Management Standards, Expectations & Accountabilities

Children, Young People & Learning

west sussex county council

Management Standards, Expectations & Accountabilities

Introduction

The purpose of this document is to outline the expectations, accountabilities, and practice escalations required for each level of management within Children, Young People and Learning in West Sussex County Council.

Our success is achieved not just by 'what we do' but also 'how we do it'. This document therefore signposts to a variety of management resources to support strong managerial practice in terms of people, policies, processes and 'How to' Guides. The Appendix contains links to a comprehensive set of supporting information. It is therefore a single, practical go-to source for you, the manager.

Managing a team and people is complex, and it is important you make time for your own health and wellbeing. The Wellbeing Hub (Appendix 21) provides a variety of tools and resources.

This document sits alongside and is aligned to the West Sussex County Council Values, Behaviours and Expectations (ViBE, Appendix, 1), bringing the ViBE to life for Children, Young People and Learning. Our behaviours can contribute positively to creating an inclusive, harmonious and productive environment in which we can each be inspired and achieve our full potential. The ViBE provides us with the behaviour standards and a common language for *how* we go about our daily work. This document compliments the ViBE, through also signposting to a variety of practical resources and tools which enable *what* we do.

Contents

1. All Managers

Standards of conduct and behaviour

1.1 All managers and staff model the County Council's values and commit to high standards of conduct (See Appendix 1) through leading, promoting and demonstrating the cultural ambition of our organisation, to have an inclusive and supportive culture where everyone is treated with dignity and respect and is able to work in an empowered, collaborative and innovative way by:

- Understanding and role-modelling our WSCC values (see Appendix 1).
- Leading on putting in place a Team Charter (Appendix 25), in collaboration with their team.

1.2 Managers manage or supervise a team of professionals, supporting practice and professional development in a number of positive ways, through:

- Being responsible for communicating with and engaging teams, using inclusive language and plain English. Cascading key corporate messages. Holding regular weekly team meetings, with a fixed agenda (see Appendix 5), making the information relevant for the service area and ensuring all staff know how their role contributes to the relevant strategic departmental and council plans.

- Holding regular, recorded 1-1s/ supervision with employees, which is supportive, motivational and reflective. Providing regular supervision in accordance with the Supervision Policy, when relevant in a professional practice role (see Appendix 7), to meet organisational, professional and personal objectives for all directly line-managed staff. For Children's Services, this will promote good quality practice and positive outcomes for children and families, with the support of colleagues in HR.

- To support team wellbeing, team conversations should explain and clarify what is already being done and the resources available to benefit mental

health and wellbeing, what are some of the challenges and barriers and what else could be done to overcome any problems (Template available, Appendix 24).

■ Effective management and planning of annual leave are key to employees' wellbeing and should be a part of regular 1-1/supervision conversations.

■ Managers have the ability to create a culture and relationship which enables staff to raise a range of concerns, at an early stage. This means that timely and appropriate support can be implemented for employees.

■ Managers play a critical role in listening and taking action where concerns are raised by staff; they can create psychological safety by being approachable and available.

■ Getting to know staff as individuals is important to ensure inclusive leadership.

■ Managers can create an inclusive workplace by implementing, monitoring and reviewing reasonable adjustments, so that someone who has a disability, or physical or mental health condition can apply for a role and carry out the duties of their role, without being at a disadvantage compared with others. HR Advisors and Business Partners can support with this.

■ We have a number of resources to support staff who are suffering from either work-related stress or stress related to their life outside of work. Managers play a critical role in recognising the signs of stress and signposting staff to the relevant support mechanisms. Supporting with staff wellbeing is key to all managers' roles within WSCC and can take a range of forms. There is a variety of support available to both managers and employees including: the Employee Assistance Programme; the Wellbeing Hub (Appendix 21); signposting to Mental Health First Aiders; Occupational Health referrals; implementing any required reasonable adjustments; ensuring phased returns are in place following sickness absence; signposting to Active Care; supporting with stress risk

assessments; and putting in place Mind Wellbeing Plans. (see Appendices 11, 12 and 13 for resources). HR Advisors and Business Partners are available to support with any questions.

- It is important that reasonable adjustments and support needs are discussed with an applicant once a job offer has been confirmed, so they can be implemented prior to employment commencing. The Recruitment Team and HR Business Partners and Advisors can provide guidance and resources to assist with this.

- It is important that each team member has a clear and structured induction and buddy, which enable them to competently carry out their new role.

- HR Business Partners and Advisors can assist managers with advice, guidance and resources to enable the effective support to teams with a wide range of employment matters including, but not limited to: sickness absence (including recording absence); flexible working; maternity and paternity; leaver processes and exit interviews.

- Managers are responsible for recruiting, nurturing, valuing, recognising and developing talent and celebrating staff success, drawing on the diversity of skills, backgrounds, and knowledge of their staff to achieve results. As part of this, managers play a key role in supporting individuals' career development ambitions through development plans, and the Learning and Development Team can support with this.

- Managers lead and develop their teams to ensure staff have the necessary skills, knowledge and practice to perform their role well, and promote a culture of continuous improvement, completing all mandatory training, and keeping up to date with current professional practice.

- Managers are responsible for the health and safety of their teams and can support the mental and physical wellbeing of their staff by creating an environment where staff can manage their own health and wellbeing and

know where they can access support, or come to their manager for advice.

1.3 Managers are expected to ensure that core practice standards or key service area policies are understood and applied in all the work we do. For Children, Young People and Learning, this means that children and young people are protected from significant harm and receive the appropriate help and support, at the right time (see Practice Standards in Appendix 2).

1.4 Managers are accountable for achieving results; that their teams have clarity on priorities, expectations and performance standards, and that they put children, young people and their families at the heart of everything they do.

1.5 Managing Risk and Financial decision-making: to take and record decisions on Mosaic in accordance with the Scheme of Delegation (see Appendix 6), based on West Sussex Children's Services line management and financial arrangements, with a clear rationale for decisions taken.

1.6 Manage continuous improvement and change, supporting and leading teams through organisational change. Managers are critical in supporting teams through any change and the Change Pathway and HR colleagues are available to assist and guide.

1.7 Managers, in common with their teams are expected to use all IT responsibly, adhering to acceptable use, information security and data protection policies (see Appendix 8) and ensuring that teams are aware of relevant policies and always adopt sound practice.

1.8 Communication: Managers are responsible for interpreting and incorporating the service vision and organisational priorities. For Children, Young People and Learning this is the Children First Vision, and it is important that managers are clear about how this connects to staff, children and their families, and other stakeholders, and to their teams' shared purpose.

2. Team Managers

2.1   Team Managers are accountable for a small service area and responsible for managing a small team of staff, ensuring the services required to meet outcomes for Children.

Performance

2.2   Team Managers are responsible for managing and improving performance effectively and supportively in their team in the following ways:

- Identify, analyse, profile, and improve team performance.
- Discuss team performance at regular weekly team meetings (see Appendix 5 for suggested agenda).
- Maintain awareness of and promote the Performance Management Framework to their staff.
- Ensure performance management is integrated into team planning.
- Ensure performance management is a regular item in team meetings and in 1:1s (supervision) and allows review, challenge and innovation.
- Ensure accurate performance data is captured in a timely way.
- Ensure the voices of children, young people and families are used to improve our practice and service delivery.
- Managers will be expected to undertake collaborative audits and ensure audit actions are progressed in a timely way.
- Performance manage teams and provide effective, supportive improvement plans.
- Managers are responsible for their team or service's performance, ensuring that staff and team performance is effectively managed and continuously improved to the standards expected in line with the Performance Management Framework (See Appendix 3).

2.3   Team Managers know when to escalate concerns to Service Manager or Head of Service and what constitutes a need to escalate, using the Need to Know and Escalation Policy.

2.4   Team Managers manage team resource in the following ways:

- Make sound decisions on allocation of children and young people's case work. Re-allocate cases when required within your own team, reaching out to a network of peers where your own team is at capacity, and ensuring that the team feels held and supported.
- Escalate requests for additional resource within staffing budget to Service Manager.
- Highlight to Service Manager/Head of Service where there is an additional staffing requirement outside of the staffing budget and support with a business case as required.

Celebrating success

2.5   Managers can celebrate the success of their teams formally through nominating individuals/teams for Living our Values Awards (Appendix 22). Achievements, exceptional effort and other affirmative behaviours should in any case be readily acknowledged and praised informally within the team, perhaps through space at team meetings to recognise team members who have excelled recently.

3. Service Managers

3.1   Service Managers are accountable for delivery of an effective, customer-focused service. They are responsible for managing a team or an activity to meet defined performance indicators and business strategies.

Performance

3.2   Service Managers are responsible for the following activity:

- Identify, analyse, profile and improve service performance.

- Chair quarterly service performance meetings, for some areas this will be monthly.
- Maintain awareness of and promote the Performance Management Framework to all relevant staff and contribute to the development and embedding of specialist Children's Services and performance management culture.
- Ensure performance management is integrated into team planning.
- Ensure performance management is a regular item in team meetings and in 1:1s (supervision) and allows review, challenge and innovation.
- Ensure performance data is captured.
- For Children, Young People and Learning it is critical to ensure the voices of children, young people and families are used to improve our practice and service delivery and that managers manage Team Managers' performance.

Budget responsibility

- Direct staffing budget responsibility. Accountability for writing business cases and seeing the process through to sign-off at SMT/DLT, in consultation with the Head of Service, with HR and Finance support, to enable teams' short- and long-term operational effectiveness.

4. Head of Service

4.1   The Head of Service is accountable for a large-scale, complex whole-service area and responsible for a group of service managers and all the staff within the assigned service. They lead, motivate and influence staff in order to achieve business and service objectives.

Performance

4.2   Heads of Service are responsible for ensuring that performance is effectively managed and continuously improved within all areas of their service. For CYPL this means the standards expected by our children and families and the community. They have a key role to:

- Promote and embed a performance management culture within their respective areas of service.
- Hold managers to account for the performance of their areas of responsibility.
- Identify, analyse, understand and continuously improve service performance.
- Report as required to Members, SMT and DLT on their service area performance through the scrutiny of strategic service plans and budgets.
- Monitor service standards and performance. Ensure the collection and input of all national and local data requirements relating to their areas of responsibility, including ensuring returns are validated for Children's Services.
- Maintain awareness of and promote the approved Performance Management Framework and Quality Assurance Framework (see Appendix 4) to all relevant staff.
- Ensure the voices of children, young people and families are used to improve our practice and service delivery.

Budget responsibility

- Signing off on the staffing budget, writing business cases for additional resource in consultation with HR and Finance.

4.3 Taking the professional lead on assigned technical areas of specialism; determining, evaluating and managing performance standards to meet defined performance indicators and achieve corporate objectives.

4.4 Leading on the development and implementation of business continuity and emergency preparedness arrangements within their area of responsibility.

Appendices

Expectation	Resources	L&D Support
The ViBE (Values, Behaviours and Expectations)	**Appendix 1** Our success is achieved not just by 'what we do' but also 'how we do it'. Our behaviours can contribute positively to creating a productive, inclusive, and harmonious environment in which we can each be inspired and achieve our full potential.	The Vibe for Managers and Leaders Being a Manager & Leader at WSCC
Practice Standards	**Appendix 2** Practice Standards are an essential part of ensuring that children and young people we work with receive constant support and care. They are the requirements that describe the (minimum) service or practice that can be expected by the children and families we support. They are either legally set through government guidance and legislation or founded on evidence-based research.	Management Expectations and Practice Standards

Expectation	Resources	L&D Support
Performance framework and Performance Standards and Framework	**Appendix 3** The Performance Management Framework includes all key activity undertaken by Children's Social Care to ensure our work with children and families is carried out to the highest standards.	Performance Management Webinar for Leaders High Performing Teams
Quality Assurance Framework	**Appendix 4** The Quality Assurance Framework outlines all of the Quality Assurance activity in Early Help and Children's Social Care, providing an overview of the purpose, processes and tools used, and how these link together.	Quality Management
Team Meeting Guidance	**Appendix 5** This guidance sets out some useful tips to ensure a consistent approach to the meeting structure. CYPL Team Meetings Guidance	POST Approach to Managing Meetings Facilitation Skills Communication Culture Welcome to communication Communication Channels

Expectation	Resources	L&D Support
Scheme of Delegation	**Appendix 6** The Scheme of Delegation sets out the schedule of delegated responsibilities for core activities within West Sussex Children's Services that require a decision being made in order to progress an activity or plan.	Management Expectations and Scheme of Delegation
Supervision Policy 12:4:2: Performance management and development (westsussex.gov.uk)	**Appendix 7** Supervision/Appraisals Documents and Guides	Effective One to Ones Webinar
IT acceptable use policy	**Appendix 8** The Acceptable Use of IT Policy	
http://theintranet.westsussex.gov.uk/Library/Pages/employee-assistance-programme-eap.aspx	**Appendix 9** The employee assistance programme (EAP) Free 24-hour confidential helpline: 0800 028 0199	HR Workshop for Children's Services

Expectation	Resources	L&D Support
http://theintranet.westsussex.gov.uk/Library/Pages/Mental-health-first-aid.aspx	**Appendix 10** Mental Health First Aiders	Mental Health Awareness Videos Mental Health Awareness for Managers (coming soon)
http://teamspace.westsussex.gov.uk/teams/WH/_layouts/WordViewer.aspx?id=/teams/WH/Resources for Site/stress_risk_assessment_model.docx&Source=http://teamspace.westsussex.gov.uk/teams/WH/Resources%2520for%2520Site/Forms/AllItems.aspx&DefaultItemOpen=1&DefaultItemOpen=1 Stress risk assessment guidance and checklist	**Appendix 11** Stress Risk Assessment Stress can impact anyone at any time. Our stress risk assessment helps identify sources of work- related stress and can enable individuals to better manage their stress and, where requested, support your intervention as line manager.	Health and Safety – Stress Awareness and Management Understanding Stress
https://www.mind.org.uk/workplace/mental-health-at-work/taking-care-of-your-staff/employer-resources/wellness-action-plan-download/	**Appendix 12** **MIND - Wellness Action Plan:** This template created by the Mental Health Charity, MIND - can be developed into a personal action plan for hybrid working. It can open up dialogue with managers in order for	Digital Wellbeing Healthy Lifestyles

Expectation	Resources	L&D Support
	you to better understand individual needs. This can be used for one-to-one conversations; or, if everyone is comfortable, it could be shared in a team meeting. MIND - Wellness Action Plan	
the EAP Service, includes Active Care. The form for the referral can be found here: http://theintranet.westsussex.gov.uk/Library/Pages/employee-assistance-programme-eap.aspx along with further information and a managers guide to Active Care: http://theintranet.westsussex.gov.uk/Library/Documents/active_care_managers_guide.pdf	**Appendix 13** Active Care The Employee Assistance Programme (EAP) can be signposted for support with a variety of subjects including physical and mental health issues, work-related issues, legal matters, family/relationship problems and financial issues.	HR Workshop for Children's Services
Sickness Absence Policy and Guidance: http://theintranet.westsussex.gov.uk/Library/Documents/sickness_absence_policy.pdf Self-service guides for recording absence: Self-service (ESS/MSS) guides (westsussex.gov.uk)	**Appendix 14** Sickness Absence management and How-to Guides for recording absence	HR Workshop for Children's Services

Expectation	Resources	L&D Support
http://theintranet.westsussex.gov.uk/Library/Documents/flexible_working_policy.pdf	**Appendix 15** Flexible Working	Working Remotely Creating a Healthy Home Working Environment H&S – Personal Safety and Lone Working
Ask a question (westsussex.gov.uk)	**Appendix 16** Annual leave	MSS (Manager's Self Service) online
Ask a question (westsussex.gov.uk)	**Appendix 17** What are the signs of stress?	Understanding Stress
West Sussex Learning and Development Gateway | Change Pathway | West Sussex Learning and Development Gateway (westsussexcpd.co.uk)	**Appendix 18** Change management pathway	Change Pathway
Occupational Health (westsussex.gov.uk)	**Appendix 19** Occupational Health	HR Workshop for Children's Services
http://theintranet.westsussex.gov.uk/Library/Documents/probation_policy.pdf	**Appendix 20** The Probation Policy applies to staff new to West Sussex County Council, and not to staff transferring between roles within West Sussex County Council.	

Expectation	Resources	L&D Support
WELLBEING HUB Wellbeing Hub - Home (westsussex.gov.uk)	**Appendix 21** Our Wellbeing Hub includes information, learning, links and resources to support individual wellbeing and the wellbeing of others.	HR Workshop for Children's Services
Living Our Values Every Day Recognition Scheme (via West Sussex Choices)	**Appendix 22** Living our Values Every Day Recognition Scheme: You can send a 'thank you' card or nominate a colleague or colleagues for one of our Values Awards in recognition of their hard work and commitment for a piece of work or overall behaviours and support. If you have not logged in to West Sussex Choices before, you will need your personnel number.	
http://teamspace.westsussex.gov.uk/teams/WH/_layouts/WordViewer.aspx?id=/teams/WH/Resources for Site/Team Wellbeing Convo Template V3.docx&Source=http://teamspace.westsussex.gov.uk/teams/WH/Resources%2520for%2520Site/	**Appendix 24** **Team Wellbeing Conversations:** This template is to support and prompt ongoing team conversations, exploring what is already being done that benefits mental health and	Managing a Diverse Team

Expectation	Resources	L&D Support
Forms/AllItems.aspx&DefaultItemOpen=1&Defaul tItemOpen=1	wellbeing, what are some of the challenges and barriers, and what else could be done to overcome any challenges.	
09%20Resource%20I %20-%20Template%2	**Appendix 25** **Team Charter Template**	

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Children, Young People & Learning
January 2023 HR&OC Directorate
*This document has been created for Children, Young People and Learning but could be used locally in other areas around the business.

Date	Action	Who
December 2022	Written and shared	Gemma Palmer
December 2022	First Draft Reviewed and approved	Louise Warren & Service Managers
	Reviewed and approved	OD
	Reviewed and approved	Senior HR Business Partners
	Reviewed and approved	Head of HR Business Partnering
	Reviewed and approved	UNISON
	Reviewed and approved	Children Young People and Learning Policy and Practice Forum
	Reviewed and communications written	Sam Boulton
July 2023	L&D Support Added	Lindsey Hannant