



## **Children's Services**

## **Management Standards**

These are the minimum standards by which we expect our managers to perform. We are committed to ongoing management development which we will provide through a range of opportunities including coaching, mentoring and training.

Managers will assess their performance against these Standards. This will form a key component of their professional development, and be used as a reflective tool in both supervision and annual PDR's.

Manager Standard	My self-assessment	Action and Timeline
<b>1. Promoting and governing excellent professional practice</b>		
<p><b>Management Oversight:</b></p> <p>We expect all managers to:</p> <ul style="list-style-type: none"> <li>✓ Model showing the rationale for decisions and evidencing the risk and analysis that has been considered.</li> <li>✓ Maintain oversight of casework through regular case file audits and supervision to ensure recordings are evidenced based and demonstrate how practice enhances the child's safety, life experience, education and family networks.</li> <li>✓ Ensure actions relating to the child agreed in supervision or from audit/case sampling are recorded on the child's record in a timely fashion. Ensure actions are tracked and completed.</li> <li>✓ Lead by example, including modelling and sharing good practice and disciplines (valuing respectful working relationships; being able to admit you may have it wrong; looking for success in everyday practice; clear and plain language; skilful use of authority).</li> </ul>		

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<ul style="list-style-type: none"> <li>✓ Provide supervision (individual and group) that models good practice – including leading by questioning and, as appropriate, full case analysis, use of family networks and robust safety planning.</li> <li>✓ Provide monthly supervision that balances case management decision making with reflective space to explore the emotional and personal impact of practice and interactions with others, including any dilemmas that arise.</li> </ul>		
<p><b>Induction:</b></p> <p>We expect all managers to:</p> <ul style="list-style-type: none"> <li>✓ Ensure all new starters have a prompt and effective induction that includes the council's mandatory criteria as well as those of the service in which they work.</li> <li>✓ Respond promptly and respectfully to colleagues in your team who report difficulties with their work, including an agreed means of solution and remedy.</li> <li>✓ Promote a culture of learning and not be afraid to discuss and share the learning from mistakes.</li> <li>✓ Quality assure and/or observe practice regularly, lead improvement and change discussions and notice the difference this makes for families.</li> </ul>		
<p><b>Performance Management:</b></p>		

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<p>We expect managers to:</p> <ul style="list-style-type: none"> <li>✓ Monitor performance and service delivery through regular review of performance, and track workloads, which may include practice themes and case allocations. This should include swift action to help practitioners whose caseloads are complex or too high. See support from your manager if required.</li> <li>✓ Manage practice that falls below standards of expectations through constructive feedback and challenge in supervision, clearly outlining expectations, providing appropriate support or training, and following HR procedures sensitively and consistently.</li> <li>✓ Promote excellent practice and performance through the use of appreciative inquiry so that practitioners can identify what they do well and what they need to do so as to make this a consistent feature of their work.</li> </ul>		
<p><b>Personal Excellence:</b></p> <p>We expect managers to:</p> <ul style="list-style-type: none"> <li>✓ Have and always use proficient knowledge of statutory guidance and legislation, including having a means of maintaining an up to date knowledge and a personal development plan. Refer to policies, procedures, practice standards and materials on Research in Practice.</li> <li>✓ Seek advice and guidance from your own line manager about how to improve decision making when it is required.</li> </ul>		

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<ul style="list-style-type: none"> <li>✓ Demonstrate and lead a team with a good balance of accountability and creativity, making sure that you are responsive to challenges as well as seeing all improvement and change through to completion.</li> <li>✓ Take seriously your roles of corporate leader and manager and participate in meetings as required.</li> </ul>		
<p><b>2. Focusing always on the experiences of and feedback from children and young people and other partners</b></p>		
<p>We expect managers to:</p> <ul style="list-style-type: none"> <li>✓ Lead a team or service with an authentic and deep commitment to understanding how the work you and your team are doing, feels for and is experienced by children, young people, their families and carers and other partners.</li> <li>✓ Ensure social work reports and assessments about children and families are: <ul style="list-style-type: none"> <li>• written in clear language that children and parents/carers can understand, and which use their own words</li> <li>• evidenced based</li> <li>• describe what is working well, what the worries are and what is expected to change</li> <li>• can demonstrate the child's answer to: "what is life and education like for me?"</li> <li>• express clear danger statements and linked safety goals which are used to develop an effective plan for the child's safety</li> </ul> </li> </ul>		

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<ul style="list-style-type: none"> <li>• show that the family and their network of support have been engaged in assessment and planning.</li> <li>✓ Consistently promote the use of tools and materials on Research in Practice and use them as a way of engaging children, young people, their family and carers and partners.</li> <li>✓ Ensure case records, assessments and reports demonstrate and justify any differences between the wishes and feelings of the child versus decisions made in their best interest. They can also show that assessments of a child's circumstance are updated at least every 12 months and decisions are revised in light of new information.</li> <li>✓ Use feedback from comments, compliments and complaints to enhance and change practice.</li> <li>✓ Prioritise communication with families and children when the social worker in their lives changes either at the start or end of work. Make sure all practitioners understand and respect this expectation.</li> </ul>		
<b>3. Governance and accountability</b>		
<ul style="list-style-type: none"> <li>✓ Oversee daily and monthly performance data (quality and quantity) of the team or service, using it to understand workflow, quality of practice, decision making and the impact of work in families and with partners. Ensure good understanding and use of the KPI Machine.</li> </ul>		

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<ul style="list-style-type: none"> <li>✓ Prepare a managers performance report as required, submitting it on time and to a high standard.</li> <li>✓ Undertake case file audits in line with the Quality Assurance framework</li> <li>✓ Use the authority of your role appropriately to protect children and to promote their welfare by making informed and evidenced based decisions, taking responsibility for the consequences of decisions made and being assertive when the situation warrants it or where the safety of a child may be compromised.</li> <li>✓ Be receptive to feedback and suggestions for change, reflect on your own conduct and decision making, regularly check out with your team and colleagues that the changes you are making are working.</li> <li>✓ Manage complaints in a timely and professional manner with an openness to learn and a relentless focus on the communication and experiences of the complainant. Respond to correspondence and enquiries promptly.</li> <li>✓ Create a team environment where practice is the best it can be and all practitioners feel supported and 'held'. This must include understanding the range of skills in the team and making best use of them.</li> </ul>		
<b>4. Managing resources</b>		
<ul style="list-style-type: none"> <li>✓ Regularly review and collaborate with senior managers on</li> </ul>		

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<p>the budget expenditure gaps and possible efficiency savings.</p> <ul style="list-style-type: none"> <li>✓ Where applicable, raise with group managers where resources may adversely impact on the safety or welfare of a child or children.</li> <li>✓ Manage staff vacancies and planned extended leave through timely recruitment of new or temporary staff so that disruption is minimised.</li> <li>✓ Manage staff absence in line with HR policies and procedures, including first day reporting.</li> <li>✓ When there are staff changes, ensure all equipment is received and returned on the first and last working day.</li> <li>✓ Ensure that papers and submissions are of a high quality, are focused on the best interests of children and the efficient use of resource.</li> </ul>		
<b>5. Equality, diversity and inclusion</b>		
<ul style="list-style-type: none"> <li>✓ Recruit qualified staff who reflect the diversity of the communities we serve.</li> <li>✓ Where applicable, ensure all child and family records and assessments identify the ethnicity and heritage of children and their families.</li> <li>✓ Understand the importance of identity, ethnicity or ability</li> </ul>		

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<p>in the work we undertake and the resources we provide.</p> <ul style="list-style-type: none"> <li>✓ Promote continual learning and consciousness raising around different cultures, identities and experiences of our children and families.</li> <li>✓ Encourage team discussion on diversity to allow respectful challenge of views or ignorance around issues of diversity.</li> </ul>		
<b>6. Systems and processes to promote communication</b>		
<ul style="list-style-type: none"> <li>✓ Ensure all decisions and management information is shared clearly and promptly on a regular basis with the service you lead.</li> <li>✓ Encourage and seek out feedback from partners, children and their families to help promote critical reflection, learning and improvement.</li> <li>✓ Have regard to confidentiality and consent when using, sharing, storing, discarding or travelling with information, ensuring proper procedures are followed to avoid inappropriate disclosures or breaches of confidence.</li> <li>✓ Seek consent to obtain or share information or clearly record and advise when consent is not required or dispensed with (i.e. to protect a child).</li> <li>✓ Lead regular team meetings at least every month, checking in with practitioners/colleagues that communication and feedback is effective.</li> </ul>		

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<b>7. Using feedback</b>		
<ul style="list-style-type: none"> <li>✓ Prioritise time in your team and service to reflect on feedback from colleagues, managers, children and families.</li> <li>✓ Regularly review and report feedback through team meetings and monthly manager reports.</li> <li>✓ Use feedback to help identify and evidence what good and poor practice looks like in ways that respect the people involved. This includes feedback from complaints and audit.</li> </ul>		
<b>8. Multi-disciplinary working and relationships with partners</b>		
<ul style="list-style-type: none"> <li>✓ Identify ways of participating, including providing feedback to senior managers about learning priorities.</li> <li>✓ Develop good working relationships with multi-agency partners to enhance our shared work with families.</li> <li>✓ Identify issues with professional relationships that may impede our practice to protect children and promote their welfare. Use the Safeguarding Children Partnership escalation procedure if necessary.</li> <li>✓ Identify any service gaps or areas where improvements can</li> </ul>		

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be made in a constructive and collaborative way, making sure senior managers understand.		
<b>9. Professional development</b>		
<ul style="list-style-type: none"> <li>✓ Take responsibility for identifying areas of practice or service delivery that can be improved and seek out training and learning opportunities to help inform your own professional development plan and meet the requirements of HCPC or other professional bodies.</li> <li>✓ Prepare for and use supervision well, prioritising areas for discussion, observing practice challenges for your team or service, and preparing solutions for discussion. Ensure use of the Reflective Supervision materials</li> <li>✓ Model a learning and development culture in the service by giving attention to errors and also to what works well, and following through a commitment to implement change.</li> </ul>		