
Overview

This standard outlines the requirements for working in partnership with children and young people to support them in making decisions and managing various aspects of their lives. It includes developing independence related to clothing, appearance, personal space at home, money and activities. Additionally, it involves helping them identify and nurture their strengths, interests, and abilities.

Performance criteria

You must be able to:

1. establish consent and access information on children or young people
2. support children or young people and others to identify their strengths, interests, and abilities
3. support children or young people and others to identify preferences, needs and outcomes for their care and support
4. work in partnership with children or young people and others to establish potential risks and the benefits of positive risk taking
5. work in partnership with children or young people to make decisions about, and manage their clothing and appearance
6. work in partnership with children or young people to make decisions about, and manage their money
7. work in partnership with children or young people to make decisions about, and manage their personal space at home
8. work in partnership with children or young people to make decisions about, and manage their social activities
9. support children or young people to access digital tools and devices and manage their online presence
10. support children or young people to nurture their identity and self-esteem
11. encourage children or young people to develop relationships with others
12. support children or young people to recognise how their interests, strengths and abilities can improve their wellbeing and outcomes
13. support children or young people to manage safeguarding risks, challenges and restrictions
14. assist children or young people to identify strategies for emotional regulation
15. support children or young people to develop resilience and learn from challenges
16. celebrate the perseverance, effort or success of children or young people, and encourage others to do so
17. complete records and reports required for working with children or young people to manage aspects of their lives
18. reflect on how you carried out your roles and responsibilities when working with children or young people to manage aspects of their lives

Knowledge and understanding

You need to know and understand:

1. your role in promoting the rights, choices, wellbeing and participation of children and young people
2. the communication and listening skills necessary to relate to and interact effectively with children and young people
3. how to support children and young people to develop emotional regulation
4. how power and influence can be used and misused when supporting children and young people to manage aspects of their lives
5. how and where to access information and support that can inform your practice when supporting children and young people to manage their lives
6. the influence of neurodivergence and additional needs on how children and young people manage aspects of their lives
7. the influence of culture, background and spirituality on how children and young people manage aspects of their lives
8. how to make practical arrangements and secure resources to support children and young people, with consideration to sustainability
9. how to identify and manage risks and support positive risk taking
10. how to support children and young people to use digital tools and devices and safely manage their online presence
11. the importance of consistent relationships and support networks for children and young people
12. why the recognition of perseverance, effort and success are important for the wellbeing of children and young people
13. the importance of dignity, kindness and compassion in supporting children and young people to manage their lives
14. ways of providing information and advice that will enable children and young people to manage their clothing, appearance, money, home and activities
15. the importance, benefits and methods of developing the confidence of children and young people
16. ways to encourage children and young people to pursue their interests and enhance their strengths and abilities
17. the role of play, recreation and leisure in the health and wellbeing of children and young people
18. how to respond flexibly to the different levels of support and accountability

needed for children and young people

19. how to apply trauma informed principles to support children and young people to manage aspects of their lives

20. how to support children and young people to reach their full potential

21. how to promote choice and participation in decisions that impact children and young people

22. how to work in partnership with others to support children and young people to manage aspects of their lives

23. how to respond to issues or concerns when supporting children and young people to manage aspects of their lives

24. theories relevant to working with children and young people to manage aspects of their lives

25. the relevant legal requirements, standards of practice, frameworks and guidance for working with children and young people to manage aspects of their lives

26. the workplace requirements on equality, diversity, inclusion, and rights when working with children and young people to manage aspects of their lives

27. how your personal experiences and unconscious bias may impact when working with children and young people to manage aspects of their lives, and how to address this

28. the role of supervision, reflective practice and learning and development in working with children and young people to manage aspects of their lives

Glossary

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

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Work with children and young people to manage aspects of their lives



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