

## Overview

This standard identifies the requirements when leading the support for children and young people's creativity in partnership with children and young people, families and others. This includes supporting observations of the creative development of children and young people and facilitating the provision of an environment that promotes and enhances creativity. It also includes supporting monitoring, evaluation and planning of improvements to promote the creative development of children and young people.

## Performance criteria

### *You must be able to:*

1. ensure curriculum guidance or frameworks for creativity are identified and followed
2. work in collaboration with others to develop different methods for observing and assessing the creativity of children or young people
3. use observations and feedback from children or young people, families and others to assess creativity
4. champion a child-centred approach by involving children or young people in observations of their creativity
5. ensure observations are child-centred, valid, and reliable, using various information sources
6. support others to recognise and respond to children or young people who need additional support
7. support others to reflect on practice and improve creative support
8. lead the development of programmes and activities that promote the creative development of children or young people
9. support others to identify the different ways children or young people express creativity
10. ensure spaces, experiences and interactions are well planned, organised and resourced for creative expression
11. ensure responsive and intentional experiences are open-ended to allow for creative expression
12. facilitate and support visual and tactile displays to stimulate the curiosity and build the self-esteem of children or young people
13. promote the use of opportunities for children or young people to be creative, explore and innovate
14. promote and embed the use of digital tools and devices to support creativity, ensuring digital resources support rather than replace rich, real-world play experiences
15. model high expectations and positive attitudes towards the creativity of children or young people
16. ensure all children or young people have access to creative opportunities
17. develop systems that monitor and evaluate the creative development of children or young people

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18. work with others to evaluate the suitability of provision for creativity to meet the needs and abilities of children or young people
19. identify areas for improvement and plan for ongoing development of creative opportunities
20. complete records and reports required for leading the support for children and young people's creativity
21. encourage others to reflect on and evaluate their own and organisational practice in supporting creativity
22. reflect on how you carried out your roles and responsibilities when leading the support for children or young people's creativity

## Knowledge and understanding

### *You need to know and understand:*

1. how to ensure information about creativity is accessible to children and young people and others
2. how to support the transitions that children and young people may go through
3. how to support others to identify the importance of the creative process as opposed to outcome
4. how to support others to identify the importance of creativity in all areas of the development of children and young people
5. how to encourage the creativity of children and young people
6. how to lead on dignity, kindness, and compassion when supporting the creative development of children and young people
7. how to support emotional regulation to promote the creative development of children and young people
8. the range of social, physical and economic factors that may affect the creativity of children and young people
9. the influence of culture and background on the creative development of children and young people
10. the influence of neurodivergence and additional needs on creative development of children and young people
11. your role in leading workplace procedures for observation and assessment and how these link to curriculum or development frameworks
12. the contribution play makes to the development of creativity
13. how to use digital tools and devices to support children and young people's creativity
14. how to provide spaces and programmes of experiences and interactions to support creativity and sustainability
15. how to lead systems and procedures that support the creativity of children and young people
16. how to support others to adapt their practice and environments to ensure children and young people can participate equally in creative opportunities
17. how to lead on the application of trauma informed principles to promote the creative development of children and young people
18. how to evaluate the effectiveness of planning for creativity
19. how to work in partnership with others to support the creativity of children and

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young people

20. the records and reports required for leading the support for children and young people's creativity

21. theories relevant to leading the support for children and young people's creativity

22. the relevant legal requirements, standards of practice, frameworks and guidance for leading the support for children and young people's creativity

23. the workplace requirements on equality, diversity, inclusion and rights when leading the support for children and young people's creativity

24. how your personal experiences and unconscious bias may impact when leading the support for children and young people's creativity, and how to address this

25. the role of supervision, reflective practice and learning and development in leading the support for children and young people's creativity

## Glossary

The glossary for this National Occupational Standard is available on the Skills for Care and Development website.

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