

# Children's Services Supervision Policy

June 2018

## Equality and Diversity statement

The policy aims to be accessible to everyone regardless of age, disability, gender, race, sexual orientation, religion/belief or any other factor that may result in unfair treatment or inequalities in health/employment

### 1.0 Policy Rationale

1.1 The policy sets out the Children Services commitment to providing quality support and supervision to all members of staff who have a significant role in working with children and young people.

1.2 The Council aims to provide appropriate, responsive and flexible services for the most vulnerable citizens of Coventry and can only do this if staff understand what is expected of them, have the skills, knowledge, behaviours, values and attitudes necessary to carry out their roles, are fully supported in their work and are managed effectively.

1.3 Supervision is a key factor in achieving this and the policy sets out how staff can expect to be supervised and provides managers with the key elements needed to supervise staff effectively.

**It should be read with the accompanying guidance and procedures of the City Council:**

- Code of Conduct
- Policy on Health and Safety
- Dignity at Work
- Disciplinary Procedure
- Capability Procedure
- Prevention and Management of Stress at Work
- Grievance Procedure.

The policy is informed by the requirements set out in the Standards for Employers of Social Workers published by the LGA and is equally applicable to all Children's Services staff which require that they are provided with effective and appropriate supervision; and have opportunities for effective continuing professional development as well as access to research and-relevant knowledge and professional development.

The policy is also informed by the requirements set out in the HCPC Standards of Proficiency, which state that registered Social Workers have a duty to: understand the value of critical reflection for practice and the need to record the outcomes of such reflection appropriately; recognise the value of supervision, case reviews and other methods of reflection and use supervision to support and enhance the quality of their social work practice.

## **2.0 Scope of the Policy**

2.1 This policy provides a framework for supervision for all registered Social Workers and Children's Services Staff (whether they are permanent, temporary or agency) working for Coventry City Council in Children's Services. For Children's Services Practitioners and their managers 'supervision is an accountable process which supports, assures and develops the knowledge, skills and values of an individual, group or team. The purpose is to improve the quality of their work to achieve agreed objectives and outcomes.

## **3.0 Definitions, Functions and Purposes of Supervision**

3.1 Supervision is a participative process through which supervisors assure that employees are performing their roles to a satisfactory standard, and have the appropriate support and training to do so in line with the policies and procedures of Coventry City Council. Supervision also forms a key part of individual performance management.

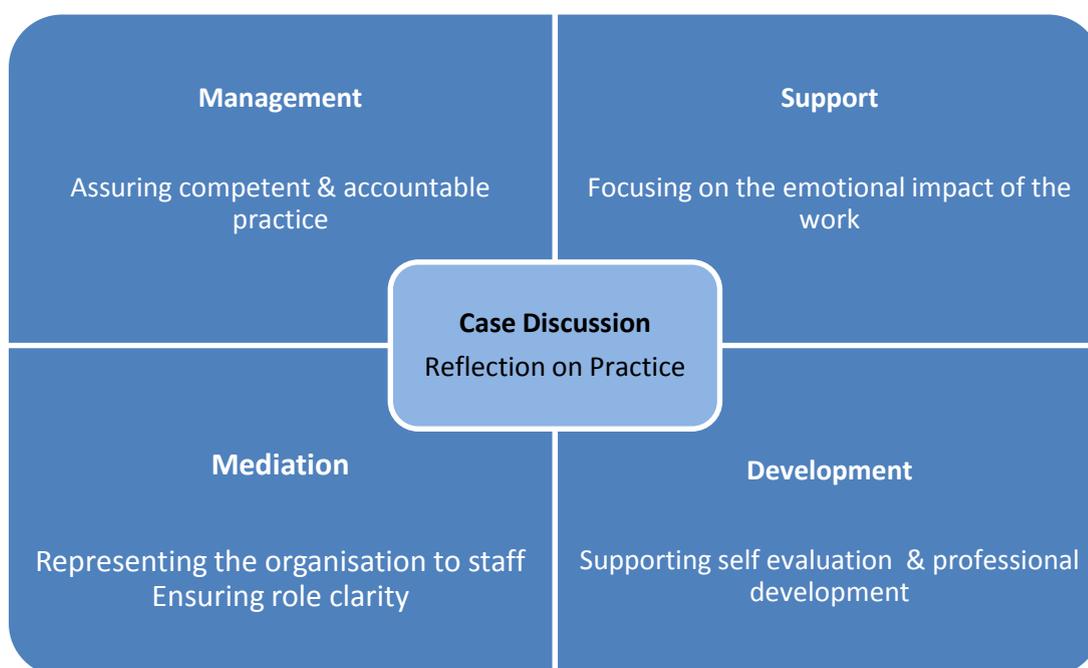
3.2 For Social Workers and Children's Services Practitioners supervision should use critical reflection in their practice to support them in *examining the power dynamics of family and professional situations and the structures which influence perceptions and decisions; reflecting on that experience and analysing our actions and feelings to plan, how to act in future.*

3.3 Whilst supervision can be provided in a variety of ways in children's services this is primarily through a regular one-to-one meeting and is an opportunity for staff to talk face-to-face with their supervisors, to influence their own development and that of the service as well as to receive support and encouragement (Applying the RiP Anchor principles, Appendix 2 & using 'EARS' Appendix 3).

3.4 The primary purpose of supervision is to achieve better outcomes for children and young people by:

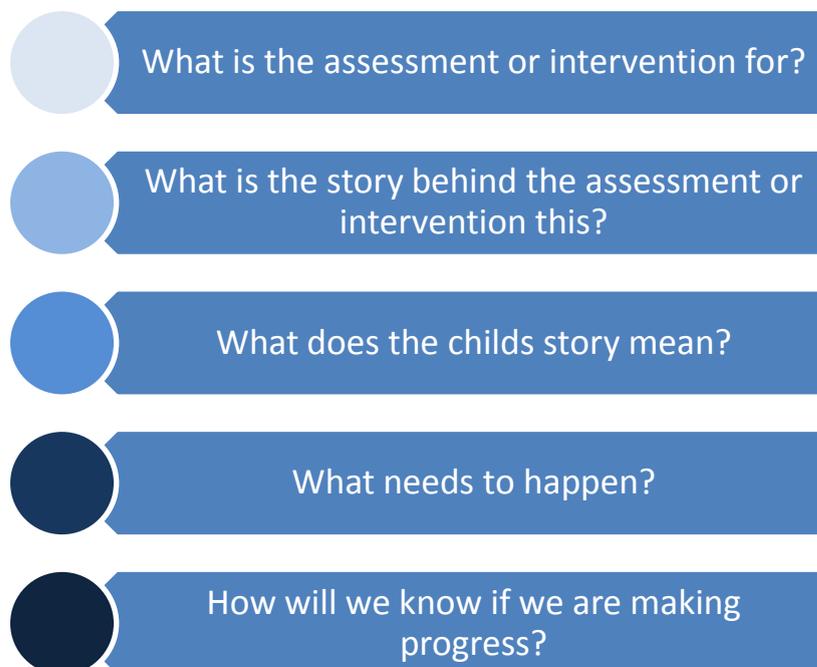
- Offering guidance and support; to construct and oversee plans which provide positive change for children
- Facilitating their performance on behalf of the agency
- Supporting workers to maintain emotional resilience
- Valuing workers views and feelings and motivating them
- Ensuring the supervisee is clear about roles and responsibilities and enabling decision making on behalf of the child and the agency
- Providing space for case discussions and critical reflection and deepening their knowledge of a child and their critical analytical skills
- Identifying gaps in practice skills and promoting a learning culture.

Fig 1 *The key functions of effective supervision*



3.5 Workload pressures and time constraints and a lack of physical space often get in the way of providing supervision. Basic actions to avoid this include: using and reviewing an agreed Supervision Contract; booking ahead and ensuring sufficient time in both diaries; using a suitable environment; using a supervision recording template; separating reflection and case supervision and using additional group supervision to promote reflection.

Fig 2 RiP Anchor supervision principles



Applying the RiP Anchor principles Fig 2 to supervision (see Appendix 2)

#### 4.0 Frequency and duration

4.1 The duration and frequency of supervision sessions will depend on the setting, type of work involved, the experience and expertise of the worker and ongoing operational considerations.

- The usual frequency is every 4 weeks and no less than six-weekly
- Sessions should be between 1½ and 2 hours in duration
- All staff should receive a minimum of 10 supervision sessions per year

4.2 No staff member should go without a supervision session for more than two months and it is the shared responsibility of the supervisor and the supervisee to assure this.

4.3 More frequent supervision sessions may be required where the supervisor is, for example, working with newly qualified social work staff, (see ASYE Handbook) to meet individual deadlines or targets or where the supervisee requires greater support due to ongoing performance concerns.

4.4 This should be discussed and agreed by supervisor and supervisee to avoid any suggestion that a particular member of staff is being singled out for different, preferential or unfair treatment.

4.5 The actual frequency for individual staff should be set out in the terms of the Individual Supervision Agreement (see Appendix 1) and any permanent deviation from the recommended frequency should be agreed and recorded in the Individual Supervision Agreement.

4.6 Formal supervision sessions are normally held on a planned one-to-one basis and group or peer supervision sessions may supplement these.

4.7 There may be discussions and decisions about daily work issues, problems arising, or changes in policies and procedures that emerge in group meetings and informal, unplanned or 'ad-hoc' discussions. When decisions about children have been made in between formal supervision sessions, the worker and the supervisor must ensure that key decisions made with regard to a service user are clearly recorded on the service user's record.

## **5.0 The Individual Supervision Agreement (see Appendix 1)**

5.1 The Individual Supervision Agreement sets out the framework for supervision and provides a degree of protection for the supervisor and supervisee. It also ensures that everybody involved has the same understanding of the supervisory process within their work area. The Agreement should state the supervisory arrangements applicable to an individual member of staff.

5.2. The agreement should be drawn up using the Supervision Contract Discussion Pro-forma (see Appendix 1) and a copy retained on the individuals supervision file.

## **6.0 Roles and responsibilities**

6.1 Responsibilities of managers, supervisors and supervisees

6.2 It will normally be the line manager's responsibility to supervise his or her staff. In exceptional circumstances with the agreement of a senior manager alternative arrangements can be made.

Fig 3 Supervisory responsibilities - manager's checklist

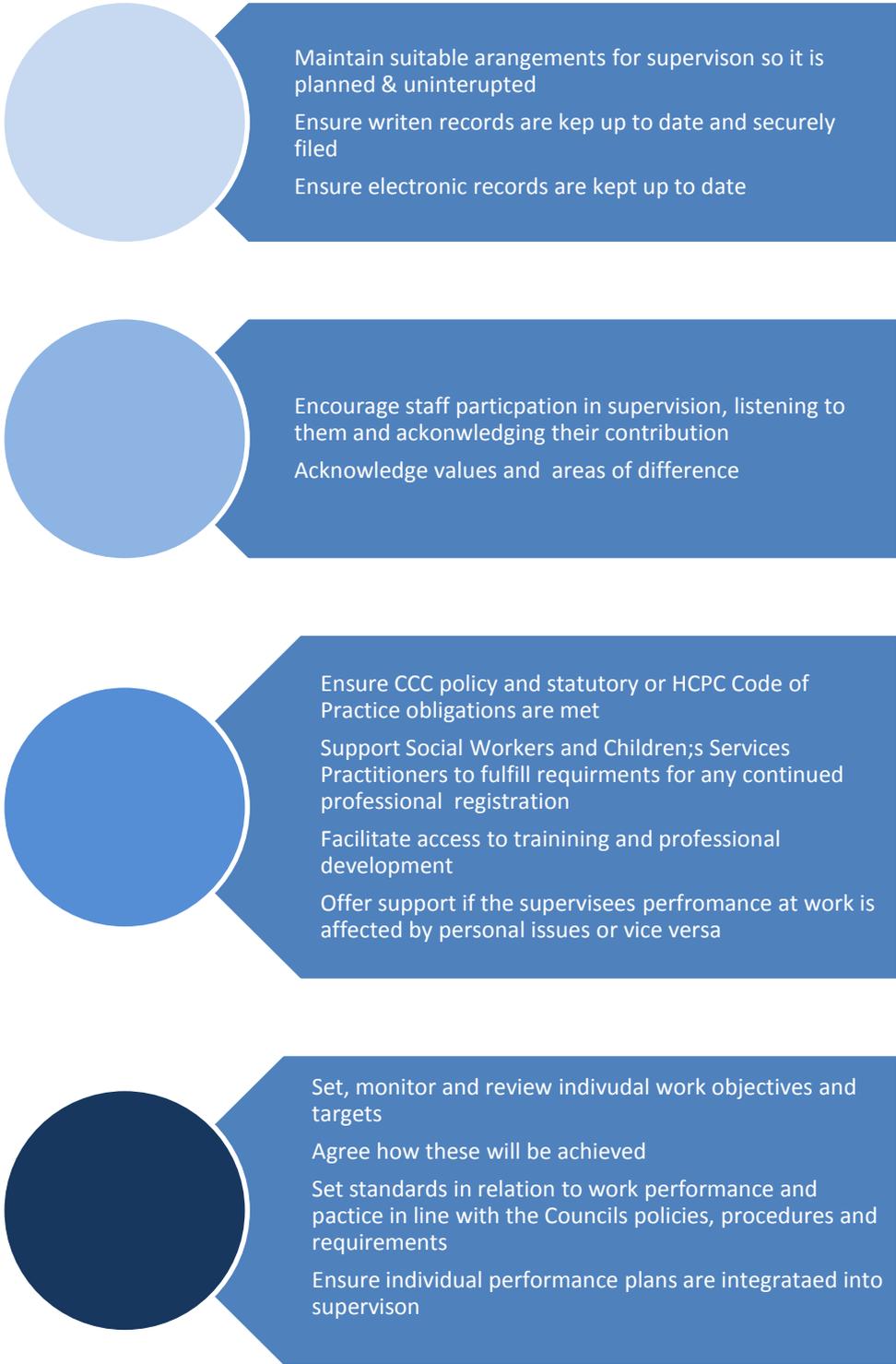


Fig 4 Responsibilities of Social Workers and Children's Services Staff –checklist



6.3 All managers, supervisors and supervisees should ensure arrangements for supervision are made and adhered to.

6.4 Where there is an inter-agency agreement in place, this supervision Policy and procedures should be used.

6.5 Individual supervision records are held in an employee's supervision file (see Appendix 5). Staff have the right to access their personal data under the General Data Protection Regulations (2018) and may be used in internal and external audit processes.

## 7.0 Performance Management Process

7.1 Managers are expected to complete an annual 'Performance Management Review' appraisal, identifying four to five SMART objectives for the year. The performance management (appraisal) process looks at what you do (objectives) and how you do it (behaviours).

More information can be found at

<https://coventrycc.sharepoint.com/Info/Pages/Performance-management.aspx>

## **8.0 Record of Supervision**

- 8.1 In general the supervision record (see Appendix 4) should record details of any agreements reached, who is responsible for undertaking any action and the timescales. In the case of any disagreement concerning issues discussed in supervision, the disagreement should be recorded.
- 8.2 Each supervisor will keep a Supervision File (see Appendix 6) of supervision records to be maintained throughout an employee's career. Supervision files should include a copy of the individual's job description, role profile, records of induction and copies of annual appraisals. The Supervision File must be kept in a secure place.
- 8.3 Supervision records belong to the organisation. To ensure continuity of management accountability, support and development, the records should be transferred to the next Supervisor if the supervisee is moving to another post within the organisation. The records will remain the property of the Coventry Children's Services Department.
- 8.4 Access to supervision files will be restricted to the supervisor, supervisee, senior managers, and HR as appropriate, and to officers and other agencies involved in any auditing or personnel purposes.
- 8.5 There may be some occasions when personal information does not need to be recorded. This will normally be where such information does not have a direct impact on work performance or service delivery and it has been agreed by all parties that it will remain confidential within the supervisory or line management relationship.
- 8.6 Where matters relate to an individual and their family these must be recorded separately on the child's electronic file (see Appendix 5). If a paper copy is also made the original will be filed on the service user's case file. A brief note may be made on the workers supervision record regarding the individual service user, taking into account confidentiality, to inform future sessions.
- 8.7 A legible, accessible, written record of every supervision session must be made. (See Appendix 4)
- 8.8 The supervisor is ultimately responsible for the production of adequate, accessible supervision records (even if they are written, with agreement, by the supervisee). Every effort should be made to ensure that the record is an accurate reflection of the interaction between supervisor and supervisee.
- 8.9 The supervision record is agreed by the supervisor and supervisee and signed (by both parties) as an accurate record of discussions and decisions made. If the supervisee does not agree with any part of the record and agreement cannot be reached on re-wording, they should be able to add their own comments or amendments which then become part of the record of that session.
- 8.10 In the case of a person leaving the City Council, records must be kept locally for at least 2 years. Records should be kept locally for longer if there is any possibility of litigation. Advice should be requested, if needed, from the Information Governance Service.

8.11 Where necessary any targets or deadlines must be recorded to enable review at the subsequent supervision session.

8.12 It is appropriate for either party to record supervision as long as notes are shared and agreed as part of the individual supervisee's development.

## **9.0 Quality Assurance**

9.1 In order to be effective the supervision process requires monitoring and quality assurance arrangements. The quality assurance process ensures that the Councils expected standards of supervision as outlined in this policy are being followed:

- Staff are being supervised professionally and effectively
- Supervision sessions are recorded
- Individual Supervision Agreements are used and reviewed
- Reflective Supervision forms part of the supervision
- The supervision process promotes anti-discriminatory practice

9.2 The quality assurance arrangements include the auditing of a random selection of supervision files at a frequency set out in the quality assurance plan. The findings along with data from the activities described below will be reported as part of the department's performance reporting and quality assurance schedules.

9.3 Each month Operational Lead's will select a supervision file from the Social Work and Children's Services Practitioner caseload in one of their teams for examination using the agreed audit tool (see Appendix 7.) The outcome, including any actions required, will be noted and signed on the manager's supervision record, including a discussion about the quality of their supervisory practice.

## **Appendices**

The following documents should be used as tools to ensure effective supervision.

### **Appendix 1 Supervision Contract Discussion & Agreement**

To be completed at the start of a new job (at every change of supervisor) and reviewed annually.

### **Appendix 2 The Anchor principles of Supervision**

### **Appendix 3 EARS**

**Appendix 4 Record of Supervision** - to be completed at every one-to-one supervision session

(PDR Forms- to be completed at the annual or 6-monthly review or at the induction of a new employee)

**Appendix 5 Case Discussion Recording  
Template**

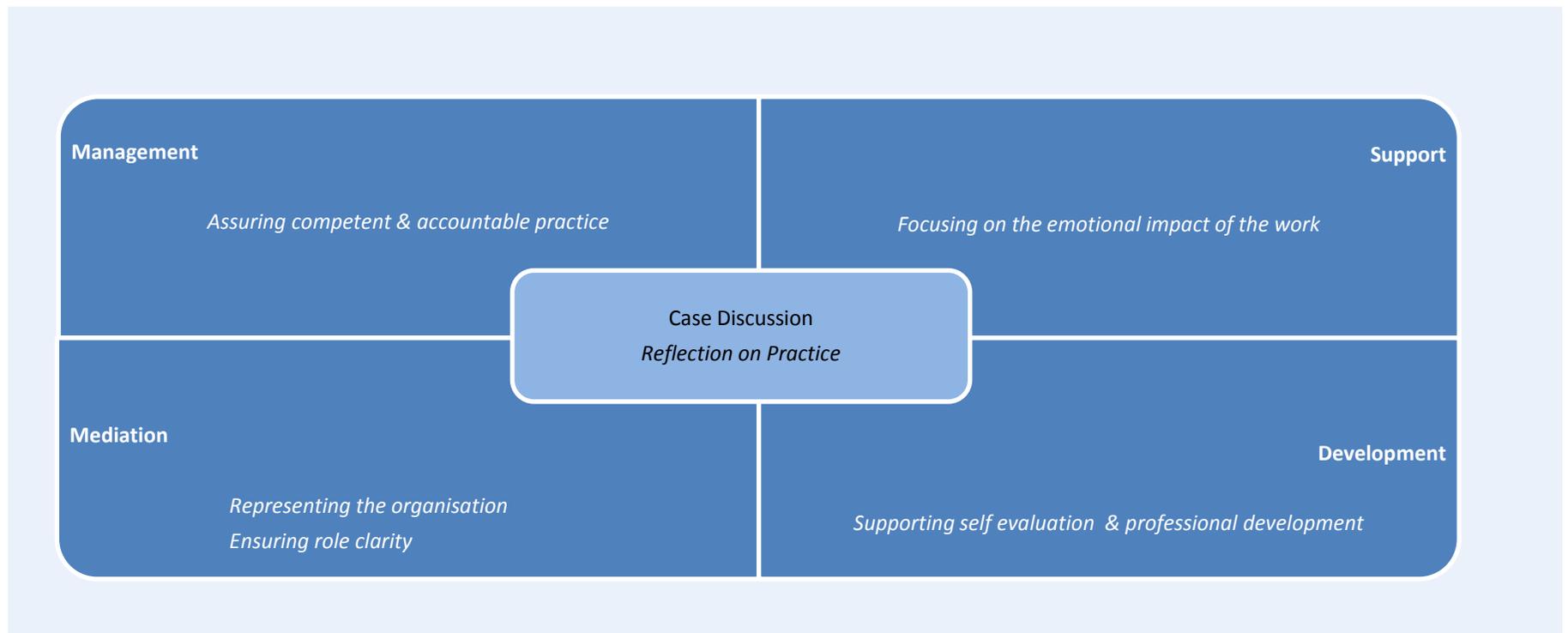
**Appendix 6 Supervision File Structure**

**Appendix 7 Supervision Audit Tool**

## Appendix 1

### Supervision Contract Discussion & Agreement

*Most supervision policies include a contract between the supervisor and the supervisee. The most important part of the contract is the discussion that takes place prior to signing it, because this is when supervisor and supervisee can explore their expectations both of each other and of supervision and develop a clear understanding of the expectations which can build the kind of trusting relationship that underpins good reflective supervision. This tool can be used to explore and agree the key activity areas of supervision and to record the key outcomes of the discussion in each area. This forms the contract between the supervisor and supervisee.*



**Coventry City Council**

**Children's Services**

**SUPERVISION AGREEMENT**

Between.....and  
.....  
Minimum Frequency .....  
Usual Location .....  
Anticipated Duration Session.....

**1. General**

- 1.1 The main purpose of a Supervision Agreement is to establish a shared understanding and expectations regarding the arrangements between the people involved.
- 1.2 Supervision agreements are particularly useful at the start of any working relationship. The contents of any agreement should be drawn up in line with the Children's Services Supervision Policy and Procedures -Supervision of Staff.

**2. Commitment**

- 2.1 The main purpose of supervision is to provide support in such a way to ensure that supervisees have the appropriate knowledge, skills, and experience to carry out their duties effectively and efficiently.
- 2.3 Each service area makes its own particular contribution to achieving Children's Services objectives as laid out in their Service Performance Review.

Therefore, commitment to arrangements that have been agreed should be a responsibility shared between Supervisor and Supervisee and should form an agenda item in supervision from time to time.

- 2.4 Supervision sessions should be regarded as high priority and should be rearranged rather than cancelled except in those exceptional circumstances where they cannot go ahead as planned.
- 2.5. Colleagues should be aware that supervision sessions are not to be interrupted without good cause.

**3. Agenda**

- 3.1 Both Supervisor and Supervisee will agree an agenda at least at the beginning of each session. Standard agenda items may include issues specific to the Supervisee.
- 3.2 For specific items requiring thought prior to supervision, a realistic period should be given by each party to consider these.
- 3.3 As well as job related issues, regular attention should be given to professional development and personal matters which may be discussed where appropriate and necessary.
- 3.4 Standard agenda items to include:
  - a) Well-being
  - b) Time off in lieu, annual leave, sickness
  - c) Training and development
  - d) Equality & Diversity
  - e) Health and safety
  - f) Caseload Discussion
  - g) Workload Management.

.....  
.....  
.....

**4. Preparation for Supervision**

- 4.1 Both parties have the right to expect that each person will come to the session prepared for the topics on the agenda.
- 4.2 Regarding Reflective Supervision the supervisee should prepare at least one case for discussion at each supervision session.

**5. Information Sharing and Record Keeping**

- 5.1 For Social Work employees the key decisions CF 15 should be used as the mechanism for recording supervision notes on individual case files and saved to Protocol. Where the case is discussed key decision forms should be completed **every 8 weeks** .
- 5.2 All information between Supervisor and Supervisee will be treated with respect and in a professional manner.
- 5.3 Disclosure of personal matters (e.g. health) having a significant bearing on the supervisees capacity to work normally are likely to require discussion with the Supervisor’s Line Manager. Such discussions, wherever possible, should be had with the knowledge and agreement of the supervisee.

**6. Supervision Record**

- 6.1 A supervision record will be kept for each session. This will be written by.....and distributed within ..... working days. Both Supervisor and Supervisee should retain a copy of these records in a personal file.
- 6.2 Each party is asked to sign and date the record. Supervision records other than casework decisions will not normally be shared with a third party without the agreement of both parties.
- 6.3 Supervision records are the property of Coventry City Council Children’s Services and in exceptional circumstances disclosure can be required if a performance or disciplinary issue arises concerning either party.

(Include arrangements to ensure minimum frequency level of supervision occurs while Manager is on annual leave or off sick)

**7. Disagreements**

- 7.1 Areas of disagreement between Supervisor and Supervisee will be recorded on the supervision records.
- 7.2 Areas of disagreement that cannot be resolved, including failure for supervision to occur at prescribed intervals, will be referred to the Line Manager.

Date of Agreement:

Signed (Supervisor).....

Date of Agreement:

Signed (Supervisee) .....

## Appendix 2

### The Five Anchor principles applied to Supervision to support critical reflection

<b>Anchor principles</b>	<b>Encourage the practitioner to:</b>
What is the assessment or intervention for?	Reflect prior to action <ul style="list-style-type: none"> <li>➤ <i>What does the practitioner hope to achieve from the assessment?</i></li> <li>➤ <i>What might the family, child/young person be hoping for/worried about?</i></li> <li>➤ <i>Child to be placed or looked after for Fostering Services Supervising Social Worker.</i></li> <li>➤ <i>What might the organisation be hoping for/worried about?</i></li> <li>➤ <i>How might the practitioner feel about carrying out the assessment?</i></li> <li>➤ <i>How might the child and carer feel about being assessed?</i></li> <li>➤ <i>Is there a better/different way to achieve an understanding of the situation?</i></li> <li>➤ <i>Is all the information collected useful and relevant?</i></li> <li>➤ <i>What skills and support might the practitioner need to carry out the assessment?</i></li> </ul>
What is the story?	Explore what is known so far. <ul style="list-style-type: none"> <li>➤ <i>What are the facts?</i></li> <li>➤ <i>Are there any grey areas or unknowns?</i></li> <li>➤ <i>How does the story make the practitioner feel, has the practitioner thought about how their own past experience influences the story?</i></li> <li>➤ <i>Can the practitioner tell the story from the viewpoint of the child?</i></li> <li>➤ <i>Or the family members?</i></li> <li>➤ <i>Or another professional?</i></li> <li>➤ <i>How has the practitioner used the story to make sense of the child's lived life?</i></li> <li>➤ <i>What tools has the practitioner used to help focus and explore the story?</i></li> </ul>
What does the story mean?	Analyse the story, using research, practice wisdom and the family's expertise. <ul style="list-style-type: none"> <li>➤ <i>What hypotheses have been developed &amp; what are the alternatives?</i></li> <li>➤ <i>What does the practitioner know about stories like this?</i></li> <li>➤ <i>What tools could help the practitioner test the meaning?</i></li> <li>➤ <i>What is the impact of the story on the child?</i></li> <li>➤ <i>Does the practitioner understand the resilience the child brings to their story?</i></li> <li>➤ <i>Imagine the child is in this room – what would they say about the meaning being made of their life?</i></li> <li>➤ <i>Are there any meanings the practitioner may have missed because of their own story (think about gender, ethnicity and religion, for example)?</i></li> <li>➤ <i>Does the practitioner understand what and who is helping the child grow well and what or who is holding the child back?</i></li> </ul>

<p>What needs to happen?</p>	<p>Explore options for direct work and support: from the point of view of the child and from the point of view of the practitioner</p> <ul style="list-style-type: none"> <li>➤ <i>What does the practitioner think will be the best outcome and why?</i></li> <li>➤ <i>What would be the worst outcomes and why?</i></li> <li>➤ <i>What would the child say about that?</i></li> <li>➤ <i>What would the family say about that?</i></li> <li>➤ <i>How will this be helpful to the child's current situation?</i></li> <li>➤ <i>What would have to happen for this child for the practitioner to stop being involved with the child and family?</i></li> <li>➤ <i>Does everyone involved agree about what needs to happen for the child?</i></li> <li>➤ <i>Is the family clear about what has to happen next?</i></li> <li>➤ <i>Is the child or young person clear about what has to happen next?</i></li> </ul>
<p>How will we know we are making progress?</p>	<p>Think about the practitioner's role in delivering meaningful interventions.</p> <ul style="list-style-type: none"> <li>➤ <i>How does the practitioner feel about the progress of the case?</i></li> <li>➤ <i>What would the child/family say?</i></li> <li>➤ <i>What did the practitioner hope would have happened by now?</i></li> <li>➤ <i>What is different?</i></li> <li>➤ <i>How does the practitioner know they are being helpful?</i></li> <li>➤ <i>How is the child's lived life different this week?</i></li> <li>➤ <i>What is the practitioner still worried about?</i></li> <li>➤ <i>What is the family still worried about?</i></li> <li>➤ <i>What is the child still worried about?</i></li> <li>➤ <i>Does the practitioner know what will happen for the child if there is no progress?</i></li> <li>➤ <i>Does the practitioner have a plan to challenge family or other professionals involved, should there be no change for the child?</i></li> <li>➤ <i>Has the hypothesis been disproved?</i></li> <li>➤ <i>Did the practitioner start the intervention with the wrong need?</i></li> </ul>

Source: Adapted by the RIP Development Group from the Anchor Principles, five questions that outline the characteristics of a sound analytical assessment (Brown and Turney, 2014: 33-51)

# **EARS**

**Using an 'appreciative ear' in supervision**

**Elicit – a first question to elicit the information**

**Amplify – questions to get behavioral details and to flesh out the response**

**What, who, when. How?**

**Reflect – questions to help the worker to think about the significance of the behaviour and the meaning of what they have shared**

**Startover – begin again looking for more behavioral and meaning detail**

*For more information refer to the Signs of Safety Handbook*

# Appendix 4

## Supervision Recording Template

### Record of supervision session and agreed actions



Between: .....and .....

Duration:.....

Date:

Signatures:

No.	Agenda items	Record of discussion	Agreed actions (including timescale and responsibility)
1			
2			
3			
4			

5			
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## Appendix 5

### Case Discussion Recording Template

Supervisors Name	
Supervisee	
Date of Supervision	
Childs Name	
FosterCarer/Fostering Applicants Name	
Case Number	

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Review since last supervision on .....	
What is it like to be this child's currently, how do we know this? Fostering Services What do we know so far about the capacity of the applicants to Care for the Children? What is it like to be a child in this placement?	
What is the story?	
What's Working Well?	What are we Worried about?
How worried are we that the child may suffer significant harm?	

Scale 0 (no safety) to 10 (proposing to cease involvement or reduce level of direct intervention)

**Reflection on the experience of working with the child and their family**

What insight have we developed since the last case discussion and what further information do we need to have a full understanding of what's happening in this child's life?

**Fostering Services:**

What insight have we developed since the last case discussion and what further information do we need to have a full understanding of the applicants capacity to provide foster care

What insight have we developed since the last case discussion and what are the proposed next steps to develop the ability of the carers to meet the needs of children

What tools have been used (with the child or others) to gain further information about potential strengths or worries?

*What does the story mean?*

**Analysis of current situation**

What is the working hypothesis and any possible alternate explanations for the current presentation of the child?

What is the view of the child and their parents or carers?

What are the Strengths and Weaknesses of the Foster Carers Application

What theoretical or research knowledge has informed the above?

*What is the assessment or intervention for?*

What needs to happen next and how will we know these actions are making a difference for the child?

(Actions Desired Outcomes & measures Who will be responsible)

*What needs to happen next?  
How will we know we are making progress?*

Source: Research in Practice *Reflective Supervision 2015*, recording tool developed by Wonnacott 2015

## Appendix 6

### Supervision File Structure and Index

Name:

Supervisor:

Team:

Start date:

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Section	Contents
1	Personal contact details Supervision Contract Discussion & Agreement
2	Monitoring Sheet Supervision dates
3	Supervision notes
4	Correspondence
5	Personal development and training record - to include induction programme, training, PDR
6	Job Description & Person Specification
7	Personnel information - Contract letter, - Starter/variation/transfer form(s) - References
8	Health and Wellbeing issues

The quality assurance process ensures that the standards of supervision as outlined in this policy are being followed:

- Staff are being supervised professionally and effectively
- Supervision sessions are recorded
- Individual Supervision Agreements are used and reviewed
- The supervision process promotes anti-discriminatory practice

The quality assurance arrangements include the auditing of a random selection of supervision files on a 3 monthly basis by a quality assurance manager on behalf of the DCS and monthly by Operational Lead and their staff. The outcomes from these activities, including any actions required, will be noted and signed on the manager's supervision record.

In auditing supervision files managers should focus on how far supervision is supporting oversight and decision making for the child through reflective practice, if it addresses timeliness and progress in planning and outcomes and if it is supporting the worker to identify practice needs and in their professional development.

Name of Manager:

Team:

Name of Auditor:

Post:

Team Member supervised:

Date of Audit

# Supervision Case File Audit

Part 1

## *Judgments*

1. Were the actions from the last supervision session reviewed? (Rate the evidence on a scale of 1 to 5)				
Excellent <span style="float: right;">Poor</span>				
1	2	3	4	5

2. Were the actions from the last supervision session reviewed? (Tick)	
Yes	
No	
Partially	
Unclear	

3. What evidence is there that reflective casework discussions took place that then informed the making or changes of plans or actions? (Rate the evidence on a scale of 1 to 5)

*Management*

<b>Excellent</b> <span style="float: right;"><b>Poor</b></span>				
1	2	3	4	5

4. What evidence is there that it was ensured that where appropriate case plans are devised, implemented, reviewed and recorded (Rate the evidence on a scale of 1 to 5)

*Management*

<b>Excellent</b> <span style="float: right;"><b>Poor</b></span>				
1	2	3	4	5

5. What evidence is there that outcomes and/or risks for individual children are specifically identified? (Rate the evidence on a scale of 1 to 5)

*Management*

<b>Excellent</b> <span style="float: right;"><b>Poor</b></span>				
1	2	3	4	5

6. What evidence is there that the case discussions included dialogue about any diversity issues pertinent to the case? (Rate the evidence on a scale of 1 to 5)

*Management*

<b>Excellent</b> <span style="float: right;"><b>Poor</b></span>				
1	2	3	4	5

7. What evidence is there that a discussion took place about the level and quality of contact or direct work with the child, that their views were included in the session and action agreed where this was planned?  
(Rate the evidence on a scale of 1 to 5)

*Management*

<b>Excellent</b> <span style="float: right;"><b>Poor</b></span>				
1	2	3	4	5

8. What evidence is there that the worker was given feedback on how they are performing, their areas for development and how these would be addressed? (Rate the evidence on a scale of 1 to 5)

*Development*

<b>Excellent</b> <span style="float: right;"><b>Poor</b></span>				
1	2	3	4	5

9. What evidence is there that the workers own well-being was discussed in the session, including aspects relating to attendance, workload management and health and safety? (Rate the evidence on a scale of 1 to 5)

*Support*

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<b>Excellent</b>					<b>Poor</b>				
1	2	3	4	5	1	2	3	4	5

10. Was the supervision session appropriately recorded and the notes copied to the worker promptly? (Rate the evidence on a scale of 1 to 5)

*Management*

--	--	--	--	--

<b>Excellent</b>					<b>Poor</b>				
1	2	3	4	5	1	2	3	4	5

11. Does the Supervision File contain the following documents?			
	Yes	No	NA
Job Description & Person Specification			
Supervision Contract Discussion & Agreement			
Up to date DBS			
Print out of current open cases			
Observation of Practice template			
Employee Learning & Development Plan			
Absence Record forms			
Return to Work proformas			
Sickness Absence Notification forms			
Self-certification of Sickness Absence			
Medical Certificates			
Occupation Health Referrals			

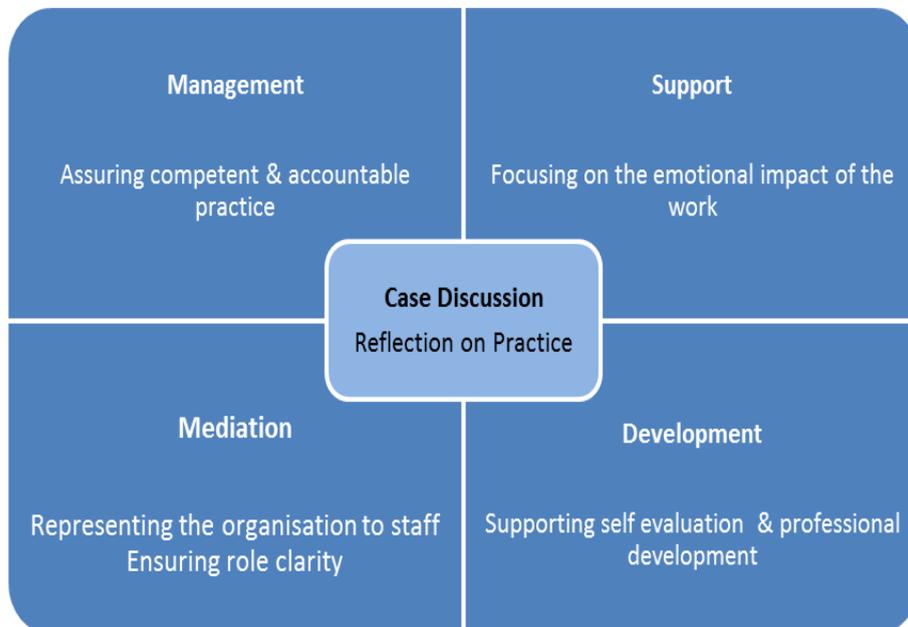
12. What evidence is there of discussions about the professional development needs of the worker and actions planned to meet their training needs? (Rate the evidence on a scale of 1 to 5)				
Excellent		Poor		
1	2	3	4	5

13 (a) Considering your findings above provide a grade for the overall effectiveness of the supervision	
Outstanding	
Good	
Does not Meet Good	
Inadequate	

13 (b) If your judgment was less than 'good' please identify what actions need to be taken by the supervisor or their manager to achieve a grading of good

## Part 2 Supervisee's Quality assessment

*It is the File Auditors responsibility to ensure this section is completed and returned. The supervisee should be made aware that the information is being requested to improvement management and supervision practice across the service and will not be shared*



The primary purpose of supervision is to achieve better outcomes for children and young people by:

- Offering guidance and support; to construct and oversee plans which provide positive change for children
- Facilitating performance management; supporting workers to maintain emotional resilience
- Valuing workers views and feelings; motivating them
- Ensuring the supervisee is clear about roles and responsibilities; enabling decision making on behalf of the child and the agency
- Providing space for case discussions and critical reflection; deepening their knowledge of a child and their critical analytical skills
- Identifying gaps in practice skills deepening workers knowledge and promoting a learning culture

Thinking about the above please rate the following aspects of your most recent supervision

	Very Good	Good	Satisfactory	Poor	Very Poor
I receive guidance and support to help me construct and oversee plans which provide positive change for children					
I am provided with advice and guidance which helps me to achieve my performance goals					
I get support which helps me develop and maintain emotional well-being and Resilience					
My feelings are valued your and seeks to motivate you					
My manager is clear about mine and their respective work roles and responsibilities					
I am clear about case decisions are made in supervision and how to record them					
My Manager makes sure there is space for case discussion and critical reflection					
I am supported to develop knowledge about the child, worries and strengths					
I am helped to identify gaps in my practice skills and opportunities to learn					

**Please return this form to the Supervision File Auditor**