

Rochdale Borough Council

Childrens Services Supervision Practice & Performance Management Toolkit

**ROCHDALE CHILDREN'S SERVICES
SUPERVISION PRACTICE TOOLKIT**

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Supervision/Performance

Management Toolkit: Foreword

If we are to deliver the very best services across Children and Families' services we need the very best workforce, who are well trained, highly skilled and passionate about their role.

High quality supervision is:

- one of the most important drivers to ensure organisations deliver quality service provision and consistent outcomes for all children, young people, families and carers.
- vital in the support and motivation of workers undertaking demanding jobs and should therefore be a key component of retention strategies.

Supervision should:

- contribute to meeting performance standards and the expectations of people who use services, and of carers and families, in a changing environment. The quality of the relationship between workers and people who use services is the essential ingredient of effective services.
- enable and support workers to build effective professional relationships, develop good practice, and exercise both professional judgement and discretion in decision making.
- improve the quality of practice, support the development of integrated working and ensure continuing professional development.
- contribute to the development of a learning culture by promoting an approach that develops the confidence and competence of managers in their supervision skills. It is therefore at the core of individual and group continuing professional development.

(Source: Providing Effective Supervision 2007 – Skills for Care & Children's Workforce Development Council))

The aim of this Toolkit is to establish consistency in the operation of the Council's Supervision Policy and Standards. It offers guidance on the Council's approach to Supervision and some practical tools for carrying out effective supervision. The pack also incorporates the Learning and Development guidance and Employee Performance and Development Review within the overall context of the supervisory and line management relationship.

Supervision Policy and Standards

1.1 Introduction

Underpinning Beliefs

“Supervision is a process by which one worker is given responsibility by the organisation to work with another worker(s) in order to meet certain organisational, professional and personal objectives which together promote the best outcomes for service users”.

(Morrison, T (2005) Staff Supervision in Social Care: Making a real difference to staff and service users)

Supervision is a key organisational mechanism which enables the Council, through its supervisors to support, develop and communicate business objectives to all staff in a planned and clearly evidenced way. Supervision, direct observation of practice and the Performance and Development Reviews provide formal and structured dialogue between the supervisor and supervisee that enables the evaluation of the supervisees work, training and professional development and well-being at regular intervals during the year.

Supervision is vital for both leadership of practice and the management of performance. It impacts on the quality of the service delivered to service users, relationships with partner agencies and professionals and the development of professional practice, as well as the achievement of organisational objectives.

	Management of Performance		
	Managing the business	Supervision	PDR
Typical frequency	As required on any working day.	2–6 weeks depending on job and individual requirements.	12-monthly with 6-monthly review.
Focus	Dealing with day-to-day issues as they arise.	Line management. Professional supervision. Continuing professional development.	Longer term performance review and development planning within objectives framework.
Characteristics	Ad hoc, as required.	Planned and structured. Some preparation.	Planned and structured. Significant preparation.

1.2 Scope of Policy

This policy and its accompanying **standards** apply to:

- All staff employed by RBC Children's Services whether full or part time, permanent or temporary, including agency staff.
- Supervisors employed by other agencies with responsibility for the supervision of Children's Services staff.

RBC policy is underpinned by:

- The Children's Workforce Development Council and Skills for Care 'Providing Effective Supervision' Framework (2007) which was developed in association with the Department of Health and Department for Children, Schools and Families and The Rochdale Way values & behaviours.

Rochdale BC has adopted the core model and frameworks for supervision proposed by Dr Tony Morrison in his key (2005) text "Staff Supervision in Social Care: Making a real difference to staff and service users". According to this model, good supervision of staff must include four inter-related functions which together recognise the needs of employers, the needs of the staff working for them, and a focus on the users of the services provided

1. Both employers and staff need to know that the work is being carried out to the required practice standards and complies with organisational and national policy and legislation. This is best done when expectations of staff are made clear and when staff are clear about how the standard of their work will be judged. Organisations must be accountable for the work of their staff and this requires that monitoring, planning and decision-making take place within the supervisory relationship. This is the **accountability or management function**.
2. Good supervision of staff also ensures that staff are **supported** in their job. This includes problem solving with staff when they have work which is presenting difficulties, listening to staff who have to deal with challenging situations and ensuring workloads are manageable. This is particularly important in some parts of the services, where many staff are dealing with emotionally demanding situations which carry high risk to the people who use our services and often to themselves.
3. In an ever-changing and demanding environment it is important that staff are appropriately skilled to do the job. All staff, both qualified and unqualified, require opportunities to reflect on their practice, to learn and to develop their skills and knowledge. Good staff supervision incorporates a significant **developmental function**.
4. Much of the work of social care agencies is achieved by individuals in teams both within and beyond the organisation. The employee's experience of the team and the wider organisation is mediated to some extent by their immediate supervisor. The **organisational engagement** function includes attention to professional standards, organisational structure, team dynamics and interdisciplinary and interagency working.

In social care and wider children and families services, supervision is a term used to describe a one to one planned meeting between the line manager and staff member, occurring on a regular basis, on pre-set dates. The demands of the service and the structure of service delivery, however, will affect the extent to which this process dominates the relationship. Supervisory functions can be effectively and efficiently delivered through a number of mechanisms including:

- Team meetings
- Group supervision
- Team development and learning events
- Ad hoc contacts
- Reading reports, files etc
- Direct observation of practice
- Action Learning sets.

It is important that specific attention is paid to the recording of such interactions and cross referencing to planned supervision as appropriate. The need for formal one to one sessions will vary according to the type of work being undertaken and the associated risks, and the level of experience of the member of staff. All staff will, however, have access to planned and recorded supervision on a regular basis as a minimum.

1.3 Policy Statement

There are three interrelated aspects to supervision:

- **Line Management**, which is about accountability for practice and quality of service. This includes managing team resources, delegation and workload management, performance appraisal, duty of care, support and other people-management processes.
 - **Professional Supervision** (sometimes described as case supervision) with workers or groups of workers to enable and support quality practice. A key aspect of this function is reviewing and reflecting on practice issues. This may include reviewing roles and relationships, evaluating the outcomes of the work and maximising opportunities for wider learning.
 - **Continuing Professional Development of Workers** to ensure they have the relevant skills, knowledge, understanding and attributes to do the job and progress their careers. Constructive feedback and observation of practice should be part of the learning process for workers and supervisors.
1. All supervisory relationships will be underpinned by a Supervision Agreement. An initial agreement may be issued at the outset, to be reviewed at six months in the first instance and annually thereafter. This could appropriately be considered as part of the Performance and Development Review process.
 2. All staff will be clear about the expectations of the Council in respect of their work, and the way in which this will be measured, set out in writing and reviewed on a regular basis. This is delivered through the Employee Performance and Development Process and the annual Performance Development Review meetings.
 3. In addition all staff will be offered clarity about the following:
 - In the case of an urgent problem arising with their work, who they should contact and how, and what they should do if that person is unavailable.
 - In the case of a difficulty which needs discussion but is not urgent, that they can approach their line manager for a brief one to one discussion about this within a reasonable period, depending on the needs/experience of the supervisee. Notes from these ad hoc discussions will form part of the ongoing supervision record and be referenced in the recording for planned sessions (see below).
 - The agreed frequency, location and circumstances for formal one to one sessions. These sessions must be recorded and signed by both the Supervisor and Staff member. The notes should be kept in the individual's supervision file and a copy given to the supervisee to be kept in their Personal Development Portfolio. The supervisor is responsible for ensuring that a copy of the notes is available for reference at the next supervision session and for monitoring purposes. All discussions about individual cases should be included in the relevant service user case file; similarly any decision relating to a case is to be recorded by the decision maker and added to the case file.

NB for Children 's Social Care staff the relevant case file is the electronic ICS record.

- Other processes through which the supervisory functions may be carried out e.g. via team meetings, group supervision etc.
 - Their rights and responsibilities in relation to related processes and standards of conduct and practice which may be legitimately discussed in supervision.
 - Their rights, responsibilities and the limits to confidentiality in the supervisory process.
 - Their rights and responsibilities in the supervision process with regard to preparation, participation and disagreements. (See Supervision Guidance Note).
 - That there are certain other procedures which are used as part of this process
4. Supervisors will work with reference to and in the context of key policies and make supervisees aware of their roles and responsibilities in relation to each of them as part of the induction process. All key policy documents can be located on the Rochdale BC Intranet.
- Code of Conduct for Employees
 - Working Time Regulations
 - Managing Attendance
 - Alcohol and Substance Abuse Policy
 - Whistle Blowing Policy
 - Employee Performance and Development Review process
 - IT Regulations
 - Health and Care Professionals Standards
 - Financial Regulations
5. Planned supervision sessions will take place on a regular basis, usually monthly - see table in Supervision Agreement Guidance Section for further detail.

Should a supervisor be on sick leave or on extended absence then alternative supervision arrangements must be put in place. For planned absence, the expectation is that cover arrangements will have been agreed in advance. In the case of unplanned absence, alternative supervision arrangements should be considered after two weeks.

6. Recording of Supervision

The recording of supervision sessions is the responsibility of the supervisor. The supervisor must adhere to the following standards of recording; this will be checked as part of the quality assurance process.

- The amount of information included in the supervision record is a matter of judgement for the supervisor, however the record should be detailed enough so that the issue can be revisited at a later date and still be understood.
- Records should include a short summary of the discussion and clearly detail any decisions that have been made and the reasons for these, together with any agreed actions including who will take responsibility for carrying out these actions (what, by whom, by when)
- All discussions about individual cases should be added to the service user's case file/ electronic ICS record; any decision relating to a case is to be recorded by the decision maker.
- Where possible Supervision records should be typed and stored in an electronic file.
- Records should be signed and dated by both parties. If there is disagreement as to the content of the record, this should be noted by the supervisor.
- Supervision records will be placed in the staff member's supervision file and a copy given to the individual to be kept in their personal development portfolio/training and learning log.
- The supervisor is responsible for ensuring that a copy is available for reference at the next supervision session and for monitoring purposes. Whilst it is recognised that many staff prefer to keep records on computer systems, in the case of supervision records hard copies must be taken. This is to both safeguard the supervisor and supervisee in the case of investigations (e.g. disciplinary or complaints investigation) and to ensure that records are not altered in any way.
- Forms for the recording of planned supervision sessions and ad hoc supervision/consultation are included in the supervision pack.

Confidentiality and Access

Supervision is a private but not a confidential process. This means that the records are the property of the organisation, not the individual. From time to time supervisors will need to discuss the content of supervision sessions with others, for example their own line manager. This should always be with the knowledge of the supervisee.

Access to supervision records should be controlled and all records should be electronically stored securely. Supervisees should be aware, however, that in addition to themselves and their supervisor, others will from time to time access the records.

These might include:

- Senior Managers – for quality assurance purpose
Investigating Officers – e.g. for disciplinary purposes
- Inspectors e.g. CSCI inspectors
- Performance staff e.g. for audit and quality assurance purposes.

Storage

The Individual Supervision Agreement and the supervision records will be kept on the supervisee's electronic file held by the supervisor or in a suitably agreed place.

Transfer of Records

All supervision notes will be formally transferred with staff members where there is a change of supervisor within Children's Services. For Children's Social Care, it is expected that the transfer will include a formal three way meeting with the new supervisor so that there is appropriate continuity maintained in terms of the management of the services to families and in terms of addressing any performance and professional development issues.

If a member of staff leaves the department to work elsewhere, then the supervision file should be stored with the personal file held within personnel sections.

When a worker leaves the service/organization there is a requirement for managers with the assistance of business support to manage the reassignment of cases in ICS. Please refer to flow chart describing the processes to be followed which can be found in **appendix two of the supervision policy**.

1.4 Standards for Supervision

The context of the Standards

- All Children and Families staff are bound by the guidance 'Providing Effective Supervision' (2007) issued by the Children's Workforce Development Council and Skills for Care.
- All social care staff and Employers of social care workforce are bound by the Standards of Proficiency, Standards of Conduct, Performance and Ethics, and Standards of Continuing Professional Development issued by the Health and Care Professions Council (August 2012). The key points for employers and employees from the code of practice are as follows:

Social Care Employers Must:	Social Care Employees Must:
1. Make sure people are suitable to enter the workforce and understand their roles and responsibilities.	1. Protect the rights and promote the interests of service users and carers.
2. Have written policies and procedures in place to enable social care workers to meet the HCPC's relevant Standards for Social Care Workers .	2. Strive to establish and maintain the trust and confidence of service users and carers.
3. Provide training and development opportunities to enable social care workers to strengthen and develop their skills and knowledge.	3. Promote the independence of service users while protecting them as far as possible from danger or harm.
4. Put in place and implement written processes and procedures to deal with dangerous, discriminatory or exploitative behaviour and practice.	4. Respect the rights of service users while seeking to ensure that their behaviour does not harm themselves or other people.
5. Promote the HCPC's Standards to social care workers , service users and carers and co-operate with the HCPC's proceedings.	5. Uphold public trust and confidence in social care services.
	6. Be accountable for their practice and take responsibility for maintaining and improving their knowledge and skills.

Ofsted and the Care Qualities Commission have a regulatory role in relation to enforcing the identified minimum **standards** for the supervision of staff on an individual face to face basis as set out within the legislative and regulatory frameworks for social care services. Included in these minimum standards is the requirement that direct observations of practice take place at least annually in domiciliary settings and that the consent of the relevant participants (e.g. Service Users) is sought prior to this. The guidance goes on to state that

an annual review or an annual interview is also a requirement; this is good practice for all Children and Families staff.

1.5 Implementation of Policy

Implementation of this policy will be achieved through the following:

- Dissemination of this policy and guidance to all staff.
- The Supervision Policy and Guidance Note will be included in the induction process for all staff; supervisors and supervisees.
- Targeted learning and development programmes
- Observation of practice
- Focused Action Learning Sets
- Implementation of actions from quality assurance supervision practice audit process
- Monitoring of the annual Employee Performance and Development Reviews

1.6 Quality Assurance: Supervision Practice Audit

In order to be effective the supervision process requires monitoring and quality assurance arrangements.

The quality assurance process ensures that:

- The standards of supervision as outlined in this policy are being followed
- Staff are being supervised professionally and effectively
- Supervision sessions are being recorded
- Individual Supervision Agreements are being developed, reviewed and used
- The supervision process promotes equal opportunities and anti-discriminatory practice

The quality assurance arrangements involve:

- The auditing of a random selection of supervision files on a regular basis by senior managers
- Discussion during supervision, for example, between service manager and team manager, about the team manager's practice in supervising their staff. The senior manager may request copies of supervision records as evidence of practice and to use as a tool where there are developmental needs on behalf of the team manager.
- Practice Improvement Quality Assurance Framework-service quality reviews.

Auditing of Supervision:

The Supervisor will establish a monitoring system to record monthly the supervision sessions that have taken place. This monitoring sheet (example in Forms Section) will be available to line managers on request.

Auditing of Supervision Files:

- Head of Service will undertake supervision file audits:
 - Sampling two managers' supervision files per quarter
- Staff Surveys:
 - Staff surveys will be undertaken periodically and all issues referred to Head of Service for consideration and action as require.

- Action Learning Sets:
 - Action Learning Sets will focus on application of supervision practice and ongoing learning re improvement/development of process and impact on outcomes. (e.g. Serious Case Review Recommendations and Complaints Investigation Outcomes)
- Employee Development Review and Performance Procedure:
 - The annual interview and six monthly review will provide an opportunity to review supervision practice

Complaints:

- Supervisors should be clear about whom they should contact if they feel the terms of their supervision agreement are not being met. How supervisees make a complaint and who to (named manager) should be included in the Individual Supervision Agreement (see Guidance Note).
- Supervisees should always discuss any complaints or dissatisfaction in the first instance with their supervisor and endeavour to reach an agreement within the normal supervision process.
- If the complaint cannot be resolved by discussion with the supervisor, then the supervisee should raise the issue with their supervisors' manager.

Supervision Agreement Guidance Notes

INTRODUCTION

Standard 1: The supervision agreement

This should be renewed with each new supervisory relationship. It is the supervisor's responsibility to introduce this process and ensure that it is completed within a month. In its completed form the agreement should address three elements: the administrative contract (time, place, frequency, recording); the professional contract (what is the legitimate business of the relationship, including standards) and, as far as possible, the psychological contract (engagement; participation; anticipation of emotional impact and how this will be addressed).

Supervision is a forum based on a human relationship and as such it demands that specific attention is paid to the co-creation of a working alliance between two members with differing levels of power and authority; differing (if overlapping) targets and concerns. It is vital that explicit discussion is had about the functions of supervision and the processes of support, development, monitoring and team management.

As the supervisor you face the challenge of integrating the roles of educator and supporter with your line management function. It will require you to prepare for supervision and to focus on each of the functions within the supervision session to ensure an overall balanced approach to supervision over a reasonable period, i.e. two months.

This will be influenced by the personal, professional and support needs of the supervisee, which may mean that on occasions the supervision session is more focused on support or personal issues. A key part of your role requires you to monitor this process, referring a supervisee where necessary for additional support to others outside of the supervisory relationship [e.g. Occupational Health Service].

First Supervision Session:

The supervisor should agree with the supervisee the basic arrangements for future supervision sessions. This discussion should be recorded on the Supervision Arrangements Form, and should agree the following:

- Supervision Frequency
- Role & Responsibilities of the Supervisee
- Role & Responsibilities of the Supervisor
- Place, dates, time, duration of session, recording arrangements, and supervision file storage and access arrangements

Standard 2: The Council's expectations of the person in role

As the supervisor you should ensure that the supervisee understands what is expected of them by the organisation, the HCPC, the College of Social Work as the professional body and by the service in their job role. You are expected to act as a role model to the supervisee in relation to standards of practice within the work place.

Therefore you should ensure that you have access to and have read the key policy documents noted at item 4 in the Standards and expanded in the section entitled 'Relevant Human Resource and Employment Policy and Legislation'.

Supervision is important, as are the Performance and Development Meetings, Plans and Reviews, as a means of consistently reinforcing the standards and expectations of supervisees, and to give clarity to key tasks and work priorities, as well as to the role the supervisee is expected to undertake.

National guidance requires that direct observation of practice takes place at least annually. This should be planned in advance with the supervisee and should be followed with a feedback or supervision session to discuss the direct observation of practice. The aim here is to provide constructive feedback on the supervisees work performance.

Standard 3: 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 and changes in policies or procedures.

This form of supervision is, of course, a normal 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 case file / electronic record 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. The focus of these sessions is wholly on the individual, their development, performance and any issues arising from their work that do not arise on a day to day basis. It should also be noted that in some settings the day to day supervisor for a particular member of staff may change according to working arrangements, shift patterns and rotas. The one to one sessions for a particular member of staff, however, should always be carried out by the same supervisor.

Standard 4: Other Relevant Human Resource and Employment Issues

Financial Boundaries and Disclosure of Interests – It is important to remember that the safe course of action is to err on the side of caution and advise the supervisee to disclose their interest. You should ensure the supervisee knows the services policy on the handling of service user finances.

Work Elsewhere – The supervisee needs to be aware that the reason for informing you about this is that you need to consider the impact this may have on the job they do for the Council. By disclosing this information, they will give you an opportunity to discuss any potential issues before they arise. You may also need to refer to the Working Time Regulations for guidance. You should also emphasize that working in a private capacity for a service user or relative is not allowed, as it would result in a conflict of interest occurring.

Professional / Personal Boundaries & Relationships: Ensure that the supervisee understands this requirement. You need to monitor the supervisee's practice in this area and if required raise any concerns with them and, if necessary, with your manager.

Confidential Reporting Procedure: If concerns about practice or relationships are brought to you during supervision, record the complaint. You will then need to inform the Senior Manager/Team Manager about the situation. You will also need to consider the supervisees need for support as well as the potential impact on the workplace of the disclosure.

Attendance at Work: Follow the procedures set out in the managing attendance policy to ensure you do what is expected of you as a supervisor. The management of attendance is an important aspect of your role and one where the management process must be applied consistently.

Standard 5: Frequency of Supervision

Job Role	Frequency of Supervision	Identified Supervisor Level
Children's Services	Organisations Performance and Development Review system annually and a 6 month review.	Appropriate Line Manager
Assistant Director	Monthly	Director of Children's Services
Heads of Service	Monthly	Assistant Director
Practice Manager	Monthly	Head of Service
Advanced Practitioner	Monthly	Practice Manager
Social Worker	Monthly <i>NB For newly qualified social workers the ASYE programme requirements must be adhered to.</i>	Practice Manager/ Advanced Practitioner

Job Role	Frequency of Supervision	Identified Supervisor Level
Youth Offending Service Staff	Monthly	Relevant agency Line Manager
Residential Unit Manager	Monthly	Regulated Service Improvement Manager
Residential Deputy Manager	Monthly	Residential Unit Manager
Residential Child Care Worker	Monthly	Unit/Deputy Manager
Training Officer (Cared for Children)	Monthly	Practice Manager
Family Group Co-ordinator	Monthly	Practice Manager
Family Support Worker	Monthly	Practice Manager
Social Care Worker	Monthly	Practice Manager
Referral & Information Officer	Monthly	Practice Manager
Personal Advisor	Monthly	Practice Manager
Placement Finding Officer	Monthly	Commissioning Manager
Principal Business Support Manager	Monthly	Head of Practice & Improvement
Business Support Manager	Monthly	Principal Business Support Manager
Assistant Business Support Manager	6 Weekly	Business Support Manager
Panel Administrator	6 Weekly	Business Support Manager
Court Administrator	6 Weekly	Business Support Manager
Business Support Officer	6 Weekly	Assistant Business Support Manager
Referral panel Co Ordinator	6 Weekly	Assistant Business Support Manager
Business Support Apprentice	6 Weekly	Assistant Business Support Manager

Standard 6: Supervision Recording

Supervision sessions must be briefly recorded and signed by both the supervisor and supervisee. These notes will be kept in the staff member's file and an electronic copy given to the individual to be kept in their personal development portfolio/training and learning log. The supervisor is responsible for ensuring that a copy is available for reference at the next supervision session and for monitoring purposes. All discussions about individual cases should be recorded briefly in the supervision record and recorded case file / electronic ICS record; any decision relating to a case is to be recorded by the decision maker.

Confidentiality

While the principle of confidentiality will be upheld as far as possible, in order to allow supervisees to share their experiences of the work and the team/organisation, it is important to note that supervision is not an entirely private forum and absolute confidentiality between the two parties cannot be guaranteed. This is for three reasons. First, both senior managers and external regulators/inspectors may have access to the records for audit and accountability purposes. Second, organisations owe a duty of care to their staff and there may be occasions when personal information needs to be shared with the supervisor's line manager, particularly if there is some question about the health and welfare of the supervisee and/or a possible impact on the work. Third, the record may be used in situations of complaint, grievance or discipline.

In order to create safety for staff doing challenging and risk laden work, it is essential that the tension between anticipated emotional impact and accountability/performance is explicitly addressed with staff and revisited on a regular basis. Staff should be made aware when the possibility of information being shared outside the supervisory relationship is being considered.

Additional Guidance Points

Note: A supervisor should not line manage someone they have a direct relationship with e.g. family member or partner. If in exceptional circumstances this does become necessary, explicit authorisation must be sought from senior staff.

Relevant Human Resource and Employment Policy and Legislation

■ Code of Conduct

The key points to acknowledge here are that these codes form part of our terms of employment. The Council expects the highest standards of service to be provided, and staff are expected to demonstrate common sense, vigilance and judgement in their daily practice.

Your public duty takes precedence over your private interests, and any conflict of these interests must be avoided.

Confidentiality is essential and all staff should be circumspect in what is said outside the workplace about any internal matters. Any information obtained in the course of your duties is strictly confidential and must not be disclosed to unauthorised persons.

■ Personal / Professional Boundaries and Relationships

A supervisee must not allow the impression to be created that they are using, or could use, their official position to promote a personal or private interest or relationship. There is a general obligation on all employees not to compromise standards of behaviour, conduct or performance through personal relationships.

Supervisees must avoid situations, which could lead to conflict of interests occurring. Supervisees must discuss with their supervisor any situation, which involves a personal or private interest or relationship with a service user or relative, which has the potential to cause concern. This includes those, which may arise from a supervisee's family and friends.

The supervisor must alert and discuss with the supervisee any relationships, which could lead to a conflict of interest or where the boundary between professional and personal interests or relationships is becoming blurred.

■ Undertaking Other Employment

A supervisee must inform their supervisor if they undertake work elsewhere [e.g. other organisation or for private individuals], whether that's paid or unpaid. Work in a private capacity for service users or their relative is not allowed as this automatically creates a conflict of interest.

Any supervisee graded above Grade 6 [or equivalent] must have permission in advance from their Head of Service before doing other paid work or being involved in a private business. This approval must be sought in writing.

Supervisees acting in a private capacity must not comment publicly on internal Council matters.

■ Confidential Reporting

A supervisee who has serious and genuine concerns about any aspect of practice or relationships should be able to come forward and raise their concerns, without fear of harassment or victimisation.

A supervisor who receives a concern under the procedure must action it immediately.

■ Financial Boundaries & Disclosure of Interests

Under the Code of Conduct supervisees must disclose any financial or non-financial interest either they or their spouse have in any contract, company or other public body or any other matter that they may involve the Council. This interest may be direct or indirect. If a supervisee is in any doubt about such interests this must be discussed with their supervisor.

Supervisees and members of their families are not allowed to borrow money or property from service users. These rules apply to all supervisees whether or not they are in direct contact with service users.

If a supervisee has approved other employment which has any contact with the Council this interest must be disclosed in addition to getting approval to undertake the work.

Supervisees must also follow the service policy on the handling of money with or on behalf of service users.

■ Communication & Information Acceptable Use

Supervisees need to be aware that the Council's communication, information retrieval [from any source], media and equipment should not be used for general private purposes without prior permission from the appropriate manager being sort. The Council's Code of Conduct for states that staff must not carry out personal activities during working hours, nor mix private business with official duties.

■ Gifts & Legacies

Supervisees and their families are prohibited from accepting gifts or legacies from Service Users.

A Service User is any person to whom you or your staff has provided a service in the course of your employment. When a relative is, or becomes, a Service User, you must declare this on the Council's Declaration of Interest Form. This provision applies to any pre-existing relationship at the point a relative or friend becomes a Service User of the department, or when this becomes known to you.

In the event that you receive a gift, in circumstances in which it would be difficult to refuse it, or if you become the beneficiary of the will of a Service User, [including relatives or those with whom you have a pre-existing relationship], you must declare such gift or legacy on the relevant form, available from your manager.

You must seek the permission of the Head of Service to retain the gift or legacy.

■ Data Protection & freedom of Information

Guidance on the Data Protection Act 1998 / Freedom of Information Act 2000 are covered in the mandatory E learning packages that all employees must complete. The Data Protection Act relates to personal information, which is requested and stored on individuals with whom the department has dealings. This includes information held on supervision files. The Freedom of Information Act relates to supervisee's rights to have access to the information held on supervision files.

Supervision practice will ensure that supervisees receive copies of all supervision notes following each session that would then be held on the supervision file. See also the supervision arrangements section, which outlines who also has access to any supervision file.

Organisational and Professional Context:

■ Expectations of you in your Job Role

During supervision your supervisor will discuss with you the expectations of you in your job role. The standard that you are expected to achieve will be explained and together you will agree your key tasks and will review these together at each supervision session. By doing this you should be clear about what's expected of you, the work you have to carry out and the standard to which you are expected to perform. Should you have any concerns about this then in the first instance you should discuss these with your supervisor.

In addition to the organisations expectations of you in your job role, the Health and Care Professions Council sets out Standards of Proficiency, Standards of Conduct, Performance and Ethics, and Standards of Continuing Professional Development for all Social Care employees which you are expected to adhere too. The key points for employers and employees from the code of practice are as follows:

Social Care Employers Must:	Social Care Employees Must:
1. Make sure people are suitable to enter the workforce and understand their roles and responsibilities.	1. Protect the rights and promote the interests of service users and carers.
2. Have written policies and procedures in place to enable social care workers to meet the HCPC's relevant Standards for Social Care Workers .	2. Strive to establish and maintain the trust and confidence of service users and carers.
3. Provide training and development opportunities to enable social care workers to strengthen and develop their skills and knowledge.	3. Promote the independence of service users while protecting them as far as possible from danger or harm.
4. Put in place and implement written processes and procedures to deal with dangerous, discriminatory or exploitative behaviour and practice.	4. Respect the rights of service users while seeking to ensure that their behaviour does not harm themselves or other people.
5. Promote the HCPC's Standards to social care workers , service users and carers and co-operate with the HCPC's proceedings.	5. Uphold public trust and confidence in social care services.
	6. Be accountable for their practice and take responsibility for maintaining and improving their knowledge and skills.

■ Employee Performance and Development Process

Each year you will meet with your supervisor to review the work you have undertaken during the preceding period, and to set your performance objectives for the coming year. In addition to this the training you have undertaken will be reviewed and any new training needs to aid you with your key tasks or for your own personal development will be identified. The Employee Performance and Development Review is a two way process between the supervisor and the supervisee

■ Performance Feedback

Management of performance will be carried out through the supervision process, but where this fails, the Unsatisfactory Workforce Performance Management Procedure will be used to guide how issues are dealt with.

Any poor performance issues must be dealt with via two-way discussion between the supervisor and supervisee. A clear record of this discussion must be kept along with a clear action plan determining the expectations of the employee following this discussion.

■ Attendance at Work

The employment contract requires you to be fit for the purpose of work, to regularly attend and maintain good time keeping at all times. Should a supervisee be unable to attend work due to sickness the Council's reporting procedures must be followed. If a supervisee has personal difficulties that are preventing their attendance at work, this must be discussed with their supervisor who should be mindful of Council Policies and flexible working arrangements.

Supervisors must enable and support the supervisee in achieving full attendance at work. Supervisees must follow the absence reporting and contact procedures, and should be aware of the Managing Attendance Procedures but it is the supervisor's responsibility for adhering to the guidance in these frameworks.

Guidance on the Use of Supervision Form

The Supervision Form

The supervision form has been developed to provide a consistent approach to supervision, which is a vital management function.

There are two types of supervision form available for you to choose from according to role/function:

1. For Practitioners and Operational Managers

This supervision form has been divided into five main sections:

- Matters arising from last supervision
- Supportive
- Managerial/Accountability
- Development
- Organisational Engagement

It provides prompts in each section about what should be discussed and recorded.

2. For Strategic Managers/Senior Managers

This form provides a template outlining additional areas to be discussed and includes staffing, budget and service planning issues.

3. In addition, a form is available for recording **Ad hoc Supervision/Consultation**

Content of Supervision

Staff Wellbeing / Performance / Development

General discussion about Personal Wellbeing & Personal Safety: You should check with the supervisee how they are feeling in relation to their work experience since their previous supervision session. The supervisor should encourage the supervisee to talk about how they are feeling and aim to develop with them an open and honest relationship that promotes this discussion with the supervisee. Discussion about work life balance is also vital as this forms part of your staff care responsibilities as a manager.

Performance Feedback: You should encourage the supervisee to express their views about their work performance since their last supervision session, and share with them your perceptions. This discussion should be constructive and not destructive in nature. The aim here is to be supportive whilst also creating an environment in which it is possible to discuss with the supervisee their ongoing personal development.

Where you identify a performance gap during such discussions, and this continues following normal supervisory discussion, you should refer the matter to your manager before using the Performance Monitoring Form within the supervision pack. The Performance Monitoring Form has been designed to help you with such performance discussions, and will also provide you with recorded evidence of your practice, should you need to progress to more formal procedures with the supervisee. Remember that any current performance issues need also to be reflected in the annual Performance and Development Review.

Training / Personal Development Needs: You should review with the supervisee their training and developmental needs. Arrangements for attendance on courses or specific developmental tasks allocated should be discussed. The content and impact of courses attended/learning and development activity should be considered in respect of the supervisees practice and the practice of the service, to ensure that learning is evaluated and best practice is shared appropriately.

Discussion about Attendance: You should review all aspects of the supervisee's attendance during supervision. This should cover the following areas:

Absence: Discussion about absences should include the persons wellbeing and the impact on the service of any absence if appropriate, the supervisee's absence percentage compared with the team's average and the Council's target, the chance to discuss any personal issues that may be affecting the supervisee's work performance, concerns about attendance if there are any, or acknowledgement of good or improved attendance at work.

Hours of Work: Working hours / rotas should be discussed regularly to ensure that they are still relevant for the needs of the service. Punctuality and Flexi / time owing arrangements should also be managed through the supervisory process.

Annual Leave: You should ensure that the supervisee is clear about and follows annual leave policy / practices.

Business & Job Related Performance

Key Tasks from the Employee Performance and Development process: All key tasks identified during ASYE Learning Agreements and PDR's should be recorded in this section, with progress monitored during each supervision session. Any associated issues of risk should be identified and addressed. No more than six key tasks should be set for the supervisee.

Other Priorities: Any priorities that are allocated to the supervisee via supervision or due to the needs of the business should be recorded here and reviewed during supervision monthly until completed. Any associated issues of risk must also be identified and addressed.

Service User Matters: A review of service user matters and associated risks should be undertaken during supervision. Clear guidance for the supervisee should be recorded. [A review of expense claims linked to activity and care plan requirements may also be relevant at this point].

Staffing / Team Matters & Risk Management: You need to support a supervisee to raise any concerns they may have about practice or team working in a constructive and open way.

Equality and Diversity: You should explore with the supervisee any concerns they may have about practice in general, and work life balance issues. The following points may help you with this discussion:

- Black Minority Ethnic
- Religious Beliefs
- Gender
- Caring Responsibilities
- Single Parent Responsibilities
- Language
- Accessible Information
- Referral / Assessment Processes
- Racial Abuse Incidents
- Abusive Practices
- Work Life Balance
- Equality and Diversity Training

At the end of the supervision session, you should share the notes of the session with the supervisee; the notes should be signed by each party and copied for each party. If there is a disagreement about the notes of the meeting, this should be recorded if both parties can not agree a resolution to the matter. You should store the notes of the session on this individual's Personal Supervision File.

Standard Staff File Guidance

Personal Supervision File Format

1. **Supervision Agreement:** Copy of the signed and up to date supervision agreement together with a supervision arrangement record which clearly set out expectations of supervision
2. **Supervision Records:** From each supervision session – signed by Supervisee and Supervisor.
3. **Training / Personal Development Records:** To include a Professional Development Log which evidences ongoing learning and its application to practice in line with HCPC regulations and personal development records identifying ongoing training needs.
4. **Performance Feedback:** To contain Performance and Development Meeting records, Plans and six monthly Reviews – signed by Supervisee and Supervisor. Memos, emails, reports and notes or comments on the supervisee's performance may also be included.
5. **File Audits:** Evidence that file audits, including electronic ICS records, are being undertaken as part of the performance management role and responsibility.
6. **Annual Leave:** For some this may be where the annual leave card is stored, for others it may be where requests made for leave are stored with notes about action taken.
7. **Sickness Absence Management:** Return to work interviews, attendance reviews, workforce performance information, OH reports / referrals are stored.
8. **Job Description:** Copy of the job description, person specification for the post, and employment contract.

Business Support Section

- i. **Key information:** Record of DBS number, date of issue and date due to be renewed.
Copy of HCPC registration
- ii. **Basic details for Emergency's:** Emergency contact details
- iii. **Copies of Car documentation** including insurance with evidence of business insurance, MOT where relevant, and driving license.

iv. **Sick Notes & Part 1 /2 forms:** Stored for reference

v. **Change forms:** Copies of Change Forms which have been forwarded to the main personnel file.

N.B. if any of the above records are store electronically – note this in relevant Administration Section and state clearly where the records can be found. E.g. I Trent

Storage/Accessibility:

- Personal Supervision Files are the ultimate responsibility of the supervisor. With this responsibility they must ensure that supervision takes place as specified within the supervision agreement.
- The above files must be stored securely and confidentially
- The Practice Manager / Head of Service / relevant line manager and Senior Manager can access the file for inspection at any time.
- The Senior Manager will access Supervisors files at least annually for a quality check of the supervision sessions undertaken by the Team Manager/Group Manager/line manager or other supervisors.
- The Practice Manager/Head of Service will access Staff files at least annually for a quality check of the supervision sessions undertaken by other supervisors.
- Supervision files should move with staff if they transfer to another service within the department. If a member of staff leaves the department to work elsewhere, then the supervision file should be stored with the personal file held within personnel sections. However there is an issue about storage space for archiving records within personnel sections, so you will need to discuss arrangements for storage with your personnel Team Manager.
- Electronic storage of supervision records should only take place after arranging a securely managed environment. Alternatively you should store your records on encrypted memory sticks and ensure these are held securely. Records should not be stored on the hard drive as they are not secure and people often share PC's without correct password control. There is also a risk of the system crashing and records being lost. Should you choose to store your records electronically as identified above you must ensure that you keep an electronically scanned file of all signed copies of the supervision records and supervision agreement.

Supervision Agreement Proforma

Name of supervisee**Team**
Name of supervisor**Team**

The Council’s Expectations: Rochdale BC expects planned supervision sessions to take place in accordance with the details below and it is the joint responsibility of both parties to ensure that they take place as agreed. It is the responsibility of the supervisor to timetable supervision sessions at appropriate intervals at the beginning of each twelve month period. Supervision should be prioritised and where sessions are missed they should be rearranged as quickly as possible. Timetabling will include Employee Performance and Development Reviews which will form part of the planned supervision sessions.

The key purposes of supervision are:

- To enable the worker to perform to the standards and within policy and legislation as specified by the Council (see Policy and Guidance in the Supervision Pack)
- To ensure shared accountability for the work undertaken by the worker
- To assist and guide the worker’s professional development
- To support work and address the emotional impact of the work where appropriate
- To provide regular feedback to the worker

Appropriate content for supervision therefore includes:

- Review of current work: agreeing priorities, plans and workload
- Development of skills, knowledge and value base through reflection and allocation
- Identification of development and learning needs
- Consideration of Staff wellbeing
- Discussion of team and organisational processes and requirements
- Review of supervision processes

Supervision Arrangement Record

Please record in the box below your individual supervision arrangements based on your discussion about practical arrangements for planned one-to-one sessions.

Frequency:
Location:
Recording arrangements:
Supervision file storage and access arrangements:
Supervision recording policy has been discussed and understood: Yes / No If 'No', state when will this be completed:
Limits to Confidentiality have been discussed and understood: Yes / No If 'No', state when will this be completed:
Permitted interruptions:
Cancellation arrangements:

Other forums and processes:

It is likely that the supervisee will require contact with the supervisor on an ad hoc basis, between planned sessions. It will be the responsibility of both parties to ensure that these discussions are included in the record of supervision as agreed below:

In addition, where appropriate, some tasks of supervision will be carried out through group processes such as team meetings and development sessions. It is important that attendance at these meetings is appropriately prioritised as agreed below:

Disagreement Arrangements: In the event of a disagreement, this should in the first instance be discussed between supervisor and supervisee. If it cannot be resolved then the Manager/Senior Manager should be asked to assist in resolving the difficulties between both parties.

Signature of supervisee: -----

Signature of supervisor: -----

Date agreement completed: -----

Review Date; -----

Extended Supervision Agreement

Supervision agreement is to be reviewed and extended to include the following areas after six months as part of the Performance and Development Review Process.

Making Supervision Work

What I would find helpful from you as my supervisor:

What I will contribute as supervisee in order to enable this:

What I would find helpful from you as my supervisee:

What I will contribute as supervisor in order to enable this:

Permissions we have agreed: *(e.g. to use supervision to ventilate and process feelings; to negotiate recording of personal information)*

What we will do if we encounter difficulties working together:

Signature of supervisee: -----

Signature of supervisor: -----

Date agreement completed: -----

Review Date: -----

Supervision Record Form – Staff other than Managers

Name of Supervisee	
Name of Supervisor	
Date of Supervision	

AGENDA: (To include the functions of supervision).

(Areas of discussion to be agreed at beginning of each meeting, with expectation that all areas will be covered over a 2 month period)

<p>1. Matter's arising from last Supervision.</p>	<p>Agreed Actions & Timescales</p>
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2. Supportive:

✓ General Wellbeing

✓ Personal Safety

✓ Time to reflect on work

**Agreed Actions
& Timescales**

3. Accountability/ Management Section ✓ Individual's performance inc attendance, A/L etc ✓ Service user matters ✓ Staff/team matters ✓ Risks ✓ Key Tasks ✓ Equal Opportunities		Agreed Actions & Timescales

3a. Case Discussion

Actions

Remember to put Case ICS reference number against discussion/ action notes

<p>4. Developmental Section</p> <p>✓ Learning and development</p> <p>✓ Personal Development</p> <p>✓ Time to reflect on work</p>		<p>Agreed Actions & Timescales</p>
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<p>5. Organisational Engagements</p> <ul style="list-style-type: none"> ✓ Attention to professional standards ✓ Team dynamics ✓ Interdisciplinary and interagency working 		<p>Agreed Actions & Timescales</p>
<p>6. Summary of Key Issues</p>	<p>1.</p> <p>2.</p> <p>3.</p> <p>4.</p>	
<p>Signature of Supervisee</p>		
<p>Signature of Supervisor</p>		
<p>Date</p>		
<p>Date/Time of next supervision</p>		<p>VENUE</p>

1:1 Supervision Meetings Record – Managers/Senior Managers

With	Date:
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Item	Issues/Current Action/Notes	Agreed Actions and Time Scales
Standing Item: Well-being		
Standing item follow up on previous agreed actions		
Standing item: Supervision	<ul style="list-style-type: none"> ▪ <i>Feedback from any supervisions/PDRs.</i> 	
Standing item: Staffing issues		

Standing item: Budget	<ul style="list-style-type: none">• <i>Supervisee to update supervisor on status of budgets including Standards Fund or any other grant streams</i>	
Standing item: Risk		
Standing item: Complaints		

<p>Standing item: Service Plan</p>	<ul style="list-style-type: none"> • <i>Supervisee to update supervisor on progress on service plan actions</i> 	
<p>Cabinet/SMT/ELT Papers</p>	<ul style="list-style-type: none"> • <i>Supervisee to update supervisor on progress on papers for SMT/CMT/Cabinet</i> 	
<p>Standing item: CPD</p>		
<p>General issues:</p>		

Standing item: Communications		
Signed	(Supervisee)	Date:
Signed	(Supervisor)	Date:

Supervision/Consultation Record - Ad Hoc

Date:

Worker:

Users Name:

ICS Reference No.

CURRENT SITUATION:

DECISIONS AGREED:

(What, how, by whom, when)

Worker to place copy of Supervision/Consultation Session Record on Case File.

NB All discussions about individual cases should be added to the electronic case file and any decision relating to a case is to be recorded by the decision maker.

Significant decisions should also be indexed in Service User's Chronology.

Copy or scan this form and put a copy in supervision files.

Signed: Supervisor/Manager

Signed: Supervisee

Supervision File Audit form

Name of supervisee		Name of Supervisor	
Name of person undertaking File Audit			

Audit Question	Yes/No	Note of Findings & Action required – state by whom and timescale
<p>1. Is the supervision file structured in accordance with Supervision Policy?</p> <ul style="list-style-type: none"> ○ Induction documents ○ Supervision agreement ○ Supervision records ○ Performance feedback including PDRs and reviews ○ File audits, ○ Annual leave ○ Sickness absence management ○ Job description, ○ Administrative section. <p><i>For further guidance reference pages 29-30 of the Supervision Practice and Performance toolkit.</i></p>		
<p>2. Is there evidence that an Induction has been completed in line with the Induction framework document</p> <p>Have induction and probationary forms been signed off by the employee and manager?</p> <p><i>Please note the date that the induction was completed.</i></p>		
<p>3. Is there evidence that the employee has;</p> <ul style="list-style-type: none"> ○ received a copy of the ICW Induction booklet ○ attended an ICW Induction welcome event. 		
<p>4. Does the frequency and duration of supervision meet minimum standards as outlined in the supervision policy, procedure and practice?</p>		
<p>5. Has a Supervision Agreement been completed between the supervisee & supervisor?</p>		

6. Is the record of the supervision session appropriate, detailed enough to provide guidance / direction and legible, dated and signed by both supervisor/supervisee?		
7. Is there evidence that the supervisor has acted on the concerns and issues raised by the supervisee?		
9. Does the content of supervision sessions cover workload management, welfare/support issues and any other issues specified within HCPC standards: e.g. Current HCPC Registration/DBS update (if applicable)		
9. Have decisions made about service users also been recorded on the case file/electronic record and signed and dated by the Manager (if applicable)		
10. Is there evidence of PDRs and reviews being completed in line with the organisation and service mandatory requirements? Please note the date of the last PDR.		
11. Is there evidence that the supervisor has considered and acted on the supervisee's performance / training / development needs?		
12. Is there evidence that the supervisee's attendance has been managed in line with the guidance in the Managing Attendance Procedures.		
12. From the file audit is there a necessity to arrange an observation of the supervisors' supervision skills?		

Date actions must be completed by:	
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Auditor's Signature	
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Reflective Supervision

4.1 The Reflective Framework.

The model set out in this section builds upon 'Staff Supervision in Social Care: Making a real difference for staff and service users' (Tony Morrison Third edition) which builds upon Kolb's Experiential Learning Cycle which is detailed on Page 3 of the Supervision Policy document. The tools and questions can be used to enhance the reflective and analytical element of supervision leading to more evidence based and balanced decisions.

Kolb's Experiential Learning Cycle

The 4 x 4 x 4 model highlights the importance of reflecting on what you are doing, as part of the learning process. This process in supervision is seen to form the basis of reflective practice. It is based on the work of Kolb's Experiential Learning Cycle (Kolb, 1984) to understand learning, development and change process.

Morrison(2005) felt that for supervision to be effective a model was required to guide supervisors on how to develop staff, and move staff on if they became blocked at a certain point. In this respect Morrison (2005) felt that Kolb's (1984) experiential theory provided a useful and relevant model about change and human development for the supervisory setting.

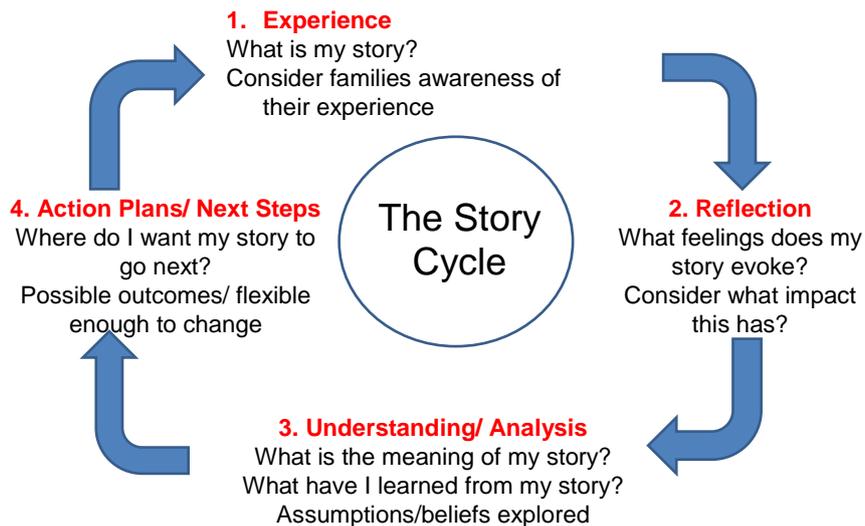
Kolb's (1984) theory was based on the notion that adults learn best when they move from dependency to autonomy, and make use of their experience as the experience is used to solve problems, believing that the learning is richer when it follows a cycle of reflection and action based on the reflection. Building on this Morrison (2005) felt that workers should be able to reflect on their experience in a positive and safe environment which supervision should provide, and once the worker has analysed a particular problem they can move on and consider what action is required, being enabled by the supervisor as a learning facilitator.

'Learning involves transforming experience into feelings (reflection), knowledge, attitudes, values (conceptualisation), behaviours and skills (active experimentation).'
(Jarvis 1995).

Morrison (2005) used the metaphor of a story to apply Kolb's (1984) model within his 4x4x4 framework. The notion of engaging the worker around all four stages of the cycle within supervision ensures that the 'story' is told. According to Kolb (1984) and Jarvis (2005) learning is triggered by experience, and without experience the quality of assessments and observation will be poor which in turn will undermine any actions, and within child protection social work this could result in a child remaining unsafe.



The Story Cycle



Tony Morrison (2005) From Strength to Strength – (Adapted from Kolb, 1988) 55

By creating a secure professional relationship Morrison (2005) believed that the arena of supervision was the place for the manager to explore this by considering the strengths and weakness of the worker.

Tony Morrison’s 4x4x4 framework is a theoretical model which aims to make sense of the complexities of relationships within the supervision process by integrating Kolb’s Experiential learning cycle, a model of reflective practice used to understand learning and one which is said to support the supervisor in facilitating critical analysis of a worker’s practice resulting in better outcomes for children.

4.2 The questions within Tony Morrison’s model reflect Kolb’s learning cycle which have been built into the Templates for use are:

- EXPERIENCE:** **The story:** Engaging and observing what happened?
- REFLECTION:** **Feelings about the story:** Previous patterns or stories that shape the experience of the current story.
- ANALYSIS:** **Understanding the meaning:** of the story to the different people involved. Analysing causes and consequences, and developing hypotheses about what is going on.
- ACTION PLANS:** **The next chapter:** Options, priorities, plans, preparation, delivery.

The below is taken from extracts from Tony Morrison’s book which explains the theory behind the questions/tools for each part of the learning cycle.

4.2.1. EXPERIENCE

At this stage of the cycle, the task for the supervisor is therefore to help the worker elicit accurate observations of what went on, and the nature of the user’s circumstances. It cannot be assumed that because the worker was present, accurate observations were made. Nor can it be assumed in a busy office that, when the supervisor asks, ‘*What happened?*’, a full account of the worker’s observations and the user’s situation will be retrieved. Instead, ‘*What happened?*’ may become an unconscious shorthand for: ‘*Is there anything really urgent that we have to do now, and which if we don’t will get us into trouble?*’.

This in turn will tend to focus the worker’s mind only on the acute, urgent or high-risk elements of the situation. The result can be a risk-dominated, incident-based account from which other important observations may be lost, such as strengths, family dynamics, longer term needs, or contextual factors.

In other words, the practice story does not exist as an objective bit of information. **Rather, the way in which the supervisor asks about the worker's observations shapes both the focus and scope of the practice story.** Open-ended and wide-angled questions will elicit a different account from the worker than will narrow, closed questions, which will produce a constricted or deficit-laden story.

FOCUSING ON EXPERIENCE

Here, the emphasis is on facilitating an accurate and detailed recall of events. A partial description of the situation will undermine the rest of the cycle. Workers can be assisted to recall more than they think they can recall if the right questions are asked. **In these lists, the 'you' is the supervisee.**

- How are you today – what's your day been like so far?
- What happened before the interview?
- What was your role?
- What was your aim? What planning did you do?
- What did you expect to happen?
- What happened? Identify different perceptions of co-workers.
- What did you say and do? What methods or interventions did you try?
- What did the user say, do or show?
- What reactions did you notice to what you said/did?
- What surprised or puzzled you? Who behaved differently?
- What stuck out for you? What were the key moments?
- What words, non-verbal's, smells, sounds, images struck you?
- What did you notice about yourself, the user, your co-worker?
- What did you think others would have noticed about you?
- What didn't you notice? What or who was hard to observe?
- What observations or concerns do other agencies have?
- What went according to plan? What didn't happen?
- What changes or choices did you make?
- What did you say, notice or do immediately after the session?

These questions can be enhanced by using other methods: video or audio recording; detailed observation by co-worker; live supervision; learning diaries, incident logs or process recording.

4.2.2. REFLECTION

Reflection is important for two other reasons.

Firstly, the worker's ability to recognise common elements in different situations by reference to his/her extensive memory bank of cases and experience, is crucial. This helps the worker in quickly identifying key issues, early warning signs, priorities and tasks. Unlike the novice worker, the experienced worker can use this process of pattern recognition to assess situations at speed when they do not have the time to process every detail. This enables the worker to locate the current situation within their stored memory of cases, knowledge, skills and approaches, and access these skills to respond quickly.

Secondly, the nature of the social care task can generate strong emotional and moral responses which need to be acknowledged and processed. This is for two reasons. Firstly, it is important to clarify the source of such responses and what information it may be signaling. Sometimes we *feel* before we *see*. For instance gut reactions or feelings which cannot be initially rationalised are sometimes clues to vital information being detected unconsciously by the worker about unspoken dynamics, dangers, trauma or other emotionally-laden processes. These unconscious reactions to danger signals are triggered by the worker's own attachment system. When these are explored in supervision, the subtle observations that give rise to such reactions can be uncovered.

Supervisor: *'So what was happening during the home visit at the point when you began to feel cold and shivery?'*

Worker: *'Thinking back, it was when I saw the look of terror on the child's face when he heard his step-dad shouting at the back door to let him in or else.'*

The other reason such responses need to be explored is to check they are not compounded or contaminated by external elements, such as baggage from the worker's own experience or other extraneous factors.

FOCUSING ON REFLECTION

Here, the emphasis is on eliciting feelings, partly because they may bring out further information, or may reveal the worker's underlying attitudes. They may also give clues to other personal factors complicating the worker's experience. Reflection helps the worker make links between the current situation and his/her prior experiences, skills or knowledge.

What did you feel at the start of the session?

What feelings did you bring into the session?

Describe the range of feelings you had during the session.

What did the session/your feelings remind you of?

What previous work, processes, skills, knowledge are relevant?

What patterns did you see in the session? Are these familiar?

Where have you encountered similar processes?

Describe a time when you last experienced that – what happened?

Who/what does this user remind you of?

What did you think the user was feeling – based on what?

What feelings might you or your co-worker be carrying on behalf of the user/victim/other workers – e.g. what transference or projection might be occurring?

What other factors might influence how you, the user or co-worker felt or reacted, e.g. gender, race?

Where and when did you feel most or least comfortable?

Who seemed least or most comfortable – at what points?

What thoughts went through your mind during the session?

What ideas came to you during the session?

What are the continuities or discontinuities between this session and previous work with the case?

What did you tell yourself about what was happening, or about your feelings?

What feelings were you left with? Does this always happen after seeing these kinds of cases?

What metaphor or analogy would describe your experience of working with this situation?

What was left unfinished?

Other methods to assist reflection: role play; sculpting; art work to draw out feelings and perceptions.

4.2.3 ANALYSIS

Reflection needs to lead to analysis. If this is not done, and the cycles stops at reflection, the lessons from one experience cannot be transferred to other situations, or erroneous conclusions may be drawn. Without analysis, the conclusions may be drawn. Without analysis, the conclusions drawn so far have not been externally tested against research, theory, professional values, or other socio-cultural perspectives which might offer other ways of looking at the same experience. Analysis should result in an understanding and contextualising of the situation. It incorporates the meaning of the situation to the user, but it is also about how the worker makes sense of the situation, via assessment, analysis and plans. **Analysis translates information and observations into evidence.** This is essential in explaining and accounting for external intervention in people's lives, justifying the use of resources or seeking external authority from the courts. Analysis should lead to one or more hypotheses about how the situation might best be managed and the worker's future role in the case.

FOCUSING ON ANALYSIS

Here, the emphasis is on analysis, probing the meanings that the supervisee and the user attribute to the situation, consideration of other explanations, the identification of other explanations, the identification of what is not known or understood, and the areas for further assessment.

List three assumptions each that you, co-worker or user brought with you into the session.

How would you explain or understand what happened in that session?

Note: it is important to identify and probe different perceptions.

How would the session have been seen differently if: the user had been black; you had been a male or female worker; you had been working with another member of the family or the victim?

How did this session fit or not fit into the overall aims of the work or programme?

Note: this relates to issues or programme and treatment integrity.

What aims/outcomes for this session were or were not achieved?

What went well, or not well, and why?

What other, possibly unexpected outcomes, did the session produce?

How else could you explain what happened?

How would the user explain what was happening in that session?

What was the nature of the power relations during this session?

Did power relations shift during the session – if so, why? What might this tell you about assumptions around gender, race, sexuality etc?

How far did this session confirm or challenge your previous understanding or hypothesis?

What new information emerged? What was the critical moment?

What bits of theory, training, research, policy, values might help you make sense of what was happening in this session?

What are the current strengths, needs, risks for the different users?

What is not known?

What conclusion are you drawing from this work so far?

Note: role perception influences analysis.

How do you define your role in this situation?

How does 'X' agency define your role in this situation?

How do the user and their family define your role?

What expectations does this agency have of your role?

Note: values influence analysis

What family or community behaviours are acceptable to you?

What behaviours or norms are acceptable to the family or community?

What behaviours are acceptable to this or other agencies – why?

Other methods to assist analysis: sharing articles, references, case presentations, external speakers, attending training as a team, presentations by staff who have been on training, group supervision, action learning sets.

The open questions list that follows can be copied and shared with workers, inviting them to identify key questions to explore in relation to particular cases. Sharing the model and the open questions emphasises the collaborative nature of the process.

4.2.4. ACTION PLANNING

Planning is how theory and practice are linked.

At this stage in the supervision cycle, the focus is on planning, preparation and rehearsal of strategies. Goals need to be set and practical options examined. If the worker is to try out a new technique then this might involve a mental run-through, and contingency planning. Here again the supervisor's skills are important in both generating and testing different options. Finally as strategies are put into action, the cycle moves into its next phase as new experience is created from which a new cycle begins.

The focus here is on translating the analysis into planning preparation and action. This includes identification of outcomes and success criteria as well as consideration of potential complications and contingency plans.

FOCUSING ON ACTION PLANNING

In the light of the reflection and analysis we've done, what's your overall summary of where things are at, and what need to be done next?

Can you identify what you are and are not responsible for in managing this situation?

What training, supervisory, co-work and support needs have been raised for you?

What information needs to be obtained before proceeding?

What are your aims in this next phase of work?

What is urgent and essential?

What would be desirable?

What is negotiable and what is non-negotiable in this situation?

What would be a successful outcome to the next session from your perspective?

What would be a successful outcome to the next session from the user's perspective?

What are the different ways in which you could approach this?

What might your strategy be for the next session?

What are the possible best or worst responses from the user?

How can the user be engaged – what does s/he need from you?

What contingency plans do you need – what is the bottom line?

Who else needs to be involved (co-worker, supervisor, other agency)?

What would you like from them?

How well equipped do you feel to undertake this?

Where do you feel more or less confident?

How can you prepare for this- mental rehearsal, flip chart map, reading; co-worker?

What can I do as supervisor that would be helpful at this stage?

What similar tasks have you done?

What and when does feedback and debriefing need to take place?

Are there any safety issues for you or others?

What can be done to minimise any dangers?

Other methods include: role play, co-work planning, case planning, contracting other professionals involved.

How do you define your role in this situation?

How does 'X' agency define your role in this situation?

How do the user and their family define your role?

What expectations does this agency have of your role?

Note: values influence analysis.

What family or community behaviours are acceptable to you?

What behaviours or norms are acceptable to the family or community?

What behaviours are acceptable to this or other agencies – why?

Template for Record of Reflective Practice Supervision Session (RPSS) for Managers

Name of Supervisee:

Name of Supervisor:

Date of RPSS:

Case Details (ID No and Name):

Case Status: (CP/CIN/ C4C etc)

Reflective

1.Experience/Description (What is the scenario? What actually happened? What has been tried before?)

2. Observations (What were you thinking/ feeling?)

3. Reflections/Evaluations (What was good/ bad about this scenario? Are there any barriers to achieving the outcomes? Is the case stuck? What else could you have done?)

4. Planning/Action (If it arose again what would you do?)

Signed by Supervisee:

Signed by Supervisor:

Date:

4.3 Examples of using the reflective supervision model

Below are some anonymised examples. The first example is written in free text but based on the use of Tony Morrison's model, the second example is a brief reflection on a case which most supervisors will be using and the third example uses a structured format with headings.

Example 1

Used aspects and questions from Tony Morrison's (Staff Supervision in Social Care) reflective supervision.

Reflected upon how Jenny (Social Worker) felt when first picking up this case. Jenny reflected that initially she had taken a 'softly softly' approach in trying to build a relationship with Sarah (mum). As Jenny has got to know Sarah more and has observed repeated patterns of behaviour, she has felt this approach has been ineffective in promoting change due to Sarah lying or deflecting when issues have been raised. This led to Jenny changing her approach and providing more appropriate challenge to Sarah. Jenny has observed volatility from Sarah as she has taken a different approach-again with no effective changes being sustained within the children's lives. In considering how Laura currently feels she reflected 'like banging my head on a brick wall'.

Anne (PAMS Assessor) considered that she is still relatively new to the case but her initial impressions from the PAMS Assessment are that:

- * Mum has no insight: her answers to the PAMS assessment do not in any shape or form match the reality of the current situation. For e.g. during the initial screening in the section 'What do I need help with', Sarah did not identify any areas she needed help in. Anne also identified that Sarah clearly has knowledge of what is needed for the children but this does not match the reality. For e.g. Sarah could name everything that would be needed in a child's bedroom but when Anne observed the children's bedrooms they were dirty and sparse.

All agreed that Sarah's level of denial within the situation is very worrying and considered different explanations for this:

- * Does she actually genuinely believe that she does not need any help and is meeting the children's needs?
- * Is she lying or deflecting?
- * Is it a mixture of the two?
- * How much are mental health issues impacting upon Sarah's parenting capacity.

Agreed this needs further teasing out.

This led onto a discussion about what is the extent of Sarah's mental health issues. Discussed that linked to the above Sarah presents as having very little insight in this area and is very resistant to further support or professional assessment of this. For e.g. when Jenny supported Sarah to go to the GP - she became extremely angry and volatile with Jenny in the GP's car park.

Discussed children's history and presentation in the midst of this. Jenny reflected that we will only be able to know the full truth of the impact upon the children when they are away from the current situation.

In asking Anne and Jenny what conclusions they are drawing from their work so far. Jenny felt that we need to pursue removal of the children as soon as possible. Due to Sarah's vagueness no relatives or family have been identified and their father is in Pakistan.

Team Manager in full agreement and support of Anne and Jenny's analysis.

Observed that decision at legal gateway meeting earlier this week had been extremely finely balanced and reflected that a key reason we decided to have a tight PLO period rather than immediately issue proceedings was perhaps linked to the gaps identified in terms of the impact of mum's mental health upon her parenting and that with support this could promote change. In considering this in the context of the above discussion considered that a tight PLO period is unlikely to promote an improvement within mum's mental health/parenting at the speed and urgency the children now require. Discussion above has shifted the balance in terms of need to escalate issuing of care proceedings as opposed to a period under PLO.

Team Manager discussed above with Head of Service.

Agreed Actions:

- * Bring forward date of strategy meeting from ____ to ____
- * Take case back to legal gateway meeting on ____ to review decision making and recommend immediate issuing of care proceedings as opposed to PLO.

Example 2

Update:

- LAC Review endorsed SGO application to be progressed by Bradley's grandparents
- The application for SGO (and the addendum needed) were filed at Court on ____
- Alongside this – an application for an Interim Child Arrangement Order has also been filed – with a view to an Interim CAO being made at the initial Hearing and so regulating Bradley's placement with his grandparents who have not been approved as Friends and Family Foster Carers
- We are awaiting a date for the initial Hearing but as these are taking 4 – 6 weeks , anticipate will take place by ____
- Legal are contacting Court today to push for an earliest possible date.
- * Grandparents (caring for Bradley) have expressed a wish to move to Chester.

Critical reflection/analysis:

Excellent report sensitively written by Social Worker re updating statement for court. Discussed impact upon the family of publication of ***** and consequences for family re high profile of mum's court case and review of sexual exploitation in Rochdale. Family is finding it difficult to move on with their lives due to constant harassment from the local community and desire anonymity in a new community. Discussed potential negative impact upon Thomas now and in the future of this and stress this is causing to grandparents. Social Worker and Team Manager in agreement that a move from the area would be of benefit to Thomas and his family.

Agreed Action

- * Team Manager to email Head of Service re grandparents wish to move.
- * Social Worker working towards permanent Residence Order for Bradley with grandparents then exit plan to CAF.

Example 3: Template Example to use incorporating all stages of Tony Morrison's model

Experience (What happened)

Domestic violence in relationship and Katie (child age 3) has now been on a Protection Plan for over 12 months. There has been no or very little meaningful engagement from dad for the duration of the plan and recent attempts to empower mum to move to a refuge have been unsuccessful. In the context of supporting Kath(mum) in leaving the relationship, she has made further disclosures re domestic violence from Sean (dad). Kath heavily hinted in these conversations that if Sean found out she had disclosed domestic violence or was considering leaving the relationship that risks re domestic violence would increase.

In the context of this (together with):

- Kath's indications at the time she would leave the relationship.
- Practice experience and research suggesting an increase in domestic violence as a result of the above would be likely;

A management decision was made that the information disclosed by Kath would not be discussed with Sean, however this would be reviewed depending upon Kath's decision to leave the relationship and flee to a refuge (which Kath said would be necessary for Sean not to find her – should she end the relationship). Despite significant support since this point by Michelle (Social Worker) and college: mum has chosen to remain in a relationship with Sean. Sean is currently denying there are any issues/risks and is refusing to work with the Social Worker. This highlights significant concerns in terms of a basic baseline of his capacity to make changes.

Reflection (Feelings generated)

Michelle reflected that she had initially felt confident in taking on the case, however, has felt increasingly less confident in terms of:

- Kath being able or willing to leave the relationship.
- Being phased by Sean and the aggressive way he has presented to Michelle which has prevented either multi-agency or social work intervention making any progress.

Michelle reflected that both of these factors have prevented any meaningful social work intervention taking place re reducing the risk of domestic violence to Katie or the unborn child.

Analysis

Michelle considered the view points from all family members and relevant professionals involved. From the point of view of Katie (child): Kath has disclosed significant information re the atmosphere in the home and continued domestic violence which will impact upon Katie emotionally at such a crucial young and developmental age. The fact that no progress has been made by mum re leaving the relationship or dad engaging in the Protection Plan and in fact recently aggressively withdrawing: is extremely concerning for Katie and the unborn child in terms of prognosis for change and longer term prognosis.

Considered IRO's point of view re potential collusion with mum in terms of us not to date having an open discussion with Sean re recent disclosures of domestic violence in the context of his denial and level of challenge in terms of recent domestic violence incidents. Agreed that **not** discussing with Sean, disclosures recently made by mum, would have been appropriate if mum had left the relationship, however, agreed that in context of moving forward with this (given mum's position re continuing relationship with Sean) this is now causing obstacles to effective forward planning. Considered research re 'invisible male' and that assessment and intervention with Sean is now the gap in terms of moving forward. In this context, agreed situation is very worrying and consideration now needs to be given to planning within the legal arena including initiating the PLO process. In this context Sean will need to be made transparently aware of the recent disclosures/concerns and the consequences of his continued non-engagement/aggression given mum's continued choice to remain in a relationship with him.

Action Planning

- Social Worker to consult with legal re legal planning meeting with a view to PLO.

Direct Observation of Practice Guidance

Introduction

With consent of the service user at least one supervision session should incorporate a direct observation of the worker providing support to a service user with whom they regularly work. Such observations play a vital part in monitoring the quality of work undertaken by staff who work in diverse settings with individuals who have increasing support needs.

For some supervisees undertaking SWPQ awards, Diplomas ASYE or ILM (Institute of Leadership and Management) assessment, direct observation of practice will be a familiar activity. As part of these programmes of study direct observation proformas are available and should be used.

For all other supervisees the Council's direct observation of practice guidance should be followed.

For others though careful preparation and explanation of what is expected of them during the observation will be needed, as this could be a totally new experience.

The supervisor and supervisee should determine the piece of practice to be observed.

Heads of Service and Practice Managers should undertake at least one observation of practice per month and complete the Observation of Practice template in the Performance and Quality Assurance Framework.

Content of Direct Observation

Date / Time / Venue of the Observation: You should agree these with the supervisee and others who may be involved in the observation session e.g. service user.

Nature of the Observation: You should identify what will be observed, who will be present and what you as the observer will be looking for the supervisee to demonstrate in their practice.

Record of the Observation: This section is for noting what has been observed. The supervisor should complete this section. However it may also be helpful for the supervisee to have a copy of the partially completed form before the observation, so that immediately following the session they can note down their own views about the session. This will then enable the supervisor and supervisee to share their perceptions during the feedback session that should follow the direct observation of practice.

Conclusions / Recommendations: This section should be completed during the feedback session between the supervisor and supervisee. Agreement should be reached about what action if any is needed following the direct observation session. A note should also be made about who will do what and by when.

This record should then be copied for both parties and the supervisor's copy should be filed on the individual personal supervision file. Any action that requires review should also be referred to during supervision until the task has been completed.

Direct Observation of Practice Record

Name of Practitioner being observed:
Name of Manager undertaking Observation:
Nature of Observation: (Telephone calls/Home visits/Meeting)
Date of Observation:
Record of Observation: (to be completed by person observing)
Strengths Identified: (to be completed by person observing)
Areas for Development Identified: (to be completed by person observing)

Conclusions /Recommendation: (to be completed by Supervisor and Supervisee during feedback session)

Any Actions Required: (who will do what and by when)

Aspects Recommended for Discussion and Reflection at next Supervision: (to be completed by Supervisor and Supervisee during feedback session)

Signature of supervisee:.....

Signature of supervisor:.....

Please ensure that a typed version is e-mailed to the worker and their line manager for discussion at their forthcoming supervision and to cscaudits@rochdale.gov.uk

Guidance on the use of the Learning & Development Matrix

Learning and Development

You will find within the pack two spreadsheet documents for you to record individual staff, and your whole staff team training information.

Individual Staff Learning & Development Record

This record enables you to log your supervisees learning for reference within their supervision file. This will then give you instant access to historical learning information during supervision and annual review sessions.

The record covers the following areas:
(this is not an exhaustive list)

- Induction
- Foundation Learning/CPD
- Health & Safety
- Safer Handling
- Qualifications
- Team Days Attended
- Other Learning & Development / Workshops

The form asks you to record the details of the course and dates the supervisee was nominated for / attended.

Service Learning and Development Matrix

This record enables you to collate your service / staff team learning and development information.

The record covers the following areas:

- Induction / Health & Safety Training
- Foundation / Support
- Diploma Learning & Development
- Blank Record for individual team use

This record gives you the opportunity to tick training completed and to log a date against this. The record should contain all staff within your team.

LEARNING AND DEVELOPMENT NEEDS RECORD

Please record any Training and Development needs identified as part of the Employee Performance and Development Review process.

Send a copy of this form to the person in your Service responsible for producing the Service Learning and Development Plan.

Name of appraisee

Name of appraiser

Date

Learning and Development Needs	Priority 1,2, or 3	Preferred Method
Any other comments		

Priority 1 should include any learning and development related to Key Tasks or to gaps in skill level for member of staffs job or CPD requirements.

Priority 2 should include any learning and development related to forthcoming changes in the job.

Priority 3 should include any learning and development related to the member of staffs future career development.

Performance Monitoring Guidance

Introduction

Routinely the monitoring and recording of an employees work performance should take place within supervision and be recorded on the supervision form. Where staff underperformance or inappropriate performance continues following attempts to achieve improvements via the supervisory process, then consideration should be given to the use of the Unsatisfactory Work Performance Procedures. This provides a structured framework to identify current performance, the acceptable standard of performance and what will be done to assist the employee to bridge their performance gap. The use of this form can be viewed as a useful precursor to the implementation of the Unsatisfactory Workforce Performance Management Procedure.

Form Content

You will need to prepare for your meeting with the employee, and give them sufficient time to plan their contribution to the meeting.

It is important that the employee has a copy of the performance monitoring form and is clear about the reason for the meeting before it takes place. Any documents that will be used during the meeting need also to be shared with the employee to allow them time to prepare thoroughly.

1. Expected Work Standard

On this section of the form you are asked to state clearly the expected work standard as outlined in Rochdale's Social Work Practice standards document and to agree this with the employee. Describe simply the expected work standard and ensure that the employee has a good grasp of this, check it out with them.

2. Identified Performance Gap

You will need to discuss with the employee their work performance and how this differs from the expected standard of performance above. You then need to agree the performance gap and record this clearly, so that they know what they have to achieve to improve and to reach the standard required by the service. You may need to refer to specific examples of performance and or records during this part of the discussion. If you cannot reach agreement on the performance gap, then record the parts where there are agreement and where there are differences of opinion. Seek guidance from Personnel in respect of the issues where agreement cannot be reached, and record that you will do this and report back to the employee.

3. Available Support to help bridge the Performance Gap

Now you will need to discuss the range of support that will be available to help the employee to improve their performance during this monitoring period. This could include any of the following examples: more practice, shadowing other workers, being paired up with a positive role model, time set aside to read necessary information to establish parameters of what's required of them as a worker, working side by side with a coach, temporarily working elsewhere to give someone chance to practice in a none judgmental environment.

Finally here you will also need to discuss what the supervisee feels would be the most appropriate support for them, as well as what the employee feel's they could do for themselves to improve their performance. The employee must have some ownership too, it is not just about what support management can provide.

4. Available Training to help bridge the Performance Gap

Discuss with the employee what training will be available to help them bridge their performance gap. This may be training via Training Section itself, of via local service trainers.

5. Monitoring / Evidencing and Reviewing the Performance Gap

There are three key things you need to discuss with the employee at this stage of the performance monitoring meeting.

- ✓ Firstly, the frequency of the review of their progress. This will very much depend on the performance issue itself, and the support plan you put in place. However the review of performance should take place no less frequently than 6 weekly.
- ✓ Secondly you need to agree with the employee what records will be kept and accessed to evidence their practice during the performance monitoring period.
- ✓ Thirdly agree the timescale for improvement in the employee's practice, this should be realistic and based on the identified performance issue / support plan. You may set several targets; you may have identified things that the employee has to achieve immediately and others that are more medium to longer term. Here it is about working towards these individual goals within the overall monitoring timescale which will then be reviewed during the progress meeting[s]. Be clear about this and if you need to check with Personnel to see if they think the proposed timescales you have identified are reasonable then do so. But importantly agreed these with the employee.

6. Consequences of being unable to bridge the Performance Gap

Seek advice from Personnel about this section prior to meeting with the employee, as you would need to be clear about which potential route would be followed within the formal Workforce Performance Management Procedure should the employee fail to achieve an improvement in their work performance as laid out in the monitoring form.

Performance Monitoring Form

Supervisee's Name:		Supervisors Name:	
Job Title:		Job Title:	
Service:		Service:	

Expected Work Standard

State clearly what the expected work standard is, and agree this with the supervisee

Identified Performance Gap

Discuss with the supervisee their performance compared against the standard to identify and agree the performance gap

Available Support to help bridge the Performance Gap

Discuss with the supervisee the range of support available to enable them to bridge the performance gap

Available Training to help bridge the Performance Gap

Discuss with the supervisee the training available to enable them to bridge the performance gap

Monitoring / Evidencing and Reviewing the Performance Gap

Agree with the supervisee the frequency of monitoring their progress in bridging the performance gap:

Agree with the supervisee what evidence will be available to demonstrate their progress or achievement in bridging the performance gap:

Agree with the supervisee the time scale for improvement / review of the performance gap:

Consequences of being unable to bridge the Performance Gap

Discuss with the supervisee the consequences of them being unable to bridge the performance gap to achieve the required standard:

Supervisee's Signature

Supervisor's Signature:

Date: