

Social Care & Safeguarding

**SUPERVISION**

Policy, Procedure and Practice Guidance

June 2017

Report Produced by: Stella Pugh Quality Assurance & Practice Manager

Revised Version (3 June 2017)

|  |
| --- |
| **INFORMATION SHEET**  |
| **Service Area**  | Children’s Social Care  |
| **Date effective from**  | June 2017  |
| **Responsible officers**  | Karen Bradshaw  |
| **Date of reviews**  | April 2018 & then annually |
| **Status**  | Mandatory  |
| **Target audience**  | All children’s Social Care Service Managers, Managers and Staff  |

Contents

[1. Introduction 4](#_Toc486580726)

[2. What is Supervision 4](#_Toc486580727)

[3. The purpose of supervision 5](#_Toc486580728)

[3.1 Workload Management 6](#_Toc486580729)

[3.2 The Mediation Function 6](#_Toc486580730)

[3.3 The Supportive Function 6](#_Toc486580731)

[3.4 Performance and Professional Development 7](#_Toc486580732)

[3.5 Induction 7](#_Toc486580733)

[4. Frequency of Supervision 8](#_Toc486580734)

[5. Reflective Group Supervision 9](#_Toc486580735)

[5.1 Unplanned or “ad-hoc” supervision 10](#_Toc486580736)

[6. Responsibilities of Supervisors 10](#_Toc486580737)

[6.1 Responsibilities of supervisees 11](#_Toc486580738)

[7. Confidentiality 11](#_Toc486580739)

[8. Recording Supervision 12](#_Toc486580740)

[9. Quality Assurance 12](#_Toc486580741)

[10. Procedures 13](#_Toc486580742)

[11. Supervision File Retention 14](#_Toc486580743)

[Appendix 1 Supervision Contract 15](#_Toc486580744)

[Appendix 2 Supervision record 19](#_Toc486580745)

[Appendix 3 Manager Supervision Tracker 22](#_Toc486580746)

[Appendix 4 Learning Log 23](#_Toc486580747)

[Appendix 5. Manager Supervision Template 24](#_Toc486580748)

[Appendix 6. Shropshire Social Care Staff Supervision Folder 26](#_Toc486580749)

[Appendix 7. Personal information Sheet 27](#_Toc486580750)

[Appendix 8. Supervision Audit Tool 29](#_Toc486580751)

[Appendix 9. Supervisory Styles 33](#_Toc486580752)

[Appendix 10. Tony Morrison 4 x 4 x 4 Model 35](#_Toc486580753)

[Appendix 11. Professional Capabilities Framework for Social Workers 36](#_Toc486580754)

[Appendix 12. Domains within the Professional Capabilities Framework 37](#_Toc486580755)

[Appendix 13. Social Work Reform Board 40](#_Toc486580756)

|  |
| --- |
| Introduction |
| The aim of this guidance is to provide a framework for supervision of all employees working within Shropshire’s Children’s Social Care. This guidance is in line with Social Work Reform Board, Standards for Employers of Social Workers in England and Supervision Framework and the Professional Capabilities Framework (2011). (Appendix 10)Shropshire Children’s social Care are committed to providing excellent services to children and their families and recognises that regular, reflective high quality supervision can contribute to:* Clarity of role and responsibility
* Accountability for work undertaken
* Ensuring workforce have the necessary skills, knowledge and values
* Having support in place to facilitate continued professional development
* A learning organisation

Staff in scope of this policy are within Children’s Services Directorate and are:* Qualified Social Workers
* Family Support Workers
* Residential Care Workers
* Targeted Youth Workers
* Independent Reviewing Officers
* Team Managers
* Service Managers

Other staff considered, but for whom there are different arrangements include:* Other Support Staff (administrators, performance (MISC), information coordinators, and other staff who do not work directly with children, young people and their families).

This policy takes account of varying supervisory needs within the whole sector. |
| What is Supervision |
| Supervision is an ongoing process in which Children’s Social Care Staff receive guidance, support and challenge in a formal setting. It provides the opportunity for workers to think, explore and confront issues that are pertinent to their ability to perform their role to the expected standard. It is also a mutually beneficial exchange and allows all parties to explore what, why and how work is undertaken and managed within the overarching framework of council objectives, values and priorities and the Children Act 1989 where the child’s needs are paramount.An aim of supervision is to focus on developing and motivating staff for the benefit of the individual, the organisation as a whole and the families with whom the directorate works. There are four key functions, which support the supervision process (see below). They give a balanced approach to the process through relying heavily on one another. You cannot perform one element effectively without the others. This does not mean they will be attended to equally in every session but over time all should be visited and none dominate unduly. As a result of any session, actions may be required by any party in relation to any of the four key elements. These actions should be recorded appropriately. Supervision is undertaken on a one to one basis, although under some circumstances, variations may form part of the supervision agreement and contract. A supervision contract will be drawn up jointly at the beginning of every new supervisory relationship (Appendix 1). Supervision should be prioritised and only cancelled if absolutely necessary, under these circumstances it should be rescheduled for as soon as possible after the due date. Supervision is an integral part of the management role and is valued as such. The process is critical to effective individual and team working and the benefits from effective supervision are wide ranging.All managers should formally supervise all staff for which they are responsible. This includes any temporary, casual or agency staff. An “open door” policy by a manager does not constitute supervision. Group supervision can also be used in addition to supervision to enable collective learning and problem solving.Shropshire advocate, promote and provide training in supervision using the 4x4x4 model (Morrison T, 2005) which recognises the integral relationship between the function of supervision, the stakeholders within, or affected by the process, and the cyclical nature of a good reflective supervision style. |
| The purpose of supervision  |
| * The purpose of supervision is to ensure each member of staff understands their role and responsibilities, and how their role fits with other team members. It is also a means of ensuring practice and standards are consistent and that workers are supported in achieving and maintaining these goals.
* Supervision is an important way of developing the skills and experience of members of staff, linking in with the professional development process through Appraisal and HCPC registration.
* Supervision is an effective mechanism for early identification of any problems in delivering services and their successful resolution. It can assist in improving outcomes for service users and carers by ensuring that staff adhere to professional codes of conduct and local policies and procedures.
* Supervision can ensure employees have an understanding of the accountability for their work and actions and provides employees with the opportunity to discuss and reflect on their work; it can assist in the problem solving process and is an opportunity to take steps to resolve issues by giving guidance, support and direction; it is also an opportunity to tackle under-performance issues by reviewing workload, performance and quality standards.
* Supervision provides the supervisor with the opportunity to formally oversee the practice of the staff they manage to ensure and promote anti-discriminatory and equal opportunity practice.
* Supervision is a chance to celebrate success.

Supervision fulfils four interdependent functions: (Morrison T. 2005)The four elements of supervision are: * Management – Ensuring competent, accountable practice in line with the Directorate vision, aims and objectives.
* Performance & Staff Development – Ensuring continuing professional development
* Support & Motivation – Providing personal support
* Mediation – Ensuring staff are engaged with the organization

Supervision takes place between a member of staff (supervisee) and their line manager (supervisor) and is essential in ensuring the quality of work undertaken is of a high standard, which meets the needs of the children, young people and their familiesThe four elements will inform all individual case discussions on particular children, which will be reflective, provide management decision, support the supervisee with learning and contribute to their professional development, support them to consider how they will progress next steps. |
| Workload Management  |
| An examination of the key tasks being carried out by the member of staff. This will entail workload weighting systems, where they have been implemented in the team/setting. These may include individual cases, administrative or practical duties depending on the nature of the post. Supervision should ensure directorate policies and procedures are being followed and standards being met. Workload management will involve: * Reviewing work undertaken with a focus on outcomes
* Agreeing tasks and priorities for future work within target timescales
* Reviewing file audits
* Reviewing the individual’s/team’s impact on performance management, and agreeing tasks and priorities to improve performance
* Communication of policies and procedures
* Communication of Service/Directorate/Council objectives
 |
| The Mediation Function  |
| The aims of this function are to agree actions with supervisee. The supervisor acts as an intermediary between the supervisee, the organisation and other stakeholders to: * identify resource deficits and implications or impact of this
* allocate resources in the most efficient way
* represent employee needs to senior management
* negotiate and clarify or contribute to policy formulation
* consult and brief employees about organisational developments
* advise and recommend actions to enhance a supervisee’s knowledge of other professionals and agencies to improve integrated working
* represent or accompany a supervisee in work involving other agencies
* involve supervisees in decision making
* deal sensitively, but clearly, with complaints
 |
| The Supportive Function  |
| Employees will be given support via the supervision process, which provides an opportunity to find out how a member of staff is experiencing their work, their role within a team and their performance. It is an opportunity to value people, to provide them with constructive feedback on their performance and acknowledge good practice. The aims of this function are to: * Create a supportive climate for the supervisee to look at their work and its impact on them, providing constructive feedback on performance; supporting, maintaining and valuing competent performance and confirming when standards have been met
* Debrief the supervisee and give them permission to talk about feelings arising from their work
* Help the supervisee to explore emotional blocks to their work including issues about discrimination
* Support supervisees who are subject to any form of abuse either from service users or from colleagues, whether physical, psychological or discriminatory
* Monitor the overall health and emotional functioning of the supervisee, especially the effects of stress
* Ensure assistance is available to supervisees who are subject to a complaint or formal case review
* Help the supervisee reflect on difficulties in colleague relationships, to assist them in resolving conflict
* Providing positive feedback and praise
* Provide an environment where disclosure or whistleblowing is made possible
* Help the supervisee explore other options for support eg. Occupational Health
* To ensure safe working practice ie buddy system and use of electronic diaries.
 |
| Performance and Professional Development  |
| Professional development is central to supervision. Areas for professional development are identified annually through the appraisal process. Team and individual performance data reports should also be shared and reflected upon to discuss how these are impacted by practice and consider any developmental needs: * Develop the supervisee’s ability to reflect on their work and interaction with service users, colleagues and other agencies
* Develop the competence of the supervisee by identifying contributions/achievements/areas for development
* Develop an understanding of the supervisee’s skills, knowledge and individual contribution to the organisation by identifying strengths/weaknesses
* Explore equality issues and how they impact on supervisee’s work
* Make a regular joint review of the supervisee’s learning and development contract and how those needs are being met
* Identify other issues and problems and assist supervisees in finding strategies to ensure they continue to develop their role
* Review training progress against the post-registration
* requirements set out by the HCPC
 |
| 3.5 Induction |
| Supervision policy and quality standards are discussed within induction. All social workers joining Children’s Social Care will have the opportunity to join our induction programme. During the induction week there is an opportunity to meet with the supervisor and arrange first supervision and discuss further induction needs.  |
| Frequency of Supervision |
| A structured supervision session should be provided on a monthly basis for all case-holding staff. There should be an agreed schedule drawn up annually, with 12 supervisions booked into the supervisors and supervisees electronic diary. There is a requirement of a minimum of 10 x 1.5 hour supervisions to be held during the year. This will account for busy times of the year for example December and August. Supervision should not be missed for more than one consecutive month. There are some situations which may require the frequency to be increased. For instance, this may result from the supervisee being new to post, performance issues or during stressful periods and those completing their Assessed & Supported Year in Employment (ASYE). In addition to formal sessions, informal or responsive supervision are likely to be required. This may result from the need for staff to ‘check something out or gain direction and/or permission for a course of action. This would especially be the case in a ‘duty team’ environment. While the same level of preparation will obviously not be necessary, it is important to remember that any decision made should be recorded appropriately on the ICS system. These sessions should not be regarded as a substitute for time-tabled formal supervision.If a supervisor is absent from work for more than one month, their line Manager should ensure that arrangements are made for the effective supervision of the staff for whom they are responsible. The frequency and duration of supervision should be specified in the supervision contract. Minimum recommended frequency and duration are as follows:

|  |  |  |  |
| --- | --- | --- | --- |
|  | Type | Duration | Frequency |
| **Strategic Leads/Service Managers**   | Individual | 90 minutes | Monthly |
| **Team Managers /Leaders**   | Individual | 90 minutes | Monthly |
| **Children’s Case Management Social Workers**   | Individual | 90 minutes | Monthly |
| **Other Social Workers – case holding** | Individual | 90 minutes | Monthly |
| **Other Social workers – non-case holding** | Group or Individual\*\* | 90 minutes | Monthly |
| **ASYE \*** | Individual | 90 minutes | Monthly |
| **Targeted Youth Workers** | Individual | 90 minutes | Monthly |
| **Support Services case holding (including FSW)** | Individual | 90 minutes | Monthly |
| **Support Services Non case holding (including residential)** | Group or Individual\*\* | 90 minutes | Monthly |
| **Information Coordinators and other support staff** | Group or Individual\*\* | As required | Minimum quarterly |

\*Newly qualified Social Workers (NQSWs) in their Assessed and Supported Year in Employment, (ASYE) must receive supervision every week for the first 6 weeks and then every 2 weeks for the first 6 months. Assessed and Supported Year in Employment (ASYE) is a national initiative to support NQSWs within their first 12 months of Practice; it is endorsed by the DfE, Skills for Care and the College of Social Work. Evidence procedure is against the nine domains of the Professional Capabilities Framework at ASYE level. \*\* Where Group or Individual supervision can be provided, group and one to one supervision supervision should take place on an alternate basis.**Case Holding Staff & Discussions About Children**Staff who have case management responsiblility must discuss every case for whom they have responsibility, every two months as a minimum standard. Other specific areas within the directorate:It may be that non-case holding practitioners who do have direct contact with children and families would benefit from alternate monthly group / individual supervision, as the amount of specific case reflection and discussion is reduced, however, reflection on themes as a group can provide an excellent learning experience for a number of staff facing similar situations. Other staff that are non-case holding and do not have direct contact with children and their families are not required to have supervision but are likely to benefit from some management oversight of their work. This can be agreed by the manager and employee, and may include group supervision / team meetings / appraisals / 1 to 1 supervision. (Staff in this group include MISC, Information Coordinators, Administrators) |
| Reflective Group Supervision  |
| Reflective Group Supervision is encouraged in all case management teams, and children’s homes. The benefit of group supervision is widely acknowledged and provides a reflective safe space for practitioners to explore issues and challenges, which benefit the workforce in a number of ways.A record of group supervision should be kept and if pertinant to a specific case, should be placed on the child’s file. The model adopted in Shropshire is detailed below:Guidelines* Preparing – Prior to session group members to think about what issue/case they wish to bring to the reflective practice supervision
* Presenting – One member of the group bring a social work issue for discussion
* Clarifying – Each group member asks the presenter one question to help to understand the situation more clearly
* Affirming – Each group member tells the presenter what impresses them about how they are dealing with the situation
* Reflecting – An open group discussion about the issue
* Closing – The presenter responds to the discussion and sets themselves some goals/actions with the support of others

Role of Facilitator* Facilitate Discussion and adherence to process
* Manage time
* Ensure process is supportive
* Ensure discussion gives due to emotion and how presenter felt/feels
* Encourage critical reflection and analysis
* Record outline of issue, nature of discussion and actions identified
 |
| Unplanned or “ad-hoc” supervision  |
| The pace of work and change and the frequency of supervision means that staff often have to “check something out” with a supervisor, obtain a decision or gain permission to do something in between formal supervision sessions. In addition, staff who work closely with their supervisor will be communicating daily about work issues, problems arising, changes in policies or procedures. This form of supervision is, of course, a normal and acceptable part of the staff/supervisor relationship. There are two points to be borne in mind when considering unplanned or ad-hoc supervision:* any decisions made with regard to a service user should be clearly recorded on the service user’s file or on CareFirst as appropriate
* where supervisees and supervisors work closely together this does not negate the need for private one to one time together on a regular basis

  |
| Responsibilities of Supervisors |
| * To prepare for supervision and identify issues which require attention
* To ensure, as far as possible, that supervision is uninterrupted
* To make direct contact with the supervisee should a supervision meeting need to be cancelled in order that any urgent issues can be discussed and a meeting date re-arranged as quickly as possible
* To ensure that a schedule of meetings is set up for each employee
* To ensure that agenda-setting is a two way process
* To ensure that supervision is recorded and actions agreed
* To ensure that decisions and actions agreed in regard to a child/young person are recorded on the individual’s case record
* To ensure that a signed copy of the supervision record is provided for the employee and a copy of the record is retained on a confidential file
* To ensure that supervision is a constructive process and that employees are supported and given feedback about their performance
* To ensure that issues concerning the supervision process which cannot be resolved by the supervisor or supervisee are communicated to a more senior manager
* To maintain confidentiality within the requirements of the policy
* To challenge practice which is discriminatory and which does not conform to the council’s policies
* To examine supervision records of employees they are responsible for, to ensure the policy is being followed
* To tackle under-performance/conduct issues positively and make links with other processes if needed e.g. Code of Conduct, Disciplinary and Capability procedures
 |
| Responsibilities of supervisees  |
| * To prepare for supervision and identify issues which require attention
* To make themselves available for supervisionand prioritise this.
* To identify developmental areas/issues
* To ensure that actions which are agreed are carried out and completed
* To identify the reasons why agreed actions could not be completed or are delayed
* To ensure that work areas to be discussed are up to date alerting supervisors to areas of concern/issues in workload
* To ensure decisions relating to the child/young person are recorded appropriately on the individual’s record
* To maintain confidentiality within the process
* To identify when supervision is not meeting the requirements of the policy. This needs to be raised with supervisor. If the supervisee feels unable to do this they can contact the supervisor’s line manager or the HR team
* To be prepared to be challenged and to be questioned about their practice/performance
* To raise issues of concern relating to poor practice (speaking up about wrongdoing)
 |
| Confidentiality |
| * Although private, supervision is a management process. Issues raised within supervision may need to be shared with other managers and staff when they concern adult or child protection and risk management, poor performance, sickness absence, discipline, bullying, harassment or discrimination, staff safety or policy development.
* Other issues may be shared with the agreement of both the supervisor and supervisee. Supervisor and supervisee should be aware of their responsibilities in relation to the protection and use of client information. If there is any uncertainty about what should/should not be shared the supervisor’s line manager should be consulted for advice.
* Supervision records will be stored securely. Unjustifiable breach of confidentiality may result in disciplinary action.
* Senior (Service) managers have the right to audit and inspect supervision records to ensure that they are taking place in line with the policy requirements.
* When the supervisor changes, the records will be transferred to the new supervisor. If the supervisee leaves the directorate, all supervision records, including supervisee’s copies, should be sent to HR as they remain the property of the Directorate.

Where a ‘need to know’ situation is established, an Inspector or Complaints Investigating Officer may need to have access to supervision records if necessary for a statutory function like investigation or inspection. |
| Recording Supervision  |
| Each supervisee should have a supervision file. See appendix 7 for a list of the items that should be included in this file. Manager / supervisor are required to record all case discussions on the child’s file on the ICS system. These entries should be clearly identified as supervision discussions under the headings: *current issues/ situation* *Reflection**Analysis**Actions* Manager / supervisor is required to record decisions made ad hock through informal supervision as case decisions on the ICS system. They should be clearly identified as management decisions on the child’s file.Manager / supervisor is required to record discussions pertinent to the worker on appendix 2 and this should be kept on the employee’s supervision file. This is a hard copy and should be kept secure and confidential. |
| Quality Assurance |
| To ensure that the quality and frequency of supervision within the organisation is improved and sustained, audits will be undertaken as part of the Quality Assurance Framework.This comprises ‘grandparent’ model of audit (i.e. the manager of the manager undertakes supervision audits of the supervisee). This happens throughout the management tiers to the DCS. The audits are timetabled to occur

|  |  |  |
| --- | --- | --- |
| Role | Frequency | Audit |
| Director Of Children Services | Annually | Audit of one service manager supervision file |
| Assistant Director of Children Services | Quarterly | Audit of one team manager supervision file (one per quarter) |
| Service Manager | Quarterly | Audit of social worker supervision files  |
| Service Manager | 2 per year | Observation of Supervision Practice between Team Manager and Practitioner |

 |
| Procedures |
| A supervision contract (see appendix 1) will be drawn up for all workers by their supervisor at the start of any new supervisory relationship. The supervision contract must cover: * Format of supervision
* Frequency of supervision
* Agreed key tasks of the supervisee that will provide the focus for supervision
* Date for review of supervision contract. This will normally be after 12 months unless either the supervisor or the supervisee decides an earlier review is needed
* Supervision standards including roles and responsibilities of both supervisee and supervisor
* The procedure for dealing with any disagreements including the name of a manager the supervisee can contact if they feel their supervision is not meeting policy requirements
* The contract should be signed and dated by both parties

Examples of supervision contracts for staff and managers are provided in Appendices 1a and 1b. All workers will have an individual, service appropriate, supervision file. It can be electronic or hardcopy file. This will contain: * The date of the HCPC registration
* Supervision Contract (see Appendix 1)
* Supervision Records (see Appendices 2 and 3 or 5)
* File audits that have been carried out on the supervisee’s cases
* Appraisals and Learning and Development Record
* Post-Registration Training and Learning Record for Registered Social Workers (see Appendix 5)
* Associated Complaints, Comments and Compliments
* Essential Conversations
 |
| Supervision File Retention |
| The supervision records will be stored for the duration of the employees’ period of employment and will be accessible to both the supervisor and supervisee as a reference tool • Upon leaving Shropshire Council the supervision record will be archived by HR |

APPENDICES

# Appendix 1 Supervision Contract

**Name of Supervisee: ………………………………………………………**

**Name of Supervisor/Manager:** ……………………………………………

**Key Tasks of Supervisee:**

**Format of Supervision: ……………………………………………………………**

**Frequency of Supervision:** …………………………………………………

 The supervision meeting will take place in privacy and should be uninterrupted.

The supervision meeting will consist of the following:

**1.**  **Workload Management discussions to include:**

Actions taken and planned by both supervisor and supervisee

Case consultation and discussion (where applicable)

Case file audit discussion (where applicable)

Workload weighting (where applicable)

Performance management

Use of the integrated children’s system

Mediation functions

**2. Professional Development discussion**

Training requirements with reference to Personal Development Plans

Induction or NQSW requirements (as appropriate)

Longer term development plans

(For registered Social Workers) Review of training progress against the post-registration requirements set out by the General Social Care Council

(GSCC)

**3. Staff Health, Emotional or Support Issues**

Factors affecting performance

Personal Issues (as appropriate)

Stress-related issues

Absence(s) from work

Health and Safety

Any issues relating to the supervisory relationship requiring discussion Equal opportunities – to discuss any issues of oppression that the supervisee wishes to raise, from personal experience to institutional and structural matters

**4. Other issues – for example:**

Leave arrangements (including time off in lieu/flexi-time)

 **Recording Supervision**

The supervision meeting will be recorded by the supervisor and the record signed and dated. Both the supervisee and the manager will keep the record. Both the supervisee and supervisor will ensure that case consultation, decisions, agreed actions are recorded on the child/young person’s case file.

1. **Confidentiality**

Although private, supervision is a management process. Issues raised within supervision may need to be shared with other managers and staff when they concern adult or child protection and risk management, poor performance, sickness absence, discipline, bullying, harassment or discrimination, staff safety or policy development

Other issues may be shared with the agreement of both the supervisor and supervisee. Supervisor and supervisee should be aware of their responsibilities in relation to the protection and use of client information. If there is any uncertainty about what should/should not be shared the supervisor’s line manager should be consulted for advice.

Supervision records will be stored securely. Unjustifiable breach of confidentiality may result in disciplinary action.

Line managers have the right to audit and inspect supervision records to ensure that they are taking place in line with the policy requirements.

When the supervisor changes, the records will be transferred to the new supervisor. If the supervisee leaves the directorate, all supervision records, including supervisee’s copies, should be sent to the HR section as they remain the property of the Directorate.

Where a ‘need to know’ situation is established, an Inspector or Complaints Investigating Officer may need to have access to supervision records if necessary for a statutory function like investigation or inspection.

1. **Frequency of supervision**

Detail frequency of supervision as specified in supervision policy

1. **Supervisor’s Responsibilities**
* To familiarise themselves with the policy and undertake supervision training as appropriate.
* To make supervision a priority, in an appropriate place, avoiding interruptions. If supervision has to be cancelled for any reason it will be rearranged to the earliest possible date.
* To ensure that requested actions are completed to the standard and timescale requested.
* To ensure the supervisee understands their role and responsibilities and will inform or signpost the supervisee to all relevant council and directorate policies, procedures and practice.
* To ensure appropriate induction, training and development is planned supported and monitored according to the needs of the supervisee.
* To assess performance against quality assurance standards and give constructive feedback.
* To address poor performance issues with the supervisee and implement capability procedures if necessary.
* To use performance management data to benchmark individual performance against team, directorate and national standards.
* To be open and honest at all times and to accept constructive criticism positively.
* To inform the supervisee if any aspect of the supervision meeting is to be shared with other parties.
* To demonstrate anti-oppressive practice within their supervisory role.
* To monitor absence from work and explore issues that may contribute to improved performance.
* To support the supervisee with difficult or stressful work situations as appropriate, for example:
* Arranging a co-worker where appropriate
* Attending interviews/meetings/conferences/court with the social worker where appropriate.
* Debriefing when required
* Arranging mentoring or training
* To respond appropriately to personal problems that are affecting the supervisee’s wellbeing and work performance.
* To respond appropriately to any equal opportunities issues for the supervisee.
* To adhere to the requirements of legislation, guidance and local policies, including Health & Safety, when undertaking supervision.

1. **Supervisee’s Responsibilities:**

* To make supervision a priority and prepare appropriately for it
* To ensure that requested actions are completed to the standard and timescale requested.
* To demonstrate professionalism by showing commitment to the development of knowledge and expertise.
* To use performance management data positively to monitor their own performance against Directorate and national standards.
* To inform the supervisor of any issues arising within their team/area and seek guidance where necessary.
* To accept constructive criticism positively and take the necessary action to improve performance.
* To give the supervisor constructive feedback on their supervisory role.
* To raise any issues around equality of opportunity experienced or observed.

1. **Any other issues**

**Disagreements**

If the supervisor and supervisee cannot agree on any aspect of work performance or service delivery for which a decision must be made, either party may refer the issue for resolution to the appropriate Service Manager. In the case of dispute between a Service Manager and a Team Manager the disagreement and its resolution will be recorded on the Record of Supervision.

If the supervisee is concerned about any aspect of the supervisor’s supervision practice and they are not able to resolve the issue in discussion with the supervisor, they may speak with the supervisor’s line manager who will address the issue raised.

**Parties to the Contract**

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Job Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Job title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Dated: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date of Review: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

# Appendix 2 Supervision record

**Supervision Record**

**Name of Supervisee: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Name of Supervisor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Date of this supervision: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Date of last supervision: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Comments if gap exceeds frequency of supervision sessions agreed in contract:**

1. **Workload Management (quality assurance issues, workload weighting, performance management)**

|  |
| --- |
| **ISSUES DISCUSSED** |
|  |
| **AGREED ACTION/WHEN/WHOM** |
|  |

1. **Professional Development issues (training, induction training needs, career development issues)**

|  |
| --- |
| **ISSUES DISCUSSED** |
|  |
| **AGREED ACTION/WHEN/WHOM** |
|  |

1. **Staff Health/Emotional or Support Issues (any factors affecting performance, health and safety issues, stress-related issues, absence from work, equal opportunities)**

|  |
| --- |
| **ISSUES DISCUSSED** |
|  |
| **AGREED ACTION/WHEN/WHOM** |
|  |

1. **Any other issues (for example leave)**

|  |
| --- |
| **ISSUES DISCUSSED** |
|  |
| **AGREED ACTION/WHEN/WHOM** |
|  |

1. **Supervisor’s comments:**
2. **Supervisee’s comments:**
3. **Date and time of next supervision:**

**Signed Supervisee ………………………………………………………….. Date:………………………**

**Supervisor: ……………………………………………………………. Date:…………………………...**

#

# Appendix 3 Manager Supervision Tracker

Case Supervision – Tracking

Name of Supervisee:………………………………………………………………………………………………………………………………………

|  |  |
| --- | --- |
|  |  |
| Family/Case Number | Apr |  | May |  | Jun |  | Jul |  | Aug |  | Sep |  | Oct |  | Nov |  | Dec |  | Jan |  | Feb |  | Mar |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

Guides for use:

* Please tick the box when case is discussed at supervision
* Add new cases to the list as they are allocated during the yearly period
* Ensure every case is discussed a minimum of x 2 during a six month period

#

# Appendix 4 Learning Log

Learning Log

|  |  |  |  |
| --- | --- | --- | --- |
| Date | Duration | Details of training and learning activity (including name of provider of training or learning activity) | State how this has contributedto your training and learning |
|   |   |   |   |
|   |   |   |  |
|   |   |   |  |
|   |   |   |  |

# Appendix 5. Manager Supervision Template

|  |
| --- |
| **Shropshire Children’s Services****MANAGERS SUPERVISION AGENDA/TEMPLATE** |
| **Name of supervisee:**  | **Designation: Team Manager** |
| **Name of supervisor:**  | **Designation:**  |
| **Date of Supervision:** | **Date of Last Supervision:** | Comments if significant delay since last meeting |
| 1. **Staff Welfare (including Annual Leave / Flexi)**
 |
|  |
| 1. **Review of last meeting and matters arising:**
 |
|  |
| 1. **Budget & Financial Management**
 |
|  |
| 1. **Team Performance data / Management information**
 |
|  |
| 1. **Inter and Intra agency issues Practice / Learning and development for the team**
 |
|  |
| 1. **Staffing, Employment and HRE issues**
 |
|  |
| 1. **Individual High Risk / Need cases Discussed**
 |
|  |
| 1. **Complaints**
 |
|  |
| 1. **Supervisee Learning & Development: Review of standards, objectives, core qualities, leadership and managerial framework to inform appraisal**
 |
|  |
| 1. **Health & Safety / Risk Assessments**
 |
|  |
| 1. **Any Other Business:**
 |
|  |
| 1. **Date / Time and Venue of next session:**
 |
|  |

|  |  |
| --- | --- |
| **Date of issue:** |  |

# Appendix 6. Shropshire Social Care Staff Supervision Folder

**Shropshire Social Care** 

**Staff Supervision Folder**

|  |  |  |
| --- | --- | --- |
| Section 1 | - | Personal Details and Certification (personal information sheet – appendix 8)* HCPC Registration Details & Qualification
* Insurance with business use
* DBS and any other HR checks
* Buddy / Health & Safety Information
 |
| Section 2 | - | Monthly Supervision Record & Group Supervision RecordSupervision Monitoring Sheet – case track**er** |
| Section 3 | - | Workload/Allocation/Caseload – from CarefirstManager supervision monitoring form |
| Section 4 | - | Appraisal evidence and review forms |
| Section 5 | - | Training log |
| Section 6 | - | Case-file Audits / Practice Audits /Feedback Forms |
| Section 7 | - | Managing Attendance* Return to Work Interviews/Self-Certifications
* Medical Conditions
* Occupational Health referrals
* Managing Attendance Records
* Copies of sick notes from medical practitioner (i.e. GP)
 |
| Section 8 | - | Record of performance issues* Performance meetings and reviews / essential conversations
* Disciplinary  and Capability Issues /

Outcomes * Recognition of good practice
* Complaints / Comments / Compliments
 |
| Section 9 | - | HR Documentation* New Starter induction checklist
* References / Requests
* Contracts / Secondments / Honorariums
* Probationary Assessment (HR13.1)
* My View Documents (contract changes etc)
 |
| Section 10 | - | Miscellaneous |

# Appendix 7. Personal information Sheet

**PERSONAL INFORMATION SHEET AND BUDDY DETAILS**

Name:

Address:

Home telephone number:

Work mobile number:

Car registration:

Car make:

**NEXT OF KIN**

Name:

Relationship:

Address:

Telephone number:

**REGISTRATION AND CHECKS**

|  |  |
| --- | --- |
| HCPC Registration Number: |  |
|  |  |
| DBS Check Completed (date) |  |
|  |  |
| Insurance Business Use (seen on date) |  |
|  |  |

|  |  |
| --- | --- |
| Post Number: |  |
|  |  |
| Employee Number: |  |
|  |  |
| Hours Worked: |  |
|  |  |
| Contract Type: |  |

# Appendix 8. Supervision Audit Tool

SHROPSHIRE CHILDREN’S SERVICES – SOCIAL WORK SUPERVISION AUDIT TOOL v2 December 2015

|  |  |
| --- | --- |
| Name of Auditor: |  |
| Name of Supervisor: |  |
| Date of Audit: |  |

|  |
| --- |
| **In completing this audit tool please note:**The italic bulleted points are hints or descriptors to guide youSection 1 & 2 applies to all StaffSection 3 applies to Case-Holding Staff |

|  |  |  |
| --- | --- | --- |
| **1** | **Section 1****Key Documents from Staff Supervision File** |  |
| 1.1  | Is there a supervision contract in place?* *Is this signed by both parties and does it clearly state frequency and type of supervision agreed (ie group / individual / mix).*
 | Yes No |
| 1.2 | Are supervision records signed by both parties?* *This question relates to Appendix 2 of the policy.*
 | Yes No |
| 1.3  | Is there evidence of HCPC registrationNumber …………………………………….. | Yes No |
| 1.4 | Business Use Car Insurance – evidence* *Actual certificate or verification it has been seen*
 | Yes No |
| 1.5 | Buddy / Personal Information Sheet* *This contains details of contact details of employee, next of kin and car.*
* *It also has other personal information for checks undertaken.*
 | Yes No |
| 1.6 | Is there a CPD learning development log? | Yes No |
| 1.7 | Has the supervisee got an up to date appraisal? | Yes No |
| 1.8 | Have supervisions been conducted regularly – as indicated in supervision contract and policy.If not, Why not?* *Are explanations clearly recorded*
 | Yes No |
| **2** | **Section 2****Quality of Supervision Sessions – Evidenced in Staff Supervision Folders (not case records)** |  |
| 2.1  | Reflective practice * *This is often demonstrated in relation to specific cases, but all staff should be encouraged to reflect on their own practice, in relation to performance, learning and development, and emotional impact of relationship based practice.*
 | Yes No |
| 2.2 | Workload Management* *Auditor to look for demonstration of performance / capacity / throughput of work. The supervisor should identify any issues, how these are being supported and/or note competence in this area.*
 | Yes No |
| 2.3 □ | Is there evidence of the supervisee’s development and training needs being explored?* *A training log should be on file, but also, evidence of discussion about development and learning within the supervision session*
 | Yes No |
| 2.4 | Is there evidence of the supervisee’s wellbeing and support needs being explored?* *Supervisors need to take account of the impact of work pressures and the well-being of staff. Auditor should look for evidence of these discussions and any remedial action taken.*
 | Yes No |
| 2.5 \* | Four Functions – Balanced* *The functions of supervision are: Managerial, Staff Development and Performance, Support and Motivation and Mediation. Auditor is looking for evidence of all elements*
 | Yes No |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Overall judgement of supervision folder:**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Outstanding |  | Good |  | Requires Improvement |  | Inadequate |  |

 |

|  |
| --- |
| **Comment on the quality and evidence on file (Section 2)** |

Actions:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Comment | Action required | By Whom | By When |
| 1 |  |  |  |  |
| 2 |  |  |  |  |

|  |  |
| --- | --- |
| **Auditor’s signature** |  |
| **Date of Audit** |  |

Case - Supervision Audit

|  |  |  |
| --- | --- | --- |
| 3 | **Section 3****ICS Audit Check – for practitioners** | 2 cases should be audited for each member of staff – for reflective supervision |
|  | **Case 1** | Comments |
| 1 | Child’s P Number  |  |
| 2 | Dates For Supervision Discussion in the proceeding 6 month period* *Please list*
 |  |
| 3 | Manager Decisions Noted – in the proceeding 6 month period* *Please list*
 |  |
| 4 | Evidence of Reflection – within the supervision discussions |  |
| 5 | Any other issues |  |
|  | **Case 2** | Comments |
| 1 | Child’s P Number  |  |
| 2 | Dates For Supervision Discussion in the proceeding 6 month period* *Please list*
 |  |
| 3 | Manager Decisions Noted – in the proceeding 6 month period* *Please list*
 |  |
| 4 | Evidence of Reflection – within the supervision discussions |  |
| 5 | Any other issues |  |

**Actions:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Comment | Action required | By Whom | By When |
| 1 |  |  |  |  |
| 2 |  |  |  |  |

|  |  |
| --- | --- |
| **Auditor’s signature** |  |
| **Date of Audit** |  |

# Appendix 9. Supervisory Styles

**Supervisory Styles**

**Active Intrusive**

'The supervisor operates in a largely directive role to ensure that the worker carries out key agency requirements. Its benefit is that the supervisor has a good knowledge of the worker's cases and can ensure that practice is carried out in accordance with agency procedures. On the other hand, there is little attention to the workers feelings or to worker-user interactions such as mirroring or parallel processes'.

**Passive**

'This describes the collusive alliance in which the supervisor regards the practitioner as being competent, and leaves it up to him/her to decide if and when contact with the supervisor is required. Although this leaves the worker in control at one level, the supervisor has effectively abandoned him/her and therefore the agency cannot take responsibility for the work that is undertaken. If things go wrong, the worker, supervisor, users and employer are all vulnerable'.

**Active reflective**

'The supervisor is proactive and knows about the work being undertaken, and seeks to engage in a collaborative and reflective process. Attention is paid to the worker's feelings and to the worker user dynamic as an additional source of information. When the worker is struggling or has lost focus, these supervisors help the worker reflect on what is going on, using challenging and user focused questions, rather than resorting to proscription. The supervisor also creates opportunities to observe the workers relationship with the family, as a basis for gaining an accurate assessment of the workers competence and limitations'.

|  |  |  |
| --- | --- | --- |
| **Active intrusive**  | **Active reflective**  | **Passive**  |
| Prescriptive  | Collaborative  | Laissez-faire  |
| Knows the cases  | Knows the cases  | Cases not known  |
| Task and procedure  | Task and process  | Supervisee led  |
| Assessment of worker's tasks and output  | Overall assessment of worker's competence  | Lack of Assessment  |
| Checking up  | Reflection and Challenge  | Avoidant  |

**The supervision relationship as a partnership**

To ensure the effective implementation of this policy it is good practice to observe the following points for the supervision relationship:

|  |  |
| --- | --- |
| **The partnership should:**  | **And should not:**  |
| Be a continuous process  | Be a one off event  |
| Encourage and involve you  | Undermine you  |
| Recognise your good performance and personal achievements  | Avoid challenge where this is needed  |
| Help you to be clear about your roles and responsibilities  | Confuse you  |
| Be structured and focussed  | Include 'small talk and cosy chat'  |
| Identify the resources you need to do the job  | Make unfair demands  |
| Be planned and private  | Be rushed or interrupted  |
| Be a two way process  | Be one-sided  |
| Focus on your individual needs  | Focus on the supervisor's needs  |
| Be motivating  | Feel negative or demoralising  |
| Address professional development  | Ignore the right and need for development  |
| Treat you as an individual respecting diversity issues  | Ignore the supervisee’s individual needs  |
| Be confidential regarding issues specific to the supervisee, subject to the safety of people or staff  | Break confidentiality  |
| Deal with situations sensitively and clearly  | Ignore or fail to support the supervisee  |
| Support and promote the application of emotional intelligence within Cafcass practice, (self-awareness, self-management, the ability to work with others, social awareness)  | Expect these traits of the supervisee without the supervisor developing them him/herself  |

# Appendix 10. Tony Morrison 4 x 4 x 4 Model



# Appendix 11. Professional Capabilities Framework for Social Workers



Appendix 12. Domains within the Professional Capabilities Framework

The Professional Capabilities Framework has nine domains (or areas) within it. For each one, there is a main statement and an elaboration. Then at each level within the PCF, detailed capabilities have been developed explaining how social workers should expect to evidence that area in practice.

The nine capabilities should be seen as interdependent, not separate. As they interact in professional practice, so there are overlaps between the capabilities within the domains, and many issues will be relevant to more than one domain. Understanding of what a social worker does will only be complete by taking into account all nine capabilities.

Professionals and their practice will be assessed ‘holistically’, by which we mean that throughout their careers, social work students and practitioners need to demonstrate integration of all aspects of learning, and provide a sufficiency of evidence across all nine domains.

1. **PROFESSIONALISM - Identify and behave as a professional social worker, committed to professional development**

Social workers are members of an internationally recognised profession, a title protected in UK law. Social workers demonstrate professional commitment by taking responsibility for their conduct, practice and learning, with support through supervision. As representatives of the social work profession they safeguard its reputation and are accountable to the professional regulator.

1. **VALUES AND ETHICS - Apply social work ethical principles and values to guide professional practice**

Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making, including through partnership with people who use their services. Social workers are knowledgeable about the value base of their profession, its ethical standards and relevant law.

1. **DIVERSITY - Recognise diversity and apply anti-discriminatory and anti-oppressive principles in practice**

Social workers understand that diversity characterises and shapes human experience and is critical to the formation of identity. Diversity is multi-dimensional and includes race, disability, class, economic status, age, sexuality, gender and transgender, faith and belief. Social workers appreciate that, as a consequence of difference, a person’s life experience may include oppression, marginalisation and alienation as well as privilege, power and acclaim, and are able to challenge appropriately.

1. **RIGHTS, JUSTICE AND ECONOMIC WELLBEING - Advance human rights and promote social justice and economic wellbeing**

Social workers recognise the fundamental principles of human rights and equality, and that these are protected in national and international law, conventions and policies. They ensure these principles underpin their practice. Social workers understand the importance of using and contributing to case law and applying these rights in their own practice. They understand the effects of oppression, discrimination and poverty.

1. **KNOWLEDGE - Apply knowledge of social sciences, law and social work practice theory**

Social workers understand psychological, social, cultural, spiritual and physical influences on people; human development throughout the life span and the legal framework for practice. They apply this knowledge in their work with individuals, families and communities. They know and use theories and methods of social work practice.

1. **CRITICAL REFLECTION AND ANALYSIS *-* Apply critical reflection and analysis to inform and provide a rationale for professional decision-making**

Social workers are knowledgeable about and apply the principles of critical thinking and reasoned discernment. They identify, distinguish, evaluate and integrate multiple sources of knowledge and evidence. These include practice evidence, their own practice experience, service user and carer experience together with research-based, organisational, policy and legal knowledge. They use critical thinking augmented by creativity and curiosity.

1. **INTERVENTION AND SKILLS *-* Use judgement and authority to intervene with individuals, families and communities to promote independence, provide support and prevent harm, neglect and abuse**

Social workers engage with individuals, families, groups and communities, working alongside people to assess and intervene. They enable effective relationships and are effective communicators, using appropriate skills. Using their professional judgement, they employ a range of interventions: promoting independence, providing support and protection, taking preventative action and ensuring safety whilst balancing rights and risks**.** They understand and take account of differentials in power, and are able to use authority appropriately. They evaluate their own practice and the outcomes for those they work with.

1. **CONTEXTS AND ORGANISATIONS *-* Engage with, inform, and adapt to changing contexts that shape practice. Operate effectively within own organisational frameworks and contribute to the development of services and organisations. Operate effectively within multi-agency and inter-professional settings**

Social workers are informed about and pro-actively responsive to the challenges and opportunities that come with changing social contexts and constructs. They fulfil this responsibility in accordance with their professional values and ethics, both as individual professionals and as members of the organisation in which they work. They collaborate, inform and are informed by their work with others, inter-professionally and with communities.

1. **PROFESSIONAL LEADERSHIP - Take responsibility for the professional learning and development of others through supervision, mentoring, assessing, research, teaching, leadership and management**

The social work profession evolves through the contribution of its members in activities such as practice research, supervision, assessment of practice, teaching and management. An individual’s contribution will gain influence when undertaken as part of a learning, practice-focused organisation. Learning may be facilitated with a wide range of people including social work colleagues, service users and carers, volunteers, foster carers and other professionals.

# Appendix 13. Social Work Reform Board

**Social Work Reform Board**

Standards for Employers of Social Workers in England and Supervision Framework

**Standards for Employers of Social Workers in England and Supervision Framework**

**Introduction**

Good social work can transform people’s lives and protect them from harm. In order to achieve consistently high outcomes for service users, social workers must have the skills and knowledge to establish effective relationships with children, adults and families, professionals in a range of agencies and settings and members of the public. Social workers need to be confident, articulate and professional with highly developed listening, oral and written skills. They also need stamina, emotional resilience and determination.

Evidence submitted to the Social Work Task Force highlighted the need for a set of standards and supervision framework for all employers of social workers. These standards and framework set out the shared core expectations of employers which will enable social workers in all employment settings to work effectively. Good supervision has been shown to provide more consistent outcomes for children, adults and families.

The Standards for Employers and Supervision Framework build on existing guidelines for employers of social workers, and it is envisaged that these expectations will be incorporated within the emerging self-regulation and improvement framework for public services. The Standards should then inform the revised inspection frameworks that will be aligned to this developing approach to public service regulations.

The Standards apply to all employers and relate to all registered social workers that they employ, including managers and student social workers within the organisation. However, the landscape in which social work is delivered is changing. Social workers may be sourced through an employment agency, may provide their services as independent social workers on a locum or consultancy basis, and may be employed in the statutory, private, voluntary or independent sector, as well as in other organisations such as higher education institutions. Employment arrangements and responsibilities have become more complex but it is expected that these Standards will be relevant to and adopted in all settings in which socials workers are employed.

Employers should ensure that their systems, structures and processes promote equality and do not discriminate against any employee.

All employers providing a social work service should establish a monitoring system by which they can assess their organisational performance against this framework, set a process for review and, where necessary, outline their plans for improvement.

**Standards for Employers of Social Workers in England**

1. **Have in place a social work accountability framework informed by knowledge of good social work practice and the experience and expertise of service users, carers and practitioners.**

To achieve the best possible outcomes for the children, adults and families who use their services, it is essential that employers have a sound understanding of what constitutes good socials work practice, the theories, research and evidence that underpin it and the ways in which their organisation can achieve it. They should establish how this drives the planning and delivery of specific services. All employers should:

* Develop a strategy to monitor the effectiveness of their social work service delivery.
* Ensure that processes are in place to seek and collate the views f the service users, carers and practitioners.
* Implement a system to analyse and act upon the views of the service users, carers and practitioners so that continuous feedback informs and supports the delivery of quality services
* Establish clear lines of accountability within the organisation for social work service delivery.
* Identify a strategic lead social worker who will be responsible for implementing the Standards of Employers and Supervision Framework.
* Complete, review and publish an annual ‘health check’ to assess the practice conditions and working environment of the organisation’s social work workforce.
* Promote social work practice awareness amongst service directors and strategic managers, local politicians, community leaders, voluntary sector stakeholders and professionals in universal services such as schools, health and the police.
* Establish and maintain strategic partnership with partner agencies, higher education institutions and other organisations.
* Explain and promote the role of social work to the public.
* Meet the career needs of social workers.
* Work with College of Social Work and allow all social workers to be engaged in the work of the College.
1. **Use effective workforce planning systems to make sure that the right number of social workers, with the right level of skills and experience, are available to meet current and future service demands.**
* All employers should be able to show what they have appropriate workforce planning systems in place in order to meet the needs of local service users now and in the future. Effective workforce planning systems should both determine immediate staffing requirements and help to ensure that sufficient numbers of social workers are trained to meet future demand. These should be based on an understanding of the factors that influence need and demand, including the size and specific circumstances of the local population. Workforce planning procedures should be regularly monitored and reviewed. All employers should:
* Undertake an assessment of current and future needs and feed this into local, regional, and national supply and demand systems.
* Ensure that workforce planning systems involve strategic partnerships with higher education institutions and other agencies.
* Provide good quality practice placements, other types of practice learning, and effective workplace assessment to help ensure that the right number of new social workers of the right calibre are trained.
* Engage with the social worker education sector in order to facilitate exchanges of personnel and expertise.
* Facilitate further learning and development across partner agencies.
1. **Implement transparent systems to manager workloads and case allocation in order to protect service users and practitioners.**

In order to deliver consistently high quality services and outcomes for children, adults, and families, employers should manage workflow effectively and respond quickly to changing demand. Workloads management and case allocation processed should prevent work overload and safeguard staff and service users from the risks associated with high caseloads and unallocated cases. All employers should:

* Put in place transparent systems to allocate work and means to collect information about workloads within teams.
* Use this information to assess the review of workloads of each social worker, taking account of their capacity and allowing sufficient time for supervision and CPD activity.
* Have contingency plans in place for resolving situations where workloads demand exceeds the staffing capacity.
* Have a system in place which generates relevant information to be used as part of regular reporting to strategic leaders and feeds into supply and demand models, and the social work accountability framework.
1. **Make sure that social workers can do their jobs safely and have the practical tools and resources they need to practice effectively. Assess risks and take action to minimise and prevent them.**
* A social worker’s working environment, resources and access to practical tools and support should be designed to deliver a safe and effective professional practice. Employers should meet the safety and welfare needs of social workers. All employers should;
* Make a quiet space available for formal supervision, informal confidential professional discussion between colleagues, and team meetings. There should also be a suitable space for confidential interviews with adequate safety measures to protect practitioners.
* Foster a culture of openness and equality in the organisation that empowers social workers to make appropriate professional judgements within a supportive environment.
* Enable social workers and manager to raise concerns about inadequate resources, operational difficulties, workloads issues or their own skills and capacity for work without fear of recrimination.
* Have in place effective systems for reporting and responding to concerns raised by social workers and managers so that risks are assessed and preventative and protective measures are taken,
* Ensure that the risks of violence, harassment and bullying are assessed, minimised and prevented. Where such instances do occur, there should be clear procedures in place to address, monitor and review the situation.
* Make employee welfare services available for all social workers.
* Provide social workers with appropriate practical tools to do their job including effective case recording and other IT systems, access to the internet and mobile communications. They should have safe means of transport for visiting service users and for field work.
* Provide skilled administrative staff to support social workers and help to maximise the time social workers are able to spend working directly with the children, adults and families who use services.
1. **Ensure that social workers have regular and appropriate social work supervision.**

Reflective practice is key to effective social work and high quality; regular supervision should be an integral part of social work practice. All organisations employing social workers should make a positive, unambiguous commitment to a strong culture of supervision, reflective practice and adaptive learning. Supervision should be based on a rigorous understanding of the key elements of effective social work supervision, as well as the research and evidence which underpins good social work practice. Supervision should challenge practitioners to reflect critically on their cases and should foster an inquisitive approach to social work. All employers should:

* Ensure that social work supervision is not treated as an isolated activity by incorporating it into the organisation’s social work accountability framework.
* Promote continuous learning and knowledge sharing through which social workers are encouraged to draw out learning points by reflecting on their own cases in light of the experiences of peers.
* Provide regular supervision training for social work supervisors.
* Assign explicit responsibility for the oversight of appropriate supervision and issues that arise during supervision.
* Provide additional professional supervision by a registered social worker for practitioners whose line manager is not a social worker.
* Ensure that supervision takes place regulatory and consistently.
* Make sure that supervision takes place at least weekly for the first six weeks of employment of a newly qualified social worker, at least fortnightly for the duration of the first six months, and a minimum of monthly supervision thereafter.
* Ensure that supervision sessions last at least an hour and a half of uninterrupted time.
* Monitor actual frequency and quality of supervision against clear statements about what is expected.
1. **Provide opportunities for continuing professional development, as well as access to research and practice guidance.**

It is essential for social workers to be able to build a robust and up to date knowledge base through ongoing continuing professional development (CPD) and access to research, evidence and best practice guidance. Employers should facilitate career-long learning and knowledge of best practice in order to empower social workers to work confidently and competently with the children, adults and families they have been trained to support. All employers should:

* Provide time, resources and support for CPD.
* Have fair and transparent systems to enable social workers to develop their professional skills and knowledge throughout their careers through an entitlement to formal and informal CPD.
* Pride appropriate support to social workers to progress through the national career structure.
* Have effective induction systems and put in place tailored support programmes for social workers in their first year in practice, including protected development time, a managed workloads, tailored supervision and personal development plans.
* Support their social workers to make decisions and purpose actions that are informed by robust and rigorous evidence so that service users can have confide in the service they receive.
* Enable social workers to work with other engaged in research and practise development activities in universities, professional bodies and the College of Social Work to develop the evidence base for good practice.
* Ensure that practice educators are able to contribute to the learning, support, supervision and assessment of students on qualifying and CPD programmes.
1. **Ensure social workers can maintain their professional registration.**

Designated social work posts should only be filled by suitably qualified and registered social workers. Existing guidance for employers and social workers demonstrate their mutual responsibilities for maintaining professional registration, re-registration, and regulation of the profession. All employers should:

* Support social workers in maintaining their professional registration and accountability as well as their competence, credibility and currency.
* Support staff in continuing to meet the requirements of their regulator
* Work closely with the regulator to maintain professional standards and investigate professional conduct issues.
* Take appropriate steps to inform the regulator, cooperate with investigations and hearings carried out by the regulator, and respond appropriately to its findings and decisions if there are concerns that an employee’s fitness to practice is impaired.
1. **Establish effective partnerships with higher education institutions and other organisations to support the delivery of social work education and continuing professional development.**

Strong partnership and good collaboration between employers and higher education institutions will lead to a more strategic approach to meeting workforce needs, providing high quality placements and designing and developing good quality training and development for social workers. Partnership should be effective joint decision making forums that enable communication, joint planning and shared activities to produce high quality social workers. All employers should:

* Implement formal partnership arrangements that promote and contribute to shared outcomes in the delivery of social work education and CPD.
* Ensure that the strategic lead social worker managers these partnerships for the organisation,
* Have a clear policy for recruiting, training and supporting practice educators.
* Support staff to access qualifying social work education.
* Provide support for social work students on placement.
* Contribute to efforts to recruit social work students.
* Work collaboratively with partner organisations to develop the skills and knowledge required to deliver high quality social work education.

**Supervision Framework**

Supervision provides a safe environment for critical reflection, challenge and professional support that operates alongside an organisation’s appraisal process. It includes time for reflection on practice issues that arise in the course of everyday work, and can help social workers and their managers to do their jobs more effectively. It enables social workers to develop their capacity to use their experiences to review practise, review feedback on their performance, build emotional resilience and this reflectively about the relationships they have formed with children, adults and families.

**The key elements of effective supervision encompass:**

1. **Quality of decision making and interventions**

This aspect of supervision provides the opportunity to focus on the challenges faced by social workers in carrying out their work. It includes reflection on what work has been done, plans for future interventions and actions, and discussions on improvements in practice. There should be a focus on protecting the public and delivering effective services, with time spent reflecting on the relationship that have been formed with children, adults and families and the mental and physical health of the social worker. Barriers to effective working on particular cases, including level of stress experienced and registered social worker, usually with expertise in the same area of practice, and should encourage shared professional decision making.

1. **Line management and organisation accountability**

This element of supervision provides mutual organisational accountability between the employer and the employee on behalf of the public. It is a tool for monitoring the quantity and the quality of the work being done. It involved the evaluation of the job and the organisational effectiveness of the employee, and includes appraisal. This aspect of supervision is essential for all staff in the organisation, and is carried out by the line manager.

1. **Caseloads and workload management**

Supervision should include an analysis of caseloads and workload management, and address any issues relating to the extent to the time available to work directly with children, adults and families as well as meeting other demands. There should be a focus on protecting the public, delivering effective services and identifying barriers to effective practise. This may be included in the line manager’s role.

1. **Identification of further personal learning, career and development opportunities**

Supervision in this context is about monitoring and promoting continuing professional development, including maintaining social work registration. This could include career development advice and time to explore professional development opportunities such as further qualifications. This can be included in the line manager’s or professional supervisor’s role.

**Guidance for Providing Supervision in different settings**

Supervision for child protecting and adult safeguarding teams

Where social workers have safeguarding and protection work as a core role then lines of accountability should be clearly identified, and elements 1 – 3 of individual supervision should normally be undertaken by the line manager who would be a registered social worker.

Supervision in a multi-professional teams

Where social workers are located in multi-professional teams or project groups, with a manager from another experience background, the various elements of supervision identified above may be split amongst several people. Models of shared supervisory and managerial responsibilities are well tried and tested with social work students and newly qualified social worker, and can be managed effectively via a written supervision statement clarifying respective roles and responsibilities.

Supervision and peer learning

To see supervision as only an arrangement between and individual and their manager (or a group of supervisors) is to miss rick learning opportunities provided through formal and informal peer networks. This is an important ad often underplayed part of the supervisory process. Where social workers are situated within co-located teams this is a normal part of work interaction e.g. in case discussions and debriefings. Trends towards more home working, dispersed teams, sole social workers in multi-professional teams, and other models of working, mean that this important peer network interaction may have to be explicitly created. This should be promoted by managers but also by trade unions, professional associations and increasingly by the College of Social Work. Employers should support these networks which make a significant contribution to effective service delivery and the morale of social workers. The richer this experience is for employees, the less pressure it puts on an organisation’s supervisory systems to provide professional challenge and updated on professional practice.

The combination of effective supervision arrangements, together with a suitable working environment, manageable workloads, supportive management systems and access to continuous learning, will help to ensure that social workers are able to provide good and responsive services for children, adults and families. By creating these conditions, employers will help to provide a setting in which social workers choose to work and remain. The Social Work Reform Board believes that all social workers should be able to expect that the Standards for Employers and Supervision Framework will form the basis for everyday social work practice in any setting in which they chose to work.