

**ONE MINUTE GUIDE: SUPERVISION**

|  |
| --- |
| **What is it?** |
| Supervision is a fundamental part of effective social work practice; it enables reflective practice to occur and ensures that evidence based practice is followed. Supervision is an ongoing process that provides the opportunity for workers to think, explore and confront issues that are pertinent to their ability to perform their role to the expected standard. It is also a mutually beneficial exchange which allows supervisors and supervisees to explore what, why and how work is undertaken and managed within the overarching framework of Northamptonshire Children’s Trust’s objectives, values and priorities - particularly keeping children, young people and families at the heart of all we do – in every action we take and every decision we make.  Informal supervision often also happens in the most effective teams as staff seek advice and guidance in situations that they deal with on a daily basis. This is good practice but should NOT replace a formal supervision session. |

|  |
| --- |
| **What are we doing?** |
| We have developed the [Supervision Policy](https://proceduresonline.com/trixcms2/media/8481/nctsupervisionpolicyandprocedure.docx) which provides a framework for and understanding of the minimum requirements and processes of supervision within any service area. We provide training which enables staff to develop skills, knowledge and understanding to deliver effective supervision, with a view to improving outcomes for children, young people and families.  We have also developed our [Practice Standards](https://proceduresonline.com/trixcms2/media/8479/practice-standards-for-practitioners-and-managers-improving-outcomes-for-children-in-northamptonshire.pdf) for Practitioners and Managers to guide the way we work to improve outcomes for children and families  NCT encourages staff to adopt a restorative and reflective approach to supervision, which recognises benefits for managers and staff. We welcome a creative approach and use a range of tools which you can access via Ctrl+Click here [Prompts for reflective practice](https://proceduresonline.com/trixcms2/media/7346/appendixe_usefulquestionstoguidesupervisionpromptsforreflectivepractice.docx), [Systemic Reflective Space](https://proceduresonline.com/trixcms2/media/7345/appendixf_systemicreflectivespaceamodelforreflectivegroupsupervision.docx), [decision making hats – for individual or group supervision](https://proceduresonline.com/trixcms2/media/7344/appendixg_decisionmakinghatstool_amodelforindividualandgroupreflectivesupervision.docx) including the Research in Practice [Reflective supervision resource pack](https://proceduresonline.com/trixcms2/media/8242/rip_reflective_supervision_resource_pack_2017.pdf) |

|  |
| --- |
| **Why are we doing it?** |
| To ensure that performance and practice, including safeguarding, are competent, accountable and soundly based in research and practice knowledge. To provide reflective space to analyse work with children, young people and their families as well as specific incidents, assessing risk and need. It also provides an important check and balance on decision making and planning. To support professional development needs, including safeguarding practice. To provide reflective space for the staff to discuss and work through the personal impact of their role and responsibilities and address the emotional impact of the work where required. |

|  |
| --- |
| **Key functions of supervision** |
| Good supervision involves a balance between all these three functions, not always within one session, but certainly over the entire supervision process.  Performance Management:  To ensure that performance and practice, including safeguarding, is competent, accountable and soundly based in research and practice knowledge and to ensure that practitioners fully understand their roles, responsibilities and the scope of their professional discretion and authority.  Professional Development:  To ensure that professional development needs, including safeguarding practice are considered and supported.  Personal Support:  To provide reflective space for the supervisee to discuss and work through the personal impact of their role and responsibilities. This should include support to address the emotional impact of the work where required. This should be confidential, except where there are safeguarding concerns either in relation to a particular case or to the supervisee themselves, or if it impacts on the supervisee’s ability to undertake their work. |

|  |
| --- |
| **Common Principles** |
| All supervision should:   * Involve a two-way relationship between supervisor and supervisee * Ensure accountability for role, responsibilities and work undertaken * Be based on the principle of high support and high challenge * Be open and honest * Be restorative in nature * Provide a balance of work and personal support * Be recorded (and shared between supervisor and supervisee) Be structured within an agreed supervision contract * Be regular |

|  |
| --- |
| **More Resources and Information** |
| Click on the **‘Learning Hub’** on the NCT Intranet to access our Practice Model, Good Practice Examples, Training and Continuous Professional Development |