

Leadership development resources for children's centre staff

Leadership rating scale

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Instructions for use

The leadership rating scale assesses the current quality of leadership and management within children's centres.

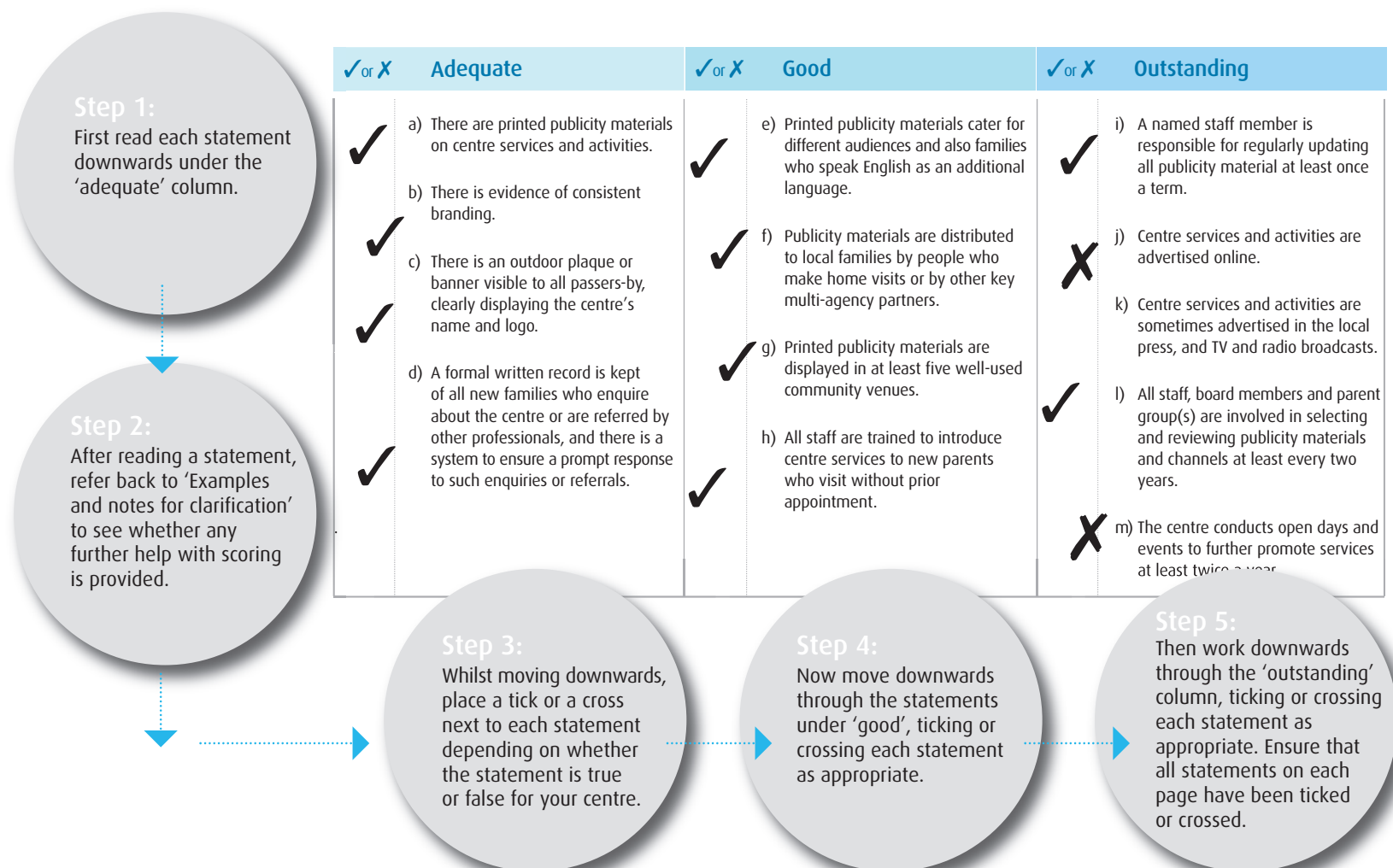
The authors recommend that the pack is completed independently by two or three members of the senior leadership team (SLT), including the centre leader. In order to score accurately, judgements on this rating scale should be based **only** on existing policies and practices, and not on those that are planned to take place or not yet achieved. The SLT may then meet to compare and discuss the scores, noting and justifying differences between their ratings: this will not only produce a more accurate overall score of current leadership within the centre, but will also allow for the SLT to create action plans for improvement based on those areas that require improvement.

Whilst using this resource pack, think carefully about what further documentation or evidence you may be able to provide in terms of your own evaluation. Provision is made on each page for you to note any future changes that you wish to work on as a centre, or any evidence that you think may need to be collected for future self-evaluation purposes. You may find these action plans useful to feed into your centre development or improvement plans. This resource pack can then be reused again between 6 to 12 months after initial use, to assess changes in leadership style and quality.

It is advisable that this pack is completed ahead of any further training sessions held with staff to allow the current level of quality to be presented to them.

Completing the scale

Figure 1: How to complete the rating scale



Scoring

1.

A single score between 0 and 5 is given for each page of statements, using the instructions below.

Scoring

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0 = If there are any crosses in the 'adequate' column

1 = If all of the 'adequate' statements are ticked

2 = If all the adequate statements are ticked, but if there are any crosses in the 'good' column

3 = If all the adequate statements are ticked, and all of the 'good' statements are ticked

4 = If all the adequate and good statements are ticked, but there are any crosses in the outstanding column

5 = If all statements in all three columns are ticked

2.

Your score can be recorded on each page using the top right-hand table for easy reference by circling the appropriate score for each item (see below).

Score (circle total)

0 1 2 3 **4** 5

3.

An example of this scoring can be found in Figure 1. As you can see, the centre has ticked all of the statements in the 'adequate' column. The centre has also ticked all of the statements in the 'good' column. However, the centre did not tick all of the statements in the 'outstanding' column, so the centre achieves a score of 4.

Score (circle total)

0 1 2 3 **4** 5

✓ or X	Adequate	✓ or X	Good	✓ or X	Outstanding
✓	a) There are printed publicity materials on centre services and activities.	✓	e) Printed publicity materials cater for different audiences and also families who speak English as an additional language.	✓	i) A named staff member is responsible for regularly updating all publicity material at least once a term.
✓	b) There is evidence of consistent branding.	✓	f) Publicity materials are distributed to local families by people who make home visits or by other key multi-agency partners.	X	j) Centre services and activities are advertised online.
✓	c) There is an outdoor plaque or banner visible to all passers-by, clearly displaying the centre's name and logo.	✓	g) Printed publicity materials are displayed in at least five well-used community venues.	✓	k) Centre services and activities are sometimes advertised in the local press, and TV and radio broadcasts.
✓	d) A formal written record is kept of all new families who enquire about the centre or are referred by other professionals, and there is a system to ensure a prompt response to such enquiries or referrals.	✓	h) All staff are trained to introduce centre services to new parents who visit without prior appointment.	X	l) All staff, board members and parent group(s) are involved in selecting and reviewing publicity materials and channels at least every two years.
					m) The centre conducts open days and events to further promote services at least twice a year.

Presenting your results

There are a number of ways to record your results on this pack for auditing and data-sharing purposes. The results can be presented in a summary form, allowing average scores for each section to be calculated and presented.

If you would prefer to keep a detailed record of your individual scores on each item (eg, in order to track improvements across time), the detailed record sheets can be used for these purposes. **These are not required for completion of this pack, but can prove a useful reference for the future.**

Section A: Vision and mission

1. Vision and strategic planning

✓ or X	Adequate	✓ or X	Good	✓ or X	Outstanding
	a) There is a centre-wide, written mission or vision statement that is made known to all staff. b) There is a written development plan that is made known to all staff. c) Senior centre staff were consulted in the process of drafting the mission statement and development plan.		d) The written mission statement is also made known to all families/visitors. e) The written development plan reflects outcomes and local/national public service agreement (PSA) targets. f) Key multi-agency partners were consulted in the process of drafting the mission statement and development plan.		g) The drafting of the mission statement involved all staff members of the governing or advisory board(s) and parent group(s). The statement is reviewed at least biannually by all parties. h) The written development plan was contributed to by all staff and members of the governing or advisory board(s). The plan is annually reviewed by all parties. i) There is evidence of long-term strategic planning by the centre.

Score (circle total)

0 1 2 3 4 5

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4 = If all the adequate and good statements are ticked, but there are any crosses in the outstanding column

5 = If all statements in all three columns are ticked

Section A: Vision and mission

1. Vision and strategic planning

Section A: Vision and mission

2. Performance management

✓ or ✗ Adequate	✓ or ✗ Good	✓ or ✗ Outstanding
a) A self-evaluation is completed annually by the centre leader to evaluate services. b) Data compiled by the local authority is reviewed at least annually by the centre leader and senior staff to identify potential users. c) The centre leader is aware of the local statistics regarding key target groups. d) The centre leader is aware of the local statistics of children's learning and development outcomes.	e) The annual completion of self-evaluation involves the SLT, relevant members of staff, and members of the governing body and/or advisory board, including parents. f) Data compiled by the local authority is used to inform planning and evaluation exercises. g) There is a system to monitor which families and individuals are currently using centre services. h) There is a system to monitor parental/user satisfaction with centre services.	i) Other external evaluation procedures/measures (other than self-evaluation) are used at least annually by the centre to evaluate services. j) Additional data (to that provided by the local authority) is obtained from other partners/agencies or collected by the centre itself to better inform its service provision and evaluation. k) Annual trends in service use are analysed and there is evidence of greater uptake of services by excluded groups. l) Annual trends in parental/user satisfaction are analysed and there is evidence of improvement.

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2. Performance management

Section A: Vision and mission

3. Achieving positive outcomes for all children

✓ or ✗ Adequate	✓ or ✗ Good	✓ or ✗ Outstanding
a) All staff are made aware of local priorities related to health, and how these impact on service provision. b) All staff are made aware of local priorities related to child safety and welfare, and how these impact on service provision. c) All staff are made aware of local priorities related to achievement, and how these impact on service provision. d) All staff are made aware of local priorities to encourage families and children to contribute to the local community, and how these impact on service provision. e) All staff are made aware of local priorities to improve family economic security, and how these impact on service provision.	f) Children/families are informally assessed on their health needs and specific activities and resources are designed to promote healthy lifestyles. g) Children/families are informally assessed on their safety needs and specific activities/sessions are designed to encourage children/families to adopt safe practices. h) There is evidence that service planning takes account of achievement priorities, especially focusing on children's learning. i) Children/families are actively encouraged to express their views and contribute to activities in the centre and their local community. j) The centre provides practical advice on achieving economic security.	k) There is documented evidence of improvement in the health of children/families. l) There is documented evidence of improvement in the safety of children/families, both in terms of child welfare, and home safety practices. m) There is documented evidence of positive outcomes for children in terms of enjoyment of activities/programmes, and achievement in learning. n) There is documented evidence of increased participation/engagement by families in key target groups. o) There is documented evidence of improved economic security for families.

Score (circle total)

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Section A: Vision and mission

3. Achieving positive outcomes for all children

Section A: Vision and mission

4. Safeguarding children

Score (circle total)

0 1 2 3 4 5

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5 = If all statements in all three columns are ticked

✓ or X Adequate	✓ or X Good	✓ or X Outstanding
a) The centre leader is aware of local child protection statistics and guidelines, and there is a clear centre-wide child protection policy. b) Parents are made aware of staff's duty to report safeguarding concerns with other professionals and agencies. c) There is a system to ensure the safe recruitment and training of centre staff and volunteers. d) All visitors to the centre are required to sign in at reception.	e) A senior staff member is appointed as lead in child protection. He/she ensures that every staff member is familiar with the child protection policy, and has up-to-date knowledge of the procedures for reporting/recording such issues. f) All staff receive training in child protection skills. g) There are clear responsibilities for undertaking checks and storing records with third parties who are contracted to work with the centre. h) All visitors to the centre are required to show some form of identification.	i) There is evidence of a system that provides support for staff working directly with complex families. j) At least one member of staff other than the child protection officer has received intermediate or advanced supplementary training. k) Volunteers and third-party contractual workers (and all their subcontractors) are briefed on safeguarding policies and procedures. l) There are safety mechanisms to keep strangers from entering children's rooms.

Section A: Vision and mission

4. Safeguarding children

Section B: Integrated services and multi-agency partnerships

5. Early years provision

Score (circle total)

0 1 2 3 4 5

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✓ or X	Adequate	✓ or X	Good	✓ or X	Outstanding
	a) There is a written introductory procedure for new families, and all parents are asked to complete a registration form. b) Planning for learning is guided by Early Years Foundation Stage (EYFS) Development Matters (DfES, 2007), and led by the a senior member of staff with early years professional status (EYPS) or qualified teacher status (QTS). c) The learning of individual children is monitored through informal observations covering all six areas in the EYFS profile, and led by a senior member of staff with EYPS or QTS. d) Children are informally assessed for additional needs, led by a senior member of staff with EYPS or QTS.		e) All children who begin attending childcare receive an initial home visit from centre staff. f) There is evidence that weekly and termly planning is influenced by the skills and interests of the children. g) The learning of individual children is monitored through formal observation and written records are kept. h) Children who present with potential additional needs are formally assessed by trained professionals, and written records are kept.		i) There are one-to-one parent meetings scheduled each term, and there are opportunities for daily communication between parents/carers and their child's keyworker. j) There is evidence that children receive an individualised programme of learning, with focused interventions where necessary. k) Children's learning is monitored using multiple methods and the records are shared with parents/carers and primary schools. l) Children with identified additional needs are assessed regularly, and records are shared with parents/carers and primary schools when appropriate.

Section B: Integrated services and multi-agency partnerships

5. Early years provision

Section B: Integrated services and multi-agency partnerships

6. Parenting and family support

Score (circle total)

0 1 2 3 4 5

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✓ or ✗	Adequate	✓ or ✗	Good	✓ or ✗	Outstanding
	a) The centre provides information to parents on local childcare providers of at least two different types. b) The centre provides access to structured and evidenced-based parenting programmes. c) The centre runs regular drop-in sessions and staff are able to informally assess or observe parents/children for additional needs. d) Centre-based services can cater for most children with additional physical/mental developmental needs. e) There are opportunities for parents or other family members to work as volunteers. f) There is a system for gathering information on fathers/male carers in all families that the centre is in contact with.		g) All centre family workers are trained to signpost parents effectively to the information they need about parenting issues (written and online). h) The centre provides access to additional support programmes for at least three excluded groups. i) Children and/or parents who require further professional assessment are referred to specialists. j) Centre staff are able to provide home support for children with identified additional developmental needs. k) Parents/families are encouraged to design and lead special events or interest groups, with financial support from the centre. l) A specified member of staff is responsible for reaching out and engaging with fathers/male carers.		m) A named staff member is responsible for responding to individual parental enquiries for information and advice on parenting or family issues. n) There is evidence that parenting programmes are run by trained staff in response to identified needs. o) Centre staff and specialists work closely with children and/or parents with additional needs. p) There is a formal meeting at least once a term between parents, their key centre worker and specialist(s). q) There is a trainee scheme or further learning programme for parents leading to qualification(s) and eventual employment at the centre or elsewhere. r) There are services/events designed specifically for fathers/male carers at least once a term, and attendance is monitored.

Section B: Integrated services and multi-agency partnerships

6. Parenting and family support

Section B: Integrated services and multi-agency partnerships

7. Outreach and home visits

Score (circle total)

0 1 2 3 4 5

✓ or X Adequate	✓ or X Good	✓ or X Outstanding
a) Centre provides leaflets (on centre services) to the local health visiting team to distribute at new birth visits. b) Parents who are home-visited are actively encouraged to use centre-based services, especially those for children. c) A senior staff member is responsible for managing outreach services, and there is an established key-worker and referral system. d) There are written policies or protocols covering all interactions with families and children, including ensuring the personal safety of centre staff.	e) The centre leader (and/or senior staff) liaises with health visitors or local authorities to identify any families that have not received a new-birth visit, and ensure that all new parents are visited within two months of the birth. f) A member of staff accompanies parents on their first visit to the centre, or meets them on arrival. g) All staff involved in outreach and home visiting receive formal training, in addition to on-the-job training. h) All home visits are logged centrally with the line manager and a safety procedure is in place to ensure outreach workers' personal safety.	i) There is a comprehensive database of all children/parents living in the centre's catchment area that is accessible to the centre leader. j) Volunteers and members of the local community assist in establishing contact and engaging with hard-to-reach families. k) Most home visits can be carried out in the primary language of the family. l) Initial home visits which may pose risks to the personal safety of staff are always conducted by two outreach workers as a precautionary measure. m) There is evidence of improved child outcomes as a result of outreach and home-visiting services.

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5 = If all statements in all three columns are ticked

Section B: Integrated services and multi-agency partnerships

7. Outreach and home visits

Section B: Integrated services and multi-agency partnerships

8. Multi-agency partnerships

Score (circle total)

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5 = If all statements in all three columns are ticked

✓ or X Adequate	✓ or X Good	✓ or X Outstanding
a) There is a signposting and referral system with health services. b) There is a signposting and referral system with local childminder networks and other childcare and early learning providers. c) There are formal links with local primary schools, and primary school staff visit the centre at least once a year to help with transition. d) There is a signposting and referral system with Jobcentre Plus and/or other employment-related agencies. e) There is a referral system with social services.	f) There is evidence of the co-location of services with health professionals and organisations. g) There is evidence that childminders are regularly supported by the facilities/services at the centre. h) Staff from the centre and primary schools take part in joint professional development. i) There is evidence of the co-location of services with Jobcentre Plus and/or other employment-related agencies. j) Centre staff regularly take part in training events organised by social services or the local authority safeguarding board.	k) There is evidence of health staff regularly attending formal centre meetings. l) Special events or procedures are put in place that are specifically aimed at supporting childminders. m) There is evidence of close collaboration between centre staff and primary school staff. n) There is evidence of close collaboration between centre staff and Jobcentre Plus staff and/or other employment-related agencies. o) There is evidence of close collaboration between centre staff and social services.

Section B: Integrated services and multi-agency partnerships

8. Multi-agency partnerships

Section B: Integrated services and multi-agency partnerships

9. Parent consultation and community engagement

Score (circle total)

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5 = If all statements in all three columns are ticked

✓ or X Adequate	✓ or X Good	✓ or X Outstanding
a) Oral feedback on services is occasionally obtained from parents or families. b) Parents are invited to serve as representatives on the governing or advisory board for two-year terms. c) The views of non-user parents (ie, those who are not yet attending the centre) in the community with children under five are explicitly sought. d) The centre organises consultation events at least once a year and there are explicit procedures for obtaining the views of families at such events.	e) Written feedback on services is regularly obtained from existing parents/families at least once a year. f) There is an active parents' forum, run exclusively by parents but with centre support. g) The views of non-user parents (ie, those who are not yet attending) in three other community target groups are also explicitly sought. h) The centre leader is aware of key events or festivals for the local community, and consultations are conducted at least once a year.	i) The views of fathers are explicitly sought. j) There is evidence that parents are regularly informed of changes that have been made as a result of their input. k) Specific strategies are used to consult with different cultural, faith and language groups, and various local practitioners are involved. l) There is evidence that the centre leader and/or other senior staff actively collaborate with other local organisations.

Section B: Integrated services and multi-agency partnerships

9. Parent consultation and community engagement

Section C: Centre organisation and management

10. Space and equipment

Score (circle total)

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5 = If all statements in all three columns are ticked

✓ or X Adequate	✓ or X Good	✓ or X Outstanding
a) All areas of the centre are clean and well maintained. b) A room is available for staff use for more than half the day. c) There is a dedicated office with at least one desk for administrative work, and a printer and computer with internet access. d) Most staff can use basic IT applications, and further training is available if required. e) The centre has a camera to document its work with children and families.	f) There is regular maintenance of centre facilities and equipment. g) A separate space is available for confidential one-to-one or small group meetings with parents and/or staff. h) The centre leader has his/her own dedicated office and desk. i) All staff (including non-administrative) can use basic IT applications, and are proficient with the internet. j) There is a computer reserved for use by the children that is supplied with age-appropriate software.	k) There is documented evidence of daily sanitary and safety routines, with a named staff member responsible for their oversight. l) A room is available for exclusive staff use. m) All full-time staff have access to a computer with internet access and a desk. n) A collection of publications (eg, EYFS practitioner journals and policy documents) is easily accessible to all staff. o) There is a computer with internet access reserved for use by parents.

Section C: Centre organisation and management

10. Space and equipment

Section C: Centre organisation and management

11. Centre health and safety

Score (circle total)

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5 = If all statements in all three columns are ticked

✓ or X	Adequate	✓ or X	Good	✓ or X	Outstanding
	a) There is a centre-wide, written risk assessment plan, which is made known to all staff and stored in a convenient location for easy reference. b) Fire safety procedures are clearly posted in every room, and fire drills are practised at least once a term (ie, three times a year). c) At least one member of centre staff trained in paediatric first aid is present on site during all hours of operation. d) Parents are asked to provide information on their child's health needs before using childcare services.		e) All staff who work with children and families are trained in specific health and safety issues (eg, use of EpiPen in the case of severe allergic reactions) and are expected to maintain an up-to-date knowledge of centre policies. f) All fire drills are recorded in writing, including an evaluation of the process. g) At least one member of staff trained in paediatric first aid is present in every room providing children's services (childcare and drop-in sessions). h) If food or drink is provided on site, children's food allergies are posted in the food preparation area and classrooms. Other confidential health needs are kept in the office.		i) The written risk assessment plan is annually reviewed by the SLT and other senior multi-agency staff. j) Fire drills are practised every three months. k) Formal training on basic first aid is provided for all staff. l) All childcare staff are informed of children's relevant health needs.

Section C: Centre organisation and management

11. Centre health and safety

Section C: Centre organisation and management

12. Staff timetables and ratios

Score (circle total)

0 1 2 3 4 5

Scoring

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4 = If all the adequate and good statements are ticked, but there are any crosses in the outstanding column

5 = If all statements in all three columns are ticked

✓ or X Adequate	✓ or X Good	✓ or X Outstanding
a) Statutory requirements for staff-to-child ratios are met in all types of childcare throughout the day. b) Some centre staff who work in childcare have scheduled non-contact time for planning. c) The centre leader or other senior staff are aware of the weekly caseload of every family outreach worker. d) Drop-in services are always staffed by at least two centre workers, even if there is only one child/parent attending.	e) The staff structure accommodates any sudden absences of staff. f) All staff who work in childcare have scheduled non-contact time at least once a week. g) There is a formal system for reviewing the caseload of family outreach workers at least twice a year. h) At least one of the centre workers running drop-in sessions has qualifications in childcare or early years.	i) The staffing plan allows for staff-to-child ratios that are lower than statutory ratios in some or all types of provision. j) All staff who work in childcare have scheduled non-contact time every day. k) The amount of desk time available to family outreach workers is determined by individual caseload. l) Three or more centre workers are present during drop-in sessions, one of whom has a qualification in early years.

Section C: Centre organisation and management

12. Staff timetables and ratios

Section C: Centre organisation and management

13. Staff meetings and consultation

Score (circle total)

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✓ or X	Adequate	✓ or X	Good	✓ or X	Outstanding
	a) Training days occur at least twice a year (when the centre is closed), and these are attended by all staff. b) SLT meetings formally occur at least twice a month. c) Individual team meetings formally occur at least twice a month. d) All meetings are recorded in writing with specific action points, which are reviewed at the next meeting. e) Informal feedback on services and/or working conditions is occasionally obtained from staff.		f) The centre leader attends individual team meetings at least once a month. g) All staff can contribute to setting the agenda of team meetings and training days. h) Staff are actively encouraged to contribute to discussions at meetings. i) Staff take turns to take minutes at meetings, and are responsible for distributing the records to other colleagues. j) Brief written feedback on services and/or working conditions is regularly obtained from staff and this is used for future planning.		k) Multi-agency partners are invited to attend centre meetings (training days or team meetings) at least twice a year. l) Parent representatives or parent group(s)/forum are invited and actively encouraged to attend centre meetings at least twice a year. m) All staff members are given opportunities to lead the discussion at meetings. n) There is evidence that staff are regularly informed of changes that have been made as a result of their input at meetings. o) In-depth written feedback on at least two different services and/or working conditions is obtained from staff at least once a year and results are made public.

Section C: Centre organisation and management

13. Staff meetings and consultation

Section C: Centre organisation and management

14. Financial management

Score (circle total)

0 1 2 3 4 5

Scoring

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4 = If all the adequate and good statements are ticked, but there are any crosses in the outstanding column

5 = If all statements in all three columns are ticked

✓ or X	Adequate	✓ or X	Good	✓ or X	Outstanding
	a) The centre leader is clear about his/her responsibilities and level of authority regarding financial management. b) The centre budget is directly linked to the annual development plan. c) The annual budget has been reviewed and approved by the governing or advisory board, and parent group(s)/forum.		d) The centre has regular access to a consistent and named business manager. e) The centre budget is monitored at least termly by the centre leader. f) There are written policies for dealing with petty cash and other staff expenses made on behalf of the centre with appropriate safeguards. g) All staff are consulted when developing the annual budget.		h) The centre leader and SLT have daily access to a consistent and named business manager. i) There is evidence of devolved responsibility in the financial management of the centre. j) There is written evidence that the centre leader and senior staff have been successful in generating income and securing additional funding. k) The centre actively involves parents and members of the community in fundraising activities.

Section C: Centre organisation and management

14. Financial management

Section C: Centre organisation and management

15. Branding and publicity

Score (circle total)

0 1 2 3 4 5

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✓ or ✗	Adequate	✓ or ✗	Good	✓ or ✗	Outstanding
	a) There are printed publicity materials on centre services and activities. b) There is evidence of consistent branding. c) There is an outdoor plaque or banner visible to all passers-by, clearly displaying the centre's name and logo. d) A formal written record is kept of all new families who enquire about the centre or are referred by other professionals, and there is a system to ensure a prompt response to such enquiries or referrals.		e) Printed publicity materials cater for different audiences and also families who speak English as an additional language. f) Publicity materials are distributed to local families by people who make home visits or by other key multi-agency partners. g) Printed publicity materials are displayed in at least five well-used community venues. h) All staff are trained to introduce centre services to new parents who visit without prior appointment.		i) A named staff member is responsible for regularly updating all publicity material at least once a term. j) Centre services and activities are advertised online. k) Centre services and activities are sometimes advertised in the local press, and TV and radio broadcasts. l) All staff, board members and parent group(s) are involved in selecting and reviewing publicity materials and channels at least every two years. m) The centre conducts open days and events to further promote services at least twice a year.

Section C: Centre organisation and management

15. Branding and publicity

Section D: Staff recruitment and employment

16. Recruitment and induction of new staff

✓ or X	Adequate	✓ or X	Good	✓ or X	Outstanding
	a) There is a formal written induction programme for new staff, focusing on key centre policies and procedures. b) There is a system to ensure that induction is always carried out promptly within the first week of work. c) Vacancies are advertised locally and online.		d) Induction for all new centre staff (both in children's services and others) includes a formal observation of all lines of service provision and meeting all colleagues, including co-located multi-agency workers. e) At the end of the probation period, feedback on the induction process is obtained from new staff. f) Local community residents and centre users are actively encouraged to apply for advertised jobs.		g) There is an annual review of the written induction procedures, and outcomes are acted upon. h) Induction is conducted by the centre leader or other senior staff, and includes feedback from the line manager(s) during the probation period. i) There is a structured training programme for all centre volunteers, which is similar to staff induction.

Score (circle total)

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Section D: Staff recruitment and employment

16. Recruitment and induction of new staff

Section D: Staff recruitment and employment

17. Line management

✓ or X	Adequate	✓ or X	Good	✓ or X	Outstanding
	a) All core staff have regular supervision sessions with their line manager. b) All core staff receive an annual appraisal of their individual performance. c) Staff are aware of the criteria for appraisal, which are clear and transparent and based on staff performance.		d) There is evidence of ongoing mentoring of junior or inexperienced staff. e) The appraisal process is led by the line manager, and involves the active participation of staff themselves. f) There is differentiation between the appraisal criteria for each role within the centre.		g) The supervision process includes written observation of staff against set criteria, and includes oral feedback. h) Written appraisal includes setting annual professional development plans as well as evidence of reflective practice. i) There is a common line-management system applicable to all members of the multi-agency team, including those who are also supervised externally.

Score (circle total)

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Section D: Staff recruitment and employment

17. Line management

Section D: Staff recruitment and employment

18. Professional development of staff

Score (circle total)

0 1 2 3 4 5

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✓ or X Adequate	✓ or X Good	✓ or X Outstanding
a) There are opportunities for professional development for senior centre staff, either in-centre training or out-of-centre courses/conferences/workshops. b) Some professional development takes place within working hours. c) The centre leader is aware of local/national professional development opportunities for staff, and passes on the information regularly. d) Time is set aside for team discussions regarding practice.	e) There are opportunities for professional development for all staff, either in-centre training or out-of-centre courses/conferences/workshops. f) Most staff attend at least three days of professional development a year. g) There are funds available to support on- or off-site professional development opportunities selected by individual staff. h) Staff members are encouraged to document their practice so that they can reflect on it.	i) Professional development includes both mandatory centre-wide training for all staff and additional training tailored to suit individual staff members. j) All staff development takes place during paid working hours k) Staff who have attended off-site courses/seminars/conferences are encouraged to share information with colleagues through scheduled sessions. l) There is evidence that the reflection of staff on their own practice has been used for improvement. m) The centre supports and engages in educational research.

Section D: Staff recruitment and employment

18. Professional development of staff

Section D: Staff recruitment and employment

19. Employment terms and conditions

✓ or X Adequate	✓ or X Good	✓ or X Outstanding
a) All staff employed directly by the centre are entitled to annual holiday leave and statutory sick leave. b) Some staff have formal job descriptions. c) There is an informal system for handling complaints, which is made known to all staff.	d) All staff are given compassionate leave when required. e) All staff, including volunteers, have formal job descriptions. f) There is a written grievance procedure available to all staff.	g) Staff are allocated additional family days (eg for moving house, graduation, wedding etc). h) All job descriptions are reviewed biannually. i) There is a named person to whom staff may go to confidentially to discuss concerns.

Score (circle total)

0 1 2 3 4 5

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Section D: Staff recruitment and employment

19. Employment terms and conditions

Section D: Staff recruitment and employment

20. Staff wellbeing

Score (circle total)

0 1 2 3 4 5

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✓ or X	Adequate	✓ or X	Good	✓ or X	Outstanding
	a) Staff are occasionally invited to social events organised by the centre. b) Staff birthdays and/or other significant occasions are sometimes observed. c) There is a named person for staff to turn to if personal/family problems impede their work.		d) Staff are regularly invited to social events organised by the centre and all staff contribute to decisions about them. e) There is a system for keeping track of and marking all staff birthdays and/or other significant celebrations. f) Staff are supported in finding counselling for personal/family problems if they request it.		g) Staff family members are sometimes invited to social events organised by the centre. h) There are internal communication channels designed specifically for staff i) There is an external, confidential service for supporting staff wellbeing. j) Full-time staff are allowed to personalise some aspect of their working environment.

Section D: Staff recruitment and employment

20. Staff wellbeing

Section E: Staff training and qualifications

21. Qualifications and experience of senior staff

(centre leader/Senior Practitioner for Learning/Family Services Coordinator)

Score (circle total)

0 1 2 3 4 5

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✓ or ✗	Adequate	✓ or ✗	Good	✓ or ✗	Outstanding
	a) The centre leader has obtained a relevant professional qualification at graduate level or is enrolled in the NPQICL programme, and has at least two years' relevant work experience in early years and/or family/social services. b) The senior staff member who leads children's learning has at least two years' work experience related to children's learning in the early years, and is working towards qualified teacher status (QTS) or early years professional status (EYPS). c) The senior staff member who leads parenting/family support services (eg, the extended services co-ordinator) has at least two years' relevant work experience in the field.		d) The centre leader has at least three years' leadership experience in the field. e) The senior staff member who leads children's learning (eg, children's centre teacher) has QTS or EYPS, and has at least three years' work experience in early years. f) The senior staff member who leads parenting/family support services is working towards NPQICL, and has at least three years' relevant work experience in the field.		g) The centre leader has achieved the National Professional Qualification in Integrated Centre Leadership (NPQICL) and has at least five years' leadership experience in the field. h) The senior staff member who leads children's learning has achieved NPQICL and has at least five years' work experience of early years. i) The senior staff member who leads parenting/family support services has achieved NPQICL and has at least five years' relevant work experience in the field.

Section E: Staff training and qualifications

21. Qualifications and experience of senior staff (centre leader/Senior Practitioner for Learning/Family Services Coordinator)

Section E: Staff training and qualifications

22. Qualifications and experience of other centre staff

(childcare and family support staff)

Score (circle total)

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✓ or ✗	Adequate	✓ or ✗	Good	✓ or ✗	Outstanding
	a) At least 30 per cent of childcare staff have qualifications at Level 3 or above, and at least one year's relevant work experience. b) At least 30 per cent of family support staff have qualifications at Level 3 or above, and at least one year's relevant work experience.		c) At least 50 per cent of childcare staff have qualifications at Level 3 or above, and at least two years' relevant work experience. d) At least 50 per cent of family support staff have qualifications at Level 3 or above, and at least two years' relevant work experience.		e) More than 75 per cent of childcare staff have qualifications at Level 3 or above, and at least two years' relevant work experience. f) More than 75 per cent of family support staff have qualifications at Level 3 or above, and at least two years' relevant work experience.

Section E: Staff training and qualifications

22. Qualifications and experience of other centre staff (childcare and family support staff)

The National College for School Leadership is committed to excellence and dedicated to inclusiveness. We exist to develop and inspire great leaders of schools, early years settings and children's services. We share the same ambition – to make a positive difference to the lives of children and young people.

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