

Foster Carer Training Development Guide

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Competency Framework

Introduction

Welcome to our AfC foster carer progression scheme and competency framework. This framework underpins our commitment to achieve the best possible outcomes for fostered children supported by skilled, motivated and appropriately rewarded foster carers. It has been set up to provide clear descriptions of the expectations of a wide variety of skills and competencies needed by carers. With the support of your supervising social worker it should help to assess your support and training requirements and develop your skills.

This document accompanies the AfC foster carer handbook and further IFA training documents.

How it works

The competency framework sets out the abilities and actions you must take to help get the best outcomes for foster children in your care. The framework has three tiers of competencies. The higher the level of skill, training and experience, the higher the tier and the amount of fee paid. We will expect our carers to have started to demonstrate the competencies in the tier above before

they can be recommended through their annual review to progress. This framework sets out the competencies that foster carers can use to demonstrate their skills and abilities at each level. We have also described what is needed for them to progress to the next payment tier. It is not compulsory for any carers, particularly connected persons carers to progress to the next tier. However, it is a requirement for all approved carers to complete mandatory training, maintain their training for level 1 requirements and complete TSDS within the timescales. Should you progress through the tiers the expectation is that you maintain this level of requirements to stay on the payment level.

It will be managed through an ongoing series of visits from your supervising social worker and through the annual review process. Throughout, you will maintain a personal development plan (Annex 1) and a learning & development portfolio (L&DP Annex 2). These will be reviewed and updated with your supervising social worker throughout the year. Carers' annual reviews will include a review of your PDP and L&DP, to make sure that all competencies - including newly acquired skills are recorded. At this stage, your supervising social worker will give you their assessment and tell you whether or not they are proposing your progression to a higher tier. There will also be consideration if you continue to maintain your current tier through the year. The annual review and its proposals will be signed off by the Branch Manager or the Head of Service.

Achieving for Children's three fostering tiers and their competency descriptions.

AfC have created a three tier fee structure for carers which is based around the following competencies. Foster carers desiring to progress to the next level will need to already be demonstrating the competencies in the tier above. Your supervising social worker will help you identify any competencies that still need to be developed or evidenced.

Overview of the process (relevant to all carers)

Preparation training prior to approval	Successfully complete skills to foster course	Pre approval
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Tier 1	<ul style="list-style-type: none"> • Attend Fostering Induction within 6 months of approval (implemented from January 2022) • Complete mandatory/ core learning and development activities; Complete TSDS qualification within 12 for mainstream and 18 months for connected carers from approval • Meet and maintain foster care competencies for tier 1 • At least 1 additional training per year • Fostering experience; foster for at least 2 years • Attendance to 1 forums and 2 support groups a year • Begin to demonstrate competencies for tier 2, if appropriate 	Level 1 carer fee at point of approval, and to maintain this level.
Annual review	<p>Update personal development plan. Amend learning & development portfolio for progression to tier 2 or remain at tier 1, as appropriate Progression sign-off by Branch Manager or the Head of Service.</p>	Review competencies at this point.

Tier 2	<ul style="list-style-type: none"> • Complete ongoing mandatory/core training within timescales • Complete refresher training (where appropriate) within timescales • Complete agreed learning and development activities in the personal development plan • Demonstration of attendance of 4 additional training programs per year • Demonstrated knowledge and implementation of learning • Meet and maintain foster care competencies for tiers 1 & 2 • Fostering experience of at least 3 years • Attendance to 2 forums and 4 support groups a year • Begin to demonstrate competencies for tier 3, if appropriate 	Level 2 carer fee
Annual review	<p>Update personal development plan</p> <p>Amend learning & development portfolio for progression to tier 3 or remain at tier 2, as appropriate</p> <p>Progression sign-off by Branch Manager or the Head of Service.</p>	Review competencies at this point.

Tier 3	<ul style="list-style-type: none"> • Complete further mandatory/core training and any refreshers • Complete agreed learning and development activities in the personal development plan, including specialised/ specific skills learning & development activities relevant to the child or carer • Meet and maintain foster care competencies for tiers 1, 2 & 3 • Fostering experience of at least 5 years. • Demonstration of attendance of 6 additional training programs per year • Demonstrated knowledge and implementation of learning • Attendance to 3 forums and 4 support groups a year • Engagement in supporting other foster carers through mentoring or training sessions. 	Level 3 carer fee
Annual review	<p>Update personal development plan Proposals for any specialist skills training as required. Continued approval at tier 3 sign-off by Branch Manager or the Head of Service. Panel Review every three years</p>	Review competencies at this point.

Learning & development activities

There are a wide range of activities that can be tailored for every foster carer's learning and development needs. Even if you have progressed beyond induction and the core training courses, there are opportunities for refresher courses and the chance to acquire some specialist skills. Your supervising social worker (SSW) will help you prepare a personal development plan (PDP) that will set out your targets for training and increasing your skills and knowledge. Keeping a learning and development portfolio (L&DP) will help you record and collect evidence as you progress. This will be reviewed and updated every year with your SSW. Your supervising social worker should discuss which of the following areas need addressing in your monthly supervisions and as part of your annual review.

Preparation training leading to initial approval	Skills to Foster
Induction (completed in the first six months after approval)	Refresher of the skills to foster course, explanation of our mentoring scheme, AfC organogram, record keeping, familiarisation with the content of the fostering handbook, an outline of mandatory training in year 1, "what to expect in your first placement" safeguarding, first aid.
Mandatory learning & development (completed within the initial 12 months) (list below)	<ul style="list-style-type: none">• Safeguarding• Attachment• Safer Caring• Record Keeping• First Aid; paediatric etc.

	TSDS completed within 12 months (mainstream) or 18 months (connected carer) of approval
Refresher learning & development As per the requirements.	Any refresher induction training that might be required will be covered in your PDP and L&DP
Further skills learning & development	Continued development and skills each year. Whether further training, refresher or new training programs. For example: specialist learning & development

Mandatory Training within AfC.

Mandatory/Core training is the required training list for foster carers to complete and keep up to date through refreshers as required. It is expected that all mandatory training is completed within the first few years of approval. TSDS completion is required within the first 12 months for mainstream carers and 18 months for connected carers, as per the national minimum standards. All this training can be booked through the learning and development portal. Your supervising social worker will ensure you complete the mandatory training and access all the key support mechanisms as we firmly believe that learning is not done in isolation but through regular interaction with other foster carers.

It is important to note that all approved carers in the household must complete the TSDS collectively, and each must complete the mandatory training, and maintain the tier level to meet requirements.

Mandatory training course(s)
Completion of TSDS for Foster Care: Evidence Workbook within 12-18 months of approval
Safeguarding Training: Basic Awareness Level 1(e learning) - first year
Safeguarding Children: A Shared Responsibility Level 2 - 2nd year
Safeguarding Children: Child Protection Process Level 3 - 3rd year
Safeguarding Children: Child Protection Process Level 3 - Refresher - every 3 years
Workshop to Raise Awareness of PREVENT (to be completed within 24 months of approval)
Safer Caring - Protecting Children & Minimising The Risk of False Allegations
Attachment: An Introduction - Level 1 (further levels)
What's new in Child Development - informing excellence when working with children & young people?
Emergency Paediatric First Aid 1-day/Paediatric First Aid 2-day
Paediatric First Aid refresher (every 3 years)
Cultural Awareness (previously unconscious bias)
Record keeping e-learning
LADO & SOC e-learning

National Minimum Standard 20 requirements

The competency framework is based around and linked to the Fostering National Minimum Standards 2011. We want both our foster carers and IFA staff to feel confident in demonstrating we are fulfilling the 12 child focused and 19 service focused standards. Primarily this is about securing good outcomes for all children in our care, listening to their wishes and feelings and tailoring and individualising their nurture and support.

We set out below what needs to be done to fully meet these requirements.

20.1) All new foster carers receive an induction.

We are currently developing with workforce development a fostering induction which will include a refresher of the skills to foster course, explanation of our mentoring scheme, AfC organogram, record keeping, familiarisation with the content of the fostering handbook, an outline of mandatory training in year 1, a “what to expect in your first placement manual” including key links, phone numbers, supports etc.

20.2) All foster carers, including all members of a household who are approved foster carers, are supported to achieve the Children’s Workforce Development Council’s Training, Support and Development Standards for Foster Care

The 7 Standards of Care for foster carers, are used as the foundation for the training program, in identifying the trainings that best develop carers and support ongoing growth. The use of the TSDS workbook beyond its completion can support natural growth and evolve into the carers learning and development portfolio.

20.3) Foster carers are able to evidence that the Training, Support and Development Standards (TSDS) have been attained within 12 months of approval (or within 18 months for family and friends foster carers).

While we recommend that carers complete their workbooks electronically, we appreciate for some people a paper format is preferred. AfC will continue to support both options. Workshops to support TSDS completion are designed to assist carers in their direction of completing. However there are some requirements that need to be met before being referred to this offer. Allocated supervising social workers will support their carers along the way.

20.4) Foster carers maintain an ongoing training and development portfolio which demonstrates how they are meeting the skills required of them by the fostering service.

Carers will be provided with a template for maintaining the portfolio begun as part of their TSDS. Supervising Social Workers will continue to record training on foster carer's files and provide an overview as part of their annual review. Advice will be provided about how carers can record external training and this should be given the same credency as attending in house courses.

20.5) Foster carers' personal development plans set out how they will be supported to undertake ongoing training and development that is appropriate to their development needs and experience.

The annual review will be the principle mechanism for ensuring that personal development plans are up to date. We need to have these plans need to be formally documented with specific, measurable, achievable, relevant and time bound (SMART) goals that are tailored to the individual needs and circumstances of each fostering household.

20.6) The reviews of each carers approval include an appraisal of performance against clear and consistent standards set by the agency, and consideration of training and development needs, which are documented in the review report. The foster carer's personal development plan is reviewed and the effectiveness of training and development received is evaluated.

Coram Baaf Annual Review forms (Annex 3). A template for the personal development plan is included (Annex 1).

20.7) The fostering service is clear and transparent with their foster carers about the level of support available to them and how to access such support.

The fostering service details support within the handbooks, however every carer will have an allocated worker, support from the various members in the team, duty service, out of hours supports and emergency duty services.

20.8) Support and training is made available to foster carers, including hard to reach carers, to assist them in meeting the specific needs of the children they are caring for or are expected to care for.

Training is available via face to face and online/virtual. The AfC IFA and training service continue to expand the training offered to carers and staff to ensure we are meeting the ever growing needs of our carers, the children we care for and the community needs.

20.9) Appropriate training on safer caring is provided for all members of the foster household, including young people of sufficient age and understanding, and ensures that foster carers understand how safer caring principles should be applied in a way which meets the needs of individual children.

Safer carer training is available to carers throughout the year, and is additionally available to their adult children who reside in the home, and back up carers.

20.10) All training fits within a framework of equal opportunities and anti-discriminatory practice and is organised to encourage and facilitate attendance by foster carers.

Training is offered in a variety of formats and locations to assist the needs of carers, and ensure engagement. This continues to be examined and expanded.

The 7 Training Support and Development Standards which have been built into AFC's Foster Care Competency Framework

For simplicity rather than develop a wholly new set of competencies for carers who have completed their TSDS we have taken the 7 existing TSDS and developed them so that they cover the full range of competencies you will be developing throughout your fostering journey. We have also mapped these competencies against the child focused and service focused standards in the National Minimum Standards for fosterings to make sure that we have satisfied all Ofsted's key recommendations around developing good practice.

Training Support and Development Standards Competencies with additional elements	Links to National Minimum Standards for Fostering
Competency 1: Understand the principles and values essential for fostering children and young people including equality, inclusion, person centred approaches, confidentiality and sharing information.	Standards 1-12 and 26
Competency 2: Understand your role as a foster carer including legislation and procedures, providing day to day care, relationships with parents and others, team working, being organised, complaints and compliments.	Standards 1-12
Competency 3: Understand health and safety and health care including accommodation, medication, personal safety and promoting the healthy growth and development of the child.	Standard 6

Competency 4: Know how to communicate effectively with families, friends, and organisations. To take part in implementing the child's placement and care plan, to attend and actively participate in all reviews, family meetings, case conferences and court hearings as required; to keep good records of placements and contribute to reports.	Standards 11,15,25,26 and 31
Competency 5: Understanding the development of children and young people including attachment, resilience, transitions, play, activities, learning, supporting educational potential, understanding contexts, promoting positive health and sexuality, and supporting disabled children and children with special educational needs	Standards 7 and 8
Competency 6: Keep children and young people safe from harm including recognising and responding to abuse, working with other agencies, and reporting failures in duty	Standards 4 and 5
Competency 7: Develop yourself including being aware of the impact on your children and extended family, using support and supervision to develop your role, meeting learning needs as part of continuous professional development and career progression	Standards 20 and 21

Competency 1: Understand the principles and values essential for fostering children and young people including equality, inclusion, person centred approaches, confidentiality and sharing information.

1	Demonstrate an ability to work closely with children's families and others who are important to the child		Supervising Social Worker and Child's social worker
	Work with the child/YP's family to have purposeful contact		Therapeutic support and advice may be available through the Emotional Health Service,
	Be non-judgemental in your approach to those people important to the child/YP	The Impact of Parental Offending: A Hidden Sentence, Toxic Trio: Impact upon Outcomes for Children	Manager of the Contact Service
			Buddy/Mentor who is more experienced foster carer
1	Keep all information about children/YP secure	Data Protection e learning course	Buddy/Mentor who is more experienced foster carer
	Understand AfC policies with regard to confidentiality	Record keeping (we are currently developing this both as elearning and internal training)	
2	Show an ability to prepare a child for regular contact with family and significant others		Support groups

	Demonstrate skills in working and engaging with parents and/or significant others	Working with Difficult to Engage Parents	Fostering Network
	Actively work to improve relationships between a child/YP and their family,		
	Demonstrate they have understood the AfC policy in relation to confidentiality and the protocols about sharing confidential information with others involved with the child/YP		
3	Support the social workers in direct work with a parent/carer towards an agreed plan (rehabilitation or otherwise)		
	Support another foster carer with challenges they are experiencing over a foster child's relationship with their birth family		
	Support other carers in any issues they raise regarding dealing with confidential information		

Competency 2: Understand your roles as a foster carer including legislation and procedures, providing day to day care, relationships with parents and others, team working, being organised, complaints and compliments.

Foster carer level	Competency example	Training course(s)	Support
1	Understand why children become looked after and the need to work in partnership with parents	Attachment: An Introduction - Level 1	Supervising social worker and child's social worker
	Understand the primary aim is to return the child home wherever possible		Buddy/Mentor who is more experienced foster carer
	Work with parents and other professionals in helping the child to return home		Support Groups
	Work closely with children's families and others who are important to the child		Foster Care Forums
	Understand how cultural, religious, ethnic and social issues may affect contact	Cultural Awareness	Foster Care Association
	Demonstrate an ability to support the child/YP beyond the placement (i.e. following their return home, to their permanent family, or following a move to independent living)		Fostering Handbook
			What's App group
2	Show an ability to deal with some levels of distress in relation to contact visits	Attachment: Impact on Practice - Level 2	Fostering Service out of hours advice line
	Demonstrate skill in working and engaging with parents and significant others	Working with Difficult to Engage Parents	Contact Service Manager

3	Understand and cope with a child/YP's stressful attachment to his/her own family where relationships are confused or abusive	Attachment: Use in assessment - Level 3	
	Have undertaken direct work with a parent/carer towards an agreed plan		

Foster carer level	Competency example	Training course(s)	Support
1	Have knowledge of normal child development	What's new in Child Development - informing excellence when working with children & young people?	Supervising social worker and child's social worker
			Buddy/Mentor who is more experienced foster carer
	Demonstrate an ability to listen and communicate effectively with the child/YP		Support Groups
	Demonstrate an ability to set appropriate boundaries and manage the child's behaviour within these, without the use of physical or other inappropriate punishment		Foster Care Forums
	Welcome the child/YP into your home		Foster Care Association
	Encourage, promote and model positive behaviour		Fostering Handbook

	Maintain the home to a good standard of hygiene and repair		What's App group
	Help a child/YP to develop self-care skills		Fostering Service out of hours advice line
	Work with a child/YP to encourage good personal hygiene/self-presentation at an age appropriate level		
	Understand why a child is behaving in a certain way and identify a range of ways of managing behaviour		
	Manage conflict and disagreement in a positive way	Managing Challenging Behaviour' for Foster carers and Adoptive parents	
	Provide stable arrangements for living and childcare and an established day to day routine		
	Have people and links within the wider community who can provide support		
	Demonstrate an ability to plan activities/events around the child's needs		
	Contribute to minimising disruption of placements	Preventing Placement Disruption and Breakdown	
	Provide 28 days notification of any placement ending		
2	Show an awareness of the factors that contribute to disruption and work through them to avoid placement breakdown and		

	minimise placement moves.		
	Show an ability to deal with the effects of some conflict between the child/YP and their own family members		
	Enable a child to express, manage and cope with their emotions, appropriate to their age and understanding		
	Manage a child/YP's negative reactions and behaviours including attention-seeking, withdrawal, refusal to co-operate		
	Show an ability to use different methods of communication with children appropriate to age and understanding		
3	Over time, demonstrate a consistent commitment to the child/YP despite continuing difficult circumstances or behavior		
	Show they have understood and managed the impact of difficult circumstances or behaviour on their own family in a way that sustains the healthy placement of the child/YP		
	Care for a child/YP displaying an attachment disorder/with a history of offending or self-harm, or multiple changes of placement		
	Act as a mentor/support to other foster carers in caring for a child/YP with a history		

	of attachment difficulties, sexual abuse, offending behaviour, etc		
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	Competency 9: To promote positive relationships of children with adults capable of providing safe and effective care.		
Foster carer level	Competency example	Training course(s)	Support
1	Provide a safe, warm and nurturing environment		Supervising social worker and child's social worker
	Show the child/young person emotional warmth		Buddy/Mentor who is more experienced foster carer
	Demonstrate affection whilst maintaining clear boundaries		Support Groups
	Spend enough time with the child/young person to sustain a stable relationship	Attachment: An Introduction - Level 1	Foster Care Forums
			Foster Care Association
2	Work with the rejection of boundaries and be persistent	Attachment: Impact on Practice - Level 2	Fostering Handbook
	Show responsiveness and express warmth and sensitivity with a child/young person who seems to give little in return		What's App group
	Understand rejecting behaviour		Fostering Service out of hours

	and its causes		advice line
			Therapeutic support may be provided through CAMHS or in-house services
3	Demonstrate they have worked with the rejection of boundaries over time in order to sustain a placement and thereby promote attachment	Attachment: Use in assessment - Level 3	
	Support other carers who are struggling to hold appropriate boundaries or express emotional warmth due to rejecting behaviour		

Foster carer level	Competency example	Training course(s)	Support
1	Demonstrate an ability to work with professionals and maintain professional, open and honest relationships		Supervising social worker
	Sustain positive relationships and maintain effective functioning through periods of stress		Buddy/Mentor who is more experienced foster carer
	Prepare for visits from SSW, CSW, and other professionals involved with the child / YP		Support Groups

			Foster Care Forums
	Demonstrate a commitment to multi-agency working		Foster Care Association
2	Show that they have worked through a period of difficulty/stress/conflict with the department and sustained an open working relationship despite the difficulties	Managing Allegations Against Staff or Volunteers (Fostering) LADO	Fostering Handbook including links to care planning policies and procedures
			What's App group
3	Demonstrate they have worked as part of a multi-agency approach to sustain the placement of a child/YP over time.		Fostering Service out of hours advice line
	Offer appropriate support to other carers where they are facing a complaint, allegation, or standard of care investigation		Fostering Network
			Foster Talk

Competency 3: Understand health and safety and health care including accommodation, medication, personal safety and promoting the healthy growth and development of the child.

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Foster carer level	Competency example	Training course(s)	Support
1	Ensure child/YP is registered with a GP, dentist, etc.		Looked After Children's Health Team
	Ensure regular dental care and keep medical / health visitor / nursing appointments		Supervising social worker
	Seek medical advice appropriately		Buddy/Mentor who is more experienced foster carer
	Record medical/health issues, advising the relevant professionals accordingly		Support Groups
	Use any medical aids or adaptations	Allergens, EpiPens and the Safe Management of Medication	Foster Care Forums
	Encourage healthy eating, respecting religious and cultural requirements and children's special dietary needs	e-Learning: Nutrition and Healthy Eating	Foster Care Association
	Encourage the child/YP to be self-confident and help the child/YP to build self-esteem	Supporting/Building Resilience in Children & Young People, Encouraging the voice of the child during Engagement & Assessment	Fostering Handbook
	Develop an understanding of how separation, loss, and trauma affect identity and self-esteem	Introduction to Anxiety Disorders in Children & Young People, Long Standing Trauma	What's App group
	Help children/YP develop their		Fostering Service out of hours

	language skills and general self-expression		advice line
	Help children/YP to communicate about their experiences and feelings	Self Harm & Suicide Awareness in Children & Young People	Therapeutic Services both internal and CAMHS
	Manage discussions around relationships and sex education, appropriate to age and level of understanding	TBC, Introduction to Gender Identity & Trans Awareness	
	Show an ability to care for a child needing regular medical attention, e.g. physiotherapy, special therapy, specific diet		
2	Show an ability to work with the department/other professionals on health-related matters, e.g. bed-wetting, smearing, eating disorders	Eating Disorders in Children & Young People	
	Undertake specifically agreed tasks where the child/YP's development is delayed or not consistent across age appropriate milestones		
3	Show an ability to care for a child/YP with complex health needs requiring multiple medical appointments and/or		

	multi-professional working		
	Understand and work with a child/YP who misuses alcohol or other substances or exhibits repetitive obsessive behaviour or mental health problems		
	Provide a package of care or stimulation to a child with complex emotional or health needs, in collaboration with other professionals		

Competency 4: Know how to communicate effectively including communicating with families, friends, and organisations. To take part in implementing the child's placement and care plan, to attend and actively participate in all reviews, family meetings, case conferences and court hearings as required; to keep good records of placements and contribute to reports.

Foster carer level	Competency example	Training course(s)	Support
1	Understand why children become looked after and the need to work in partnership with parents	Attachment: An Introduction - Level 1	Supervising social worker and child's social worker
	Understand the primary aim is to return the		Buddy/Mentor who is

	child/YP home wherever possible		more experienced foster carer
	Work with parents and other professionals in helping the child/YP to return home		Support Groups
	Work closely with children's families and others who are important to the child		Foster Care Forums
	Understand how cultural, religious, ethnic and social issues may affect contact	Cultural Awareness	Foster Care Association
	Demonstrate an ability to support the child/YP beyond the placement (i.e. following their return home, to their permanent family, or following a move to independent living)		Fostering Handbook
			What's App group
2	Show an ability to deal with some levels of distress in relation to contact visits	Attachment: Impact on Practice - Level 2	Fostering Service out of hours advice line
	Demonstrate skill in working and engaging with parents and significant others	Working with Difficult to Engage Parents	Contact Service Manager
3	Understand and cope with a child/YP's stressful attachment to his/her own family where relationships are confused or abusive	Attachment: Use in assessment - Level 3	
	Have undertaken direct work with a parent/carers towards an agreed plan		

1	Demonstrate an ability to work with other professionals and		Supervising social worker and Child's Social Worker
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	contribute to the department planning for the child/YP		
	Demonstrate an ability to communicate effectively		Buddy/Mentor who is more experienced foster carer
	Contribute to the Department's planning for the child/YP		Support Groups
	Keep records of significant events and developments	Record keeping (we are currently developing this both as elearning and internal training)	Foster Care Forums
	Complete and return regular update reports on each child/YP to the SSW		Foster Care Association
			Fostering Handbook
	Observe and assess a child/YP and record their development	What's new in Child Development - informing excellence when working with children & young people?	Independent Reviewing Officer
2	Show they have kept records which may contribute to evidence in criminal or care proceedings		Fostering Service out of hours advice line
	Show they have committed to attend all relevant meetings in respect of a child/YP and contributed to them		Fostering Network
3	To support other carers in attending case conferences,		

	court hearings and in contributing to reports		
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Competency 5: Understanding the development of children and young people including attachment, resilience, transitions, play, activities, learning, supporting educational potential, understanding contexts, promoting positive health and sexuality, and supporting disabled children and children with special educational needs

Foster carer level	Competency example	Training course(s)	Support
1	Promote learning in the home and at school	Promoting education & the love of learning – for Foster Carers, Special Guardians and Adoptive Parents	Virtual School
	Take the child to school and other activities appropriate to their age and needs		Supervising social worker and child's social worker
	Attend parents' evenings and actively support homework		Buddy/Mentor who is more experienced foster carer
	Provide a home environment conducive to learning		Support Groups
	Contribute to the child's Personal Education Plan	PEP - primary aged CLA	Foster Care Forums
	Support the child's participation in school activities	PEP secondary & 16+ aged CLA	Foster Care Association

	Help child/YP pursue interests, talents and hobbies		Fostering Handbook
	Recognise when a child is falling behind at school		What's App group
	Work in partnership with education professionals		Fostering Service out of hours advice line
2	Care for a child with learning difficulties including those with a statement of educational needs or in special education	Introduction to ADHD – Level 1, Working with ADHD - Level 2, Introduction to Autistic Spectrum Conditions - Level 1, Working with Autistic Spectrum Conditions - Level 2 , Lego Therapy , Foetal Alcohol Spectrum Disorder Awareness	
	Care for a child/YP who is at risk of exclusion from school or who has been excluded while an alternative package is arranged		
3	Care for a child with severe learning difficulties	ADHD Specialist Programme - Understanding and Working with ADHD, Autism Specialist Programme - Understanding and Working with ASD. Supporting Children and Young People with Pathological Demand Avoidance, Intensive Interaction - One Day Introduction Course	

	With other professionals, support a child who is subject to an alternative education package and work to reintegrate them/help them succeed in education	Young People's Voices - Personalisation and Participation (SEND)	
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Foster carer levels	Competency example	Training course(s)	Support
1	Show and maintain respect for the child/young person's culture, background and birth family	Cultural Awareness	Specialist advice should be accessed through the supervising social worker or child's social worker and their managers
	Ensure the home reflects a multi-cultural society (e.g. toys, books, pictures, etc)	Equality and Diversity	Buddy/Mentor who is more experienced foster carer
	Demonstrate you're able to help the child/young person develop an understanding of themselves and of their past, including culture, race, religion, language, disability and sexuality	Therapeutic Life Story Work	Foster Carer Handbook
	Help a child to take pride in their identity		Virtual School
	Help the child to retain their own language		Fostering Network

	Plan to meet the child's needs within the foster home or from other sources – e.g. promoting possible contact with people with similar identity to the child/young person , maintaining custom, attendance at religious festivals, etc		
2	Show they have assisted a child whose future is uncertain, maintain a sense of identity through contact or otherwise		
	Show an ability to address problems associated with a child/young persons low self-esteem and help a child towards a more positive self-image	Supporting/Building Resilience in Children & Young People,	
3	Work closely with other professionals or with a child's family to ensure a child/young person retains their sense of past identity, culture, religion, language or sexuality during a sustained stay in foster care	English as an Additional Language (EAL) - supporting young children learning to talk in a bilingual environment	
	Work with other carers who are needing support in helping the child understand their origins, religion or culture		

Foster carer level	Competency example	Training course(s)	Support
1	To be open to work towards a positive ending for child/YP in whatever circumstances	Preparing for Transition	Supervising social worker
	Help the YP develop skills such as cooking, shopping and budgeting in order to prepare them for independence		Child's social worker
	Open a bank account and/or savings account for the child/YP		Buddy/Mentor who is more experienced foster carer
	Save a regular amount each month for the child/YP from their allowance		Leaving Care Team
	Work with other professionals and adopters/long-term carers/family to move the child/YP onto their permanent home in a positive and enabling way		Independent Reviewing Officer
2	Teach self-care and other independence skills to a YP moving towards independence		
	Call on a range of skills to help a child/YP to move on to a "new"		

	family		
	Work with “new” family after the placement ending to facilitate the child/YP settling and manage transition		
3	Work with other carers to promote the positive ending for a child/YP		

Competency 6: Competency 6: Keep children and young people safe from harm including recognising and responding to abuse, working with other agencies, and reporting failures in duty

Foster care level	Competency example	Training course(s)	Support
1	Keep children safe from all forms of abuse, neglect, exploitation and deprivation	Safeguarding Training: Basic Awareness Level 1(e learning)	Supervising social worker Child's social Worker
	Fully understand and comply with Local Safeguarding Board policies and procedures concerning child	Safeguarding Children: A Shared Responsibility Level 2	Buddy/Mentor who is more experienced foster carer

	protection issues/allegations, and missing from home incidents		
	Develop a home environment where a child/YP knows they are respected and listened to	Safeguarding Children: Child Protection Process Level 3	Support Groups
	Try to ensure the child/YP does not associate with unsuitable adults/peers	Safeguarding Children: Child Protection Process Level 3 - Refresher	Foster Care Forums
	Manage behaviour which could place a child at risk, eg sexualised behaviour, over friendliness strangers, etc.	Workshop to Raise Awareness of PREVENT	Foster Care Association
	Ensure that boundaries in the home are maintained to ensure a safe environment for the child/YP	Safer Caring - Protecting Children & Minimising The Risk of False Allegations	Fostering Handbook: safeguarding and missing policies
	Deal appropriately with a disclosure from a child/YP.	Gangs & Youth Violence Awareness	What's App group
		Keeping Children Safe from Emotional Abuse and Neglect	Fostering Service out of hours advice line and Emergency Duty Team
2	Teach levels of self-protection to children, appropriate to their age, ability and understanding	Online safety and risky behaviour for foster carers	Local Safeguarding Children's Board: may offer specific training around children who go missing
	Manage risks in relation to some drug/substance misuse or self-harming behaviour	Preventing CSE	Fostering Network
	Work with a child/YP to discourage learned patterns of unacceptable or risky behaviour	Promoting Positive Mental Health 11+ years	Foster Talk

		Promoting Positive Mental Health in Children 0-10 Years	Multi-Agency Panels dealing with missing and risk of exploitation
3	Manage an assessment of risk in relation to sexually abusive behaviour	Understanding Harmful Sexual Behaviours (HSB) Displayed by Children and Young People	
	Over time, work with a child/YP and other professionals to try to reduce harmful or risky behaviour (e.g. drugs/alcohol/absconding/associating with people who pose a risk)		
	Child Sexual Abuse: Effective Assessment & Intervention	Child Sexual Abuse: Effective Assessment & Intervention	

Competency 7: Develop yourself including being aware of the impact on your children and extended family, using support and supervision to develop your role, meeting learning needs as part of continuous professional development and career progression

Foster carer level	Competency example	Training course(s)	Support
1	Complete Training Support and Development Standards within 12-18 months of approval		Supervising social worker

	Begin to recognise own strengths and areas for development and accept support and learning opportunities		Buddy/Mentor who is more experienced foster carer
	Gather evidence and examples of skills, learning, etc., for the Personal Development Plan and Portfolio		Support Groups
	Understand the learning, development and support needs of the whole family including sons/daughters of foster carers		Foster Care Forums
	Take advantage of alternative learning and development activities such as on-line learning; reading; watching relevant TV documentaries and discussing outcomes with children		Foster Care Association
			Fostering Handbook
2	Actively seek out opportunities for learning that will develop their fostering knowledge		What's App group
	Effectively use support mechanisms to identify and develop knowledge and skills		Fostering Service out of hours advice line
	Show they can reflect on their learning and skills and identify areas where they need further development		Annual foster care conference

			Workforce Development
3	Contribute to providing learning opportunities for other foster carers, staff and agencies		