Leader. Health and Safety Manager. Complaints Manager. Senior Public Health Information Analyst.	Room Leaders	

	Early Years	Social Care	Youth Service	Education	Health	Surestart	Voluntary Sector
					Senior Commissioning Information Analyst.		
Qualifications	Level 2 – Level 3 depending on whether they are managing any staff	ILM Level 2 Award in Supervisory Management	Introduction Course, moving through to Level 3 course on appointment	Degree and teaching qualification on appointment.		NVQ level 3, 3 years post qualification experience	

Appendix 6: Examples of good practice for representative and diverse leaders and managers

Agency	Project Outline	Target Staff	Contact
Bradford Council & Education Bradford	Positive action leadership development opportunity for BME teachers	BME teachers with 5-15 years teaching experience and 2 years experience as middle manager	Jani Rashid 01274 385671
Bradford & Airedale Tpct	Beacon Leadership programme for BME NHS employees in Yorkshire & Humber. 12 month package to develop personal, professional and management skills, including work-	BME managers at middle management level	Sabiya Khan

	based assignments		
Bradford Council Social Care	Mentor scheme for managers	BME first line managers in first cohort. All new first line managers in second cohort.	Mary Holland 01274 437668
Bradford Council Social Care	Development opportunities for aspiring managers eg short course 'Is Management for Me?' and lunchtime information sessions linked to vacancies	All staff thinking of a career in management	Mary Holland 01274 437668