

**MY PERFORMANCE APPRAISAL**

This Performance Appraisal record is for all workers and their managers across Children’s Social Care to complete jointly.

Everything you need to know about completing a Performance Appraisal is available in separate guidance and should be used as a guide when preparing for a Performance Appraisal Meeting or undertaking one as a manager.

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| Annual Objective Setting Meeting | Date: |
| Agreeing objectives, actions and learning for the forthcoming year. |  |
| Mid-Year Meeting | Date: |
| Reviewing progress and agreeing provisional ratings for objectives, actions and learning at mid-year point. |  |

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| **Personal Details** | |
| **Name:** |  |
| **Job Title:** |  |
| **Payroll Number:** |  |
| **Line Manager:** |  |
| **Team:** |  |

**MY IN Year Review/MID POINT REVIEW**

Take an opportunity to discuss and record your reflections on the past six months/year, including the highs and the lows related to your ability to perform in your role and deliver against our priorities and improving outcomes for children’s and families.

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**KEY ACHIEVEMENTS DURING THIS PERIOD**

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**Service Objectives and Priorities**

**Identify corporate and service objectives that apply to the job**

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| **Shropshire Council Mission:**  To be an excellent organisation working in partnership to protect the vulnerable, create the conditions for economic growth and support communities to be resilient.  **Values:**  Our values drive our behaviour and demonstrate to our communities, our staff and our partners what we see as being important. These are in alphabetical order, because they are equally important:     |  |  | | --- | --- | | **Value** | **Description** | | **Environment** | Leading the way in protecting, enhancing and valuing our natural resources. | | **Equality and inclusion** | Treating everyone as equal regardless of their circumstances and backgrounds, and identifying and helping people who may need support. | | **Excellence** | Striving for excellence in every aspect of what we do, and using our resources wisely and responsibly in partnership with others to maximise their impact. | | **Fairness** | Being fair, open and honest, acting with integrity, and expecting the same in others. | | **Innovation** | Striving to improve, to learn from others, to encourage entrepreneurship and to explore new approaches with enthusiasm. | | **Listening** | Demonstrating that we are listening and responding to communities, partners and staff, and treating views with respect. | | **Partnership** | Working collaboratively with communities and partners to benefit the people of Shropshire. | | **Self-reliance** | Encouraging people to be as independent and in control of their lives as possible, for as long as possible. |   **Children’s Trust Children and Young People and Families Vision**   * All children in Shropshire to be happy, healthy and safe. * To each reach their full potential, supported by their families, friends and wider communities. * Shropshire is a child-centred County, maximising life chances for children and Young People by strengthening families through early help enabling them to develop healthy lifestyles and become confident resilient citizens with voice and influence. * Working in partnership, keeping C&YP safe from harm.   **Shropshire Safeguarding Children Board**   * Vision: For all children to be happy, safe and reach their full potential supported by their families, friends and wider community. * Priorities: Ensuring children and Young people are safe and well looked after in a supportive environment.   **Children’s Services Strategic Priorities (Business Plan on a Page)**   * Strengthening Families through Early Help * Supporting and Protecting Vulnerable Children * Looked After Children * Transition into Adulthood, Care Leavers and Disabled Young People * Service User Engagement * Development of a Quality Assurance Framework and Improving Performance |

**How have you met corporate and service objectives during this period? (To be completed jointly by worker and manager)**

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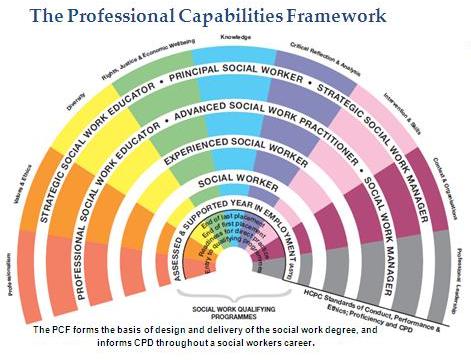
**Knowledge and Skills Framework**

The knowledge and skills framework set out the key skills required by social workers and going forward all social workers will have to be assessed against this framework. The knowledge and skills framework is also applicable to all professionals employed by Children’s Services who work directly with children and families.

Consideration should be given to each of the key areas within the framework and the individual’s workers ability to demonstrate knowledge and skills in these areas. Any identified learning needs should be highlighted within the learning and development needs.

**To assess the individual workers ability to demonstrate these key areas of knowledge and skills at least one direct observation of practice and one case file audit should take place prior to the Performance Appraisal.**

When undertaking a Performance Appraisal with a practicing social worker please give consideration to the Professional Capabilities Framework (PCF) when reviewing the workers Knowledge and Skills. The nine capabilities are interdependent and are not separate. All practicing social workers should be demonstrating integration of all aspects of learning and be able to provide evidence that they are able to meet all nine domains.

[](http://www.beds.ac.uk/__data/assets/powerpoint_doc/0006/256983/Social-Work-Info-Pack-Powerpoint-presentation03.ppt)

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| **Knowledge and Skills** | **Demonstrated By** |
| Apply a wide range of knowledge and skills to help build family relationships, resource and resilience so that welfare of the child remains paramount. Assess risk and ensure proportionate interventions and understand the role of social work in the wider system. |  |
| Child Development – understanding of theory and application to practice. |  |
| Adult mental ill health, substance misuse, domestic violence, physical ill health and disability – Understanding of impact on family functioning and impact on child development and parenting. |  |
| Abuse and neglect of children – be able to recognise the risk indicators of different forms of harm. |  |
| Effective direct work with children and families – build effective relationships with children, effective communication, making use of evidence based tools. |  |
| Child and family assessment – carry out in depth and on-going family assessments, focusing on parental capacity and capacity to change. |  |
| **Knowledge and Skills** | **Demonstrated By** |
| Analysis, decision making, planning and review – explain the essential use of multiple hypotheses, the role of intuition and logic in decision making and the reasoning of conclusions reached and recommendations made. |  |
| The law and family justice system – understand how the family justice system works and the key legal powers and duties to support children and families. |  |
| Professional ethics - demonstrate the principles of social work through professional judgement, decision making and actions within a framework of professional accountability. |  |
| The role of supervision and research - know when to seek advice, to reflect and test hypotheses, understanding of the difference between theory, research, and professional judgement. |  |
| Organisational context- operate successfully in a range of organisational contexts, manage statutory functions. |  |

**Knowledge and Skills Rating**

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **Provisional Knowledge and Skills Rating – Mid Year** | | | | | | | |
| Needs Improving |  | Progressing |  | Achieving |  | Exceeding |  |
| **Knowledge and Skills Rating – Annual** | | | | | | | |
| Needs Improving |  | Progressing |  | Achieving |  | Exceeding |  |

**Training and Development Needs**

Discuss training and other developmental activates that have been undertaken in the past 12 months.

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**Future Aspirations**

Discuss individual workers on going aspirations in respect of career, development opportunities and continuous improvements.

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**Identified Training and Development Needs**

Discuss training and development needs identified to achieve career aspirations, requirements of the knowledge and skills framework, ability to meet corporate and service area key priorities, increasing knowledge in key areas and to improve practice. Specific actions to be included in personal development plan.

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**Feedback**

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| **Feedback for my Line Manager** |
| Record Feedback provided to Line Manager |
| **Feedback from my Line Manager** |
| Record feedback provided from Line Manager |

**My Overall Performance Rating**

Based on performance over the past 12 months in relation to service and corporate priorities, feedback from case file audits, service user feedback and making a difference for children and families.

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| **Overall Performance Rating – Mid Year** | | | | | | | |
| Needs Improving |  | Progressing |  | Achieving |  | Exceeding |  |
| **Overall Performance Rating – Annual** | | | | | | | |
| Needs Improving |  | Progressing |  | Achieving |  | Exceeding |  |

**Employee:**

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| --- | --- |
| **Signature:** |  |
| **Job Title:** |  |
| **Date:** |  |

**Line Manager:**

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| **Signature:** |  |
| **Job Title:** |  |
| **Date:** |  |

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| **Key Task or Objective including any relating to Health and Safety**  **(identify up to 5)** | **Team/**  **Directorate**  **or Corporate**  **Objective No.** | **Measure**  **(How will you measure that your task or objective have been achieved)** | **Timescales**  **(identify target date for achievement of your task or objective)** | **Six Month Review** |
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**My Personal Development Plan**

**My Learning Plan**

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| **Identified Learning Need** | **Action to be taken** | **Timescales** | **Expected Outcomes** | **Six Month Review** |
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| **My Personal Development Plan Rating – Mid Year** | | | | | | | |
| Needs Improving |  | Progressing |  | Achieving |  | Exceeding |  |
| **My Personal Development Plan Rating – Annual** | | | | | | | |
| Needs Improving |  | Progressing |  | Achieving |  | Exceeding |  |

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| **My Learning Plan Rating – Mid Year** | | | | | | | |
| Needs Improving |  | Progressing |  | Achieving |  | Exceeding |  |
| **My Learning Plan Rating – Annual** | | | | | | | |
| Needs Improving |  | Progressing |  | Achieving |  | Exceeding |  |