

## **H5MA 04 (SCDCCLD0333) — Promote the Recruitment of Staff in Childcare Settings**

### **Overview**

This standard identifies the requirements when promoting the recruitment of staff in childcare settings. It involves taking a fair and objective approach to recruitment and selection to ensure that individuals with the required skills, knowledge and understanding and who are likely to perform effectively are appointed. The standard also involves taking action to support the retention of staff.

Whilst you would be expected to draw on the expertise of personnel specialists, you are not expected to be a personnel specialist yourself.

## **Additional Information**

### **Scope/range related to Performance Criteria**

The details in this field are explanatory statements of scope and/or examples of possible contexts in which the NOS may apply; they are not to be regarded as range statements required for achievement of the NOS.

**NOTE:** Where a child or young person finds it difficult or impossible to express their own preferences and make decisions about their life, achievement of this standard may require the involvement of advocates to represent the views and best interests of the child or young person.

Where there are language differences within the work setting, achievement of this standard may require the involvement of interpreters or translation services.

**Others** are your colleagues and other professionals whose work contributes to the child or young person's wellbeing and who enable you to carry out your role.

## **Scope/range related to Knowledge and Understanding**

The details in this field are explanatory statements of scope and/or examples of possible contexts in which the NOS may apply; they are not to be regarded as range statements required for achievement of the NOS.

**All knowledge statements must be applied in the context of this standard.**

### **Factors that may affect the health, wellbeing and development may include:**

adverse circumstances or trauma before or during birth; autistic spectrum conditions; discrimination; domestic violence; family circumstances; foetal alcohol syndrome; harm or abuse; injury; learning disability; medical conditions (chronic or acute); mental health; physical disability; physical ill health; poverty; profound or complex needs; sensory needs; social deprivation; substance misuse.

## **Values**

Adherence to codes of practice or conduct where applicable to your role and the principles and values that underpin your work setting, including the rights of children, young people and adults. These include the rights:

- ◆ to be treated as an individual
- ◆ to be treated equally and not be discriminated against
- ◆ to be respected
- ◆ to have privacy
- ◆ to be treated in a dignified way
- ◆ to be protected from danger and harm
- ◆ to be supported and cared for in a way that meets their needs, takes account of their choices and also protects them
- ◆ to communicate using their preferred methods of communication and language
- ◆ to access information about themselves

## Performance Criteria — What you do in your job

You must provide evidence to meet all the 34 Performance Criteria for this Unit. The Performance Criteria are grouped under headings to assist you with planning how best to meet these points.

Place the number of the piece of work where this Performance Criteria has been met in the evidence box after each criteria.

### Recruit staff

	<b>Performance Criteria</b>	<b>Evidence Number where this criteria has been met</b>
1	Review, on a regular basis, the work required in your area of responsibility.	
2	Identify any shortfall in the number of current staff.	
3	Identify any gaps in the current skills, knowledge, understanding and experience of staff.	
4	Identify the options for addressing any identified shortfalls and decide on the best option to follow.	
5	Review the options for addressing any identified shortfalls.	
6	Implement the best option to take when shortfalls have been identified.	
7	Consult with <b>others</b> to review job descriptions and person specifications where there is a clear need to recruit.	
8	Ensure that any information on vacancies is fair, clear and accurate before it goes to potential applicants.	
9	Make use of specialist expertise in relation to recruiting staff.	
10	Participate in the recruitment and selection process in line with legal and organisational requirements.	

## Select staff

	<b>Performance Criteria</b>	<b>Evidence Number where this criteria has been met</b>
11	Consult with others to agree stages in the selection process for identified vacancies.	
12	Consult with others to agree stages in the selection process for the methods that will be used.	
13	Consult with others to agree stages in the selection process for who is going to be involved.	
14	Make sure that any applicant who is offered a position is likely to be able to work with existing staff.	
15	Meet the need to meet any regulatory requirements in relation to the required number of qualified staff.	
16	Ensure that thorough selection procedures have been completed, including checking criminal records and any relevant registers.	
17	Check that the individual is legally entitled to work in the UK.	
18	Check that the individual can meet the relevant registration requirements.	
19	Acquire reliable references of the proposed new member of staff.	
20	Provide clear and accurate information about selection decisions to relevant individuals and organisations.	
21	Keep accurate records and reports of the selection process.	
22	Monitor selection processes in relation to any recent appointments.	
23	Review selection processes in relation to any recent appointments.	

## Support the retention of staff

	<b>Performance Criteria</b>	<b>Evidence Number where this criteria has been met</b>
24	Ensure all staff who are recruited are provided with a written job description and person specification that outlines their role, responsibilities and accountabilities.	
25	Ensure all staff who are recruited are given information and understand their responsibilities and accountability; and relevant legislative and organisational requirements they must follow in their work.	
26	Ensure all staff who are recruited receive regular supervision	
27	Ensure all staff who are recruited have a personal development plan and a record of training.	
28	Ensure that all permanent appointments are subject to the satisfactory completion of a period of probation.	
29	Ensure that workers have the opportunity to meet regularly to discuss practice and management issues.	
30	Maintain accurate and up-to-date records about workers' recruitment, retention and disciplinary issues in accordance with legal and organisational requirements.	
31	Identify ways of addressing staff turnover by communicating your suggestions to the relevant individual.	
32	Assess whether the recruitment and selection process has been successful in relation to recent appointments in your area.	
33	Identify any areas for improvements in the recruitment and selection process in your area.	
34	Talk with colleagues who are leaving your area of responsibility to identify their reasons for leaving.	

## Knowledge and Understanding — Why and how you do what you do in your job

You must provide evidence of your knowledge and understanding to meet all the 64 knowledge points for this Unit. The knowledge points are grouped under headings to assist you with planning how best to meet them.

Place the number of the piece of work where each knowledge point has been met in the 'evidence number' box after each point.

### Rights

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number</b> <b>where this knowledge</b> <b>point has been met</b>
1	Legal and work setting requirements on equality, diversity, discrimination and rights.	
2	Your role in promoting children and young people's rights, choices, wellbeing and active participation.	
3	Your duty to report any acts or omissions that could infringe the rights of children and young people.	
4	How to deal with and challenge discrimination.	
5	The rights that key people, children and young people have to make complaints and be supported to do so.	

## Your practice

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number where this knowledge point has been met</b>
6	Legislation, codes of practice, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard.	
7	How your own background, experiences and beliefs may have an impact on your practice.	
8	Your own roles, responsibilities and accountabilities with their limits and boundaries.	
9	The roles, responsibilities and accountabilities of others with whom you work.	
10	How to access and work to procedures and agreed ways of working.	
11	The meaning of person centred/child centred working and the importance of knowing and respecting all children and young people as an individual.	
12	The prime importance of the interests and wellbeing of children and young people.	
13	Children and young people's cultural and language context.	
14	How to build trust and rapport in a relationship.	
15	How your power and influence as a worker can impact on relationships.	
16	How to work in ways that promote active participation and maintain children and young people's dignity, respect, personal beliefs and preferences.	
17	How to work in partnership with children, young people, key people and others.	
18	How to manage ethical conflicts and dilemmas in your work.	

### Your practice (cont)

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number where this knowledge point has been met</b>
19	How to challenge poor practice.	
20	How and when to seek support in situations beyond your experience and expertise.	

### Theory for practice

21	The nature and impact of <b>factors that may affect the health, wellbeing and development</b> of children and young people you care for or support.	
22	Factors that promote positive health and wellbeing of children and young people.	
23	Theories underpinning our understanding of child development and learning, and factors that affect it.	
24	Theories about attachment and impact on children and young people.	

### Communication

25	The importance of effective communication in the work setting.	
26	Factors that can have a positive or negative effect on communication and language skills and their development in children and young people.	
27	Methods and techniques to promote communication skills which enable children and young people to express their needs, views and preferences.	

### Personal and professional development

28	Principles of reflective practice and why it is important.	
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## Health and Safety

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number where this knowledge point has been met</b>
29	Your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment.	
30	Practices for the prevention and control of infection.	

## Safeguarding

31	The responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices.	
32	Indicators of potential or actual harm or abuse.	
33	How and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties.	
34	What to do if you have reported concerns but no action is taken to address them.	

## Handling information

35	Legal requirements, policies and procedures for the security and confidentiality of information.	
36	Legal and work setting requirements for recording information and producing reports including the use of electronic communication.	
37	Principles of confidentiality and when to pass on otherwise confidential information.	

## Knowledge that is Specific to this NOS

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number where this knowledge point has been met</b>
38	Why it is important to identify and understand why colleagues are leaving and how to do so constructively and sensitively.	
39	The types of reasons colleagues might give for leaving.	
40	How to measure staff turnover.	
41	The causes and effects of high and low staff turnover.	
42	Measures which can be undertaken to address staff turnover problems.	
43	How to review the workload in your area in order to identify shortfalls in the number of colleagues and/or the pool of skills, knowledge, understanding and experience.	
44	Different options for addressing identified shortfalls and their associated advantages and disadvantages.	
45	What job descriptions and person specifications should cover and why it is important to consult with others in producing or updating them.	
46	Different stages in the recruitment and selection process and why it is important to consult with others on the stages, recruitment and selection methods to be used, associated timings and who is going to be involved.	
47	Different recruitment and selection methods and their associated advantages and disadvantages.	
48	Why it is important to give fair, clear and accurate information on vacancies to potential applicants.	
49	How to judge whether applicants meet the stated requirements of the vacancy.	

### Knowledge that is Specific to this NOS (cont)

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number where this knowledge point has been met</b>
50	Sources of specialist expertise in relation to recruitment, selection and retention.	
51	How to take account of equality and diversity issues, including legislation and any relevant codes of practice, when recruiting and selecting people and keeping colleagues.	
52	How to review the effectiveness of recruitment and selection in your area.	
53	Turnover rates within similar organisation in the industry/sector.	
54	Recruitment, selection and retention issues and specific initiatives and arrangements within the industry/sector.	
55	Working culture and practices of the industry/sector.	
56	Current people resources available to your area, including skills, knowledge, understanding and experience of colleagues.	
57	Work requirements in your area.	
58	Agreed operational plans and changes in your area.	
59	The staff turnover rate in your area.	
60	Job descriptions and person specifications for confirmed vacancies.	
61	Local employment market conditions.	
62	The organisation's structure, values and culture.	

### Knowledge that is Specific to this NOS (cont)

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number where this knowledge point has been met</b>
63	Employment policies and practices within the organisation, including recruitment, selection, induction, development, promotion, retention, redundancy, dismissal, pay and other terms and conditions.	
64	Sources of specialist expertise in relation to recruitment, selection and retention used by your organisation.	

The candidate and assessor must only sign below when all Performance Criteria and knowledge points have been met.

**Unit assessed as being complete**

<b>Candidate's name</b>	
<b>Candidate's signature</b>	
<b>Date submitted to Assessor as complete</b>	

<b>Assessor's name</b>	
<b>Assessor's signature</b>	
<b>Date assessed complete</b>	

**Internal Verification**

To be completed in accordance with centre's internal verifier (IV) strategy.

<b>Evidence for this Unit was sampled on the following date/s</b>	<b>Internal verifier's signature</b>	<b>Internal verifier's name</b>

This Unit has been subject to an admin check in keeping with the centre's IV strategy.

<b>Date of admin check</b>	<b>Internal verifier's signature</b>	<b>Internal verifier's name</b>

**Unit completion confirmed**

<b>Internal verifier's name</b>	
<b>Internal verifier's signature</b>	
<b>Date completed</b>	