

Management Standards  
- Improvement Workshop

What does Good look Like for Children  
and Young People?

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# Management Standards - Key objectives



There are minimum standards and expectations for our managers/ leads to perform



Managers/Leads will assess their performance against these standards



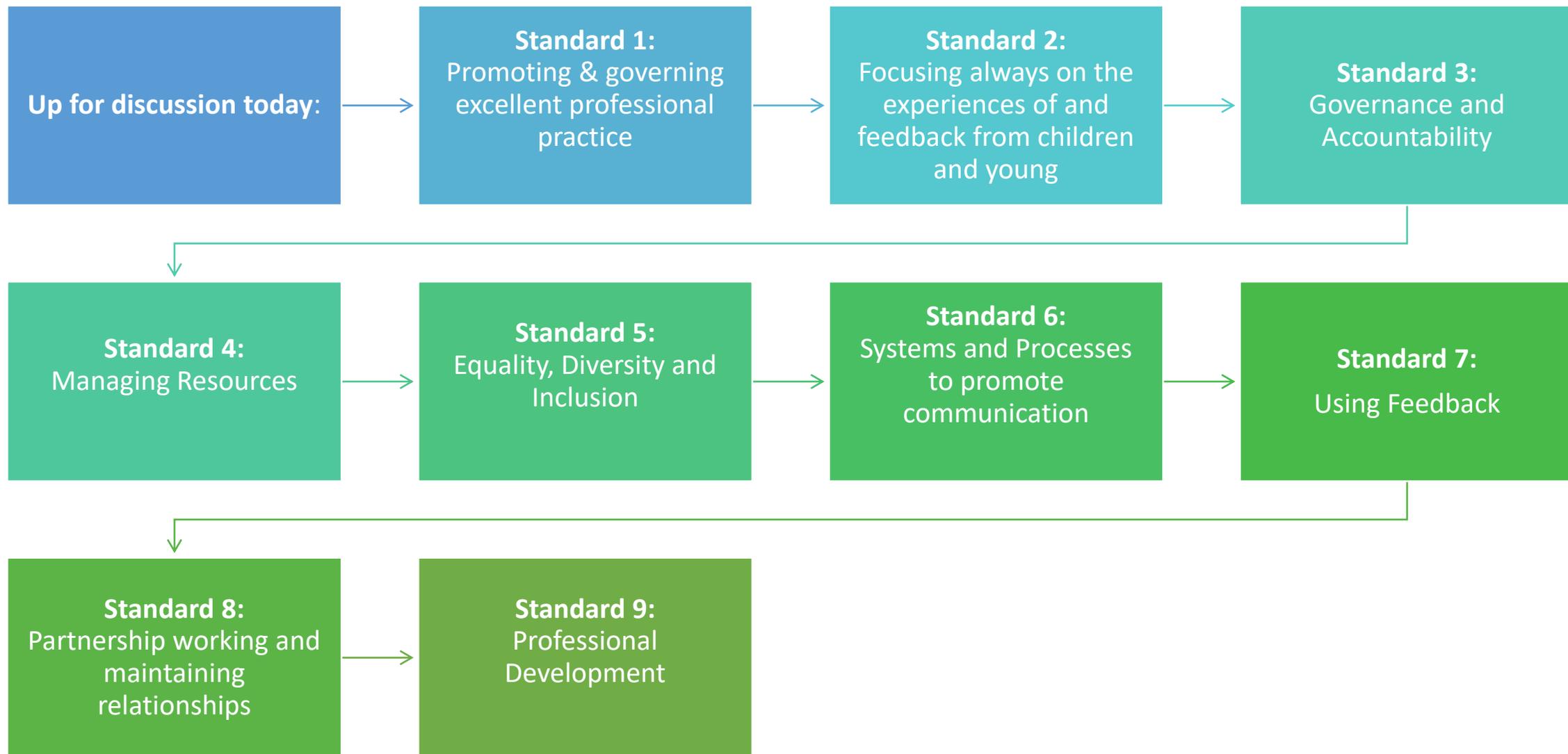
This will form a key component of professional development



The Management Standards can be used as a reflective tool in both supervision and annual appraisals



Commitment to ongoing management development including coaching, mentoring and training (**Management and Leadership Programme as a follow up module**)



## Why you need to make your staff feel safe:

<https://www.youtube.com/watch?v=urrYhnaKvy4>

Home work: <https://youtu.be/lmyZMtPVodo>

“...it's someone who makes their staff feel secure, who draws staff into a circle of trust. By creating trust and safety — especially as part of an improvement journey— means taking on big responsibility”

# Standard 1 Promoting & governing excellent professional practice

- **Rationale for decisions** and evidencing the risk and analysis that has been considered
  - **Maintain oversight of casework** through regular case file audits and supervision - to ensure recordings are contemporaneous, evidenced based and demonstrate how practice enhances the child's safety, life experience, education and family networks
  - **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)
  - **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
  - **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
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Ensure all new starters have a prompt and effective induction



Respond promptly and respectfully to colleagues in your team who report difficulties with their work, including an agreed means of solution and remedy



Be excited by and interested in learning from mistakes, errors, and successes to improve the work of their team.



Show how you learn together with your team from practice



Quality assure and/or observe practice regularly, lead improvement and change discussions and notice the difference this makes for families.

# Through...Induction

# Through... Performance Management



Monitor performance and service delivery - regular review of performance, and track workloads, which may include practice themes and case allocations



Always include swift action to help practitioners whose caseloads are complex or too high

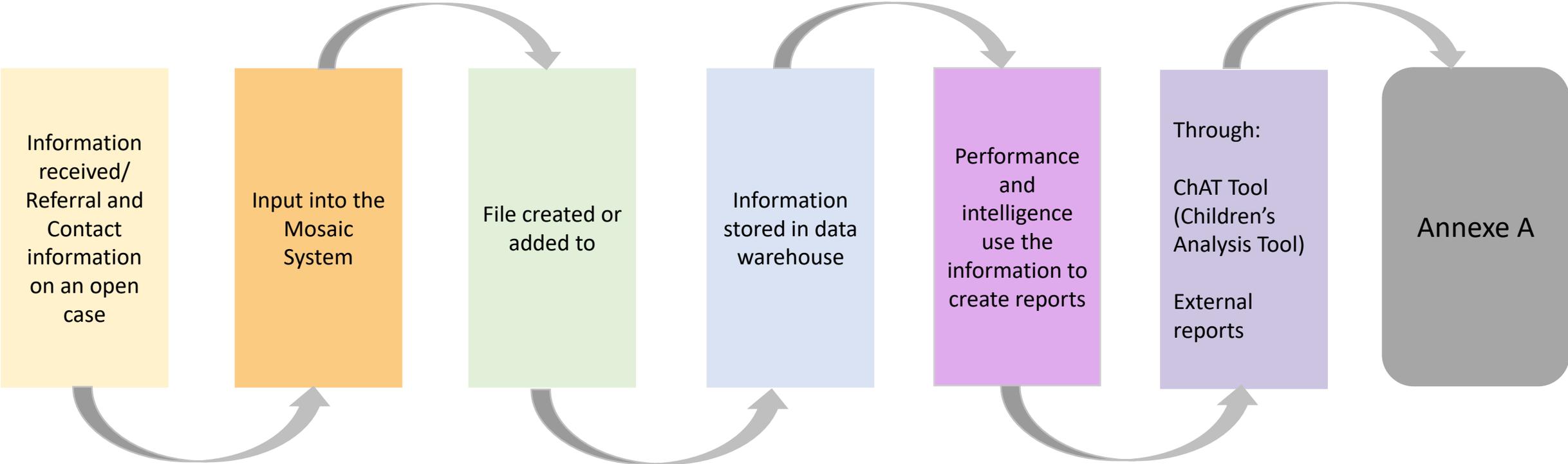


Manage practice through constructive feedback and challenge in supervision, clearly outlining expectations, providing appropriate support or training, and following HR procedures sensitively and consistently



Promote excellent practice and performance 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.

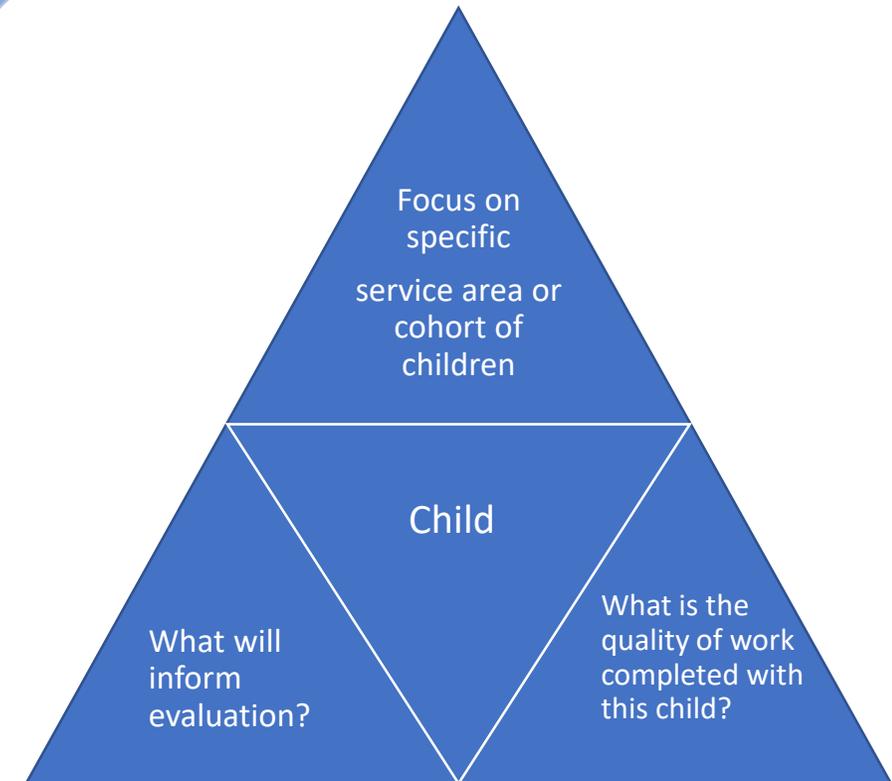
**“The Annexe A is the Child Level Data – what is put into Mosaic is displayed in Annexe A –  
Annexe A is the lens that inspectors view us through By Marisa de Jager (Policy and Practice Lead)”**



# Driving practice to influence outcomes

The data along with other information, intelligence and the Local Authority Self Assessment is used to assist Ofsted in understanding how we perform and is triangulated to test the hypothesis of:

- How well we know ourselves?
- Are we making a difference?
- Do children, young people and families experience improved outcomes as a result of the intervention we have provided?



# Through... Personal Excellence



Always use proficient knowledge of statutory guidance and legislation



Maintaining an up to date knowledge and a personal development plan



Seek advice and guidance from your own line manager about how to improve decision making when it is required



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



Take seriously your roles of corporate leader and manager and participate in meetings as required.

## Standard 2 Focusing always on the experiences of and feedback from children and young

- **Lead with authentic and deep commitment** to understand how the work you and your team are doing, feels for and is experienced by children, young people, their families and carers and other partner
- Where applicable , **ensure 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 what is working well, what the worries are and what is expected to change
  - ✓ can demonstrate the child's answer to: "what is life and education like for me?"
  - ✓ express clear danger statements and linked safety goals which are used to develop an effective plan for the child's safety
  - ✓ show that the family and their network of support have been engaged in assessment and planning.

**Standard 2...**  
**Focusing always**  
**on the**  
**experiences of**  
**and feedback**  
**from children**  
**and young**

- **Consistently promote the Quality Assurance and Practice Framework and tools and use them** as a way of engaging children, young people, their family and carers and partners
- Where applicable, 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**
- **Actively seek out and use feedback from comments, compliments and complaints to enhance and change practice**
- **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



## What are our Children & Young People Telling us in West Sussex?

- Voice of the Child Project
- Voice and lived experience during Covid 19
- Voice of the Care Leaver



## Be a Mr. Jensen !

[https://www.youtube.com/watch?v=4p5286T\\_kn0](https://www.youtube.com/watch?v=4p5286T_kn0)

“When we help team members, our peers, and other teams to become more of who they already are – retention improves, motivation increase, and Children and Young People and our staff will win...We need to be the best for the world we work in.”

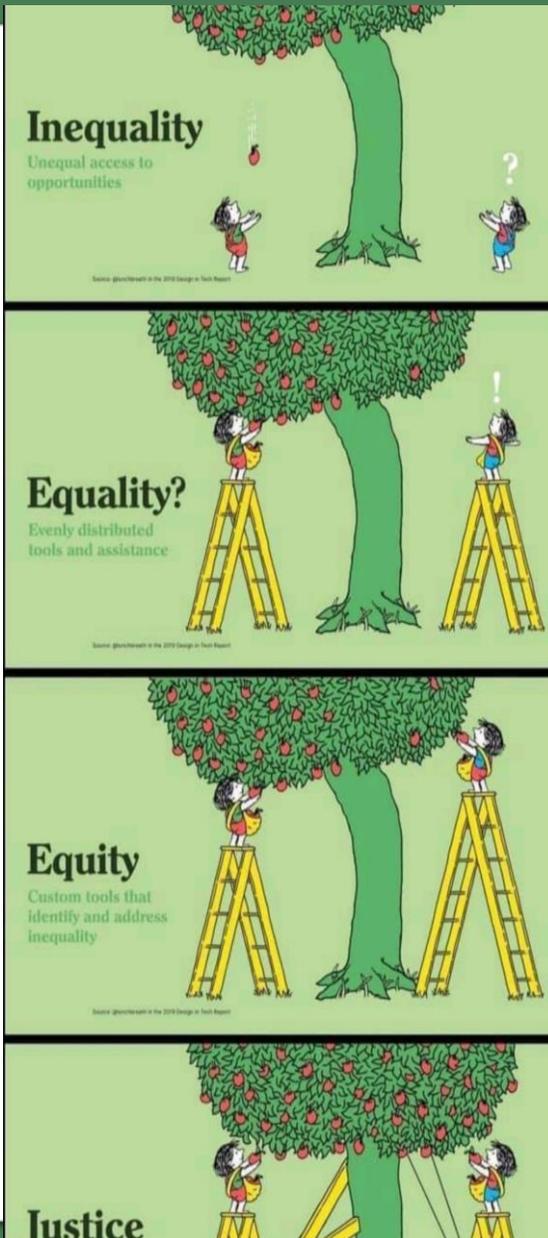
# Standard 3 Governance and Accountability

- 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
- 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
- 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
- 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, never leaving responses longer than five working day
- 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.

# Standard 4 Managing Resources

- Regularly review and collaborate with senior managers on the budget expenditure gaps and possible efficiency savings
- Where applicable, raise with group managers where resources may adversely impact on the safety or welfare of a child or children
- Manage staff vacancies and planned extended leave through timely recruitment of new or temporary staff so that disruption is minimised
- Manage staff absence in line with HR policies and procedures, including first day reporting
- When there are staff changes, ensure all equipment is received and returned on the first and last working day
- Ensure that papers and submissions are of a high quality, are focused on the best interests of children and the efficient use of resource.

# Standard 5 Equality, Diversity and Inclusion



- Recruit qualified staff who reflect the diversity of the communities we serve
- Where applicable, ensure all child and family records and assessments identify the ethnicity and heritage of children and their families
- Understand the importance of identity, ethnicity or ability in the work we undertake and the resources we provide.
- Promote continual learning and consciousness raising around different cultures, identities and experiences of our children and families
- Encourage team discussion on diversity to allow respectful challenge of views or ignorance around issues of diversity.

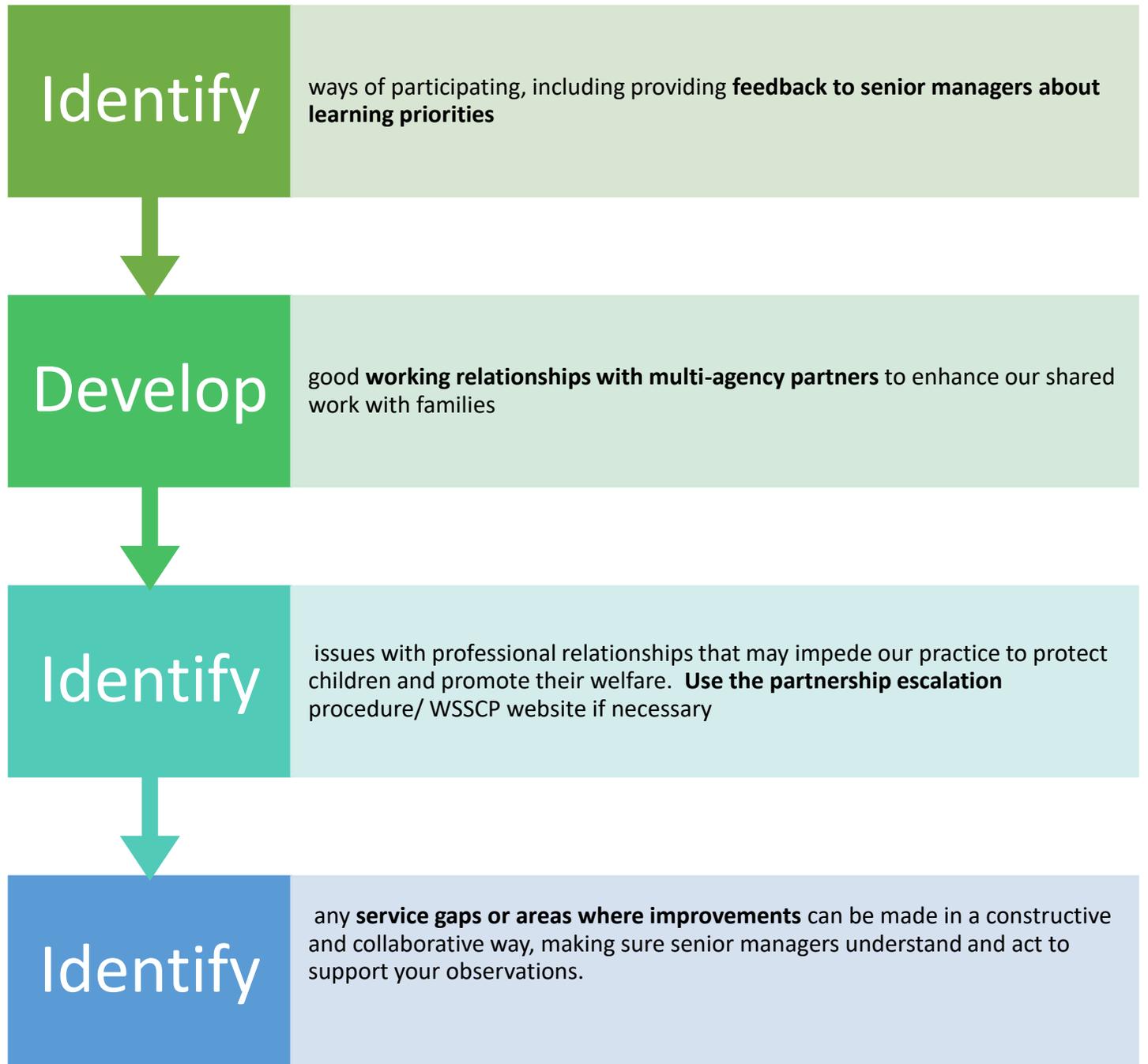
## Standard 6: Systems and Processes to promote communication



# Standard 7: Using Feedback

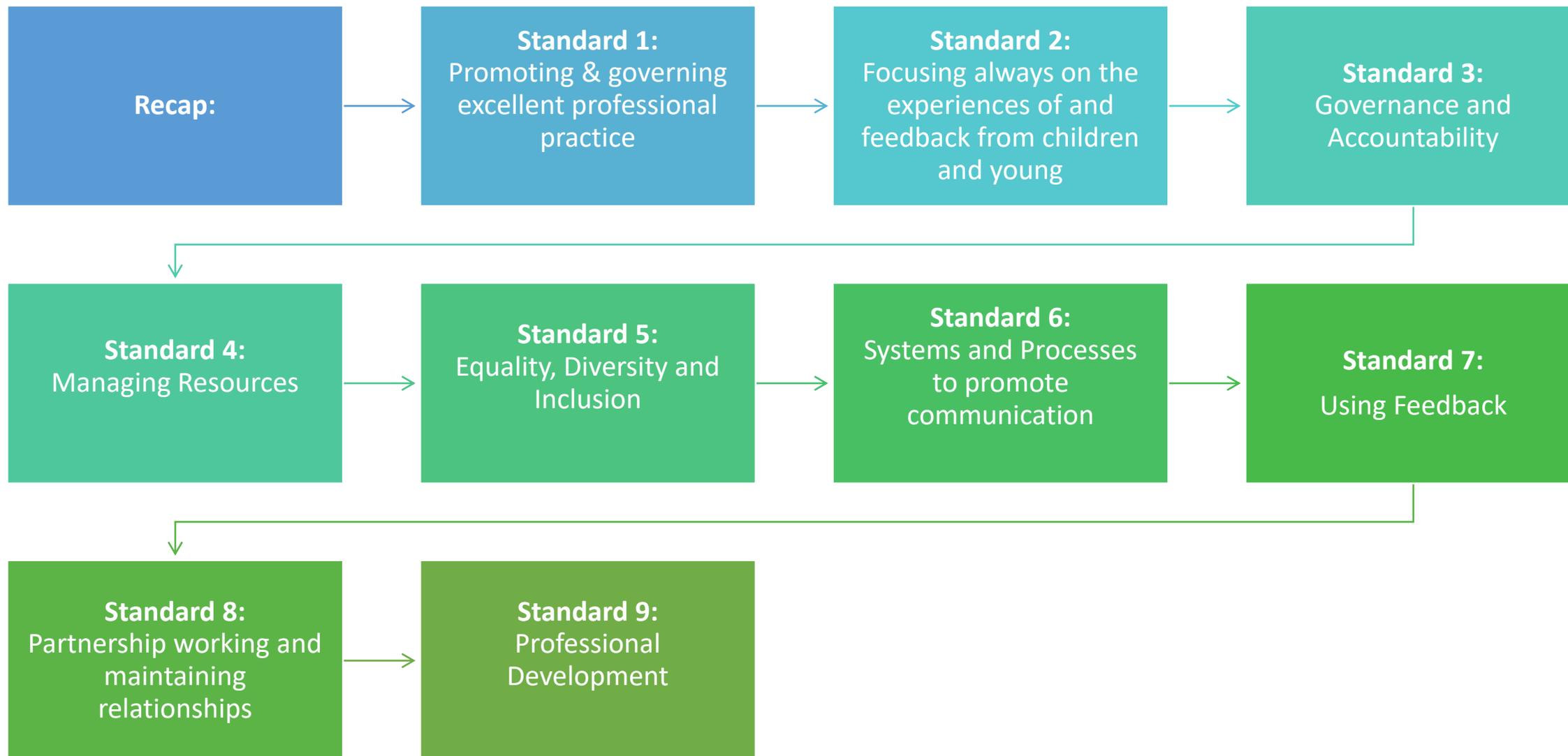


# Standard 8 Partnership working and maintaining relationships



# Standard 9 Professional Development

- 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 Social Work England or other professional bodies.
  - Prepare for and use supervision well, prioritising areas for discussion, observing practice challenges for your team or service, and preparing solutions for discussion.
  - 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.
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Say one thing you would like to take  
away from today

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**THANK YOU !**