**Children’s Services – Social Work Manager Performance Conversation**

The purpose of this self-assessment tool is to help qualified social work managers from across Children’s Services to demonstrate how they currently work to support the children and families in our communities in a way that reflects the professional values informed by our Portsmouth Model of Family Practice (10x10x10), and the professional standards set out in the Knowledge and Skills Statement (KSS) for social work supervisors who work with children and families.

**The practice values outlined are examples of the types of work you will perform as part of your professional social work role. It does not mean you have to demonstrate each practice value listed, however you will need to at least demonstrate some that relate to each value and each of the domains of the KSS. You are free however to demonstrate or set learning and development goals to as many that apply to you.**

In preparation for the performance conversation, managers must reflect on their practice and forward a written version of the document below to their manager a minimum of 1 week before the PDR meeting. Doing so will help lead the conversation with their line manager, who may also make further suggestions or recommendations as to what a practitioner is doing well and what else they should be working towards improving or learning in their practice.

At the **initial conversation** the manager and their line manager will set out the learning and development goals for the year ahead. If there was a conversation from the previous year, part of this time will be reviewing the previous year’s goals to review and comment on their progress. Some of the previous goals may inform or link into the current performance conversation.

At the **six month review** the manager and their line manager will review and scale the progress towards any identified learning and development goals. This may include discussing what addition support may be needed.

At the **final review** the manager and their line manager will review the ending year’s goals and make final comments on what progress has been made. This may also be used to identify the learning and development goals for the next year, with any uncompleted goals from the previous conversation being forwarded for completion in the new performance year.

**The following are the 8 domains of the Knowledge and Skills Statement (KSS) for social work supervisors working with children and families:**

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

For further details on the KSS for social work practitioners working with children and families, click on link: <https://www.gov.uk/government/publications/knowledge-and-skills-statements-for-child-and-family-social-work>

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| **Name** | **Position** | **Date Updated** | **Period Covered** |
| Enter your name | Enter your job title or position. | Select date. | Enter period ie: 2017/18 |

| **Value** | **Practice Values Linked to KSS** | **My Self-assessment** | **Manager assessment (standards have been met Yes/No)** |
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| **Working Together to Empower** | Responding promptly and respectfully to colleagues in your team who report difficulties with their work, including an agreed means of solution and remedy **(KSS 6&8)**  Being excited by and interested in learning from mistakes, errors, and successes to improve the work of your team. We will expect you to show how you learn together from practice **(KSS 2&8)**  Leading 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 **(KSS 1,2,3&6)**  Be receptive to feedback and suggestions for change, reflect on your own conduct and decision-making, regularly checking out with your team and colleagues that the changes you are making are working **(KSS 4,5&8)**  Encourage team discussion on diversity to allow respectful challenge of views or ignorance around issues of diversity **(KSS 2,5&6)** | Enter how you evaluate your own practice in relation to as many of the practice values listed that apply to you. |  |
| **Creativity and Innovation** | Having and always using proficient knowledge of statutory guidance and legislation, including having a means of maintaining an up-to-date knowledge and personal development plan **(KSS 1,3,6&8)**  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 **(KSS 1,2,3,5,6,7&8**  Ensure that papers and submissions are of a high quality, are focused on the best interests of children and the efficient use of resource for example to the Legal Gateway, SHROPS etc. **(KSS1,2,5,6&8)**  Recruit qualified staff who reflect the diversity of the communities we serve **(KSS 8)**  Promote continual learning and consciousness raising around different cultures, identities, and experiences of our children and families **(KSS 1,2,3,5&6)**  Develop a feedback and learning environment for your team or service, making this exciting and important in our work with families **(KSS 3&8)**  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 SWE or other professional bodies **(KSS 3&8)** | Click here to enter text. | Click here to enter text. |
| **Listening & Responding** | Provide regular supervision (individual and group) 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. Effective supervision also incorporates reflection on learning and transfer of knowledge into practice. (**KSS 5&7)**  To 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 improvement and change through to completion **(KSS 4&8)**  Actively seeking out and using feedback from comments, compliments, and complaints to enhance and change practice **(KSS 4&8)**  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 to respond to correspondence and enquiries promptly, never leaving responses longer than 10 working days. **(KSS 8)**  Encourage and seek out feedback from partners, children, and their families to help promote critical reflection, learning and improvement **(KSS 8)**  Prioritise time in your team and service to reflect on feedback from colleagues, managers, children, and families **(KSS 3,7&8)**  Identify any service gaps or areas where improvements can be made in a constructive and collaborative way making sure senior managers understand and act to support your observations **(KSS 3,6&8)** | Click here to enter text. | Click here to enter text. |
| **Leadership** | Lead by example including modelling and sharing good restorative principles and disciplines (high support/high challenge) **(KSS 1,3&4)**  Monitoring performance and service delivery through regular review of performance to 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 **(KSS 6&8)**  Managing weak practice through constructive feedback and challenge in supervision, clearly outlining expectations, providing appropriate support or training, and following HR procedures sensitively and consistently **(KSS 7&8)**  Taking seriously your roles of corporate leader and manager for Portsmouth City Council and participating in meetings as required **(KSS 3&8)**  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 or may compromise the safety of a child **(KSS 4)**  Manage staff vacancies and planned extended leave through timely recruitment of new or temporary staff so that disruption is minimised **(KSS 8)**  When there are staff changes, ensure all equipment is received and returned on the first and last working day **(KSS 8)**  Lead regular team meetings at least every month, checking in with practitioners/colleagues that communication and feedback is effective **(KSS 6&8)**  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 **(KSS 1,2,3&8)** | Click here to enter text. | Click here to enter text. |
| **Collaboration** | 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 **(KSS 2&8)**  To quality assure and/or observe practice regularly, leading improvement and change discussions, and noticing the difference this makes for families **(KSS 1,2,6&7)**  Promoting excellent practice and performance though use of appreciative inquiry so that practitioners can identify what they do well and what they need to so to make this a consistent feature of their work **(KSS 1,2,6&7)**  Seeking advice and guidance from your own line manager about how to improve decision making when it is required **(KSS 4&5)**  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 **(KSS 1,2&8)**  Seek consent to obtain or share information or clearly recording and advising when consent is not required or advisable (i.e.: to protect a child) **(KSS 1,2&8)**  Develop good working relationships with multi-agency partners to enhance our shared work with families. **(KSS 1,4&8)** | Click here to enter text. | Click here to enter text. |
| **Impact** | Ensuring social work reports and assessments about children and families are signed off when they:   * + - are written in clear language that children and parents/carers can understand – and which use their own words     - are evidenced based     - describe clearly what that the worries and strengths are and what is expected to change     - can demonstrate the child’s lived experience     - can consider the past experience and trauma of the parent/carer and the impact of this on the current situation.     - show that the children have a plan co-produced with the family which explains what needs to happen; by when; by whom; what outcomes we are seeking together; how risk is managed; and what the contingency plan is, **(KSS 1,2,3,4,5&6)**   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 reviewed and revised in light of new information **(KSS 2,4,5&6)**  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 in Portsmouth **(KSS 1,3,6&8)**  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 our work in families and with partners **(KSS 1,3,6&8)**  Regularly review and collaborate with senior managers on the budget expenditure gaps, and possible efficiency savings **(KSS 3,6&8)**  Where applicable, raising with senior managers where resources may adversely impact on the safety or welfare of a child or children **(KSS 3,6&8)**  Ensure all child and family records and assessments identify the ethnicity, heritage, faith, disability, etc of children and their families **(KSS 1,4&6)**  Understand the importance of identity, ethnicity, faith, or ability in the work we undertake and the resources we provide **(KSS 1,4&6)**  Use feedback to help identify and evidence what good and poor practice looks like in ways that respect the people involved **(KSS 2,6,7&8)**  Identify issues with professional relationships that may impede our practice to protect children and promote their welfare using restorative conversations or internal escalation procedures, if necessary **(KSS 3,4&8)**  Prepare for and use supervision (individual and group) well, prioritising areas for discussion, observing practice challenges for your team or service and preparing solutions for discussion **(KSS 2,3,7&8)** | Click here to enter text. | Click here to enter text. |

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| **Wider Contribution (restorative behaviours, demonstrating values and impact)** |
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| **Feedback you have received in the last year (colleague, professional, service user)** |
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**Learning and Development**

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|  | **My Self-assessment** | **Next Steps & Progress** |
| **Portsmouth Model of Family Practice Training** |  |  |
| **Core knowledge and skills.** |  |  |
| **Thematics.** |  |  |
| **Other training relating to your role & other learning opportunities** |  |  |

Enter what you propose to do to and by when to help develop or continually improve on in meeting those practice values relevant to your role and professional development. At each review you will briefly update this to reflect your progress.

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| **Specific Objectives for next year** | **Next Steps** | **By When** | **By Whom** |
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| **Manager Comments at Initial Conversation (Sept/Oct)** | | | | | |
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| **Name of Manager** | Enter completing manager’s name. | **Position** | Enter your job title or position | **Date Completed** | Select date. |
| **Comments at Six Month Review (March/April)** | | | | | |
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| **Name of Manager** | Enter completing manager’s name. | **Position** | Enter your job title or position | **Date Completed** | Select date. |
| **Comments at the Final Review (July/August)** | | | | | |
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| **Name of Manager** | Enter completing manager’s name. | **Position** | Enter your job title or position. | **Date Completed** | Select date. |

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| **Social work England Registration / CPD evidence been recorded? Yes / No** |
| **Has the 'Wellbeing Action plan' been completed Yes / No** |

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| **Signed (Practitioner):** |
| **Date:** |

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| **Signed (Manager):** |
| **Date:** |