

## **South Tyneside Fostering Service**

### **The Foster Carer Payment for Skills (PFS) Model and Tasks, Skills, Competencies (TSC) Framework**

November 2017

#### **Introduction**

South Tyneside Council Fostering Service employs a 4 level Payment For Skills (PFS) model. The model underpins the Fostering Service commitment to achieving best possible outcomes for fostered looked after children supported by skilled, motivated and rewarded foster carers. The model provides entry requirements, expectations regarding carer training and skills development and reflective learning for each level.

The model has minimum entry requirements for new carers at each level and also allows existing carers to progress up through the levels if they meet the Task, Skills and Competencies (TSC) requirements. A weekly skills fee is paid to Level 2, 3 and 4 carers (in addition to weekly maintenance allowance payments). Foundation Level is where weekly allowances are provided but no weekly fee. Foundation Level carers progress to Level 2 normally following a Foster Carer Review including evidence of meeting the required TSDS's within timescales.

This framework aims to assist foster carers by providing clarity about expectations and requirements at each level both for new entrants and for those approved carers wishing to progress to a higher level. The competencies identified as essential for each level must be clearly

demonstrated in the care offered to children. Competencies indicate overarching criteria that must be met but how these are incorporated into caring for children will also be considered regarding progression. Foster carers wishing to be considered for progression should discuss this with their Supervising Fostering Officer who will be able to provide further advice on progression requirements and procedure.

Transferring between levels will be considered via Foster Carer Review. The review will consider whether criteria are met for ongoing approval in a particular band or indeed whether progression or regression between bands is evidenced. Recommendations from previous reviews must be fulfilled. Recommendations from the Fostering Service and Independent Chair of Foster Carers Reviews will then be presented to the Agency Decision Maker for a final decision.

Carers in receipt of a fee but with a vacancy may be asked to contribute support to other carers in some way for example in the way of supporting contact, mentoring and respite.

Significant opportunities for training and development are offered to all carers via a substantial Foster Carer Training Program. Carers also have access to Local Safeguarding Children's Board training sessions. Qualifications in Care, Counselling and Health and Social Care are also available. South Tyneside Council will champion carers to progress their skills according to their banding on the Payment for Skills Framework.

## Model Overview: Foundation Requirements and Financial Support

### **Level 1 Foundation Level**

Entry Requirements: Have some experience of childcare e.g. parenting / Connected Persons Carers who have a significant relationship with a named child / Foster to Adopt Carers

Age range 0-18 years

Financial Support: 1. Weekly Allowances per child 2. No Fee – Progression to Level 2 is dependent upon meeting the requirements of TSDS within 18 months of approval.

### **Level 2 Short Term to Permanent**

Mainstream Carers / Connected Persons Carers who have achieved TSDS/ Respite carers

Entry Requirements: Have experience of childcare e.g. parenting / looking after other people's children / paid or voluntary work in childcare.

Expectations: Caring for a young person for a set period of time when there are competing plans or whilst a plan is developed. Medium risk. Challenging behaviour that is manageable.

Age range 0-18 years

Financial Support: 1. Weekly Allowances per child 2. Weekly Fee £100 (0-11yrs) £150 (12-18yrs) per child.

Respite carers receive pro rata fees and allowances.

Due to the range of skills, anticipated behaviour and evidence carers are expected to demonstrate it is not anticipated that carers offering mainstream placements to 0-2 year olds would advance from this level. Specific roles where there are additional complexities in caring for children within the 0-2 year age range can be considered on an individual basis.

**Level 3 Advanced Short Term to Permanent**

Entry Requirements: In addition to Level 2; evidence significant childcare experience or related experience e.g. nursing, youth work, teaching. Commitment to personal development and an ability to effectively support more challenging children with complex needs.

Expectations: Medium-high risk. Able to manage and respond effectively to children who may be present behaviours. Issues such as child sexual exploitation, physical/verbal aggression, school refusal, offending behaviour etc.

Financial Support: 1. Weekly Allowances per child 2. Weekly Fee: £300 per child

Age range 3-18years

**Level 4 Specialist Carers**

Entry Requirements: Significant formal childcare experience e.g. previous fostering  
2 years minimum including children with complex needs /employment in childcare Ability to reflect upon professional experience and relate this to the fostering task.

Expectations: Highest Risk. Solo Placements, Emergency Placements and mother and baby. Young people who would otherwise be likely placed in residential care or a specialist/ therapeutic IFA out of borough.

Financial Support: 1. Weekly Allowances per child 2. Fees: £400 per child

Age range 3-18years

**Practice requirements ensuring that children achieve the best possible**

**Outcomes from their care with foster carers:**

**Level 1**

**Entry requirements:**

Entry Requirements: Have some experience of childcare e.g. parenting / have a significant relationship with a named child. Have a completed Connected Persons Assessment in relation to a named child / children. Evidence an ability to meet the needs of a specified child or children.

**Training Requirements:**

- Complete induction training within 12 months of approval and evidence learning from the training achieved
- For Carers who anticipate applying for an SGO the following core modules from induction should be completed
  - Allegations and the Role of the Local Authority Designated Officer [LADO].
  - Confidentiality.
  - Foster Carer Reviews.
  - Health Assessments and Delegated Authority Tool.
  - Introduction to the Training Support and Development Standards [TSDS].
  - Record Keeping.
  - Policies and Procedures.
  - Supervision and Personal Development Plans.
- Achieve TSDS standards requirements within one year of approval; Connected Carers within 18 months of approval including presentation of first annual review at Fostering Panel

**Level 1 Evidence:**

Have a signed foster carer agreement and adhere to its terms	Observations of practice
Supervision Records	Attendance and Contributions to meetings
Foster Carer Review	Reports from children in placement
Diary recording	Significant Event Recording
Delegated Authority Tool	Contribution to and support of PEP meetings and targets.
Have a fire safety plan	Safe Care Policy relevant to the individual needs of children in placement
Health and Safety Checklist	Up to date medical assessment
Contribute to an Annual Personal Development Plan	

**Practice requirements ensuring that children achieve the best possible outcomes from their care with foster carers:**

**Level 1**

COMPETENCY	CRITERIA	EVIDENCE
<p style="text-align: center;"><b>Healthy Care and Keeping Children Safe</b> <b>Level 1</b></p>	Provide a good standard of care for children in a safe, healthy and nurturing environment that meets the varied needs of individual children / young people taking into account their backgrounds and experiences.	
	Help and encourage children to be Healthy via healthy diet, lifestyle and regular exercise.	
	Evidence positive unannounced visits	
	Attend medical and dental appointments with the child / young person and respond to medical advice where it is given.	
	Have a basic understanding of and an ability to respond to general childhood illnesses, allergies and manage infection control.	
	Encourage awareness and understanding of drugs and alcohol	
	Store medication safely as per requirements. Keep an up to date record of any medication administered.	
	Provide basic first aid and know how to access general and emergency medical help	
	Be able to identify risks to children and respond to these accordingly including sharing information with other relevant parties and use of safeguarding procedures	
	Help children to keep themselves safe from exploitation, harm or abuse and teach them how to seek help if their safety is threatened.	
	Promote helpful understanding of sexual health and identity through promoting healthy relationships, ,safe sex etc.	
	Ensure the health and safety of children / young people within the home including completion of the Health and Safety checklist	
	Have an awareness of how to safely support and manage children’s access to the internet and social media.	
	Protect children / young people from all forms of abuse, neglect, exploitation and deprivation	
Discuss, set and clarify boundaries in conjunction with others e.g. the child, social worker; supervising fostering officer and parents.		

COMPETENCY		CRITERIA	EVIDENCE
<b>Role of a Foster Carer Level 1</b>	Child centeredness	Create a sense of belonging through providing a loving, nurturing family environment where children are welcomed accepted and celebrated	
		Listen to children and respond to their thoughts feelings and wishes.	
		Create a sense of safety by providing appropriate boundaries and managing behaviour within these without recourse to physical chastisement	
		Understand accept and allow children and young people to make mistakes and be offered further chances	
		Act as an advocate for the child / young person in cooperation with other professionals / agencies e.g. school / education / health / police	
		Contribute to ongoing life story work with children and young people	
		Are prepared to have a family life suited to children including child related activities	
	Emotional and Physical Availability to meet a young person's needs	Have a positive medical assessment	
		Main carers should have child centred employment patterns	
		Carers demonstrate their commitment to children by taking responsibility for facilitating/ transporting the young person to all appointments including health and school.	
		Carers are reliable and dependable. They offer predictability, consistency and security in actions and behaviour	
		Be a positive role model	
		Establish and maintain daily routines for children / young people	
		Carers employ a positive perspective... have a can do attitude that looks for solutions and seek and acknowledge positives.	
		Attend and contribute to child care reviews and meetings for children in placement	
		Have an established and reliable network of support that are prepared to be called upon in times of	

		need.	
		Be personally resilient in thinking and behaviour by demonstrating an ability to respond to various needs of children.	
		Significant events such as unauthorised absences from the foster home; contact; child behaviours are managed well maintaining perspective and following procedures as required	
	Self-Awareness and emotional intelligence	Appreciate how personal experiences have affected them.	
		Have an awareness of the impact of fostering upon themselves and their family	
		Be aware of how they respond to stress and have effective support/ strategies in place to sustain positive relationships and effective functioning during periods of stress.	
		Show initiative and flexibility in caring for children and young people	
		Demonstrate an ability to maintain unconditional positive regard with children and young people and particularly when times are challenging.	
	Effective Communication	Communicate well on a personal basis verbally and in writing.	
		Demonstrate an ability to listen to and communicate with children / young people appropriate to their age, understanding, individual needs and ethnicity and culture	
		Demonstrate sensitivity and understanding of the child's position and perspective	
		Maintain confidentiality.	
		Demonstrate good negotiation skills, problem solving and managing difficult conversations with perspective and awareness of how others feel.	
		Communicate sensitively with family members and professionals	
		Maintain up to date and accurate placement records, including the maintenance of a Foster Carer Diary (as provided by the Fostering Service)	
		Carers possess and use organisational skills to ensure everyone's needs are considered in planning	

		family life. This includes maintaining a daily log as well as using an appointments diary	
		Record daily events e.g. medical / health / dental appointments, contact; child behaviours; as well as significant events including incidents / events reported to child's social worker unauthorised absences from the foster home	
		Communicate with disabled children in their preferred way	
		Follow procedures for whistleblowing in the event that you witness immoral or illegal activity	
	Working in Partnership	Promote family relationships and assist children / young people to maintain a positive view of their family. Involve children's family and friends in their lives in accordance with the child/ young person's care plan.	
		Work as part of a care team, sharing information accordingly. Attend and contribute to child care reviews and meetings for children in placement	
		Promote and support contact for a fostered child / young person	
		Work closely with other professionals in the best interest of the child / young person e.g. School; Education; Health; Therapeutic Services	
		Liaise closely with a child's social worker and work to agreed plans for the child / young person	
		Work in partnership with others using the Delegated Authority Tool as indicated.	
		Be able to develop supportive links within the community such as children's groups, clubs, activities and opportunities.	

COMPETENCY		CRITERIA	EVIDENCE
<b>Promoting Children's Development</b> <b>Level 1</b>	Basic understanding of Child Development	Have basic understanding of child development.	
		Understand the importance of individual experiences, wishes and needs.	
		Understand the difference between chronological age and stages of development.	
		Encourage positive behaviour	
		Be prepared to give children and young people time to adjust to new circumstances and therefore make informed assessment of behaviour and needs over a period of time.	
	Promoting Health and Development	Promote and encourage the development of appropriate independence / life skills	
		Assist young people to develop the skills, confidence and knowledge necessary for successful adult living	
		Actively promote, support and encourage children's / young people's education and achievement by contributing to a child's Personal Education Plan (PEP).	
		Promote education, training and employment of young people.	
		Positively promote a child /young person's aspirations, talents and interests.	
		Contribute to ongoing life story work with children and young people	

		Recognise and celebrate children and young people's achievements.	
		Assist children / young people in transitions when required and as part of a child's placement plan e.g. return to birth family; to other foster placement; to adoption placement, moving school. Also with moving placements and working within specified notice periods to allow for planning.	
	Support Emotional and Behavioural Development	Assist and encourage the development of children's / young people's self- esteem and positive identity by encouraging their individual interests, supporting participation in play, social activities and leisure pursuits	
		Understand the difficulties children and young people may have in building and maintaining relationships as a result of their experiences.	
		Help children / young people cope with issues of trauma, separation and loss and assist them with coming to terms with previous experiences	
		Seek to understand the child's perspective	
		Be sensitive and responsive to children's evolving needs.	
		Build resilience in children and young people by harnessing strengths interest's skills and talents and promoting confidence.	

COMPETENCY	CRITERIA	EVIDENCE
<b>Personal Development</b>	Develop a basic understanding of the legal framework around Looked After Children such as an understanding of legal orders and the concept of Parental Responsibility.	
	Commitment to continuous learning and development	

<p><b>Level 1</b></p> <p>Evidence a commitment to self- development via training and support, including mentoring from an experienced carer</p>	<p>Be prepared for and contribute actively to supervision.</p>	
	<p>Make positive use of supervision and guidance from a supervising fostering officer including areas of concern/ disagreement. Reflect and learn from advice given</p>	
	<p>Attend and present written evidence to foster carer reviews, self-assessment and reflective learning opportunities</p>	

## Level 2

### Requirements:

Have experience of childcare e.g. parenting / looking after other's children / paid or voluntary work in childcare. Have completed Skills to Foster Pre Approval Training, have a completed Fostering Assessment and have been approved at Fostering Panel. Evidence an ability to meet the needs of a range of children. Be able to meet the needs of children with increased levels of vulnerability.

### Progression requirements:

Meet Level 1 Requirements. Have completed all mandatory training Connected Carers must have completed Training Support and Development Standards to progress to this level.

### Training requirements:

<i>In addition to induction training</i>	<i>Enhanced training options:</i>
- Trauma and Attachment	Level 2 Counselling
- The Teenage Brain	Level 2 Care
- Child Development	Level 2 Autism
- CUBS ( Carers Understanding Behaviour Strategies	-
- Team Teach	-
- LSCB Online Training	-

**Short breaks** carers must be able to provide specialist short breaks care to disabled children, (some of whom the Department may find hard to place); children with challenging behaviours; complex autism; severe physical impairment and complex health needs.

**Level 2 Evidence:**

Observations of practice	Supervision
Attendance at meetings	Foster Carer Review
Reports from children in placement	Diary recording
Significant Event Recording	Delegated Authority Tool
Written contributions	Training engagement and feedback
Court attendance	PDP

**Practice requirements ensuring that children achieve the best possible outcomes from their care with foster carers:**

**Level 2** (In addition to Level 1):

COMPETENCY	CRITERIA	EVIDENCE
<p><b>Health Care and Keeping Children Safe</b></p> <p><b>Level 2</b></p>	<p>An ability to understand the needs of disabled children; follow health plans and appropriate medication; work with Occupational Therapists and children’s nurses as appropriate</p>	
	<p>Evidence skills development required to meet the needs of complex and demanding children / young people. This may include children or young people with moderate Learning difficulty, some aggressive or risky behaviour, occasional truanting or missing from home episodes, occasional substance misuse and low level offending. An ability to understand the needs of disabled children; follow health plans and appropriate medication; work with Occupational Therapists and children’s nurses as appropriate.</p>	

COMPETENCY	CRITERIA	EVIDENCE
	<p>Observe and assess children’s needs</p>	
	<p>Ability to adapt parenting approach to the specific needs of a</p>	

<p style="text-align: center;"><b>Role of a Foster Carer</b></p> <p style="text-align: center;"><b>Level 2</b></p> <p>Able to meet the needs of more complex and demanding children / young people.</p>	child or young person.	
	Expectations are in line with the child's individual stage of development understanding and experiences	
	Show an ability to anticipate and provide varied routines tailored to the individual needs of children which includes learning and play and goal setting according to the child's level of development and understanding.	
	Demonstrate an ability to manage incremental approaches to behaviour management which may include prioritising some behaviour over others to promote success.	
	Contribute to professional assessments under the guidance of the child's social worker, supervising fostering officer or other professionals	
	Attend Court proceedings involving placed children / young people where required	
	Actively promote the value of engaging in local activities and community links for placed children and young people where age appropriate	
	Demonstrate tenacity and resolve in managing the needs of children and young people to achieve goals.	
	Demonstrate a reflective approach to learning and development	
	Use learning to demonstrate depth in understanding the range of issues that affect children and young people who	

	are Looked After	
	Work closely with other professionals sharing information, exchanging skills, working under guidance and in collaboration with others.	
	Provide written reports as required	
	Actively support work with birth parents / extended family where appropriate and where there may be a level of risk.	

COMPETENCY	CRITERIA	EVIDENCE
<b>Promoting Children's Development</b> <b>Level 2</b>	Expectations are in line with the child's individual stage of development and understanding.	
	Understand the impact of early trauma on child development including attachment and actively promote children's recovery and repair from their previous experiences	
	Show an ability to anticipate and provide varied routines tailored to the individual needs of children which includes learning and play and goal setting according to the child's level of development and understanding.	
	Help children to develop appropriate social behaviour and help children manage their emotions	
	Be able to identify factors which inhibit the development of a child/ young person's potential, offer encouragement, opportunity and strategies to overcome any barriers	
	Make proactive contributions to problem resolution in	

<b>Promoting Children's Development</b> <b>Level 2 ctd</b>	education for children / young people placed.	
	Effectively support work with birth parents / extended family where appropriate	
	Help children to develop appropriate social behaviour and help children manage their emotions.	

COMPETENCY	CRITERIA	EVIDENCE
<b>Personal Development</b> <b>Level 2</b>	Be able to identify their training needs	
	Be able to demonstrate how learning from courses / training/ experiences has impacted upon their practice and influenced their work.	
	Make positive use of supervision and guidance from a supervising fostering officer and reflect and learn from advice given	
	Have completed mandatory training	
	Recognise inequality and discrimination and challenge them effectively, ensuring that foster care practice respects all children and their families.	

## Level 3

### **Requirements:**

Evidence significant childcare experience e.g. parenting / looking after other people's children / paid or voluntary work in childcare / previous fostering experience (at least 2 years)/ experience in a related field such as youth work, nursing, teaching. Demonstrate an ability to take challenging children with more complex needs, showing greater levels of vulnerability and where there is greater risk or barriers to overcome.

**Progression Requirements:** Have been an approved carer for at least 2 years. Meet Level 1 and 2 requirements. Have completed all mandatory training. One approved carer in the household must have a full-time commitment to fostering with no other paid work commitments outside of the fostering service.

### **General requirements:**

Must be able to take children with more complex needs and undertake more challenging tasks than in Level 2. This may include children or young people with moderate or severe Learning difficulty, some aggressive or risky behaviour, truanting or missing from home episodes, occasional substance misuse and low level offending. Must be prepared to take emergency placements for challenging children and young people.

Carers will be expected to accept referrals for children the service has assessed as within their approval category subject to usual matching considerations, where a vacancy exists and where matching issues with other young people in placement can be addressed.

### **Training Requirements**

Complete Mandatory Training. Have completed Level 2 Certificate in Care. Have completed Level 2 Counselling Skills Carers transferring from another agency must evidence completion of these or equivalent OR agree to complete within 12 months of approval with South Tyneside Council

<i>In addition to level 2 training</i>	<i>Enhanced training options:</i>
Diploma in Care – Children’s Route [currently self-funded]. (Level 3)	Be prepared to undertake Diploma in Health and Social Care.
Attachment Training* [18 week course].	Parenting Programme based on Behavioural management strategies.
	Diploma in Care - Advanced [currently self-funded]. ( Level 5)

### Level 3 Evidence

Observations of practice	Supervision Records
Attendance at meetings	Foster Carer Review and PDP
Reports from children in placement	Written Reports and Diary recording
Significant Event Recording	Delegated Authority Tool
Written contributions	Training engagement and feedback
Court attendance	Engagement and implementation in therapeutic work
Active use of safety plans where appropriate	Active involvement in recruitment and retention strategies for the Fostering Service

### Practice requirements ensuring that children achieve the best possible outcomes from their care with foster carers:

#### Level 3 (In addition to Levels 1 and 2)

COMPETENCY	CRITERIA	EVIDENCE
	Maintain active involvement with and provide information to appropriate specialist health services to meet the needs of	

<b>Healthy Care and Keeping Children Safe Level 3</b>	placed children / young people e.g. therapeutic services.	
	Evidence ability to manage more challenging and demanding behaviours and support more specialised placement commitments such as aggression, sexualised behaviour, substance misuse, self- harm, diagnosed mental health issues, disability, parent and child placement subject to assessed level of risk and need.	
	Be able to offer significant flexibility in meeting the placement needs of more complex children / young people e.g. non school attendance, children/ young people missing from home, young people at risk of sexual exploitation.	

COMPETENCY	CRITERIA	EVIDENCE
<b>Role of Foster Carer Level 3</b>	Provide mentor support / advice to other carers.	
	Carer demonstrates a track record of effective parenting and/or working successfully with children and young people to improve outcomes.	
	Contribute to professional assessments of children / young people	
	Work cooperatively and supportively with birth family / relatives where considered appropriate including supervision of contact where there are identified risks.	
	Carer can demonstrate strengths in diplomacy, tact and	

	negotiation skills in managing difficult and complex situations that may be volatile.	
	Develop skills and evidence ability to work closely with birth parents / extended family in order to achieve placement plans	
	Provide detailed reports as required and contribute to a wide range of meetings / forums	
	Demonstrate insight in their approaches to behaviour management, understand the impact of their approach and adjust strategies accordingly	
	Carer can maintain perspective about the causes and influences of behaviour and remain child focussed in their responses.	
	In their work consistently demonstrate an understanding of the reasons for developmental delay due to the impact of early life experiences of children and young people.	
	Demonstrate an ability to manage stress and maintain functioning during prolonged periods of difficulty and pressure.	

COMPETENCY	CRITERIA	EVIDENCE
<p align="center"><b>Promoting Child Development Level 3</b></p>	<p>Assist with plans / agreements for children / young people as required. Work to agreements and contracts to achieve children's plans and related outcomes</p>	
	<p>Evidence an ability to engage children and young people in recognising and understanding their own behaviour and supporting change.</p>	
	<p>Demonstrate a commitment to improving knowledge and understanding of specific educational issues in order to assist child / young person placed</p>	
	<p>Provide input to specialised / therapeutic parenting strategies with professional support and guidance</p>	
	<p>Children and young people are shown how to and encouraged to make reparations</p>	
	<p>Assist with plans / agreements for children / young people as required. Work to agreements and contracts to achieve placement plans and related outcomes</p>	
	<p>Contribute to the establishment and implementation of diversion/safety plans.</p>	
	<p>Demonstrate a commitment to improving knowledge and understanding of specific educational issues in order to assist child / young person placed</p>	
	<p>Encourage and support young people (where age appropriate) to access work experience / part time work and promote their knowledge, confidence and understanding of work related issues e.g. compiling CV's / application forms</p>	

COMPETENCY	CRITERIA	EVIDENCE
<p style="text-align: center;"><b>Personal Development Level 3</b></p>	Self- identify training and development needs and seek resources to support this.	
	Produce a Personal Development Plan evidencing planning and action towards the development of higher level skills and competencies	
	Support and assist the Fostering Service in promoting a positive fostering profile, including involvement in foster carer recruitment initiatives	
	Can manage children and young people who experience considerable crises in their daily lives and maintain continuity of care throughout these periods.	
	Contribute to the delivery of training	
	Provide mentor support / advice to other carers via support groups	
	Consider/ participate in the delivery of new carer preparation and training in partnership with Fostering Staff.	

## Level 4

### **Requirements:**

Significant formal childcare experience e.g. previous fostering experience 2 years minimum; including children with complex needs/ employment in childcare or related experience. Demonstrate an ability to reflect upon professional experience and relate this to the fostering task. Evidence experience of caring for children who are highly vulnerable, where there are increased risks and where there is very likely to be ongoing challenges and setbacks in caring for them. One approved carer in the household must have a full time commitment to fostering with no other paid work commitments outside the fostering service. Can be available to the child/ young person if they are not in full time education provision

### **Progression Requirements:**

Must have been a foster carer for at least 2 years and provide evidence of a skill set reflecting high level competencies and experience. Meet Level 1 ,2 and 3 requirements. Have completed Mandatory Training, Act as a Mentor to newly approved carers, and provide emergency Placements.

### **General requirements:**

Must be able to provide a therapeutic approach to parenting in one or more key areas where the child/ young person demonstrates significant levels of vulnerability and high levels of emotional need e.g.: Parent /Child; Assessment (subject to assessed need); Planned Permanency for challenging children and young people; Children with complex Disability including severe learning disability and/ or severe physical impairment; Children having experienced significant disruption / placement breakdowns; Teens / Placements linked to the Youth Justice

system including remand; Children and young people with diagnosed mental health issues. Placements for young people with particularly challenging behaviours where residential placements may be the alternative.

This may include frequent / high levels of:

- non-school attendance
- regular absconding
- substance misuse
- offending
- self-harm
- history of violence or aggression
- sexually harmful behaviour
- child Sexual Exploitation
- high levels of learning disability or physical impairment
- Children who require a solo placement due to their level of need.

### Training requirements

<i>In addition to level 3 training</i>	<i>Enhanced training options:</i>
Therapeutic Parenting	To be determined
Attachment Training – Advanced / Support Groups	
Diploma in Care - Advanced [currently self-funded]. ( Level 5)	

### Level 4 Evidence

Observations of practice	Supervision Records
Attendance at meetings	Foster Carer Review and PDP
Reports from children in placement	Written Reports and Diary recording
Significant Event Recording	Delegated Authority Tool
Written contributions	Training engagement and feedback
Court attendance	Engagement and implementation in therapeutic work
Active use of safety plans where appropriate	Active involvement in recruitment and retention strategies for the Fostering Service

**Practice requirements ensuring that children achieve the best possible outcomes from their care with foster carers:**

**Level 4** (In addition to Levels 1, 2 and 3)

COMPETENCY	CRITERIA	EVIDENCE
<p><b>Healthy Care and Keeping children Safe</b></p> <p><b>Level 4</b></p>	<p>Achieve sustained high level work with specialist health services for children young people, including direct work with the child / young person in placement contributing to ongoing assessment and implementing recommended parenting techniques.</p>	
	<p>Support children and young people in immediate crisis through being prepared to provide out of hours./emergency placement and those required at short notice</p>	
	<p>Engage in specialist medical training for the health of children that require this</p>	
	<p>Effectively manage persistently challenging and anti-social behaviours of children / young people placed</p>	
	<p>Provide commitment to specialised placements of children / young people with the most complex needs e.g.: Parent / Child; Assessment; Remand; Permanence; Children with a disability; Children / Young People having experienced significant disruption; Single placements in the household; Children / Young people who might otherwise require a residential placement</p>	

COMPETENCY	CRITERIA	EVIDENCE
<p><b>Role of the Foster Carer</b></p> <p><b>Level 4</b></p>	<p>Supervise Contact and provide detailed analysis and assessment of contact arrangements inside and outside the foster home where pertinent to the child's care plan. This may include manageable</p>	

<p>Highest level skills required to meet the needs of more complex and demanding children.</p> <p>This may include high levels of:</p> <ul style="list-style-type: none"> <li>• non-school attendance</li> <li>• regular absconding</li> <li>• substance misuse dependence</li> <li>• prolific or serious offending</li> <li>• self-harm</li> <li>• Violence or aggression or a significant history of this</li> <li>• sexually harmful behaviour</li> <li>• Child Sexual Exploitation</li> <li>• Learning disability or physical impairment</li> </ul>	levels of risk.	
	Ability to provide comprehensive assessments of children's needs	
	Carer can maintain perspective about the causes and influences of behaviour	
	Produce recording and reporting of a high quality and detail that can inform the development of child care planning	
	Carer shows initiative in all areas of their work and uses creativity and innovation in their approach, interventions and strategies in working with children and young people in their care	
Carer is able to maintain perspective and unconditional positive regard in their care of children and young people during periods of stress and pressure while remaining resilient about addressing pertinent issues.		

COMPETENCY	CRITERIA	EVIDENCE
	Actively promote children's recovery and repair from previous experiences	
	Demonstrate a high level of knowledge and understanding of educational issues and work closely with schools and education providers to ensure that children are well supported with their	

<b>Promoting Child Development Level 4</b>	learning.	
	Play a pro-active role, in close liaison with other professionals in supporting a young person's transition to new experiences and adult life	
	Demonstrate familiarity and experience in the development, implementation and nurture of diversion plans.	

COMPETENCY	CRITERIA	EVIDENCE
<b>Personal Development Level 4</b>	Consider/ participate in the delivery of training in partnership with Fostering Staff.	
	Support and assist the Fostering Service in promoting a positive fostering profile, including involvement in foster carer recruitment initiatives	
	Identify own training and development needs and keep up to date and informed about child development issues applying this knowledge to their work	
	Demonstrate considerable resilience and skill in daily practice to achieve desired outcomes for children and young people.	
	Can anticipate and prepare for setbacks, struggles, barriers and provide continuity of care during these times.	
	Demonstrate a personal commitment to continuing professional development	
	Be prepared to represent the Fostering Service in wider forums for example, via attendance and contributions to conferences, panels, working parties.	