



Social Work Progression Framework Level 2 to Level 3

Updated April 2022

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Introduction

Bradford is committed to the continual professional development of its workforce to ensure that the children and families of Bradford experience high quality social work.

As a social worker employed by Bradford MDC you will be supported to develop your knowledge and skills to enable you to meet the professional standards that are expected of you.

We understand the importance of helping staff to develop into competent and confident practitioners and as such are always looking for ways to help them develop their skills and knowledge base; we offer a comprehensive training package and constantly review this to ensure that it is meeting the need of our social workers and other social care staff.

By supporting and encouraging continual professional development we aim to improve our retention by providing the optimal learning opportunities and supporting staff wishing to pursue progression through the career ladder in Bradford MDC.

Progression is not automatic due to length of service and the Framework for Progression ensures that we have a robust process in place.

The Framework

The aim of the progression framework is to set out the criteria for progression from a Social Worker (level 2) to an Experienced Social Work (level 3). The framework assists both the Social Worker and Team Manager to understand the;

- Eligibility criteria for progression
- Capability criteria for progression
- Practice Endorsement

Eligibility Criteria

Social workers are 'eligible' to be considered for progression to an Experienced Social Worker (level 3) when they are 2.5 years post qualified; this includes one year as a Newly Qualified Social Worker (NQSW) completing the Assessed and Supported Year in Education (ASYE) and a further 18 months as a level 2 social worker.

As the social worker approaches 2 years post qualification discussions should be taking place within supervision and appraisals about readiness to progress to an experienced social worker (level 3) to ensure that any gaps in knowledge and experience are addressed early in the process to prevent any delay in progression opportunities.

Capability Criteria

Once the 'eligibility' has been established (length of post qualifying experience) the team manager will need to confirm that they are satisfied that the social worker is practicing at the expectations of an experienced social worker as measured against the Post Qualifying Statements (KSS). The team manager should discuss this with their service manager and Head of Service as they will need to endorse the decision for the social worker to attend progression panel.

Once approval is given to proceed, the team manager will request a provisional progression panel date and time slot via the Principal Social Worker at Traci.taylor@bradford.gov.uk . This panel date will only go ahead if all of the evidence has been submitted 2 weeks prior to the panel date. Late submissions will not be accepted and will be put forward to the following date.

Pre Progression Panel

Prior to attending progression panel, the social worker and team manager need to provide evidence to support the application for progression. The social worker needs to collate evidence of how their social work practice has developed since completing the Assessed and Supported Year in Employment and will be supported in this by the team manager via discussions in supervision/appraisal.

Once the social worker has completed their work, the team manager needs to complete the practice endorsement document to confirm the evidence produced. This document is mapped against the Post Qualifying Standards (KSS).

The team manager will need to complete an observation of the social worker's practice and this should be a piece of work with a child or young person ideally; for fostering and IFD other observations are accepted; this should be completed on the audit database.

Additionally, the Service Manager and Head of Service need to complete audits of 3 files so that they can satisfy themselves and confirm to panel that the social worker is consistently practicing at the level expected of an experienced social worker. This should be completed on the audit database using the thematic template.

Prior to panel, the panel members will dip sample the social worker's files, again to confirm, consistently good practice.

Practice Evidence

It is the social worker's responsibility to collate the practice evidence for their progression. Although it is expected that the team manager will support them with identifying pieces of practice for their evidence; additionally, support will be offered via the Learning and Development service.

The practice evidence required is as follows;

- A reflective account of a complex set of circumstances they have managed with particular reference to the difference your work made to the child/young person. It should be up to 1,500 words and should cross reference how the post qualifying standards (KSS/PCFs) have been met.
- The Practice Endorsement report completed by the social worker and the team manager.
- Manager practice observation.
- Copies of the audits completed by the Service Manager and Head of Service and confirmation that they agree to the progression.
- Evidence of compliance of Continual Professional Standards including attendance at mandatory training (List of CPD events).
- Evidence of completing recent safeguarding training (within the last 12 months).
- Copy of the latest appraisal, if one has been completed.
- Copy of a recent report or assessment completed by the social worker within the last 3 months.

The criteria for social workers in Assessment Teams, Integrated Front Door and Fostering is slightly different due to the nature of the role.

For Assessment Team/Mash/IFD

- 2 reflective accounts of practice evidencing competence in relation to thresholds not including S47 cases; including an understanding of the impact of the situation of the children which influences the decision as to where they should be referred for further intervention, no more than 1,500 words each
- 1 reflective account which can be a S47 to demonstrate the social worker is able to work on their own initiative.
- Additional evidence as outlined above.

For Fostering social workers

- 3 reflective accounts of between 1,000 and 1,500 words of their practice with foster carers which demonstrate an understanding of the situation for the child/children they carers are looking after. This should include an understanding of the child's individual circumstances and how their own practice with the carer's ensures that the child's care plan is being met.
- Additional evidence as outlined above.

The Reflective Account

The report will evidence a complex situation with a child or young person the social worker has managed and will include the following:

- Background circumstances for the child
- Presenting or current issues – Impact on the child
- Interventions and the impact of this
- Outcomes achieved.
- A reflective account of the success of the interventions and the outcome for the child/young person and family.

The reflective account should cross reference how the Post Qualifying Standards (Knowledge and Skills Statements) and the Professional Capabilities Framework (PCF's) has been met.

The Progression Panel

The progression panel meets on a monthly basis and is made up of a Head of Service Chair, Service Manager and Principal Social Worker/Service Manager. The panel meet 2 weeks prior to the progression panel interview process to review the evidence in preparation and to prepare questions arising from the dip samples they have completed.

Attending Progression Panel

The social worker will give a verbal presentation of their reflective account; the Panel will then ask the SW about the case management addressing: -

- Feedback and questions arising from the file audits undertaken by the panel
- Assessment process
- Assessment and Management of risk
- Protective Factors
- Multi agency working
- Voice of the child
- Reflective practice

The Panel will then ask the social worker;

- Why do you think you are ready to progress to being an Experienced Social Worker?
- What difference will this make to your practice?
- What are your strengths and weaknesses as a SW?
- How do you see your career developing from here?

The team manager will be given the opportunity to reflect and comment on the social workers practice and how they have developed through practice experiences and continual professional development opportunities.

The outcome of the panel decision will be given to the social worker by the Principal Social Worker in writing within 5 working days of attendance at panel. The possible outcomes are -

MET: The social worker has demonstrated that they have met the Post Qualifying Standards and consistently good social work practice and a recommendation will be made for them to progress to an Experienced Level 3 Social Worker.

DEFERRED - PARTIALLY MET: The social worker has not demonstrated that they have met all of the Post Qualifying Standards and/or they have not demonstrated consistently good practice; the recommendation will be a deferral to a later panel date within a 3-month period. The social worker will not need to resubmit all their evidence just the updated evidence.

NOT MET: The social worker has not been able to demonstrate that they have met the majority of the Post Qualifying Standards and/or consistently good practice; the recommendation will be that they will need to resubmit all evidence at a later date.

For any decisions that are deferred or not met, discussions will take place between the chair of the progression panel and the relevant Head of Service to explain the decision.

Appendices:

- Appendix 1: Progression Flowchart
- Appendix 2: Post Qualifying Standards (Knowledge and Skills Statements)
- Appendix 3: Professional Capabilities Framework
- Appendix 4: Child and Family Practice Endorsement Record
- Appendix 5: Training Record
- Appendix 6: Managers Endorsement template
- Appendix 7: Reflective Account Guidance
- Appendix 8: Checklist of Evidence/contents page
- Appendix 9: Panel Feedback Form

PROGRESSION FLOWCHART

PRACTICE ENDORSEMENT
Supervision/Appraisal discussion to agree readiness to start the progression process; progression panel booked

Social Worker writes reflective account of practice and completes the evidence part of the practice endorsement document

Team Manger completes practice observation and the Practice Endorsement Mangers report

EVIDENCE SENT TO PANEL

All of the evidence needs to be submitted to panel 2 weeks prior to the agreed panel date.

Panel members review the evidence and formulate questions in relation to the evidence

PROGRESSION PANEL

Social worker and Team manager attend the panel to present evidence to support the social workers progression

OUTCOMES
Met
Partially Met
Not Met

Appendix 2

POST QUALIFYING STANDARDS

Knowledge and skills for child and family practitioners

A child and family social worker should be able to do the following:

1) Relationships and effective direct work

Build effective relationships with children, young people and families, which form the bedrock of all support and child protection responses. Be both authoritative and empathic and work in partnership with children, families and professionals, enabling full participation in assessment, planning, review and decision making. Ensure child protection is always privileged.

Provide support based on best evidence, which is tailored to meet individual child and family needs, and which addresses relevant and significant risks. Secure access to services, negotiating and challenging other professionals and organisations to provide the help required. Ensure children and families, including children in public care; receive the support to which they are entitled.

Support children and families in transition, including children and young people moving to and between placements, those returning home, those being adopted or moving through to independence. Help children to separate from, and sustain, multiple relationships recognising the impact of loss and change.

2) Communication

Communicate clearly and sensitively with children of different ages and abilities, their families and in a range of settings and circumstances. Use methods based on best evidence. Create immediate rapport with people not previously known which facilitates engagement and motivation to participate in child protection enquiries, assessments and services.

Act respectfully even when people are angry, hostile and resistant to change. Manage tensions between parents, carers and family members, in ways that show persistence, determination and professional confidence.

Listen to the views, wishes and feelings of children and families and help parents and carers understand the ways in which their children communicate through their behaviour.

Help them to understand how they might communicate more effectively with their children.

Promote speech, language and communication support, identifying those children and adults who are experiencing difficulties expressing themselves. Produce written case

notes and reports, which are well argued, focused, and jargon free. Present a clear analysis and a sound rationale for actions as well as any conclusions reached, so that all parties are well informed.

3) Child development

Observe and talk to children in their environment including at home, at school, with parents, carers, friends and peers to help understand the physical and emotional world in which the child lives, including the quality of child and parent/carer interaction and other key relationships. Establish the pattern of development for the child, promote optimal child development and be alert to signs that may indicate that the child is not meeting key developmental milestones, has been harmed or is at risk of harm.

Take account of typical age-related physical, cognitive, social, emotional and behavioural development over time, accepting that normative developmental tasks are different for each child depending on the interactions for that child between health, environmental and genetic factors. Assess the influence of cultural and social factors on child development, the effect of different parenting styles, and the effect of loss, change and uncertainty in the development of resilience.

Explore the extent to which behavioural and emotional development may also be a result of communication difficulties, ill health or disability, adjusting practice to take account of these differences. Seek further advice from relevant professionals to fully understand a child's development and behaviour.

4) Adult mental ill health, substance misuse, domestic abuse, physical ill health and disability

Identify the impact of adult mental ill health, substance misuse, domestic abuse, physical ill health and disability on family functioning and social circumstances and in particular the effect on children, including those who are young carers. Access the help and assistance of other professionals in the identification and prevention of adult social need and risk, including mental health and learning disability assessment.

Coordinate emergency and routine services and synthesise multi-disciplinary judgements as part of ongoing social work assessment. Use a range of strategies to help families facing these difficulties.

Identify concerning adult behaviours that may indicate risk or increasing risk to children.

Assess the likely impact on, and inter-relationship between, parenting and child development. Recognise and act upon escalating social needs and risks, helping to ensure that vulnerable adults are safeguarded and that a child is protected and their best interests always prioritised.

5) Abuse and neglect of children

Exchange information with partner agencies about children and adults where there is concern about the safety and welfare of children. Triangulate evidence to ensure robust conclusions are drawn. Recognise harm and the risk indicators of different forms of harm to children relating to sexual, physical, emotional abuse and neglect.

Take into account the long-term effects of cumulative harm, particularly in relation to early indicators of neglect.

Consider the possibility of child sexual exploitation, grooming (on and offline), female genital mutilation and enforced marriage and the range of adult behaviours which pose a risk to children, recognising too the potential for children to be perpetrators of abuse.

Lead the investigation of allegations of significant harm to children in consultation with other professionals and practice supervisors. Draw one's own conclusions about the likelihood of, for example, sexual abuse or non-accidental injury having occurred and the extent to which any injury is consistent with the explanation offered.

Commission a second professional opinion and take legal advice where necessary.

6) Child and family assessment

Carry out in-depth and ongoing family assessment of social need and risk to children, with particular emphasis on parental capacity and capability to change.

Use professional curiosity and authority while maintaining a position of partnership, involving all key family members, including fathers.

Acknowledge any conflict between parental and children's interests, prioritising the protection of children as set out in legislation.

Use child observation skills, genograms, ecomaps, chronologies and other evidence based tools ensuring active child and family participation in the process.

Incorporate the contributions that other professional disciplines make to social work assessments.

Hold an empathic position about difficult social circumstances experienced by children and families, taking account of the relationship between poverty and social deprivation, and the effect of stress on family functioning, providing help and support.

Take into account individual child and family history and how this might affect the ability of adults and children to engage with services.

Recognise and address behaviour that may indicate resistance to change, ambivalent or selective cooperation with services, and recognise when there is a need for immediate action, and what other steps can be taken to protect children.

7) Analysis, decision-making, planning and review

Establish the seriousness that different risks present and any harm already suffered by a child, balanced with family strengths and potential solutions. Set out the best options for resolving difficulties facing the family and each child, considering the risk of future harm and its consequences and the likelihood of successful change.

Prioritise children's need for emotional warmth, stability and sense of belonging, particularly those in public care, as well as identity development, health and education, ensuring active participation and positive engagement of the child and family.

Test multiple hypotheses about what is happening in families and to children, using evidence and professional judgement to reach timely conclusions.

Challenge any prevailing professional conclusions in the light of new evidence or practice reflection.

Make realistic child centred plans within a review timeline, which will manage and reduce identified risks and meet the needs of the child. Ensure sufficient multi-disciplinary input into the process at all stages.

Apply twin and triple track planning to minimise chances of drift or delay, being alert to the effectiveness or otherwise of current support plans.

8) The law and the family and youth justice systems

Navigate the family and youth justice systems in England using legal powers and duties to support families, to protect children and to look after children in the public care system, including the regulatory frameworks that support the full range of permanence options.

Participate in decisions about whether to make an application to the family court, the order to be applied for, and the preparation and presentation of evidence.

Seek advice and second opinion as required in relation to the wide range of legal issues which frequently face children and families involved with statutory services including immigration, housing, welfare benefits, mental health and learning disability assessment, education and support for children with learning difficulties.

Use the law, regulatory and statutory guidance to inform practice decisions. Take into account the complex relationship between professional ethics, the application of the law and the impact of social policy on both.

9) The role of supervision

Recognise one's own professional limitations and how and when to seek advice from a range of sources, including practice supervisors, senior practice leaders and other clinical practitioners from a range of disciplines such as psychiatry, paediatrics and psychology.

Discuss, debate, reflect upon and test hypotheses about what is happening within families, and with children.

Explore the potential for bias in decision-making and resolve tensions emerging from, for example, ethical dilemmas, conflicting information or differing professional positions.

Identify which methods will be of help for a specific child or family and the limitations of different approaches.

Make use of the best evidence from research to inform the complex judgements and decisions needed to support families and protect children.

Reflect on the emotional experience of working relationships with parents, carers and children, and consciously identify where personal triggers are affecting the quality of analysis or help. Identify strategies to build professional resilience and management of self.

10) Organisational context

Operate successfully in a wide range of organisational contexts complying with the checks and balances within local and national systems which are a condition of employment.

Maintain personal and professional credibility through effective working relationships with peers, managers and leaders both within the profession, throughout multi-agency partnerships and public bodies, including the family courts.

Act in ways that protect the reputation of the employer organisation and the social work profession, whilst always privileging the best interests of children.

Manage the specific set of organisational tasks relating to lead responsibility for children with the support of an appropriately qualified supervisor and use of the multi-agency support network.

Contribute to the organisation's role as corporate parent to children in public care, encouraging and advocating for organisational focus, resource and support so that children and young people can thrive and enjoy their childhood and move into independence with confidence in and ambition for their futures

PROFESSIONAL CAPABILITIES FRAMEWORK



Experienced social worker:

Social workers at experienced level are skilled, effective practitioners acting with considerable autonomy. They are likely to have in depth knowledge and skill in one or more fields of practice which may have been developed through a formal post qualifying training and development activity. They may undertake Practice Educator training and take student social workers. They may have a postgraduate qualification and role in specialised practice e.g. AMHP, BIA. They may have a largely autonomous role as sole or lead practitioners in a team or service. They have developed capability to integrate professional knowledge, the views of people using services and research/evaluation evidence routinely in their practice

They demonstrate expert and effective practice in complex situations, assessing and managing higher levels of risk while promoting enablement and self-determination. They network and liaise with a wider range of professionals and other colleagues, including at more senior or strategic levels. They manage complex caseloads and offer expert opinion within the organisation and to others.

They undertake capacity-building with individuals, families, communities, user groups and voluntary organisations, and contribute their views on service provision to

commissioners. They apply, promote and uphold the Code of Ethics and demonstrate to other their ongoing development in all domains of the PCF. They develop their capability to integrate professional knowledge, the perspectives of people using services and research/evaluation evidence in their practice.

They may undertake complex tasks such as chairing significant meetings, offering expert support and advice to case conferences, producing high quality and more specialised assessments and reports for a range of functions, undertaking local peer audits of quality. They model good practice, setting expectations for others. They start to take responsibility and accountability for the practice of others e.g. mentoring newly qualified social workers and supervising the work of more junior staff.

Child and Family Practitioner Practice Endorsement Record

Name of Social Worker:
Work place address:
Contact number/Mobile:
Email:
SWE Registration No.
Manager's name:
Service manager's name:
Head of Service name:
Date practice endorsement approved:
Consent to share information with:
Additional requirements for the assessment day:
<p>1. Relationships and effective direct work</p> <p>Build effective relationships with children, young people and families, which form the bedrock of all support and child protection responses. Be both authoritative and empathic and work in partnership with children, families and professionals, enabling full participation in assessment, planning, review and decision making. Ensure child protection is always privileged.</p> <p>Provide support based on best evidence, which is tailored to meet individual child and family needs, and which addresses relevant and significant risks. Secure access to services, negotiating and challenging other professionals and organisations to provide the help required. Ensure children and families, including children in public care; receive the support to which they are entitled.</p> <p>Support children and families in transition, including children and young people moving to and between placements, those returning home, those being adopted or moving through to independence. Help children to separate from, and sustain, multiple relationships recognising the impact of loss and change.</p> <p>Evidence: <i>Please provide details of evidence that demonstrates the statement. Please detail any particular areas of interest or knowledge relevant to this KSS.</i></p>
Manager comments:

Development actions: In the event that this knowledge and skills statement has not been fully met please enter the support needed in this area.

2) Communication

Communicate clearly and sensitively with children of different ages and abilities, their families and in a range of settings and circumstances. Use methods based on best evidence. Create immediate rapport with people not previously known which facilitates engagement and motivation to participate in child protection enquiries, assessments and services.

Act respectfully even when people are angry, hostile and resistant to change. Manage tensions between parents, carers and family members, in ways that show persistence, determination and professional confidence.

Listen to the views, wishes and feelings of children and families and help parents and carers understand the ways in which their children communicate through their behaviour. Help them to understand how they might communicate more effectively with their children.

Promote speech, language and communication support, identifying those children and adults who are experiencing difficulties expressing themselves. Produce written case notes and reports, which are well argued, focused, and jargon free. Present a clear analysis and a sound rationale for actions as well as any conclusions reached, so that all parties are well informed.

Evidence: Please provide details of evidence you have that meets the statement. Please detail any particular areas of interest or knowledge relevant to this KSS.

Manager comments:

Development actions: In the event that this knowledge and skills statement has not been fully met please provide details on the objectives and actions to meet the statement.

3) Child development

Observe and talk to children in their environment including at home, at school, with parents, carers, friends and peers to help understand the physical and emotional world in which the child lives, including the quality of child and parent/carer interaction and

other key relationships. Establish the pattern of development for the child, promote optimal child development and be alert to signs that may indicate that the child is not meeting key developmental milestones, has been harmed or is at risk of harm.

Take account of typical age-related physical, cognitive, social, emotional and behavioural development over time, accepting that normative developmental tasks are different for each child depending on the interaction for that child between health, environmental and genetic factors.

Assess the influence of cultural and social factors on child development, the effect of different parenting styles, and the effect of loss, change and uncertainty in the development of resilience.

Explore the extent to which behavioural and emotional development may also be a result of communication difficulties, ill health or disability, adjusting practice to take account of these differences. Seek further advice from relevant professionals to fully understand a child's development and behaviour.

Evidence: Please provide details of evidence you have that meets the statement.
please detail any particular areas of interest or knowledge relevant to this KSS

Manager comments:

Development actions: In the event that this knowledge and skills statement has not been fully met please provide details on the objectives and actions to meet the statement.

4) Adult mental ill health, substance misuse, domestic abuse, physical ill health and disability

Identify the impact of adult mental ill health, substance misuse, domestic abuse, physical ill health and disability on family functioning and social circumstances and in

particular the effect on children, including those who are young carers. Access the help and assistance of other professionals in the identification and prevention of adult social need and risk, including mental health and learning disability assessment.

Coordinate emergency and routine services and synthesise multi-disciplinary judgements as part of ongoing social work assessment. Use a range of strategies to help families facing these difficulties.

Identify concerning adult behaviours that may indicate risk or increasing risk to children. Assess the likely impact on, and inter-relationship between, parenting and child development. Recognise and act upon escalating social needs and risks, helping to ensure that vulnerable adults are safeguarded and that a child is protected and their best interests always prioritised

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Please detail any particular areas of interest or knowledge relevant to this KSS.

Manager comments:

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5) Abuse and neglect of children

Exchange information with partner agencies about children and adults where there is concern about the safety and welfare of children. Triangulate evidence to ensure robust conclusions are drawn. Recognise harm and the risk indicators of different forms of harm to children relating to sexual, physical, emotional abuse and neglect. Take into account the long-term effects of cumulative harm, particularly in relation to early indicators of neglect.

Consider the possibility of child sexual exploitation, grooming (on and offline), female genital mutilation and enforced marriage and the range of adult behaviours which pose a risk to children, recognising too the potential for children to be perpetrators of abuse.

Lead the investigation of allegations of significant harm to children in consultation with other professionals and practice supervisors. Draw one's own conclusions about the likelihood of, for example, sexual abuse or non-accidental injury having occurred and the extent to which any injury is consistent with the explanation offered. Commission a second professional opinion and take legal advice where necessary.

Evidence: Please provide details of evidence you have that meets the statement.
Please detail any particular areas of interest or knowledge relevant to this KSS.

Manager comments:

Development actions: In the event that this knowledge and skills statement has not been fully met please provide details on the objectives and actions to meet the statement.

6) Child and family assessment

Carry out in-depth and on-going family assessment of social need and risk to children, with particular emphasis on parental capacity and capability to change. Use professional curiosity and authority while maintaining a position of partnership, involving all key family members, including fathers. Acknowledge any conflict between parental and children's interests, prioritising the protection of children as set out in legislation.

Use child observation skills, genograms, ecomaps, chronologies and other evidence based tools ensuring active child and family participation in the process. Incorporate the contributions that other professional disciplines make to social work assessments.

Hold an empathic position about difficult social circumstances experienced by children and families, taking account of the relationship between poverty and social deprivation, and the effect of stress on family functioning, providing help and support. Take into account individual child and family history and how this might affect the ability of adults and children to engage with services.

Recognise and address behaviour that may indicate resistance to change, ambivalent or selective cooperation with services, and recognise when there is a need for immediate action, and what other steps can be taken to protect children.

Evidence: Please provide details of evidence you have that meets the statement. Please detail any particular areas of interest or knowledge relevant to this KSS.

Manager comments:

Development actions: In the event that this knowledge and skills statement has not been fully met please provide details on the objectives and actions to meet the statement.

7) Analysis, decision-making, planning and review

Establish the seriousness that different risks present and any harm already suffered by a child, balanced with family strengths and potential solutions. Set out the best options for resolving difficulties facing the family and each child, considering the risk of future harm and its consequences and the likelihood of successful change.

Prioritise children’s need for emotional warmth, stability and sense of belonging, particularly those in public care, as well as identity development, health and education, ensuring active participation and positive engagement of the child and family. Test multiple hypotheses about what is happening in families and to children, using evidence and professional judgement to reach timely conclusions. Challenge any prevailing professional conclusions in the light of new evidence or practice reflection.

Make realistic, child centred, plans within a review timeline, which will manage and reduce identified risks and meet the needs of the child. Ensure sufficient multi-disciplinary input into the process at all stages. Apply twin and triple track planning to minimise chances of drift or delay, being alert to the effectiveness or otherwise of current support plans.

Evidence: Please provide details of evidence you have that meets the statement. Please detail any particular areas of interest or knowledge relevant to this KSS.

Manager comments:

Development actions: In the event that this knowledge and skills statement has not been fully met please provide details on the objectives and actions to meet the statement.

8) The law and the family and youth justice systems

Navigate the family and youth justice systems in England using legal powers and duties to support families, to protect children and to look after children in the public care system, including the regulatory frameworks that support the full range of permanence options. Participate in decisions about whether to make an application to the family court, the order to be applied for, and the preparation and presentation of evidence.

Seek advice and second opinion as required in relation to the wide range of legal issues which frequently face children and families involved with statutory services including immigration, housing, welfare benefits, mental health and learning disability assessment, education and support for children with learning difficulties.

Use the law, regulatory and statutory guidance to inform practice decisions. Take into account the complex relationship between professional ethics, the application of the law and the impact of social policy on both.

Evidence Please provide details of evidence you have that meets the statement.
Please detail any particular areas of interest or knowledge relevant to this KSS.

Manager comments:

Development actions: In the event that this knowledge and skills statement has not been fully met please provide details on the objectives and actions to meet the statement.

9) The role of supervision

Recognise one's own professional limitations and how and when to seek advice from a range of sources, including practice supervisors, senior practice leaders and other clinical practitioners from a range of disciplines such as psychiatry, paediatrics and psychology. Discuss debate, reflect upon and test hypotheses about what is happening within families, and with children.

Explore the potential for bias in decision-making and resolve tensions emerging from, for example, ethical dilemmas, conflicting information or differing professional positions. Identify which methods will be of help for a specific child or family and the limitations of different approaches. Make use of the best evidence from research to inform the complex judgements and decisions needed to support families and protect children.

Reflect on the emotional experience of working relationships with parents, carers and children, and consciously identify where personal triggers are affecting the quality of analysis or help. Identify strategies to build professional resilience and management of self.

Evidence: Please provide details of evidence you have that meets the statement. Please detail any particular areas of interest or knowledge relevant to this KSS.

Manager comments:

Development actions: In the event that this knowledge and skills statement has not been fully met please provide details on the objectives and actions to meet the statement.

10) Organisational context

Operate successfully in a wide range of organisational contexts complying with the checks and balances within local and national systems which are a condition of employment. Maintain personal and professional credibility through effective working relationships with peers, managers and leaders both within the profession, throughout multi-agency partnerships and public bodies, including the family courts.

Act in ways that protect the reputation of the employer organisation and the social work profession, whilst always privileging the best interests of children. Manage the specific set of organisational tasks relating to lead responsibility for children with the support of an appropriately qualified supervisor and use of the multi-agency support network.

Contribute to the organisation's role as corporate parent to children in public care, encouraging and advocating for organisational focus, resource and support so that children and young people can thrive and enjoy their childhood and move into independence with confidence in and ambition for their futures.

Evidence: Please provide details of evidence you have that meets the statement. Please detail any particular areas of interest or knowledge relevant to this KSS.

Manager comments:

Development actions: In the event that this knowledge and skills statement has not been fully met please provide details on the objectives and actions to meet the statement.

Managers Endorsement Template

Name of Manager	
How long have you been the line manager for the SW applicant?	
Have you completed the practice endorsement and recommended the applicant progresses?	
Has the applicant attended supervision over the past 12 months?	
Have you included a recent appraisal/PDR document to support this recommendation?	
Have you completed a practice observation in the last 3 months?	
Is all required documentation included in this application?	
Team Manager signature	
Date	
Have 3 audits taken place that demonstrate good consistent practice?	
Is progression to Experienced Social Worker agreed?	
Service Manager signature	
Date	
Head of Service signature	
Date	



Reflective Account

This is a reflective account of the work you have done with a child or young person; it should not be a description of the work completed.

Please ensure that you maintain the child or young person's confidentiality and anonymise this account.

While there is not a set format for the account please take into consideration the following points.

- Reason you are working with the child or young person and their family.
- What the current circumstances and concerns are and the impact of this on the child/young person.
- Background history that informs your interventions.
- How you captured the child/young person's voice
- What you understand about the child's day to day lived experience.
- Why you chose specific interventions and what worked well and what was a challenge
- Reflection on personal involvement and impact.
- What you have learnt from the experience about you and your practice.
- How will this influence your future practice?

Checklist of Evidence/Contents

Evidence	Submitted (please tick)
Reflective Account	
Practice Endorsement Report	
Manager Practice Observation (print off from the supervision audit database)	
Copies of Audits undertaken by the SM and HOS (print off from the supervision audit database)	
Evidence of CPD/Training record including completing mandatory training	
Evidence of completing Safeguarding training in the last 12 months	
Most recent appraisal	
Copy of a recent report or assessment completed	
Manager endorsement	



Panel Feedback Form
Progression Panel Endorsement

Date of Panel	
Name of social worker	
SWE registration number	
Name of Manager	

The Progression Panel met on the above date and has made the following recommendation.

..... (name of social worker) **has/has not** successfully demonstrated that they have met the standards of practice required for progression to an Experienced Social Worker.

The recommendation from panel is (tick relevant outcome)

- Progression to Experienced Social Worker (Level 3)
- Deferment for a period of ... months

Evidence of good practice demonstrated	Areas for Development

Panel Members Signatures:

..... **Head of Service (Chair)**
 **Principal Social Worker**
 **Service Manager**