

## The functions and purpose of supervision are:

### Functions

- Normative - Management function
- Formative - Development function
- Restorative - Support and challenge function

### Purpose of supervision is that:

The supervisee leaves supervision with a clear sense of direction and the steps they are going to take, and they are energised to do so.

## The assumptions for our supervision practice are:

- It is child and family focused, captures their voice and considers their identity and culture
- It is Outcome Focused. For outcome focused supervision to be effective and meet its purpose, it must offer both 'challenge' and 'support'. Supervision that is done 'to' or does 'for' the supervisee(s), cannot contain all the essential ingredients and will yield unsustainable outcomes
- Planned / formal supervision takes place and may be accompanied by unplanned and informal supervision
- It relies on effective relationships
- It relies on a commitment to or belief in the process
- It involves personal responsibility and accountability
- There is a genuine desire to increase understanding; improve decision making; make improvements; evaluate practice; and act on learning
- It is an essential component of Continuous Professional Development
- It can differ in its design in different parts of the service
- It is developmentally appropriate

## The Principles underpinning our Supervision are:

### The Council Behaviours and Values



## The Leeds Practice Principles

- Always working WITH
- Relationship based
- Enabling the utility of the family
- Early in the life of a problem
- One family, one lead worker, one plan
- Systemic, formulation driven and evidenced based
- Transparent
- Strength focussed
- Recognising that engagement with education is a protective factor
- Accountability, evaluation and sustainability

### Other principles

We are committed: to Outcomes Based Accountability; having conversations and questioning each other; being curious; acknowledging preconceptions; using coaching responses; + learning through experiences

# Leeds Children and Families Services Supervision Framework

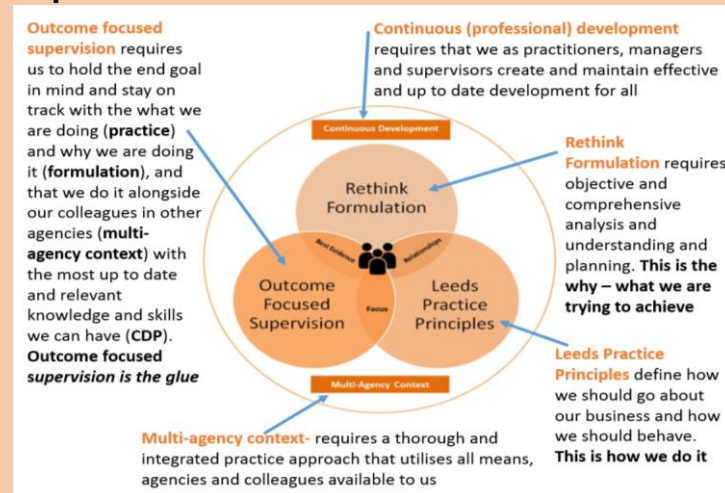
Each team or service will individually design what their supervision needs to look like based on this framework

## Supervision Practice

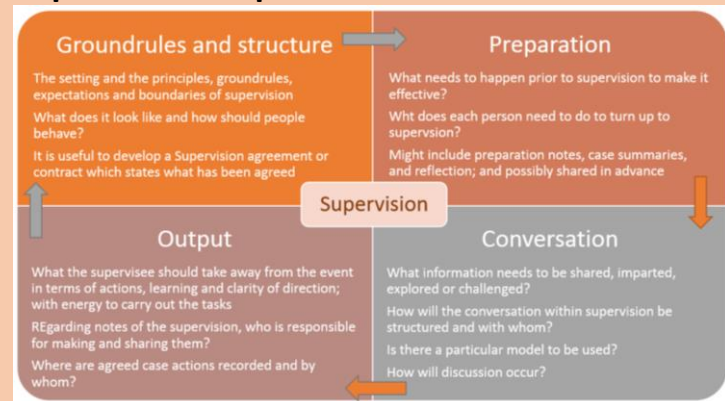
Each team or service will design for their needs

1:1	Facilitated Group	Specific (e.g. MST, CBT, DBT)
Agreed model / approach for each service area	Agreed model / approach for each service area	Agreed model / approach for each service area
Outcome Focused	Outcome Focused	Outcome Focused
Formulation and planning	Formulation and planning	Formulation and planning
Solution focused questions	Solution focused questions	Solution focused questions
Self-care	Self-care	Self-care

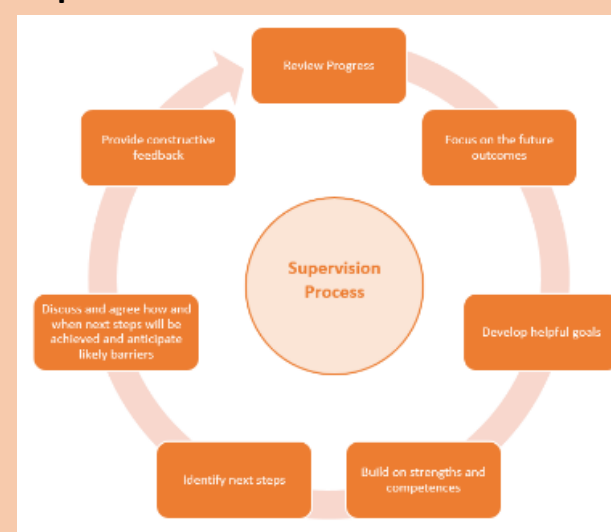
## Supervision and Leeds Practice Framework



## Supervision Preparation Tool



## Supervision Process



Adapted from Bucknell (2006)

## The people involved in supervision and this framework are:

- Supervisors – Managers, Practice Educators, Modality Experts, Group Facilitators and Safeguarding Leads
- Supervisees – Everyone
- Workforce Development people
- Quality Assurance people

## Practical considerations for supervision:

- Preparation takes place using the Supervision Preparation Tool
- It is recorded and records are shared between supervisor and supervisee within timescales
- There are planned sessions that take place regularly – at least 4 – 6 weekly
- It takes place in locations that support confidential and productive discussions
- It links to appraisal and any required professional standards
- Quality Assurance of supervision informs service development
- Self-care is an essential component of effective supervision and self-care plans can be developed, reviewed and adapted throughout the supervisory relationship

## Practice Focused Supervision

Practice-focused supervision will have the following characteristics:

- Respectful curiosity – a genuine desire to understand
- Child and family focus - consideration of what life is like for children and families
- Clarity about risk and or need – with explicit discussion



Adapted from Wilkins and Forrester 2016