**GM REFLECT *competencies***

**Supporting Family Hubs**

**Context**

**GM REFLECT** is a single framework designed to support integrated working, training and professional development across a GM multi-agency early years workforce. The **GM REFLECT** competencies framework identify the skills, knowledge, abilities, and characteristics that everyone who works with young children and families from conception to age 5 is expected to have. These are captured within a number of competency statements and enables practitioners to carry out a self-evaluation of their skills, knowledge, abilities and characteristics to help identify strengths and areas for further professional development. It also links to training and resources to help support development and learning if confidence is low in a certain area.

The framework is organised into 3 tiers which includes Tier 1: competencies for the wider workforce; Tier 2: competencies for Early Years Practice; Tier 3: Leadership competencies for the whole workforce.

**Aim and Purpose of the document**

The summary document below has been developed to demonstrate the alignment between components of the **GM REFLECT** *competencies* and HM Government’s Family Hubs and Start for Life Programme Guidance (2022) with a focus on developing an Empowered Start for Life Workforce.

This aims to:

* Support localities to select and use relevant components within the **GM REFLECT** *competencies* to support Family Hub Workforce Development and Empowerment.
* Identify multi-agency family hub workforce training priorities and any relevant skills gaps.
* Provide instant access to a range of relevant and up-dated multi-agency on-line learning and development resources that are linked to the **GM REFLECT** *competencies*

**Using the GM REFLECT competencies**

May 2024.

**Summary Document** – Alignment of **GM REFLECT** *competencies* with HM Government (2022) Family Hub and Start for Life Guidance and Annexes with a focus on an developing an Empowered Start for Life Workforce.

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| **HM Government (2022) Family Hubs and Start for Life Recommendations for an Empowered Workforce: (with page references)** | **Relevant GMCA framework components** | **GM REFLECT Competencies Component Description** |
| **Developing an empowered Start for Life workforce:*** Developing a modern, skilled workforce to meet the changing needs of families (P9)
* All staff and volunteers receive appropriate, (accredited) training and know how to work together across services and settings to provide seamless support, with appropriate supervision structures in place (P16)

**Investing in workforce capacity and capability:*** Creating capacity through new workforce models that incorporate skills mix; (P20)
* Facilitating join-up of the multi-professional workforce to provide continuity of care to all families; (p11)

Improving the way that professionals, services and partners, including the voluntary and community sector, work together. (P11) | **Tier 1 Summary:**Tier 1 comprises essential competencies which are required to ensure secure and consistent skills, knowledge, abilities and characteristics by everyone including those who are not specifically Early Years staff but who work with or come into contact with Early Years children and families on a regular basis. These include a focus on:* Using the Competency Framework (overview component)
* Effective Communication and Engagement with Children and Families;
* Overview of Child Development;
* Safeguarding;
* Multi-agency and Integrated Working;

Information Sharing. | **Competency Description:**The **GM REFLECT** *competencies* identify the skills, knowledge and abilities that everyone who works with young children and families from conception to age 5 is expected to have.**GM REFLECT** offers a single framework to support integrated working, training and professional development across a GM multi-agency early years workforce |
| **Investing in workforce capacity and capability:*** Creating capacity through new workforce models that incorporate skills mix; (P20)
* Facilitating join-up of the multi-professional workforce to provide continuity of care to all families; (p11)

Improving the way that professionals, services and partners, including the voluntary and community sector, work together. (P11) | **Tier 1: Multi-agency and Integrated Working*****Elements****:** Working together
* Providing Early Help
* Knowing my role
 | **Component Description:**Multi-agency working means different services, agencies, teams of professionals and other staff working together to provide services that meet the needs of children and their families. Multi-agency working is increasingly referred to as integrated working, defined as where everyone supporting children and families works together effectively, putting children and their families at the centre of decision making in order to meet their needs and improve their lives. To work effectively as part of a multi-agency team it is important to be clear about your role and to understand the roles of other workers and agencies across the private, public and voluntary sectors, actively seeking and respecting other people’s knowledge and input to deliver the best outcomes for children and families.  |
| **Considering how to support early language development as part of your family hub model:*** Recognising that early language acquisition impacts on all aspects of babies and young children’s non-physical development. (P90)
* Staff in the hub are trained to deliver targeted evidence based interventions, via outreach to parents of 3-4 year olds who would benefit most (eg children from disadvantaged backgrounds or with additional needs) (P43)
 | **Tier 2: Speech, Language and Communication*****Elements****:** Roles and responsibilities
* Understanding typical SLC development
* Identifying SLC needs
* EYFS requirements for Childminders, Group and School Based Providers.
* GM Early Years SLC Pathway
* Understanding SLC terminology
* Communication friendly environments
* Home Learning Environment
* Universal Intervention
* Targeted and Specialist Intervention
* Support for Families
* Supporting multi-lingual learners
* Supporting families with children who have specialist SLC needs.
 | **Component description:**Early language acquisition impacts on all aspects of young children’s development. It contributes to their ability to manage emotions and communicate feelings, to establish and maintain relationships, to think symbolically, and to learn to read and write. Parents and early years practitioners play a significant role in helping to support and improve children’s language development. Talking, reading, singing and playing accompanied nurturing adult interactions provides the best support for emerging language development.We need to make sure that every practitioner working with young children and families operates from a minimum foundation of knowledge and understanding of the importance of Speech, Language and Communication Development, how they can support learning and development for all children and support early identification and intervention for children with speech, language and communications needs (SLCN) |
| **Delivering training for practitioners to support parents with the HLE through family hubs:** * Improved training provided to practitioners to support families with HLE. (P17)
* Improved access to training which enables practitioners (professionals or volunteers) to demonstrate reflective, relational practice whichputs the needs of babies, children, parents and carers first. (P17)
* It is important that training for HLE interventions gives practitioners the tools to deliver a range of support to families on HLE which evidence shows supports one or more of the following learning outcomes: language, literacy, social and emotional development and/or self regulation. (P91)
* Funding received for early language and HLE service strand should be used to train practitioners to support parents with HLE which will support educational recovery and improve school readiness.(P90)
 | **Tier 2: Home Learning Environment*****Elements:**** Practitioner knowledge around the importance of HLE
* Roles and responsibilities
* Practitioners knowledge and recognition of cultural differences
* Working to support parental engagement with HLE
* Getting support
* HLE environment routines and resources
* Meeting the needs of children and families
* Increasing engagement.
 | **Component description:**This component focuses on the practitioners’ knowledge and understanding of the important role that a child’s Home Learning Environment (HLE) has on their learning and development. The HLE plays an important role in supporting language, physical, intellectual, social and emotional development. Early Years Practitioners need to be able to use the best available evidence to offer information and advice to families so they can help their children have the very best start in life. |
| **Ensuring good perinatal mental health and parent-infant relationship support is underpinned by a knowledgeable, skilled, and confident workforce:*** Improving awareness of the importance or parent-infant relationships for the workforce. (P.14)
* Practitioners (professionals and volunteers) are trained to demonstrate reflective, relational practice which puts the needs of babies and carers first. (P16)
* Frontline professionals, including peer support volunteers, receive appropriate training to enable them to understand and identify mild to moderate perinatal mental health difficulties and parent-infant relationship difficulties, as well as to promote trauma-informed care and inclusive practice. (P40)
 | **Tier 2: Pre-birth and the Early Days****Elements:*** 1001 days
* Understanding about development in utero
* Parents response to pregnancy
* Building healthy relationships during pregnancy
* Recognising the importance of physical well-being for mother and baby
* Seeking support
* Healthy lifestyle
* Adverse experiences
* Understanding baby brain development
* Birth and the early days
* Infant crying
* What do babies need to thrive
* Keeping babies safe
* What do parents need to thrive
* Healthy relationships
* Understanding what a baby can do, hear and understand
* Responsive care giving

Supporting communication and language development  | **Component description:**We want all children in Greater Manchester to get the best start in life. The period from pre-birth to starting school is a critical period in terms of a child’s development, as they form relationships, develop language skills and develop cognitively, physically and emotionally at a faster rate than any other time in their lives. This ‘Pre-birth and Early Days’ component has been developed to identify the competencies that are relevant particularly for staff working or volunteering specifically with babies and families in the earlier stages of development including in Utero and the first 6 weeks. |
| **Creating a skilled workforce working in integrated ways to provide families with universal and targeted support:*** Improved access to training that ensures practitioners have sensitive, inclusive conversations with parents and carers about wellbeing and challenges they might be experiencing, as early as possible. (P14)
* The workforce demonstrates an awareness of the needs of families with protected characteristics, such as disability, race, sex and sexual orientation. (P15)
* Staff within the family hub are appropriately trained and have the knowledge and skills needed to provide early help, support, and connect parents who may need it to additional services (eg via video feedback) (P39)
 | **Tier 2: Engaging with Families*****Elements****:** Effective engagement
* Building relationships
* Enabling engagement
* Child focused support
* Capturing the voice of the child and family
* Establishing and maintaining trusting relationships
* Being inclusive
* Accessible information
* Offering the right support, with the right person, at the right time
* Seeing families as assets
* Parents as partners
* Meeting the needs of individuals within a family unit
* Working as a team
* Sustainable community support and connections
* Providing information
* Empowering families
* Safeguarding
 | **Component description:**All Early Years Practitioners need to have the confidence and skills to develop effective partnerships with families in order to enhance the relationships, experiences and development of the children with whom they work. Working together in partnership can have long-lasting and beneficial effects and good communication with children and parents helps build trust and encourages families to seek advice and use services. Whilst most families will access early years services that are universally available, early years practitioners need to be able to assess and understand the needs of more vulnerable families who may require additional support in order to thrive and practitioners need to know how to help families access the support they need. |
| **Ensuring the workforce is supported to stay up to date on training and the latest clinical guidance, ensuing infant feeding guidance is accurate, helpful and consistent.*** Ensuring the workforce demonstrates an awareness of the needs of families with protected characteristics, such as disability, race, sex and sexual orientation, and is able to adjust their infant feeding support accordingly. (P17)

It is likely that funding can be used to improve workforce capacity for the delivery of infant feeding services. (P93) | **Tier 2: Child and Family Health and Wellbeing*****Elements****:** Infant feeding- key messages and support
* Accessing further information and advice
* Healthy eating and physical activity
* Dental health and prevention
* Parenting support
* Immunisations
* Injury and accident prevention.
 | **Component description:**This component focuses on the main elements of the Healthy Child Programme (HCP) which will be led by a health visitor and delivered by a range of practitioners across the health service and the wider children’s workforce. Within integrated teams and services, health practitioners will be supporting early years staff in their role to promote the health all of children during pregnancy and the first five years of life. |
| **Creating a skilled workforce working in integrated ways to provide families with universal and targeted support:**Being encouraged to create capacity through new workforce models that incorporate skill mix and facilitate closer working across professions. (P20) | **Tier 2: GMCA Early Years Delivery Model*****Elements****:** GM assessment model
* Healthy Child Programme and Health and Development Review
* Supporting parent led assessment
* GM pathways and Interventions
* Assessing child development
* Involving parents in assessments
* Integrated review
* Early Help Assessments (EHA)
* Team around the family

Evidence based interventions. | **Component description:**The Greater Manchester Early Years Delivery Model (EYDM) is an ongoing universal and targeted pathway based on consistent, integrated age-appropriate assessment measures promoting early intervention and prevention, implemented through assertive outreach and improved engagement with families with young children from pre-birth to school across Greater Manchester. Assessments are evidence-based, timely and ongoing from pre-conception to five years. Multi-agency services use the GM Early Years Delivery Model to identify need early and intervene effectively to minimise the escalation of need. Assessment plays an important part in helping parents and practitioners to recognise children’s progress, understand their needs and support and plan for their future learning and development. |
| **Improving multi-agency training, addressing existing skill gaps, and ensuring empathy is at the heart of practice:*** Understanding the importance of appropriate supervision to make delivery of services as effective as possible. For example, ensuring mental health and health professionals who are involved in delivery of the Start for Life programme through family hubs have capacity to provide clinical leadership and supervision for skill-mix teams will be important. (P20)
* Health professionals, paid/volunteer peer supporters, the early years workforce etc are supported to work together in an integrated way with the right leadership, supervision structures, skills and capacity in place to provide families with the the help they need. (p47)
 | **Tier 3: Cross Cutting Leadership Activities/Expectations*****Elements****:** Taking personal responsibility
* Building working relationships
* Listening and responding
* Working with honesty and integrity
* Working collaboratively
* Empowering others
* Seeking sustainable solutions
* Community assets
* Building resilience
* Voice and participation
* Evaluation
 | **Component description:**The competencies in the leadership tier of the framework are designed to be accessible and relevant to the whole early years workforce, including volunteers, new entrants and early career staff as well as more experienced staff. They are based on the principle of everyone being a leader, regardless of their job title, position or management responsibilities and being able to contribute to and influence change in order to make a difference to the lives of children, families, and the teams and organisations they work with across the Early Years system. They avoid the language of complex leadership theories and aim to be jargon free; they are about taking responsibility, being accountable, being an effective communicator, behaving with honesty and integrity and inspiring and empowering others. |