Children's Services Manager Standards

Manager Standard	My self-assessment	Action and timeline
1. Promoting and governing excellent professional practice including the use of Signs of Safety **Values** ✓ Ensure that the safety of children and young people is always closely and rigorously considered in our work with families and partners ✓ Promotion of our values for practice ✓ Where relevant - Practice decisions must always include clear danger and safety statements and safety goals **Management Oversight** We expect all managers to: ✓ Model showing the rationale for decisions and evidencing the risk and analysis that has been considered. ✓ As appropriate, maintain oversight of casework through regular case file audits and supervision to ensure recordings are		

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contemporaneous, evidenced based, use the Signs of Safety framework, and demonstrate how practice enhances the child's safety, life experience, education, and family networks ✓ Lead by example including modelling and sharing good Signs of Safety principles and disciplines (valuing respectful working relationships; being able to admit you may have it wrong; looking for success in everyday practice; clear and plain language; skilful use of authority) ✓ Provide supervision (individual and group) that models and promotes the secure and competent use of 'Signs of Safety' – including leading by questioning, and as appropriate full case analysis, use of family networks and robust safety planning ✓ Provide regular supervision that balances case management decision making with reflective space to explore the emotional and personal impact of practice and interactions with others, including any dilemmas that arise **Induction:** ✓ Ensure all new starters have a prompt and effective induction that includes the council's mandatory criteria as well as those of the service in which they work ✓ Responding promptly and respectfully to		

colleagues in your team who report difficulties with their work, including an agreed means of solution and remedy ✓ Being excited by and interested in learning from mistakes, errors, and successes to improve the work of your team. We will expect you to show how you learn together from practice ✓ To quality assure and/or observe practice regularly, leading improvement and change discussions and noticing the difference this makes for families **Performance Management:** ✓ Monitoring performance and service delivery through regular review of performance to track workloads, which may include practice themes, and case allocations. This should include swift action to help practitioners whose caseloads are complex or too high ✓ Managing weak practice through constructive feedback and challenge in supervision, clearly outlining expectations, providing appropriate support or training, and following HR procedures sensitively and consistently ✓ Promoting excellent practice and performance though use of appreciative inquiry so that practitioners can identify what they do well and what they need to so		

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to make this a consistent feature of their work **Personal Excellence:** ✓ Having and always using proficient knowledge of statutory guidance and legislation, including having a means of maintaining an up to date knowledge and personal development plan ✓ Seeking advice and guidance from your own line manager about how to improve decision making when it is required ✓ To demonstrate and lead a team with a good balance of accountability and creativity, making sure that you are responsive to challenges as well as seeing all improvement and change through to completion ✓ Taking seriously your roles of corporate leader and manager for Bexley Council and participating in meetings as require		
2. Focusing always on the experiences of and feedback from children and young people and other partners ✓ Leading a team or service with an authentic and deep commitment to understanding how the work you and your team are doing, feels for and is experienced by children, young people, their families and carers and other partners		

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✓ Where applicable - Ensuring social work reports and assessments about children and families are signed off when they: ▪ are written in clear language that children and parents/carers can understand – and which use their own words ▪ are evidenced based ▪ describe what is working well, what the worries are and what is expected to change ▪ can demonstrate the child's answer to: "what life and education is like for me?" ▪ express clear danger statements and linked safety goals which are used to develop and an effective plan for the child's safety ▪ show that the family and their network of support have been engaged in assessment and planning ✓ The Signs of Safety assessment framework and tools are consistently promoted and used as a way of engaging children, young people, their family and carers and partners ✓ Where applicable Case records, assessments and reports demonstrate and justify any differences between the wishes and feelings of the child versus decisions made in their best interest. They can also show that assessments of a child's circumstance are updated at least every		

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six months and decisions are revised in light of new information ✓ Actively seeking out and using feedback from comments, compliments and complaints to enhance and change practice ✓ Where applicable Prioritise communication with families and children when the social worker in their lives changes – either at the start or ending of work. Make sure all practitioners understand and respect this expectation in Bexley		
3. Governance and accountability ✓ Oversee, daily and monthly performance data (quality and quantity) of the team or service, using it to understand workflow, quality of practice, decision making and the impact of our work in families and with partners ✓ Prepare a monthly managers performance report as required in the accountability cycle, submitting it on time and to a high standard ✓ Use the authority of your role appropriately to protect children and to promote their welfare by making informed and evidenced based decisions, taking responsibility for the consequences of		

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decisions made, and being assertive when the situation warrants or may compromise the safety of a child ✓ Be receptive to feedback and suggestions for change, reflect on your own conduct and decision making, regularly checking out with your team and colleagues that the changes you are making are working ✓ Manage complaints in a timely and professional manner with an openness to learn and a relentless focus on the communication and experiences of the complainant to respond to correspondence and enquiries promptly, never leaving responses longer than 5 working days. ✓ Participate and contribute to the team diagnostic programme ✓ Create a team environment where practice is the best it can be, and all practitioners feel supported and 'held'. This must include understanding the range of skills in the team and making best use of them		
4. Managing resources ✓ Regularly review and collaborate with senior managers on the budget expenditure gaps, and possible efficiency savings ✓ Submit collaborative planning information as required on a monthly basis		

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✓ Where applicable raising with senior managers where resources may adversely impact on the safety or welfare of a child or children ✓ Manage staff vacancies and planned extended leave through timely recruitment of new or temporary staff so that disruption is minimised ✓ When there are staff changes, ensure all equipment is received and returned on the first and last working day ✓ Ensure that papers and submissions are of a high quality, are focused on the best interests of children and the efficient use of resource for example to the case and resource panel, SEN panel, Fair Access panel etc.		
5. Equality, diversity and inclusion ✓ Recruit qualified staff who reflect the diversity of the communities we serve ✓ Where applicable Ensure all child and family records and assessments identify the ethnicity and heritage of children and their families ✓ Understand the importance of identity, ethnicity or ability in the work we undertake and the resources we provide		

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✓ Promote continual learning and consciousness raising around different cultures, identities and experiences of our children and families ✓ Encourage team discussion on diversity to allow respectful challenge of views or ignorance around issues of diversity		
6. Systems and processes to promote communication ✓ Ensure all decisions and management information is shared clearly and promptly on a weekly basis with the service you lead ✓ Encourage and seek out feedback from partners, children and their families to help promote critical reflection, learning and improvement ✓ Have regard to confidentiality and consent when using, sharing, storing, discarding or travelling with information, ensuring proper procedures are followed to avoid inappropriate disclosures or breaches of confidence ✓ Seek consent to obtain or share information or clearly recording and advising when consent is not required or advisable (i.e.: to protect a child) ✓ Lead regular team meetings at least every		

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month, checking in with practitioners/colleagues that communication and feedback is effective		
7. Using feedback ✓ Prioritise time in your team and service to reflect on feedback from colleagues, managers, children and families ✓ Develop a feedback and learning environment/record for your team or service, making this exciting and important in our work with families ✓ Regularly review and report feedback through team meetings and monthly manager reports ✓ Use feedback to help identify and evidence what good and poor practice looks like in ways that respect the people involved		
8. Multi-disciplinary working and relationships with partners ✓ Identify ways of participating and contributing to the Bexley learning hub, including providing feedback to senior managers about learning priorities ✓ Develop good working relationships with multi-agency partners to enhance our shared work with families.		

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✓ Identify issues with professional relationships that may impede our practice to protect children and promote their welfare use the LSCB escalation procedure if necessary ✓ Identify any service gaps or areas where improvements can be made in a constructive and collaborative way making sure senior managers understand and act to support your observations		
9. Professional development ✓ Take responsibility for identifying areas of practice or service delivery that can be improved and seek out training and learning opportunities to help inform your own professional development plan and meet the requirements of HCPC or other professional bodies ✓ Prepare for and use supervision well, prioritising areas for discussion, observing practice challenges for your team or service and preparing solutions for discussion ✓ Model a learning and development culture in the service by giving attention to errors and also to what works well and following through a commitment to implement change		