



Dudley's Knowledge and Skills Statement (KSS) Handbook



**A Supportive Tool for Child and Family Supervisors undertaking the NAAS
Assessment**



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Who is this handbook for?

This handbook has been developed by Dudley's Centre for Professional Practice as a supportive learning tool for Child and Family Supervisors who want to increase their knowledge and understanding of the Post Qualifying Standards (Knowledge and Skills Statement, KSS).

This handbook will also be beneficial should supervisors be preparing for undertaking their NAAS Assessment. This handbook includes information on the KSS that form the basis of the NAAS Assessment Criteria.



What will this handbook cover?

This handbook will provide an overview of all 8 KSSs, including some useful tools to use in practice and factors to consider when working with practitioners. As this handbook was designed to only give a brief overview of the KSS components, there are further reading and resource links throughout the handbook. Supervisors are encouraged to do further research in relation to the elements of the KSS to gain an understanding on the expectations of their supervisory role.

How do the Knowledge and Skills Standards apply to my practice as a Supervisor?

The KSS are considered to be fundamental aspects of supervisory practice with Social Work practitioners working with children and families.

They were introduced by the Department of Education (DfE) in 2014 as they wanted to improve:

- Social Work education
- Training
- Career development

What are the 8 Knowledge and Skills Standards?

1. Promote and govern excellent practice
2. Developing excellent practitioners
3. Shaping and influencing the practice system
4. Effective use of power and authority
5. Confident analysis and decision-making
6. Purposeful and effective social work
7. Emotionally intelligent practice supervision
8. Performance management and improvement

KSS 1 – Promote and Govern Excellent Practice

This KSS suggests that in order to encourage and promote good practice in their teams or workforce, supervisors should:

- ▶ Be recognised for having extensive knowledge and skills in Social Work
- ▶ Shape, influence, set high standards and motivate others
- ▶ Lead by example, showing integrity, creativity and resilience
- ▶ Be visible and accessible to staff
- ▶ Design and implement measures to assure quality practice and throughput of work
- ▶ Challenge decisions and ensure they are underpinned by evidence and theory
- ▶ Monitor the well-being of children in care, ensuring they are happy and have ambitions for their futures



What are the Qualities of a Good Leader?

‘A leader is one who knows the way, goes the way and shows the way’.

(The Open University, 2013)

There is evidence that managers’ characteristics such as leadership style, support, consideration and empowerment strongly influence the wellbeing and performance of their staff and impact on absenteeism and retention. **(Community Care, 2015)**



Supervisor's Tip



It is useful for Practice Supervisors to reflect upon their Leadership Style, taking into account their strengths and the impact their style has had on practitioners, children and families, as well as considering if there are areas for further development, i.e. encouraging reflective practice or time management.

How does Being a 'Good Leader' Benefit Staff?



- ▶ Staff feel able to approach their supervisor for case discussions, informal supervision, to discuss learning, development and training opportunities, and at times, discuss personal or family issues that may/be impacting upon their practice.
- ▶ Staff feel happier and well supported at work, therefore potentially reducing absenteeism due to sickness or stress.
- ▶ Practitioners are able to practice in a positive, reflective and restorative environment and this may increase the quality of their practice with children and families.
- ▶ Supervision offered to staff is of a higher quality.

KSS 2 – Developing Excellent Practitioners



KSS 2 states that Practice Supervisors should:

- ▶ Recognise and value the expertise of practitioners
- ▶ Explain and champion a practice framework and set an expectation for this to be used in practice
- ▶ Understand different patterns of family functioning and pair it with the service response most likely to effect change
- ▶ Recognise the strengths and development needs of practitioners, using observation, reflection and feedback (including from children and families)
- ▶ Acknowledge that there are different learning styles and decide when is best to teach or drawn on the practitioners own knowledge
- ▶ Invest available resources into staff and service development

What are Learning Styles?

It is of use to Practice Supervisors to know and understand not only their own, but Practitioners' styles of learning. This enables a Supervisor to support and challenge practitioners to develop into increasingly effective children and family workers.

Practice Supervisors can utilise several tools to help assess their own and others learning styles and to support the learning and development of practitioners. It is useful to consider that practitioners will benefit from adapting more than one learning style and that not all scenarios in practice will allow for the practitioner to use the style they are familiar with.

How Can I Find Out the Preferred Learning Styles for my Team Members?

There are many different tools for assessing the Learning Style of individuals, each with their own pros and cons. One tool that supervisors can utilise in support of learning styles assessment is the **Honey and Mumford Learning Styles Questionnaire**. This theory proposes that there are **four learning styles** which individuals typically associate with:

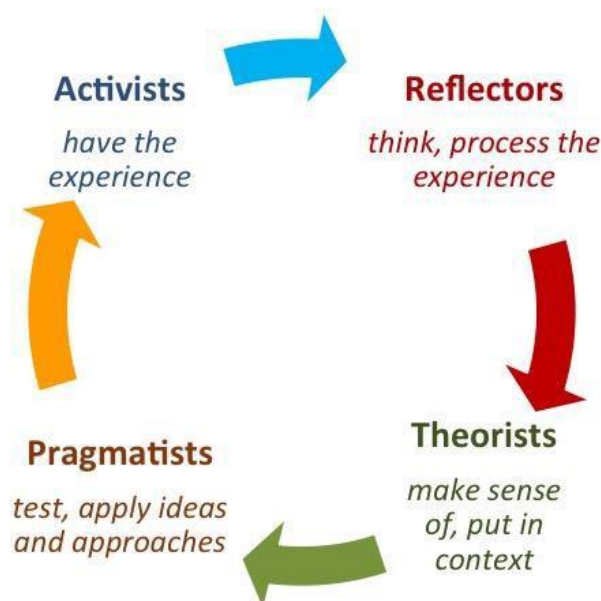
Activists – Those who learn by doing and enjoy role plays, brainstorming and problem solving

Theorists – Those who like to understand the theory behind practice, and enjoy using models, theories and finding out background information

Pragmatists – Those who like to try new ideas in practice and enjoy being shown new techniques and imitating good practice

Reflectors – Those who learn by observation and thinking and enjoy learning from feedback and coaching

It is also useful to consider the Four Learning Styles in this way:



The Honey and Mumford Learning Styles Questionnaire can be located here:

https://www.open.edu/openlearn/ocw/pluginfile.php/629607/mod_resource/content/1/t175_4_3.pdf

Kolbs Learning Style Inventory

Another tool to use to assess the learning style of your team members is **Kolb's Learning Style Inventory**.

This theory encourages individuals to complete a Learning Style Inventory that asks them to answer several questions.

The individual then has to score their responses and plot the number on a 'Learning Style Profile' Chart so they can visually see which learning style they associate with the most.

Four Learning Style Outcomes

Concrete Experience

This learner enjoys being part of experiences, is empathetic and like the use of theories.

Reflective Observation

This learner focusses on the meaning behind ideas/situations and like to reflect and understand.

Active Experimentation

This learner places an emphasis on doing, with a focus on influencing and changing situations.

Abstract Conceptualisation

This learner relies on logic and ideas and are more scientific in their approaches

To undertake the Learning Style Inventory for yourself or a team member, please follow the link below:

<http://www.bunbury.wa.gov.au/pdf/environment/u472/Appendix%2019%20U472%20Community%20Facilitator%20Kolb%20Questionnaire%20Final.pdf>

KSS 3 – Shaping and Influencing the Practice System



The KSS state that a supervisor should:

- ▶ Provide a safe and calm environment for staff
- ▶ Create an ethos where staff are motivated and ambitious
- ▶ Use resources to the best effect
- ▶ Encourage constant reflective thinking
- ▶ Build and develop influential and respectful partnerships between practitioners and partner agencies
- ▶ Pay attention to different structures and pressures which can shape the thinking of others
- ▶ Share practice knowledge and influence the wider organisation and national systems
- ▶ Offer constructive advice and creative, strengths-based solution to difficulties

Encouraging Reflective Thinking

- ▶ Practice Supervisors should not only be reflective thinkers themselves, but should be encouraging and embedding this practice amongst other practitioners.
- ▶ Supervisors would benefit from incorporating reflective questions in supervision/informal discussions such as:
 - How do you feel that this went?
 - What do you feel went well/not well?
 - Was there anything that surprised you?
 - What would you do differently in the future?
 - Reflective Thinking is a skill that children and family practitioners and supervisors can continue to develop throughout their careers. It encourages individuals to keep the child in mind and to reflect and think about their own skills and approaches to their work.
 - Using reflective thinking in practice allows practitioners and supervisors to feel 'safe' in their work environment where they can talk about their experiences.
 - A safe atmosphere at work will encourage practitioners to share their practice knowledge, be knowledgeable and be motivated.

Gibbs Reflective Cycle



- Supervisors can use a variety of tools in practice to encourage themselves and practitioners to become more reflective.
- Gibb's Reflective Cycle is one theory that can be used in practice and in supervision as a way of encouraging reflective thinking.

Dudley's CPP have designed some **Reflective Theory Cards** that can be used in practice. They can be found here:

https://www.proceduresonline.com/dudley/childcare/user_controlled_lcms_area/uploaded_files/Supervision%20Policy%202018.pdf

KSS 4 – Effective Use of Power and Authority



The KSS state that a supervisor should:

- Use an ethical approach to the exercise of authority
- Maximise opportunities for children and families to make informed choices
- Possess an up to date knowledge of legislation and case law
- Exercise statutory powers, ensuring that actions are proportionate to risk
- Encourage practitioners to be clear, honest and respectful when explaining plans to families
- Recognise the patterns of relationships between professionals and identify where these can compromise family welfare and safety of children
- Invite challenge and debate
- Consider diversity, discrimination and the impact of poverty

Using the Restorative Approach with Practitioners

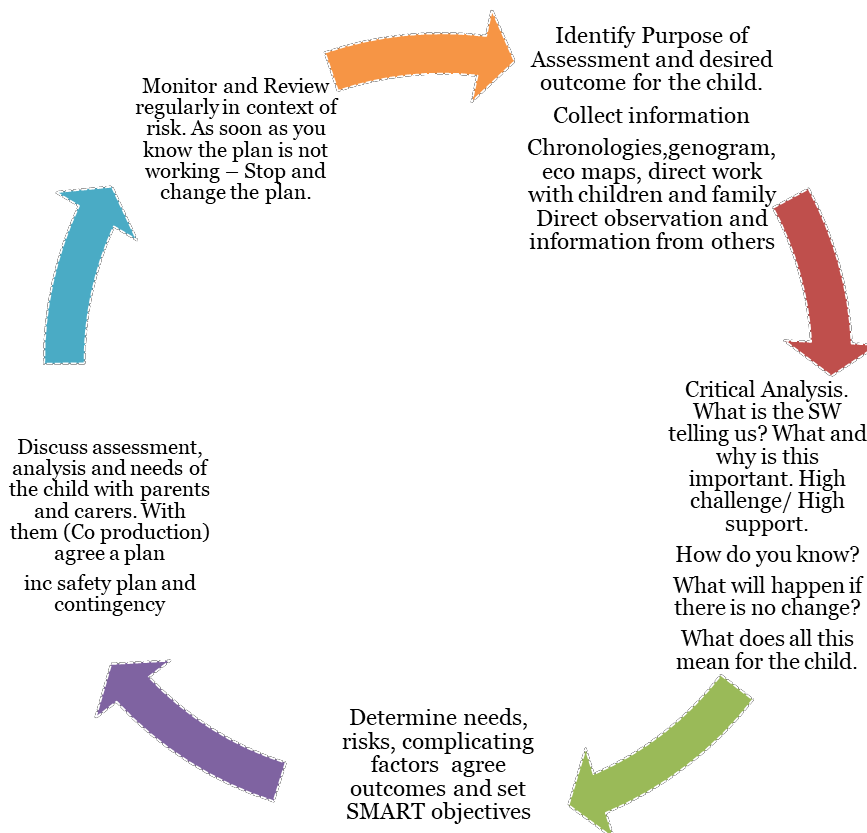
- The Restorative Approach is a key element of Dudley's ambition to become an authority that puts the child and family at the centre of what we do.
- Practice Supervisors should strive to demonstrate and embed the Restorative Approach in their management style.
- This approach should encourage Practice Supervisors to work WITH their staff; encouraging high quality work and achieving best outcomes for children and families, whilst also challenging their staff and supporting them to develop.



For practical ways of using this approach in practice, please see the Restorative Practice Handbook found here:
<https://www.dudleycpp.org.uk/restorative-practice>

KSS 5 – Confident Analysis and Decision Making

The Case Management Process



Assessment is a Process

- ▶ Analysis and reflection should be happening at every stage.
- ▶ Analytical Assessment: -
 - **Aims** –Why, what will be achieved, seriousness for the child if needs not met, clear outcomes and work to achieve these.
 - **Context** -family history- what we know, open minded approach, understand emotional implications, info is directly relevant.
 - **Expertise** -to be clear about concerns demonstrate hypotheses.
 - **Style**- logical, succinct, jargon free.
 - **Evidence**- underpinning theoretical knowledge, explicit evidence, informed prediction of outcomes for the child if needs are unmet, confident analysis, owning what you write.
 - **Views** -provide a clear understanding of the Child's life and how this stage has been reached, view of child and family and analysis of these.

Hypothesising...

- ▶ **Look at the broader picture...**
 - What we're there for might not be the only thing we need to know about
- ▶ Remember, the **initial Hypothesis is incomplete**...we are missing information...don't stick to one judgement.
- ▶ Its about **disproving or proving** a hypothesis and moving between these

Professional Curiosity

Child's Voice and Journey



5 Anchor Principles



What is the assessment for? – Purpose – identify key issues. Research, practice experience, observation of the family.

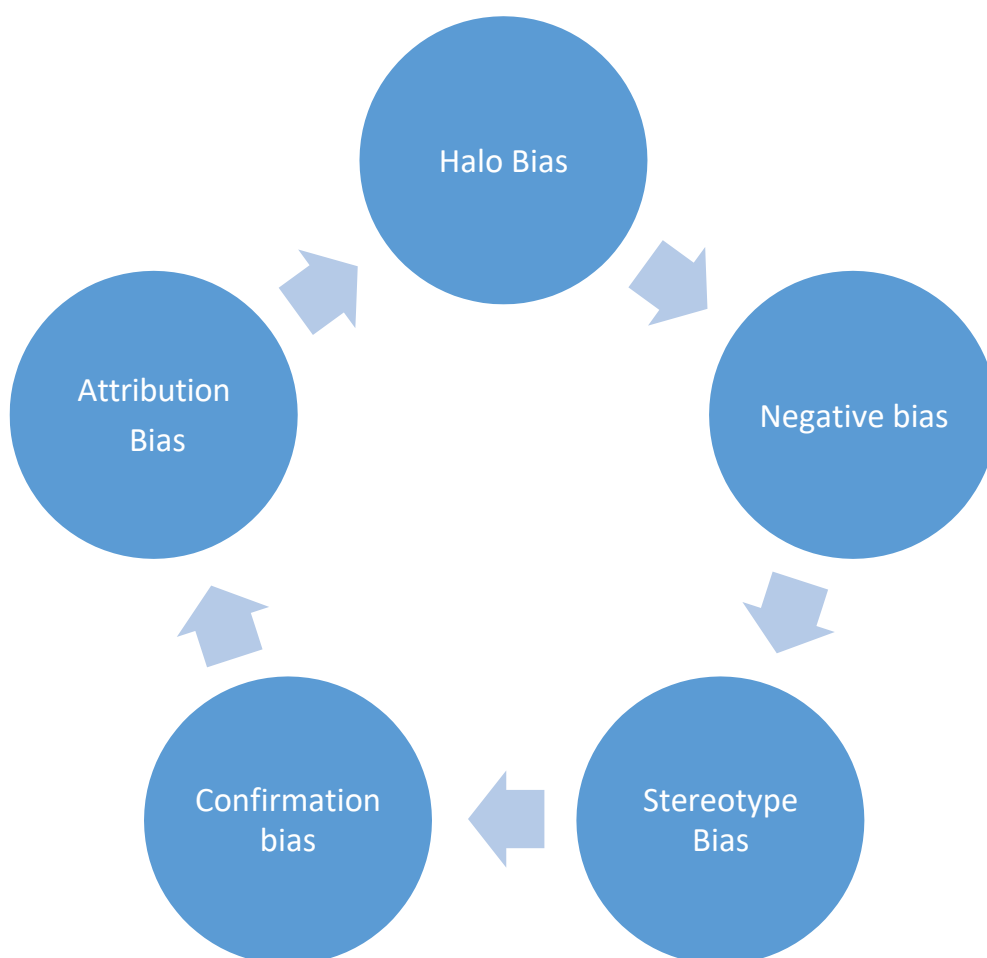
What is the story? – Identify relevant facts, circumstances and connected events which form a coherent narrative.

What does the story mean? - Getting the meaning out of the facts is key to effective analysis. Show your workings, hypothesising, testing, reflecting, planning.

What needs to happen? – Here is the problem, what is the solution? What does the story tell us about the needs?

How will we know we are making progress? – What do we want to achieve for this child? Have we achieved our planned outcome. If not, why not?

Thinking we Need to Help Social Workers Avoid



Links to Further Learning and Resources

Analysis and Critical Thinking in Assessment: Resource Pack -

<https://www.rip.org.uk/resources/publications/practice-tools-and-guides/analysis-and-critical-thinking-in-assessment-resource-pack-20132014/>

Tips for Improving Analysis and Decision Making in Social Work Video -

<https://www.youtube.com/watch?v=jqa-Xkpyl1A>

Analysis and Critical Thinking in Assessment -

<https://www.local.gov.uk/sites/default/files/documents/analysis-and-critical-thi-0c9.pdf>

Halo Bias Video - https://www.youtube.com/watch?v=T_SN4FouFn8

Negativity Bias Video - <https://www.youtube.com/watch?v=E09077HRurg>

Stereotype Bias Video - <https://www.youtube.com/watch?v=7FggGAXvLB8>

Confirmation Bias Video - <https://www.youtube.com/watch?v=jOjIAiJCNik>

Attribution Bias Video - <https://www.youtube.com/watch?v=1jBAetCVYwc>

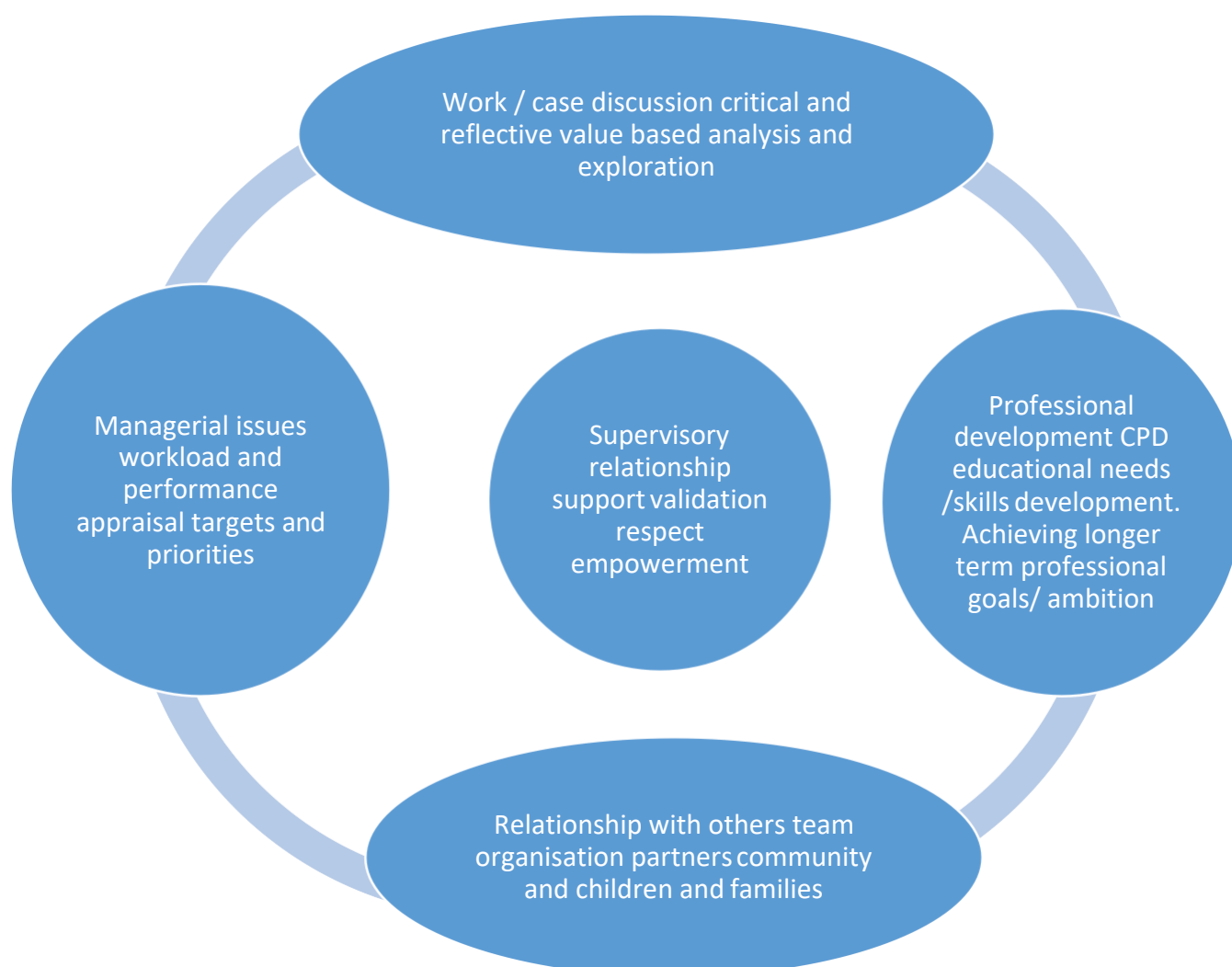
KSS 6 – Purposeful and Effective Social Work

Managing Risk in Social Work – Tips for Practice Supervisors

- ▶ Managing risk is at the heart of social work – give social workers freedom to practice positively and effectively while holding them to defensible decisions and challenging poor practice.
- ▶ Supervise, don't micro-manage.
- ▶ Learn from Serious Case Reviews.
- ▶ Be aware of factors that can hamper risk management – e.g. burnout or compassion fatigue can lead social workers to minimise risk of harm.
- ▶ **You can't do everything** – if high caseloads are impacting on effective risk management this must be conveyed to senior managers.



Dimensions of Supervision



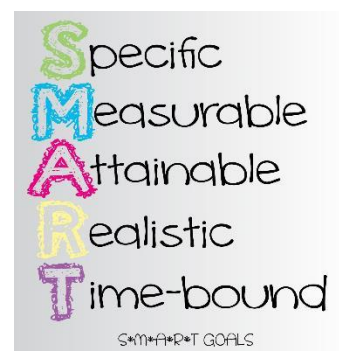
Reflective Supervision



SMART Plans in Case Management

► Good questions to ask Social Workers: -

- What are we worried about?
- What do we want for the child for us to be satisfied that we do not need to be involved?
- What is the detailed plan - who is doing what, when, how, by when and with whom - how will we know we have succeeded?
- When are we going to check the plan is working?
- What is our safety plan and our contingency?



Links to Further Learning and Resources

Tips on Managing Risk in Social Work - <https://www.communitycare.co.uk/2017/01/13/tips-managing-risk-social-work/>

Reflective Supervision: Resource Pack - <https://www.rip.org.uk/resources/publications/practice-tools-and-guides/reflective-supervision-resource-pack-2017/>

What is SMART Planning? -

https://www.proceduresonline.com/dudley/childcare/user_controlled_lcms_area/uploaded_files/SMART%20Planning%20Guidance.pdf

Managing Practice Guide - <https://www.scie.org.uk/publications/guides/guide01/>

What Makes a Good Manager - <https://www.communitycare.co.uk/2009/09/11/what-makes-a-good-manager/>

Effective Supervision in Social Work and Social Care -
https://www.basw.co.uk/system/files/resources/basw_40205-2_0.pdf

How do you Manage the Reflective Supervision Juggling Act? -
<https://www.communitycare.co.uk/2017/09/05/manage-reflective-supervision-juggling-act/>

Effective Supervision in a Variety of Settings - <https://www.scie.org.uk/publications/guides/guide50/>

KSS 7 – Emotionally Intelligent Practice Supervision

Emotional Intelligence

- ▶ Emotional resilience is the ability to manage environmental difficulties, demands and high pressure. It is having the ability to withstand these challenges and emerge stronger and more resourceful (Walsh, 2008).
- ▶ Cole et al. (2006) found that supervisors who actively explored emotions within supervision produced positive emotions in their workers, which in turn raised performance.
- ▶ Key attributes required of a supervisor to deliver supervision (Morrison, 2005): -
 - Self-awareness: being confident in your own abilities but knowing where you might need support
 - Self-regulation: being professional, keeping calm under pressure
 - Motivation: wanting to improve, not just get through
 - Empathy: being aware of the feelings of others as individuals or as a group
 - Social skills: being a good communicator

Links to Further Learning and Resources

Developing Emotional Intelligence Video - <https://www.youtube.com/watch?v=n9h8fG1DKhA>

Supporting Emotional Resilience within Social Workers: Practice Tool - <https://www.rip.org.uk/resources/publications/practice-tools-and-guides/supporting-emotional-resilience-within-social-workers-practice-tool-2014->

Emotions, Social Work Practice and Supervision: An Uneasy Alliance? - <https://www.tandfonline.com/doi/full/10.1080/02650533.2012.745842>

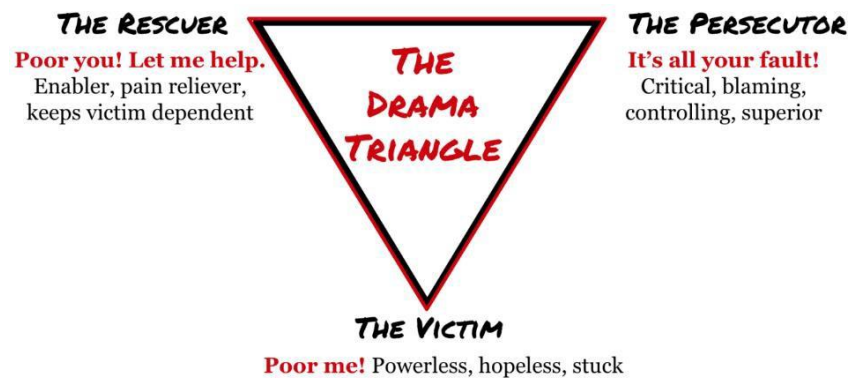
Emotional Intelligence, Emotion and Social Work: Context, Characteristics, Complications and Contribution - <https://academic.oup.com/bjsw/article/37/2/245/1705334>

Surviving or Thriving? Enhancing the Emotional Resilience of Social Workers in their Organisational Settings - https://www.research.ed.ac.uk/portal/files/64319339/Palattiyil_JSW_2018_SurvivingOrThriving.pdf

How to Supervise your Peers - <https://www.communitycare.co.uk/2011/08/30/how-to-supervise-your-peers/>

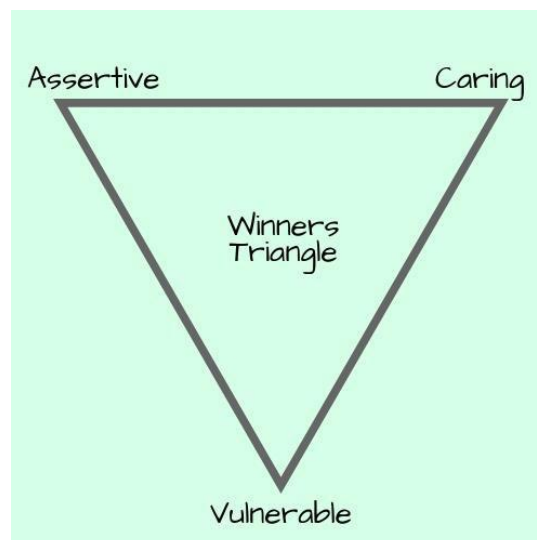
KSS 8 – Performance Management and Improvement

Karpan's Drama Triangle



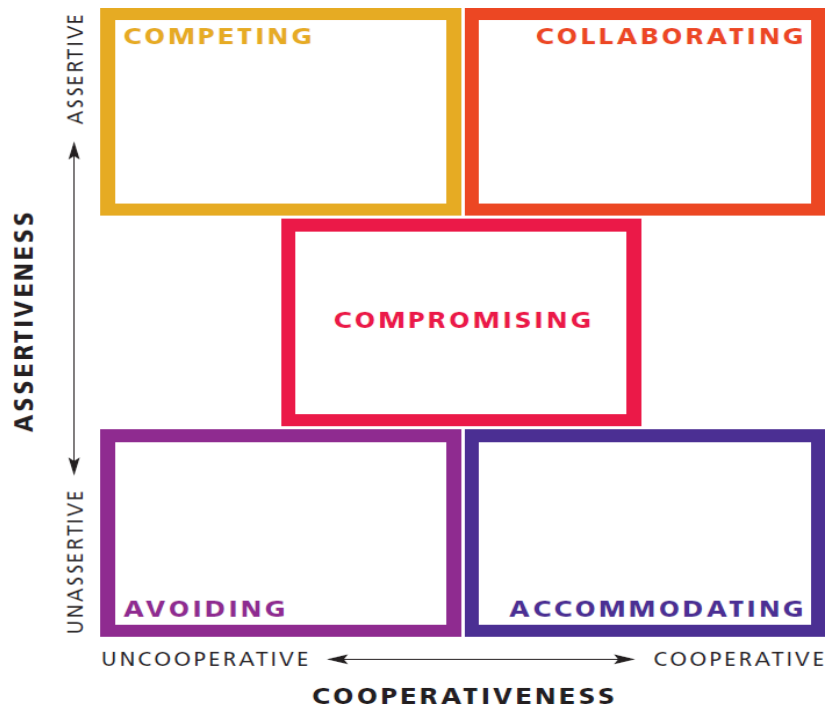
- ▶ **The Victim** - treated as or accepts role of victim but will abdicate responsibility for the situation and blame others for position.
- ▶ **The Persecutor** – coerces or persecutes the person in the victim position. Acts in own interests, wants to scapegoat and punish victim for situation/failure to meet expectations. Denies responsibility for the situation.
- ▶ **The Rescuer** - intervenes to 'help the Victim' as sees them as powerless. Takes over and save them from the persecutor. Blames the persecutor but does not empower the victim or hold boundaries.

Winners Triangle



- ▶ **The Persecutor** becomes **The Assertive** position – acting in own interests but taking responsibility for what they want and asking for this rather than punishing others for not getting it.
- ▶ **The Rescuer** becomes **The Caring** position – remains in touch with own needs but aware that the other person is responsible for themselves. Maintains appropriate boundaries and empowers rather than disempowers.
- ▶ **The Victim** becomes **The Vulnerable** position - this can still be unpleasant but the vulnerable person accepts responsibility for themselves and becomes aware of their needs. This can be empowering as acknowledging the reality means they are no longer a victim who can be manipulated by the rescuer or persecutor.

Styles of Resolving Conflict (Thomas and Kilman 2007)



- ▶ **Competing** - When competing you pursue your own concerns at another person's expense, using whatever power appropriate to win. Competing may mean standing up for your rights, defending a position you believe is correct, or simply trying to win.
- ▶ **Collaborating** - When collaborating you work with another person to find solutions to both of your concerns. It involves exploring issues together and learning from each other's insights to deliver fair outcomes.
- ▶ **Compromising** - When compromising you find a quick and mutually agreeable solution. It may require splitting the difference or reaching a fast middle-ground position to a situation.
- ▶ **Avoiding** - When avoiding you don't immediately pursue the concerns/conflict. Avoiding may result in diplomatically sidestepping an issue, waiting to address an issue until a better time, or removing yourself from a threatening situation.
- ▶ **Accommodating** - When accommodating you neglect your own concerns to satisfy those of another. Accommodating may lead to selfless generosity or charity, obeying another person's orders when you don't want to, or yielding to another's point of view.

Motivation – Hygiene Theory; Herzberg (1960's)

Herzberg's findings revealed that certain characteristics of a job are consistently related to job satisfaction, while different factors are associated with job dissatisfaction. These are;

▶ Factors for Satisfaction

- Achievement
- Recognition
- The work itself
- Responsibility
- Advancement
- Growth

▶ Factors for Dissatisfaction

- Company policies
- Supervision
- Relationship with supervisor and peers
- Work conditions
- Salary
- Status
- Security

- ▶ Fixing the causes of dissatisfaction won't create satisfaction. Nor will adding the factors of job satisfaction eliminate job dissatisfaction.

CORBS Feedback Model for Performance Management

► Principles of CORBS feedback model:

- **Clear statement** – give clear and concise information.
- **Owned** by the person speaking – your own perception, not the ultimate truth. How it made you feel. Use terms such as “I find” or “I felt” and not “You are”.
- **Regular** – give immediately or as close to the event as possible. NEVER delay.
- **Balanced** – balance negative and positive feedback. DO NOT overload with negative feedback.
- **Specific** – base your feedback on observable behaviour. Behaviours that the recipient can change.

Links to Further Learning and Resources

The Drama Triangle Video - https://www.youtube.com/watch?v=E_XSeUYa0-8

Herzberg's Motivators and Hygiene Factors - <https://www.mindtools.com/pages/article/herzberg-motivators-hygiene-factors.htm>

COBS or CORBS Feedback Model for Performance Management - <https://rapidbi.com/cobs-or-corbs-feedback-model-for-performance-management/>

Professional Standards – Social Work England - <https://www.socialworkengland.org.uk/standards/professional-standards/>

Research in Practice KSS Supervisor Resources - https://www.rip.org.uk/search/?search_area=site&keyword=kss-supervisors-management&topic=43&type=&searchSubmit=SEARCH

Dudley Council Policies and Procedures - <https://www.dudleycpp.org.uk/policies-procedures>

Dudley Council Practice Standards - <https://www.dudleycpp.org.uk/practice-standards>

How to Prepare for a Difficult Conversation Video - <https://www.youtube.com/watch?v=Pbgq-SINrOw>

Managing Work – Caseload Management - <https://www.scie.org.uk/publications/guides/guide01/managing-work/caseload.asp>