

**CHILDREN, YOUNG PEOPLE AND EDUCATION
CABINET BOARD**

24th September 2015

**REPORT OF THE HEAD OF CHILDREN AND
YOUNG PEOPLE SERVICES
- A. JARRETT**

SECTION B – MATTER FOR INFORMATION

WARDS AFFECTED: ALL

1. SUPERVISION AND APPRAISAL PROCESSES

1.1. Purpose of Report

This report is for information to the Children, Young People and Education Committee as an update to the continued improvements for workforce support and development following actions identified in the addendum to the Children and Young People Services Strategy for 2015 – 2016.

1.2. Background

Children and Young People Services in Neath Port Talbot has made significant improvements over the past two years. The service now has a stable workforce that is gaining the experience needed; practice that is procedurally sound and performance that is amongst the best across Wales. The “back to basics” work has now been completed and it is time for the service to fulfil its aspirations to move from the good service it is now to an excellent service.

As the service moves forward, support for staff continues to be a high priority for management. In light of this, work has been completed over the past several months to review the current Children Services Supervision Policy and the Corporate Personal Development Review (Appraisal) process in order to launch it within Children and Young People Services.

The Supervision Policy has been reviewed and aligned to quality standards within Children Services along with developments to the internal Children and Young People Services database and management electronic tracking system.

The Appraisal process has been amended to be more user friendly within the service and no content alterations have been made that distract it from the corporate model already being used across Neath Port Talbot County Borough Council.

In order to improve and update both the Supervision and Appraisal processes, consultation was undertaken with a range of groups that included:

- Children and Young People Services Practice Improvement Group (representatives of all teams)
- Children and Young People Services Management Group
- Senior and Team Managers
- Children and Young People Services Quality Assurance Group
- HR Management

The next stage for both the Supervision and Appraisal processes is to work with managers and staff to roll-out these processes, ensuring both managers and staff are equipped with the skills and knowledge to use them effectively.

1.3. **List of Background Papers**

Addendum to the Children and Young People Services Strategic Improvement Plan - February 2015 (not attached)

Appendix One – Supervision Policy

Appendix Two – Corporate Appraisal amended for Children and Young People Services

1.4. **Officer Contact**

Andrew Jarrett - Head of Children & Young People Services

Email: a.jarrett@npt.gov.uk

Tel: 01639 763327



Childrens and Young Peoples Services

Supervision Policy

September 2015

1. Introduction

- 1.1 Neath Port Talbot County Borough Council is committed to developing a dedicated, skilled and effective workforce in order to provide a quality service to children in need and their families in Neath Port Talbot. Our aim is to develop a learning organisation in which high professional standards are celebrated and in which staff are supported to learn and develop their knowledge and skills in order to achieve positive outcomes for children and families.
- 1.2 We recognise that good quality supervision is critical to achieving this and we expect all staff to receive regular good quality supervision which supports their professional development, ensures compliance with statutory and regulatory requirements as well as compliance with the local authority's own policies and procedures.
- 1.3 Supervision makes a critical contribution to professional development and is the main component of a learning process which includes induction, training, review and appraisal.
- 1.4 All staff members, including agency staff and students are expected to participate in an induction process within the **first week** of their employment or placement and to receive one to one formal supervision every **28 working days**, although newly qualified staff may require supervision more frequently.
- 1.5 Supervision is a core responsibility as well as a core activity for all managers. It is a two way process and effective supervision requires the commitment and engagement of both supervisor and supervisee. It must therefore be agreed in a formal written contract which is revised regularly and as a minimum on an annual basis following a formal appraisal.

2. Definition of Supervision

- 2.1 Support and supervision sessions are regular one-to-one meetings where work performance is discussed in a systematic manner. The session should take the form of a semi-structured interview with the emphasis on encouraging dialogue between the manager and the member of staff.
- 2.2 Support and supervision is concerned with monitoring work in hand, reviewing progress against individual work plans, discussing problems, developing solutions, and delegating new tasks and projects. Effective support and supervision should maximise learning on the job and support the individual in a way which is appropriate to their stage of development. It is expected that supervision will also review overall performance and manage personal and career development as part of a systematic appraisal system.

2.3 Effective supervision and support should generally cover four broad areas:

- Review of work
- Delegation of tasks/projects
- Priority setting
- Training and development review

It should cover both the regular work of the team and other activities such as attendance at various groups, team meetings, networks, etc.

3. Framework of the Supervision process

3.1 Supervision is the key component which is designed to support staff in discharging their professional responsibilities and to develop their skills and knowledge. It comprises of a number of elements;

- Induction
- Training and learning opportunities
- Appraisal
- Supervision

3.2 **Induction** - As previously stated, all staff joining the Children's Services will participate in an induction programme within the **first week** of their employment or placement, which will usually be devised by the Deputy Team Manager and agreed by the Team Manager. The content of the induction will reflect the needs and experience of the new member of staff but the deputy team manager will be responsible for ensuring that the staff member will be familiar with, and able to access the interactive policy and procedures manual (Interactive Practice Guide) and be aware of and able to access available resources and information both for themselves and service users.

3.3 The induction process should include visits/meetings with both internal and external teams. Newly qualified staff should have the opportunity of undertaking joint visits to service users with more experienced staff.

3.4 Personal development will also be enhanced by the creation and implementation of "**Individual Learning Plans**" which should be developed as part of the services Annual Appraisal Process.

3.5 A formal **Appraisal** will be undertaken at least **annually** with the exception of new staff when a first formal appraisal should be held after their **six month** probationary period.

3.6 During the period covered by the appraisal the supervisor should observe the supervisee's practice on at least one occasion. e.g. attendance at legal meetings, panels for those more complex cases.

- 3.7. The appraisal will consist of a review of the supervisee's practice over the period and include a review of their training and professional development. The appraisal will record the workers progress over this period and identify future training and development needs. On the basis of this review another supervision contract should be drawn up.

4. Training

- 4.1. The Children's and Young Peoples Services has a comprehensive training programme which is available to all staff. Some training courses are mandatory e.g. child protection, but others offer the opportunity to staff to increase their knowledge and develop specialist skills. Training and development needs must be discussed in every supervision session and a record of which should be noted within the supervision records and as part of the ILP for purposes of registration.

5. Aims and purpose of Supervision Sessions:

To ensure that employees deliver quality: direct, administrative or support services which are responsive, appropriate and effective.

- 5.1 To provide employees and their managers with a regular opportunity to discuss work progress, case loads, individual cases to review targets, learning and achievements and to plan to meet individual development needs.
- 5.2 The supervision sessions will feed information into the annual appraisal process and review targets set during appraisal.
- 5.3 This policy relates to 'formal' Supervision processes. It is acknowledged that there will still be a need for contact between managers and employees outside formal sessions, particularly when employees are new or inexperienced. Decisions made under these circumstances must be recorded and signed off by the manager.
- 5.4 The attached documentation is intended to assist managers, by providing useful documents to ensure the basic elements of the process are carried out i.e. a written agreement and a written record is kept of each supervision session.
- 5.5 Unresolved or unfinished issues should be carried forward to the next session. It is possible that disagreements about proposed decisions arise e.g. whether or not a case should be closed or whether a move of a child's placement is required and if, after considering the evidence, a difference of opinion still remains the case should be discussed with the relevant Principal Officer.
- 5.6. Decisions agreed in supervision may be revised as a result of a change in a child's circumstances or in the light of new evidence or information. Any change must be recorded in supervision records together with the reasons for the change. Records should be signed by both parties. **Supervision records must not be changed or amended unless the change is agreed and signed off by both parties.**

- 5.7 Regular supervision audits will be undertaken to ensure that supervision sessions are undertaken in accordance with these procedures.

To facilitate the following processes: -

A. Workload Management:

To review outstanding work/audit actions, progress, quality and quantity of work being undertaken. This is to ensure that policy and procedures are being implemented, that agreed plans of action are being followed, and that outcomes are being met.

At each supervision session every case should be considered as part of the workload management agenda should identify cases to be discussed in order of priority e.g. (Child Protection, pre proceedings those in the court arena, cases ready for transfer or closure, etc.) to ensure that other cases are not subject to drift, the Team Manager should review and note progress of other cases (CIN, LAC)

Urgent case decisions taken outside of supervision should be recorded as a Case Consultation (**within one working day**)

A copy of the handwritten notes should be given to the Social Worker at the end of the supervision session.

All supervision decisions must be recorded on SSIS within **five working days**.

B. Personal Development:

To discuss and explore ways of working, sharing information and different perspectives. Supervision must identify and contribute to continuing professional development. It should ensure Social Workers have the relevant skills, knowledge, understanding and attributes to do the job and progress their careers. This will include the review and identification of learning, training and development needs and different ways of meeting these needs e.g. projects, training courses, open learning, coaching etc. In particular, managers should identify expected outcomes from any course or learning agreed and evaluate outcomes of any training or learning undertaken

C. Support:

To provide constructive feedback and encourage reflective practice on work that has been undertaken. To explore and acknowledge the range of emotions that are generated by the work and agree action on reporting resource shortfalls and training needs to the appropriate sections within the Directorate.

7. Supervision Should Enable Individual Social Workers to:

- Be accountable for their practice and ensure quality of service for people who use services (adults, children, young people).
- Uphold professional standards.
- Build purposeful, professional relationships and communicate effectively.
- Make sound professional judgements based on good practice.
- Manage risk and protection alongside their duty to respect rights and address need.
- Reflect on, analyse and evaluate their practice.
- Manage the emotional impact of their work.
- Share, debrief and identify any further required resources to address responses to stressful situations.
- To constructively challenge practice in the interests of the service user, worker and agency.
- Develop the knowledge, skills and values required for their own role, professional development and as part of the Directorate.
- Contribute to research and use knowledge and experience to explore new ways of working.
- Identify and manage stress factors that may impinge on the worker, service user or agency.
- Ensure peer and management review of professional decisions and to encourage mutual learning and development.
- Communicate with their line manager on organisational issues.
- Manage realistic case loads.

8. Timescales For Supervision Sessions

- 8.1 One to one supervision sessions should take place every **28 days**. If employee and manager work in close daily proximity then an alternative pattern of supervision may be agreed between the employee, line manager and Head of Service and the reasons for the variation recorded on the Supervision Agreement, but this should not exceed the **28 days** interval between each supervision session.

9. Supervision of Child Protection Chairs and Independent Reviewing Officers

- 9.1 It is recognised that the numbers of cases allocated to staff in the conference and review team cannot be discussed within an eight week cycle and the following guidance should be applied to children on the child protection register and “looked after” children.

- **Child Protection Chairs**

All children subject to an Initial Child Protection Conference since the previous supervision session should be discussed together with those cases which have been deregistered. Children who have been on the register for more than eighteen months should always be discussed as well as those cases which appear to be “drifting” and those cases which are causing concern.

- **Independent Reviewing Officers**

All children who have been reviewed for the first time since the last supervision session should be discussed together with those children who have been discharged. Those cases where “plans” are not being realised should be discussed together with those causing concern.

10. Directorate Expectations

10.1 Key objectives of supervision are:

- To ensure accountability for the work undertaken by the supervisee
- To ensure that the supervisee understands and performs to the standards laid down by the Directorate
- To ensure that the supervisee is clear about her/his key roles and responsibilities
- To enable the supervisee to develop both personally and professionally
- To be a primary source of support for the supervisee recognising the demands of the job
- To provide regular and constructive feedback to the supervisee on her/his performance
- To ensure that the supervisee is treated equitably within the Directorate and areas of concern are addressed

11. Supervision Agreement

11.1 Guidance on Use

11.1.1 The Agreement must specify:

- The frequency, duration and location of the sessions
- The range of circumstances when sessions can be interrupted or changed.
- The expectations of both parties are set out
- Arrangements for any personal / professional disagreements between both parties.

11.1.2 The Supervision Agreement will be reviewed and amended at least every **six months** and for new staff at **six months** appraisal.

11.1.3 The purpose of the Agreement is to ensure that both parties are clear about the supervision process and to ensure that it is given a high priority.

12. Supervision Records

12.1 Guidance on Use

12.1.1 Supervision Records are important documents that identify key progress of a case and required actions and decisions as discussed and agreed in supervision sessions.

NB Requests can be made by courts to disclose supervision records as evidence in cases. Records made during supervision sessions must therefore be factual and accurate.

- 12.1.2 All supervision sessions must be recorded and filed in the individual Social Workers supervision file for future reference. **APPENDIX 2.**
- 12.1.3 A copy of the contemporaneous records made during supervision should be given to the Social Worker to ensure that decisions can be actioned immediately.
- 12.1.5 Actions and tasks that are agreed during the sessions should be recorded in the action section.
- 12.1.6 Where actions and tasks relate to specific service users, then the agreed actions or decisions should be recorded in other documents as appropriate. The supervisee should bring the child's plan to supervision on the cases to be discussed.
- 12.1.7 Preparation required for the next session by either the manager or employee should also be recorded including any outstanding audit actions.
- 12.1.8 The record of action agreed should be consulted at the start of the next session to check on progress against each agreed action.
- 12.1.9 The Manager's copy of the supervision record should be placed on the staff member's personal supervision File. These are confidential documents between employee, manager, reviewing manager and senior managers and must be stored appropriately.

SUPERVISION AGREEMENT TEMPLATE

Post-Holder Name: _____

Supervisor Name: _____

1. Dates of supervision to be mutually agreed by supervisor and supervisee and noted accordingly.
2. Supervision to be convened in a suitable venue respecting confidentiality.
3. Venue bookings to be arranged and agreed by parties.
4. Sessions to last for the duration of 1 hour 30minutes per session unless otherwise agreed by parties.
5. Both supervisor and supervisee to contribute to supervision agenda.
6. Responsibility lies with both parties to be prepared in advance for supervision.
7. Note taking to be undertaken and written up by supervisor.
8. Sessions should not be cancelled with the exception to circumstances beyond control to include sickness, court attendance, crisis CP situation.
9. Any cancelled sessions to be reconvened ASAP.

It has been agreed that sessions can be interrupted or re-arranged under the following circumstances:

Arrangements for any disagreements:

Date of Agreement: _____

Signed Post Holder: _____

Manager: _____

NB - This Agreement will be held on employee's file and a copy given to both parties

PERSONAL SUPERVISION AGENDA

<p>Supervisee Name:</p> <p>Supervisor Name:</p> <p>Team:</p> <p>Date:</p>

Support/Personal Considerations	Actions
Support/Personal Development Include: <ul style="list-style-type: none">• ILP• Training completed• Career progression	Actions

Practice/Professional Standards	Actions
Any other issues – e.g. H&S, DBS, Care Council Registration, Car documents, annual leave/flexi, lone working etc.	Actions

Signed Post holder:

Supervisor:

Date:

Date of next supervision:

CASE SUPERVISION AGENDA

Supervisee Name:

Supervisor Name:

Team:

Date:

1. Workload Management

- Number of CIN cases:
- Number of CP cases:
- Number of LAC cases:
- Number of Pre-Proceedings/In-Proceedings cases:
- Cases ready for transfer/closure:

2. Outstanding Actions

- Previous supervision Actions
- Audit Actions
- Social Workers Reminders

3. Statutory Requirements

- Are visits being undertaken within timescale?
- Are Child Care Plans being updated/reviewed, have they been shared?
- Are meetings recorded and within timescale, have they been shared?
- Have Parents/Carers/Child/Young Person's wishes/feelings been considered and how has this been evidenced? e.g. the Plans/Initial/Core Assessment, etc

CASE SUPERVISION ACTIONS

ACTIONS	TO BE COMPLETED BY

Please ensure that a copy of the Supervision Agenda and Actions are given to the Worker

Supervision Standards
(To be used in conjunction with NPTCYPS Supervision Policy)

APPENDIX 1

Standard 1		
Preparation for Supervision		
Criteria	Purpose	Timescales
The Supervisor and supervisee must ensure that formal supervision take place within timescales	<ul style="list-style-type: none"> To ensure accountability for work undertaken by the practitioner To ensure the effective management of practice, develop and support staff and promote the practitioners engagement with the organisation 	Every 28 days
The Supervisor and Supervisee complete the NPTCBC supervision agreement as part of the induction process	<ul style="list-style-type: none"> As part of the induction process, for all new staff and for those moving within the service must complete the supervision agreement, be provided with a copy of the supervision policy (shown how to access Interactive practice guide). 	During the first week for all new staff
Standard 2		
Supervision is arranged and conducted in such a way to encourage reflective practice and open discussion.		
Supervision is not subject to cancellation and is only postponed in exceptional circumstances.	<ul style="list-style-type: none"> Any postponed supervision session is reconvened at the earliest opportunity. 	Every 28 days
Supervision takes place in an environment which affords privacy and where arrangements have been made to avoid interruptions	<ul style="list-style-type: none"> Check whether there are likely to be any unavoidable interruptions To ensure that the supervisee can take time to reflect and discuss cases without interruption 	
Purpose of supervision	<ul style="list-style-type: none"> To ensure that children and their carers receive a quality service; To ensure implementation of policies and procedures; To improve internal communication; To assist in staff retention; lower rates of grievances, sickness and complaints; To promote clear communication between the organisation and the practitioner; To ensure that the practitioner has a manageable and appropriate workload 	

	<p>according to qualifications and experience.</p> <ul style="list-style-type: none"> • To value and review the practitioner’s work; • To ensure that the practitioner is clear and competent in his or her role and accountability • To assist the supervisee to understand the organisations plans and values, and how the supervisee contributes to ensuring children receive a quality service • Discuss and review work and practice issues, including workload • To identify specific training needs to ensure that the individual can carry out their role effectively. 	
<p><u>Responsibilities of the Supervisor</u></p>	<ul style="list-style-type: none"> • Start the session on time. • Confirm the agenda. Make sure the supervisee has had an opportunity to contribute to the agenda. • Start the session by asking the supervisee how they are in order to promote their health and wellbeing and to put measures in place if necessary. • Use good communication techniques for example open body language and good eye contact. • Listen and concentrate on what the person is saying without interruption. • Use open questions - what, why, who, where, when and how to explore ways of thinking creatively about a problem. Challenge where appropriate. • Be innovative in approach, acknowledge individuals learning style. • Provide constructive feedback ensure that you, praise, recognise achievements and encourage innovative ideas – when it is necessary, be constructively critical of practice offering alternative solution to interventions etc. • Discuss and review work and practice issues. If there are any conflicts and problems relating to work, assist in providing a solution wherever possible. • Note any areas of disagreement, ensuring that both points of view are recorded 	<p>Supervision sessions should take between 1 – 2 hours.</p>

	<ul style="list-style-type: none"> • Record the session by taking notes to then be transcribed onto the relevant template and individual child's file (SSIS). • Ensure that a copy of the supervision record is given to the supervisee. • At the end of each supervision session the supervisor and supervisee sign and date record. 	
<p>The Supervisee can expect</p>	<ul style="list-style-type: none"> • That the supervision session will commence on time • If the session needs to be rescheduled that arrangements will be put in place to ensure continued support • The supervision session will be reconvened as soon as possible • To receive effective and sensitive supervision • To be treated in an anti-discriminatory manner • To have their own feelings and opinions recognised • To disagree • To be listened to; • To improve team working; and • To increase transparency and openness • To learn from mistakes, to be unsure and to seek advice as part of the supervision process • That as part of the supervision process workload reviews will take place • To be briefed about changes relevant to service delivery, strategic plans and relevant policy and procedures • To understand the organisational values, where the organisation/setting is going and how they contribute to these; • To expect that supervision will constructively challenge thinking in order to ensure the development of the individuals practice • That the supervision process will be fair and without favour • Will address the supervisee's specific learning needs • There will be recognition from the supervisor and the organisation that the nature of the work sometimes generates powerful feelings and that the organisation will provide when appropriate additional support 	<p>Every 28 days</p>

	<ul style="list-style-type: none"> • That and disagreements will be resolved in a professional context 	
How and when the supervision agreement is to be reviewed	<ul style="list-style-type: none"> • According to the needs of the service, or • Reviewed in accordance with the Appraisal Policy, or • When job description changes 	Minimum timescale - 6 monthly intervals
Standard 3 Confidentiality		
How confidentiality is to be maintained	<ul style="list-style-type: none"> • All personal matters relating to the individual practitioner must be kept in accordance with Data Protection Act in a locked cabinet. • Case Management issues discussed as part of supervision is placed directly onto SSIS and is subject to NPTCBC policy and procedure relating to the recording of sensitive information (Data Protection Act). • Should information come to light during the course of supervision that calls into question the professional integrity of the practitioner, contrary to the Care Council for Wales Code of Practice, this must be shared with the Principal Officer. 	
Standard 4 Decisions and Action Points identified previous supervision sessions are reviewed and actioned		
How performance is measured	<ul style="list-style-type: none"> • Through reflection, analysis and evaluation of practice to ensure consistency of practice; • By agreeing and reviewing SMART (specific, measurable, achievable, realistic timely) goals and objectives as part of case management discussion; • By providing constructive feedback on work undertaken; • Ensuring that the supervisee fully understands their role and the role of others within the organisation 	Three monthly cycle- CIN, LAC,CP

	<ul style="list-style-type: none"> • Ensuring that supervision plays an active role in building the self-confidence of the supervisee; • Via completed actions as discussed at subsequent supervisions • Through the Quality Assurance Audit programme 	
How the principles of diversity (within the supervisor/ supervisee relationship and in service delivery) are to be handled.	<ul style="list-style-type: none"> • It is the responsibility of both the supervisor and supervisee to ensure that due consideration is given to relevant legislation both in respect of the individual work and service user. 	
Standard 5		
All Supervision Sessions should be recorded promptly, competently and stored properly		
All supervision notes relating directly to case management should be recorded during supervision.	<ul style="list-style-type: none"> • A photocopy of the handwritten notes should be made available to the supervisee at the end of the supervision session, to avoid delay in taking forward action points. These should be kept until such time as the typed notes have been placed onto SSIS, checking that these represent an accurate record. 	
Records relating to process, including personal, practice, training should be completed onto the relevant proforma and kept with the Practitioners file for future reference	<ul style="list-style-type: none"> • Supervision records relating to personnel issues, as well as training should be signed by both the supervisor and supervisee at the end of the session • A copy should be retained by the Supervisor and placed in the supervisees file and retained for auditing purposes. • Case supervision notes to be on the system within 5 working days 	5 working days
Records demonstrate a knowledge and understanding of diversity	<ul style="list-style-type: none"> • To ensure that at each supervision session consideration is given to all areas of diversity, including practice and in the supervisory relationship 	

Standard 6		
Supervisors and Supervisees are trained to carry out their role		
Induction of staff	<ul style="list-style-type: none"> • Induction of all staff addresses the supervision policy and standards • The Individual Learning Plan is completed with each practitioner as part of the induction process and sent to the Training Department, a copy is kept on the practitioners file for reference. • All new appointees are subject to a period of probation – progress is monitored through the supervision process Tracked at 8 weeks,16 weeks and 24 weeks 	<p>Within 5 working days</p> <p>Probation period 6 months</p>
All Supervisors are trained to carry out their role	<ul style="list-style-type: none"> • Training is provided to all supervisors within 6 months of taking up their first supervisory role • Refresher training is available to supervisors, through peer discussions, action learning sets, to consolidate skills and is then discussed in the yearly appraisal • Supervisors receive regular feedback from their managers regarding their performance 	<p>Within 6 months</p> <p>Yearly Appraisal</p>
Standard 7		
The supervisor ensures that the management (competent, accountable performance) function is met.		
Supervision meets this function by ensuring that Policy and procedures, regulations are understood	<ul style="list-style-type: none"> • Agency policy and procedures are understood and adhered to • The supervisee’s workload is managed and priorities are set. • The quality of the supervisee’s performance (including anti discriminatory practice) is measured through establish audit processes 	
Case Management	<ul style="list-style-type: none"> • Work is allocated according to the experience and skills of the practitioner. • Children’s Plans are devised, implemented and reviewed as part of the supervision process • Advice/ consultations on cases given outside formal supervision are recorded and reviewed. • Risks are clearly identified, recorded and countered. 	

Standard 8

The supervisor ensures that the continuing professional development function is met

<p>The organisations responsibility to develop the workforce</p>	<ul style="list-style-type: none"> • Discuss and evaluate training and personal development needs. This may include feedback that the practitioner needs. • Help practitioners to develop their professional competence in line with the needs of the service • Enable practitioners to meet their post qualifying and training requirements • Enable practitioners to relate theory and research to practice • Develop skills and knowledge, through reflective practice. • Providing feedback on performance 	<p>Yearly appraisal</p> <p>At each supervision session</p>
---	--	--

Standard 9

The supervisor ensures the support function is met

<p>Supervision addresses issues pertaining to case management and personal issues likely to impact on work</p>	<ul style="list-style-type: none"> • Enable the practitioner to cope with the stresses that the work entails. • Offers advice on help available to cope with stress and personal issues • Create a safe climate for workers to examine their practice • Monitor the overall functioning of the practitioner in relation to team dynamics and relationships 	<p>At each supervision session</p>
<p>How will differences in working relationships be managed</p>	<ul style="list-style-type: none"> • Should there be a difference of opinion between the supervisor and supervisee. In the first instance, resolution should be sought through dialogue to remedy differences • Arbitrating between team members when required • If this is not possible then advice should be sought from the relevant PO and if considered necessary HR 	

Standard 10		
The supervisor ensures the engagement of the individual with the organisation are met		
Communication	<ul style="list-style-type: none"> • Communicating effectively with practitioners about organisational changes and initiatives • Consulting with practitioners and feeding back through the management group on how organisational policies and practice is perceived • Ensuring that practitioners develop positive working relationships with partner agencies and other teams 	At each supervision session
Standard 11		
Promotion of diversity in all aspects of work with children and families		
Supervision promotes a commitment to diversity in all aspects of work – children and families are entitled to the same quality of service irrespective of ethnicity, religion, language, gender, age, disability or sexual orientation	<ul style="list-style-type: none"> • All assessments, plans and interventions address the implications of the child’s ethnicity etc. • The potential vulnerabilities of specific children e.g. disabled, sensory impairment are identified and relevant support put in place • Discrimination that children may experience is acknowledged and so far as is possible addressed through appropriate signposting or service provision • There is effective communication with all children (including children for whom English is a second language or who are disabled) • All children receive appropriate level of protection • Children and families receive appropriate services irrespective of ethnicity etc. 	At each supervision session
Standard 12		
Managers assure the quality of supervision		
Auditing of supervision	<ul style="list-style-type: none"> • Supervision records to be audited via information sent out to Team Managers by HR • To ensure that supervision records relating to open cases are placed on SSIS • To review the quality of supervision, including decision making, actions and outcomes for children 	Weekly via email Via Audit programme

Personal Development Review (PDR) - All Employees

Guidance Notes

The aim of this Council-wide **Personal Development Review (PDR) process** is to ensure that the following questions are answered from the perspective of each employee:

1. What is expected from me in terms of the work I do, and how I do it?
2. How well am I doing?
3. Do I need to do anything different, and what support is to be provided by my manager?

The **purpose of a PDR meeting** is to set aside time at least once each year for an open and honest discussion between an employee and his/her manager about:

- i) **For the last 12 months** - the employee's work performance, the extent to which the employee has carried out his/her role in accordance with the Council's Operating Principles and NPT People Charter (see pages 3 and 4) and a review of the effectiveness of the learning and development which has been undertaken by the employee;
- ii) **Now** - the employee's work / career aspirations and any work-related problems;
- iii) **For the next 12 months** - work priorities and any planned job or service-related changes;
- iv) **For the next 12 months** - the creation of an Individual Learning Plan (ILP) which will set out what the employee needs to do, with support from his/her manager, to further develop his/her knowledge, skills and capabilities (including to meet the requirements set out in the Council's Operating Principles and NPT People Charter).

Ideally, the **annual PDR cycle** will coincide with the Council's financial year, ie 1st April to 31st March. However, because Council priorities are generally agreed at Elected Member / Chief Executive / Director level, and then cascaded to senior managers and other employee groups, some employees may not have their PDR meetings until the Summer period. Where this happens, managers are requested please to ensure that all PDR meetings are completed by no later than 31st August each year.

Note for Manager:

This **PDR pro-forma** is not intended to be prescriptive. Managers are welcome to amend the document to include any variations which may be specific to individual services.

If you already use a PDR pro-forma which meets the needs of your service, e.g. for a large number of non-office based frontline staff, it may be possible to continue with your current arrangement mostly unchanged, but please take this opportunity to review what you are doing at present with the requirements of this new Council-wide PDR pro-forma.

Please contact Lynne Doyle, Corporate Learning, Training and Development Manager, for further information or advice about this PDR process, including tailoring this framework document to suit the needs of individual service areas.

NPT Operating Principles

- The **purpose** of our services is to deliver **what matters** to our customers. The role of our support services is to help frontline staff to deliver what matters to the people who use our services
- Our systems will be designed by the staff working in them, to deliver what our customers want, in the most efficient, easiest way we can
- We will identify our customers by understanding who the system was set up to serve
- We will design our systems so it is easy for our customers to access the service they need
- Managers will spend time with staff in the workplace, to understand how the systems work
- Managers will remove obstacles that prevent staff doing what matters for our customers
- Our measures of performance will be designed to tell us how well we are meeting the needs of our customers. Managers will use these measures to investigate and understand why performance varies and then act on the system to improve performance
- We want everyone to challenge any work that is not adding value
- We will understand the nature of demand on our services and take action to remove any that is preventable. We want to get things right first time
- Decisions will be based on data, knowledge and evidence
- We trust our staff and will encourage everyone to take responsibility to do what matters for our customers
- Managers will encourage and support staff to identify how we can improve and then to make the changes
- Managers will work with their staff to manage the risks associated with change. This may mean changing our audit, financial and other rules and policies and procedures where necessary to make sure that they are proportionate to risk

NPT People Charter

This **People Charter** sets out what the Council expects from everyone who works for the Council and what they, in return can expect from the Council.

The Council will:

- Promote a culture of pride in working for a high performing Council
- Value your contribution and celebrate success
- Act with trust, integrity, respect, openness and transparency
- Value diversity and promote fairness and equality of opportunity
- Keep you informed and consult you in a meaningful way about Council business decisions which affect you
- Promote decision-making based on data, knowledge and evidence
- Engage and involve you in designing new ways of working
- Support you through change
- Promote your wellbeing within a healthy and safe workplace

Our leaders and managers will:

- Clarify your role and duties within the Council, along with acceptable standards of performance, conduct and behaviour
- Continuously develop the skills and experience needed to effectively lead, manage and develop you and your colleagues
- Offer encouragement and support to help you perform to the best of your ability and to support you to maximise your attendance
- Seek to resolve any potential workplace conflict informally and at an early stage through listening, understanding and a mutually agreed outcome, with the aim of moving to formal procedures only where necessary
- Spend time with you in the workplace to understand how systems work and to take responsibility for removing obstacles that prevent you from “doing what matters” for our customers
- Promote and support team working, sometimes as a leader and sometimes as a team member
- Ensure that you have an annual performance appraisal and development review which establishes clear work objectives and support for you and your team
- Provide you with regular and constructive feedback about how you and your team are performing
- Request and properly consider your ideas about improved ways of working
- Take into account the potential impact on you and your team of all work-related changes which may be contemplated
- Consult you and the trade unions about workforce matters in a meaningful way and at the earliest opportunity

We ask all employees to:

- Take pride in being an employee of Neath Port Talbot Council and to actively promote its reputation at all times by putting your customer first and delivering “what matters” to them
- Take time to understand how you personally, and your team, contribute to the achievement of the Council’s priorities
- Demonstrate a “can do” approach
- Continually improve your own performance, and the services you deliver
- Make the best of the opportunities which are available to learn and develop
- Be a team player, building effective working relationships and treating others with dignity and respect
- Raise any concerns you have at an early stage
- Maximise your attendance at work
- Be open to new ways of working, including putting forward your own ideas for change and improvement
- Constructively challenge any work which is not adding value
- Be aware of your role in the safeguarding of vulnerable children, young people and adults because this is a role for every employee in our workforce
- Ensuring that you understand and comply with the Council’s Employee Code of Conduct and any other codes of competence or standards which may apply to your job

Personal Development Review (PDR) Form - All Employees

Employee (name):	
Job Title:	
Payroll Number:	
Section / Team / Service Area:	
Manager (name):	
Job Title:	

Start of PDR year:	
Review meeting:	<p><i>Date:</i></p> <p><i>Time:</i></p> <p><i>Location:</i></p>

Contents Agreed & Signed:

Employee:	Date:
Manager:	Date:
Countersignatory: <i>(Managers Manager)</i>	Date:

IMPORTANT: Manager to ensure that notes of the matters discussed and agreed at the PDR meeting are recorded in this document and signed off above by all concerned.

Note For All Employees:

Please complete Parts 1 to 4, Part 6 and Part 8 before your PDR meeting takes place.

PART 1 - Job Description

Applicable to all employees:

Do the **current duties and responsibilities** of the post-holder match the **agreed Job Description**?

PART 2 - Employee's Role within the Council

To be completed by all employees: *Please give your understanding*

What are the Council's main objectives / priorities?

What are the main objectives / priorities for your team?

How are you personally involved in contributing to your team's objectives / priorities?

PART 3 - Last 12 Months – Work Priorities

To be completed by all employees:

Please set out below the details of **your work priorities** over the last 12 months, along with **your assessment** of the progress you have made in carrying out these work priorities. Please also include any action points which may have arisen as a result of any induction, probationary or supervision meetings which have taken place over the last 12 months.

PART 4 - Workplace Communications and Team Working

To be completed by all employees:

Is your personal contribution as an employee to the performance of the Council recognised and valued? Please give any examples of how you receive feedback on your workplace performance from your manager?

Is there anything you would like your manager to do to assist you to carry out your job more effectively?

Is there anything you would like your work colleagues to do to assist you to carry out your job more effectively?

Are there any other matters which you wish to discuss with your manager which are not referred to elsewhere in this document? Please include details here.

PART 5 - Manager's End of Year Commentary For The Last 12 Months

Work Priorities - what has gone well in terms of the employee achieving his/her work priorities? What has not gone so well, if anything? Does anything need to be done differently by the employee over the next 12 months?

Personal Behaviours - has the employee demonstrated the required behaviours over the last 12 months as set out in the **Council's Operating Principles** and **NPT People Charter**? What needs to be prioritised for improvement over the next 12 months?

PART 6 - Management Responsibilities

To be completed ONLY by employees who have management responsibilities:

What contribution have you made to the development of the Business Plan/s for your service area/s for the next 12 months? If none, please agree with your manager how this will happen in future.

How do you ensure that you agree work priorities with the employees in your team in a way which supports the Business Plan/s for your service area/s?

How do you (a) identify the different learning and development needs of the employees in your team and (b) ensure that everyone has equal access to the support they need?

How do you communicate, and how often, with the employees within your team? How can such communications be improved in future?

What have you done personally over the last 12 months to champion the Council's Operating Principles and the behaviours set out in the NPT People Charter?

PART 7 - Next 12 Months - Work Priorities

Notes for Manager:

Please set out below the details of the work priorities which you have identified need to be carried out by the employee over the next 12 months. Please include any key actions which have arisen as a result of any induction, probationary or supervision meetings which have taken place over the last 12 months.

Please set **SMART** work priorities, ie they are Specific; Measurable; Achievable; Realistic, and Timely.

1. **Mandatory for all employees** - personal behaviour to be displayed in accordance with **NPT Operating Principles** and **NPT People Charter**
- 2.

PART 8 - Last 12 Months - Personal Development

To be completed by all employees:

Please set out below the training and development activities which you have undertaken during the last 12 months and how these have assisted you to better carry out your duties and responsibilities.

PART 9 - Next 12 Months - Individual Learning Plan (ILP)

To be completed jointly by the manager and the employee

Consideration should be given to job-related personal development needs, any future career plans and potential succession planning arrangements. Please also include any learning needed as part of any formal course of study being undertaken, or for CPD (Continuous Professional Development) purposes.

Individual Learning Plans (ILPs) are **not** just about identifying training needs and attending training courses. While training courses will often form part of an employee's ILP, other learning activities such as those listed below can be just as, or even more, important:

• Being coaching / mentored	• Job Enrichment
• Action Learning	• Project work - special assignments
• E-learning	• Involvement in other work areas
• Observing and analysing what others do	• Guided reading and research

INDIVIDUAL LEARNING PLAN FOR NEXT 12 MONTHS

<p>Employee (name): Job Title: Payroll Number: Section / Team / Service Area:</p> <p>Manager (name): Job Title: Date:</p>	
---	--

Learning, training and/or other development needs identified	Action/s to be taken by whom, and when?
<p>Details of any formal qualification course / study being followed:</p>	

Please return this Individual Learning Plan (single page only) - when completed and agreed - to the HR Training and Development team: training.admin@npt.gov.uk