***GM REFLECT competencies***

**Supporting effective leadership and management of Ofsted Registered Early Years Provision.**

**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* 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 the framework enables practitioners to carry out a self-evaluation of their confidence levels to help identify strengths and areas for further professional development.

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.

The summary view which is available for leaders and managers enables them to review individual team members confidence ratings and progress for each component and to see an aggregated view of the ratings and progress in the different tiers and components for the whole team in their setting. The digital framework also provides links to training and learning resources to help support further learning and professional development in competency areas where practitioners have lower confidence levels.

**Aim and Purpose of this document**

The document below has been developed for leaders and managers of Ofsted Registered Early Years Provision (including schools) to demonstrate the alignment between the **GM REFLECT** *competencies*, meeting the requirements of the EYFS statutory framework and Ofsted’s Early Years Leadership and Management Grade Descriptors. It aims to support leaders and managers in providing focused and highly effective professional development for all practitioners.

It aims to:

* Enable leaders and managers to select and use relevant components within the **GM REFLECT** *competencies* to support and increase practitioners knowledge, understanding and confidence in implementation of the EYFS statutory requirements and other statutory guidance.
* Enable leaders and managers to use the **GM REFLECT** *competencies* to gain an accurate picture of the staff team’s strengths and areas for improvement within the setting and provide a focus for professional development activities.
* Exemplify how effective use and analysis of the **GM REFLECT** *competencies* can support leaders and managers to provide evidence of good and outstanding Early Years Leadership and Management grade descriptors.
* Provide instant access to a range of relevant and up-dated on-line learning and development resources that are linked to each of the components in the **GM REFLECT** *competencies.*

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| **How can the GM REFLECT competencies****support staff at all levels including leaders and managers?** | **How can this support leaders of Ofsted Registered Provision to demonstrate good and outstanding leadership and management?** |
| The **GM REFLECT** *competencies* provides leaders and managers of early years settings and schools with a current and accurate summary of practitioners’ self-evaluation of their competencies (skills, knowledge and behaviours) and enables them to access further information and focused professional development.  Leaders and managers can access and analyse the data for individual members of staff and for teams, job families and for specific components including EYFS Prime and Specific areas of learning, characteristics of effective teaching and learning, other statutory requirements and leadership competencies.  This information can support leaders and managers including governors with accurate and effective self evaluation and improvement planning across a setting/school. They can prioritise workforce needs for individual practitioners, for staff teams and the whole setting.  **The components of the GM REFLECT** *competencies* **are fully aligned with the EYFS areas of learning and other EYFS statutory requirements.** | ***This may support:***   * *Leaders to have a clear and ambitious vision for providing high quality, inclusive care and education to all which is realised through strong shared values, policies and practice.* * *Those with oversight or governance to understand their role and carry this out effectively, having a clear vision and strategy and holding senior leaders to account for the quality of care and education.* * *Leaders to engage with their staff and be aware of the main pressures on them.* * *Leaders to ensure that all practitioners receive focused and highly effective professional development.* * *Practitioners' subject knowledge and pedagogical content to consistently build and develops over time, and consistently translate into improvements in the teaching of the curriculum.* |
| The framework includes 3 tiers that focus on: |  |
| **Tier 1: Wider workforce competencies** | ***This may support:*** |
| Skills, knowledge and behaviours for all staff including those who may not work directly with but support work with Early Years children and families - relevant to staff admin, support staff, volunteers and site management roles; also relevant to governors, trustees and management committee members. This is designed to help all members of the wider workforce to feel well informed, valued, supported and to further build and improve confidence over time.  The components in Tier 1 include:   * Understanding and using the GM EY Workforce Competency Framework. * Effective Communication and engagement with Children and Families. * Child Development (overview). * Safeguarding and Promoting the Welfare of Children. * Multi-agency and Integrated working. * Information Sharing. | * *Leaders to ensure that highly effective and meaningful engagement takes place with staff at all levels and that any issues are identified.* * *Leaders to engage with their staff and be aware of the main pressures on them.* * *Leaders to ensure that all practitioners receive focused and highly effective professional development.* |
| **Tier 2: Early Years Practice competencies** | ***This may support:*** |
| For the Early Years Workforce who work directly with young children and families and are responsible for improving outcomes as part of their main role. This enables the front-line workforce, and their line managers, team leaders and senior leaders to have a clear knowledge and understanding of individual and team strengths and confidence levels, to further develop their pedagogical knowledge and understanding, enable effective implementation of the EYFS and also to have an informed view of future professional development priorities. Each element of the framework also includes access to a range of GM and nationally available resources including web-sites, research articles, policy documents, video links and e-learning materials. This will also provide focused support to staff who re newly qualified or new to their role.  The components in Tier 2 can be prioritised for different workforce roles and include:   * Speech, Language and Communication * Social and Emotional Development and Well-being. * Physical Development. * Special Educational Needs and Disability. * Play and Learning. * EYFS Specific Areas of Learning. * Pre-birth and the Early Days (for those working with parents and babies with a focus on conception to 6 weeks) * Engaging with families. * Home Learning Environment. * Child and family Health and Well-being. * Greater Manchester Early Years Delivery Model and Assessments.   For each of the above components, there are core components and some supplementary components for workers in settings and schools in more senior or specialist roles (eg Communication Champions, SENCOs). | * *Leaders to focus on improving practitioners’ knowledge of the areas of learning and understanding of how children learn to enhance the teaching of the curriculum and appropriate use of assessment.* * *The practice and subject knowledge of practitioners (including Early Career Teachers and those who are newly qualified, to build and improve over time.* |
| **Tier 3: Leadership competencies** | ***This may support:*** |
| These reflect the GM principle of everyone being a leader, whatever their role and level of seniority. There is a set of core leadership competencies for all practitioners to support everyone in their leadership learning entitled:   * Cross Cutting Leadership Activities and Expectations.   Plus 3 sets of supplementary competencies designed to reflect and further develop the leadership competencies for staff in different roles including:   * Front Line Leadership. (All front-line practitioners) * Operational Leadership (eg team leaders, subject or phase leaders etc). * Strategic Leadership (Eg senior managers, Headteachers, Heads of Service).   Leadership competencies will also be relevant to those with **oversight or governance of early years provision** and will help them to evaluate their confidence in carrying out their leadership role and to identify future leadership learning priorities at a setting/school/ organisational level. | * *Leaders to have effective systems in place for the supervision and support of staff.* * *Leaders to have a clear and ambitious vision for providing high quality, inclusive care and education to all which is realised through strong shared values, policies and practice.* * *Those with oversight or governance to understand their role and carry this out effectively, having a clear vision and strategy and holding senior leaders to account for the quality of care and education.* * *Leaders to engage with their staff and be aware of the main pressures on them.*   ***The statements in this section are based on examples of the grade descriptors for good and outstanding leadership and management in the Ofsted Early Years Inspection Handbook (April 2024)*** |