

Supervision Policy

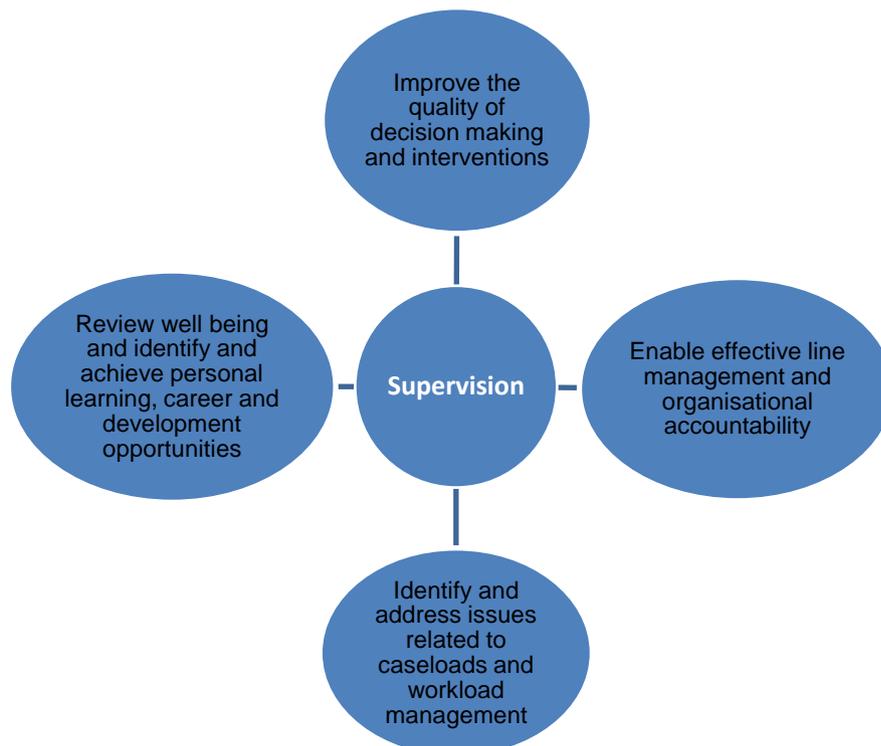
Overview

This document outlines Cafcass’ policy on supervision, service standards and quality assurance.

1.0 Introduction

- 1.1 Supervision is a dynamic process available to staff when needed, rather than an event that takes place periodically. Whatever form supervision takes, the principles are based on support and advice being available to all staff at the point of need, with the aim of making each piece of work better than the last. The emphasis is on a personalised learning approach, based on individual needs and stage of development. This approach is an integral part of the Cafcass learning culture.
- 1.2 Cafcass’ approach is to ensure that all staff reflect and self-assess their performance, health, wellbeing and personal development and that the formal discussion with a manager includes a mechanism of feedback. The Performance and Learning Review (PLR) process includes a self-assessment tool for completion by the employee in advance of each planned PLR session.
- 1.3 The policy has been cross-referenced with the Professional Capabilities Framework and the standards of the Health and Care Professions Council (HCPC).
- 1.4 The policy is consistent with the Cafcass PLR system in which formal PLR information is recorded.

The domains of supervision in Cafcass



2.0 The PLR

High level PLR process map



2.1 There will be a planned meeting called the performance and learning review (PLR) for each member of staff (employed and temporary) held at suitable intervals. The frequency will be agreed on an individual basis depending on need and stage of development, working towards minimum requirements set out in the table below. Each PLR will be preceded and informed by a self-assessment by the employee (see the following section).

Minimum PLR frequency by role

Staff role	PLR frequency
FCA/Practice Supervisor/Service Manager /Senior Service Manager	One every three months with at least one service standard assessed. Safe service standard assessed at least twice every 12 months
Senior Managers (e.g. Head of Practice/Assistant Director)	One every six months with at least one service standard assessed.
Business Services	One every six months with at least one service standard assessed. One group supervision every six months.
Specialist staff (e.g. IT, HR, policy, legal, analytics, communications etc.)	One every six months with at least one service standard assessed.

2.2 Flexibility about the frequency of supervision is important. During the first six months in post and where the individual needs greater support (formal or informal), review meetings will be more frequent. PLR meetings will provide an additional opportunity to reflect on individual progress, learning and development. For senior managers (Head of Practice and above) there is a minimum frequency of six month intervals for PLRs. Business services staff will have PLRs every six months, with group supervision sessions (see 2.10) in between.

2.3 A manager should aim to assess all service objectives across a 12-month period with a minimum of two 'safe' assessment in the same period. At least one service objective must be recorded in each PLR.

2.4 The purpose of this review meeting will be to:

- Improve the quality of decision making and interventions.
- Enable effective line management and accountability.
- Identify and address issues relating to caseload, workload management and productivity.
- Review wellbeing and achieve personal learning and career development goals; including the evaluation of how learning has been applied and embedded in work from one quarter to the next.
- Enable a 'two-way' reflective conversation on performance and development.

2.5 This formal session will include:

- A review of the employee's self-assessment.
- Appraising feedback from others obtained by the line manager.
- Analysis of evidence of observed practice (at least once per year).
- Assessment of a sample of two cases (for FCAs).
- Assessment of observed supervision (for managers).
- Assessment of the agreed service objectives for the period.
- Assessment of quality assurance tools/audits (business services).
- Setting and reviewing actions relating to wellbeing, development and performance.

2.6 Family Court Adviser (FCA) PLRs are always carried out by senior/service managers (SSM/SM). Practice supervisors (PS) will contribute to the PLRs of FCAs with whom they are working, for example by summarising themes from case consultations that have emerged over the previous PLR period. PS may join the PLR meeting or provide relevant information to the SSM/SM, for consideration in advance. Business services team leaders will conduct PLRs for business services officers.

Self-assessment and forming an evidence-informed analysis within the PLR

2.7 Prior to the PLR, staff are required to complete a self-evaluation of their strengths and areas for learning and development. This self-evaluation will be utilised by the manager during the PLR. The manager will also utilise MyWork during the PLR.

2.8 All information relating to a PLR is recorded on the Cafcass PLR system, this includes

- PLR scheduling
- Staff self-assessment
- PLR meeting
- Actions
- Staff feedback
- General meetings

2.9 All practice staff are encouraged to reflect on their current performance using the electronic self-regulation tool 'MyWork', which provides staff with a range of up to date comparative information relating to throughput, efficiency, supervision, attendance and customer feedback, benchmarked against their local team and the wider organisation.

2.10 All case discussions (as day to day situational supervision) and decision making should be recorded in the contact log on the electronic case management system (ECMS). Non-case related discussions taking place between PLRs where relevant, can be recorded as a general meeting on the Cafcass PLR.

2.11 All case related Quality Assurance and Impact (QAI) tools are to be recorded on the Cafcass QAI system.

2.12 All contents of the PLR or general meeting record will be stored on the PLR. No paper or electronic files will be held in any other location, including QAI tools.

2.13 The PLR meeting record is maintained by the manager only, and will be visible to the supervisee via the PLR. Staff self-assessments are created by the reportee and viewable by both the employee and their manager.

Service standards assessments

- 2.14 Over the year, all aspects of performance set out in the service standards (Appendix A) will be reviewed. An assessment of each dimension will be agreed, using the categories of 'outstanding', 'good', 'met' and 'requires improvement' to indicate whether the individual is performing or progressing at the expected level. There is a joint responsibility, between the individual and manager, to assess at least one service standard for each PLR (as part of self-assessment and PLR), including any support required to achieve continuous improvement, irrespective of the current performance level evidenced.
- 2.15 The PLR system will propose an overall assessment grade for the period based on manager assessed service objectives and QAI grades for the PLR period. A manager may override this grade if supported by clear evidence for that decision.

3.0 Other types of supervision

Situational supervision

- 3.1 Situational supervision includes case consultation, problem solving and personal support. It is delivered at the point of need; taking place in day-to-day case planning and review discussions, over the phone and face-to-face, during group discussion in meetings and through email consultation. Relevant situational supervision is an essential part of both operational and specialist role line management to support the timely and high quality completion of work.
- 3.2 The supervision of complex cases is a top priority, particularly in relation to the quality and impact of our work and its added value. PS carry out case consultation and will often work with a small number of practitioners on specific areas for practice improvement.
- 3.3 Quality assurance of work and feedback from this will also be undertaken by operational and non-operational managers of all levels, as well as PS. The quality assurance of operational casework and observation of practice is to be formally assessed in line with the QAI Framework.
- 3.4 Situational supervision is to be recorded on the contact log in the case file by the manager or practice supervisor in these circumstances:-
- Where there is a safeguarding concern e.g S47 referral/16A risk assessment, LADO concern.
 - Rationale of the decision making agreed between the Family Court Advisor and Service Manager, with actions to be recorded in a SMART way.
 - Commissioning a service e.g. DVPP/CCI
- 3.5 Appendix 2 provides a framework for triggering situational supervision.
- 3.6 Reflective practice discussion will be recorded by the FCA.

Group supervision

- 3.7 In business services teams, group supervision occurs in alternate quarters to PLRs, which take place every six months. Themes of group supervision are set nationally by managers at quarterly meetings, to include national priorities. Generally, the sessions will cover standards and expectations including challenges of delivery, problem solving, area performance, and key performance indicators. Individual contribution to the session is recorded as a general meeting record on the PLR system.

- 3.8 In practice teams, group supervision is particularly valuable in ensuring team members learn from their peers, and supports FCAs who work flexibly and are not frequently in the office. Group supervision should occur monthly as a minimum frequency with groups of FCAs. The dates are planned well in advance and a clear programme of topics agreed in service area management meetings. It is expected that all team members attend, as far as is possible. It is not necessary for the meetings to be minuted or for any recording of the session to occur on the electronic PLR system, other than the practice observation of the PS (below).
- 3.9 In practice team supervision, PS are assessed in PLRs on the quality and impact of the group supervision programme. This is assessed through practice observation, by the line manager, of the PS running a session. Group supervision in practice teams also provides:
- Opportunity for local learning and delivery by PS of 'off the shelf' training packages.
 - Opportunity for reflective case discussion
 - Bringing often remote colleagues together for essential feedback and learning.

Coaching and mentoring

- 3.10 Supervision can be supplemented in appropriate circumstances by methods such as coaching and mentoring. FCAs may be coached and/or mentored by PS, improvement managers from the National Improvement Service, or by other FCAs identified by the line manager. For non-social work staff, the coach and/or mentor role can be undertaken by a colleague identified by the line manager.

Feedback from others

- 3.11 Providing and receiving feedback through formal 360 degree mechanisms in addition to maximising informal feedback opportunities is a vital part of the Cafcass learning culture. This encourages transparency and confidence to challenge constructively and to equally recognise and value effort and achievement on behalf of the organisation.

4.0 Recording of supervision

- 4.1 Where required, all supervision is to be recorded on the Cafcass PLR system. The below table sets out the method and visibility of each record type.

Record type	Method
Self-assessment form	Completed by each individual prior to PLR.
PLR record	Completed by the manager.
General meeting form	Completed by member of staff conducting the meeting. Includes, amongst other categories, situational supervision and group supervision.
Actions	Recorded in PLR form or general meeting form as appropriate.

- 4.2 Case discussions (as day to day situational supervision) and decision making should be recorded in the case record, either on the case plan or in the contact log on the electronic case management system (ECMS).
- 4.3 The PLR record should not contain confidential identifiable case, child or service user data.

5.0 Self-regulation

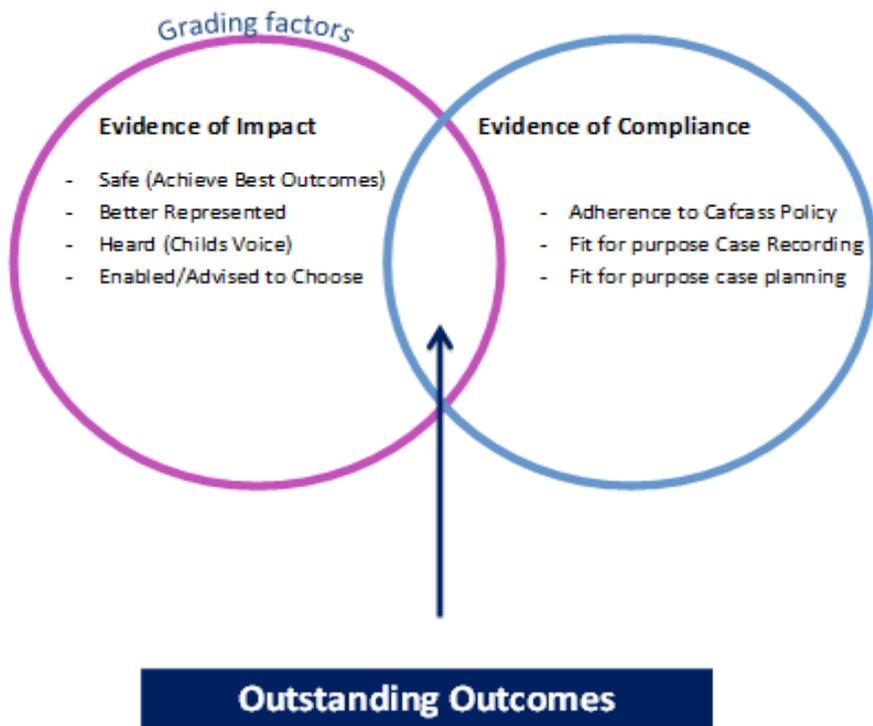
- 5.1 FCAs will have delegated authority to file their own reports and close their own cases when they have attained three consecutive 'good' pieces of work as set out in the quality assurance and impact framework.
- 5.2 All staff are encouraged to reflect on their current performance using the electronic self-regulation tool 'MyWork', which provides staff with a range of up to date information relating to throughput, efficiency, supervision, attendance and customer feedback, benchmarked against their local team and the wider organisation.

Supporting documents

- Appendix 1 Service standards
Appendix 2 Framework for triggering situational supervision
Appendix 3 Quality assurance minimum requirements
Appendix 4 Quality assurance and impact tool

Owned by	Anji Owens, Assistant Director
Approved by	Operational Management Team
Approved on	20 October 2017
This version implemented	6 November 2017
Version	3.3 (November 2017)
Amended	24 May 2016 – paragraphs 2.10-2.13 added as agreed by OMT. 14 September 2016 – job titles and appendix B and C updated as agreed by OMT November 2017 – updated to reflect new PLR system and to clarify expectations around situational supervision and the frequency of assessing service objectives.
Next review	November 2018

Appendix 1: Service standards



Practitioner	Practice Supervisor	Service Manager/Business Services Manager/Team Leader, including non-operational manager	Head of Practice	Business services	Specialist roles (non-management)
<p>Safe Children are safe and feel safe The best outcome for the child is achieved</p>	<p>Safe Children are safe and feel safe The best outcome for the child is achieved</p>	<p>Safe Children are safe and feel safe The best outcome for the child is achieved</p>	<p>Safe Children are safe and feel safe The best outcome for the child is achieved</p>	<p>Safe Children are safe and feel safe The best outcome for the child is achieved</p>	<p>Safe Children are safe and feel safe The best outcome for the child is achieved</p>

<p>Service effectiveness, throughput and productivity <i>The service is delivered within the timeframe for the child and within our resources and statutory remit</i></p>	<p>Service effectiveness, throughput and productivity <i>The service is delivered within the timeframe for the child and within our resources and statutory remit</i></p>	<p>Service effectiveness and performance management <i>The service is delivered within the timeframe for the child and within our resources and statutory remit</i></p>	<p>Service effectiveness, performance management and resource management <i>The service is delivered within the timeframe for the child and within our resources and statutory remit</i></p>	<p>Service effectiveness including information management <i>The service is delivered within the timeframe for the child and within our resources and statutory remit</i></p>	<p>Service effectiveness <i>Our service is delivered within the timeframe for the child and within our resources and statutory remit</i></p>
<p>Quality <i>Our intervention adds value to decision making for children</i></p>	<p>Quality <i>Our intervention adds value to decision making for children</i></p>	<p>Effective leadership <i>Team leadership facilitates continual improvement in quality</i></p>	<p>Effective leadership <i>Area leadership facilitates continual improvement in quality</i></p>	<p>Support to achieve effective service delivery <i>Our service adds value to decision making for children</i></p>	<p>Support to achieve effective service delivery <i>Our service adds value to decision making for children</i></p>
<p>Engagement and partnership working <i>Promotes and contributes to positive outcomes in the delivery of services to children</i></p>	<p>Engagement and partnership working <i>Promotes and contributes to positive outcomes in the delivery of services to children</i></p>	<p>Engagement and partnership working <i>Promotes and contributes to positive outcomes in the delivery of services to children</i></p>	<p>Engagement and partnership working <i>Promotes and contributes to positive outcomes in the delivery of services to children</i></p>	<p>Engagement and partnership working <i>Promotes and contributes to positive outcomes in the delivery of services to children</i></p>	<p>Engagement and partnership working <i>Promotes and contributes to positive outcomes in the delivery of services to children</i></p>
<p>Compliance with policy <i>Adherence to Cafcass policy Fit for purpose case planning and case recording</i></p>	<p>Compliance with policy <i>Adherence to Cafcass policy Monitors fit for purpose case planning and case recording Monitors compliance with policy</i></p>	<p>Compliance with policy <i>Monitors and models compliance with policy</i></p>	<p>Compliance with policy <i>Monitors and models compliance with policy</i></p>	<p>Compliance with policy <i>Adherence to Cafcass policy Maintains accurate data</i></p>	<p>Compliance with policy <i>Adherence to Cafcass policy Maintains accurate data</i></p>

<p>Professional behaviour and attitude <i>Represents Cafcass positively and continually strives for excellence</i></p>	<p>Professional behaviour and attitude <i>Represents Cafcass positively and continually strives for excellence</i> <i>Contributes positively to agency learning and expertise</i></p>	<p>Professional behaviour and attitude <i>Represents Cafcass positively and continually strives for excellence</i></p>	<p>Professional behaviour and attitude <i>Represents Cafcass positively and continually strives for excellence</i></p>	<p>Professional behaviour and attitude <i>Represents Cafcass positively and continually strives for excellence</i></p>	<p>Professional behaviour and attitude <i>Represents Cafcass positively and continually strives for excellence</i></p>
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Appendix 2: Framework for triggering situational supervision

Principles

- This framework aims to provide assurance for FCAs and managers about expectations and availability for situational supervision.
- The examples below, based on learning from SCRS, give clear guidance to FCAs on when they should access situational supervision. They are not exhaustive and the principle remains that supervision should be sought and be available at the point of need, whenever the FCA feels this is necessary
- The expectations of supervision are linked to case issues such as risk triggers, rather than being related to FCA self-regulation status
- The framework encourages FCAs to exercise their professional responsibilities to seek guidance and take ownership of their analysis
- The child protection policy confirms it is mandatory to consult when consideration is being given to making a s47 referral

Examples of triggers for situational supervision

General factors	Private law	Public law
<ul style="list-style-type: none"> • The service user is very angry and hostile to a point where the FCA feels unsafe • A newly allocated FCA has a different view to the previous FCA • The FCA is concerned that their reaction to the circumstances or individuals in the case is potentially clouding their judgement • There is a serious incident involving a subject or non-subject child within the proceedings • Signs of child exploitation 	<ul style="list-style-type: none"> • The court has made a decision contrary to the recommendations made by the FCA, which is deemed unsafe by the FCA (for example, ordering ‘time with’ against Cafcass recommendations). • Recommendations for s37 to local authority is not adopted by the court • Presence of the toxic trio (domestic abuse, mental health, substance abuse) or coercive control and the FCA is leaning towards ‘spend time with’ or progression of contact • At least one of the parties has a serious mental health issue, affecting the care of the child 	<ul style="list-style-type: none"> • Concerns around the protective capacity of the parent when a child is placed at home • Local authority changes position at the first hearing • The guardian’s position differs to that of the local authority and usual methods of resolution have been exhausted • There is concern for the professional behaviour of another professional that potentially places a child at risk of harm (such as poor decision making) and the matter requires escalation

Appendix 3: Quality assurance minimum requirements

All quality assurance is recorded using the electronic quality assurance and impact tool in SharePoint. This appendix sets out the minimum requirements for the frequency of quality assurance carried out for different purposes, in addition to the types of work to be assessed for different staff groups.

General/role-specific quality assurance

Corporate Management Team (CMT)

Social work qualified members of CMT will review one case file per quarter, selected randomly by Management Information Service.

Heads of Practice and Assistant Directors (HoP/ADs)

Each service area shall have a case file audit completed every month by either the AD or HoP. This audit should involve a discussion with the FCA.

Each HoP/AD will dip sample one PLR record per quarter.

The National Service Director will undertake a dip sample of monthly HoP/AD audits.

Annual programme of area quality reviews providing a ‘deep dive’ peer review of quality, impact and outcomes for children

NIS annual programme of thematic assurance audits commissioned by the National Service Director

Quality assurance as part of staff supervision

Work to first hearing staff:

Staff group¹	Frequency	What is the assessment?
New starters (first six months) and staff not approved for self-regulation. ² This can include agency staff.	Within the first six months of employment, or until approved for self-regulation	Two practice observations: <ul style="list-style-type: none"> • A risk screening telephone interview • The FCA’s work at court Two telephone interviews will be observed if the FCA does not attend court. If both observations are ‘good’ or above, no further observations are required in the year
	For each PLR	Two QA tools for WTFH files will be completed by a SM/PS

¹ Bank workers will be assessed in the same way as a permanent FCA on a Cafcass contract. Agency FCAs are able to progress to self-regulation at the appropriate review point.

² Self-regulation refers to the combined approval to self-file and self-close.

Staff approved for self-regulation	Annual	One practice observation
	For each PLR	Two file reviews for WTFH to be completed by a SM/PS ³

Work after first hearing and all public law types:

Staff group ⁴	Frequency	What is the assessment?
New starters (first six months) and staff not approved for self-regulation. ⁵ This can include agency staff.	Within the first six months of employment and/or every six months until approved for self-regulation	<p>Two practice observations of:</p> <ul style="list-style-type: none"> • Working with children, or • Working with adult service users, or • Working in court <p>If both observations are 'good' or above, no further observations are required in the year</p> <p>Two case plans subject to an electronic QA tool</p> <p>Four case plans reviewed for evidence of an initial joint triage discussion between FCA and SM/PS</p>
	For each PLR	Two cases to have a full file QA audit by the SM/PS
Staff approved for self-regulation	Annual	<p>One practice observation of:</p> <ul style="list-style-type: none"> • Working with children, or • Working with adult service users, or • Working in court <p>This should be a targeted observation based upon evidence already gathered</p>
	For each PLR	Two file reviews to be completed by a SM/PS on the electronic QA tool ⁶

³ The SM will complete at least 50% of the required full file audits in each year, with PSs completing the remaining audits.

⁴ Bank workers will be assessed in the same way as a permanent FCA on a Cafcass contract. Agency FCAs are able to progress to self-regulation at the appropriate review point.

⁵ Self-regulation refers to the combined approval to self-file and self-close.

⁶ The SM will complete at least 50% of the required full file audits in each year, with PSs completing the remaining audits.

Appendix 4: Quality assurance and impact tool

Practitioner

Safe	<p>How do we know? This list is not exhaustive but is indicative of some main themes</p>
	<ul style="list-style-type: none"> • Service user feedback evidences that children are safe and feel safe. • Practice observations evidence that children are safe. • Child welfare is paramount throughout the life of the case. • Risk is identified, analysed and managed effectively throughout the proceedings. • Relevant research, case law and assessment tools are incorporated into practice and professional judgement to inform the recommendations to court. • Advice to the court supports an evidenced recommendation/proposal for an outcome that is the best that can be achieved at this stage in the child’s life.
Service effectiveness, throughput and productivity	<p>How do we know? This list is not exhaustive but is indicative of some main themes</p>
	<ul style="list-style-type: none"> • Analysis and intervention is timely and unnecessary delay is avoided. • Uncertainty for children and young people is resolved quickly. • Documents are child centred, accurate, analytical, evidence informed and use respectful language. • IT is used effectively to ensure a clear electronic record is maintained in ECMS. • Records, reports and plans provide a succinct but clear account of the child’s involvement with Cafcass. • The principles of proportionate working are understood and applied. • Average case duration and throughput matches or exceeds area average, or is assessed as improving in line with individual targets as evidenced by ECMS closure data. • The length of care proceedings is on average the same as or better than the average for the area. • The weeks to file a private law report is on average the same as or better than the area average. • Work is organised efficiently using appropriate time management methods, and throughput data confirms this.
Quality	<p>How do we know? This list is not exhaustive but is indicative of some main themes</p>
	<ul style="list-style-type: none"> • The relevant diversity and background information for each service user is understood and incorporated into assessments, evidenced in case records and reports. • Interventions (interviews, meetings etc.) are planned, purposeful and do not duplicate or replicate other tasks. • Practice and intervention with children results in their wishes and needs being understood and incorporated into assessments. • Practice and intervention with adults results in analytical, child centred assessments, confirmed by feedback.

	<ul style="list-style-type: none"> • Initial assessments in case plans drive the planning and prioritising of work to ensure resources within a caseload are targeted effectively and maximum impact obtained. Evidenced in quality assurance of case plans. • Evidence is presented orally at court in a manner which is credible and effective, evidenced in feedback and observations in court. • Supervision and audits confirm that learning has been applied. • Practice observations (at least two a year) confirm the above.
Engagement and partnership working	<p>How do we know? This list is not exhaustive but is indicative of some main themes</p>
	<ul style="list-style-type: none"> • Evidence of clear advice to service users about Cafcass' role and function. • Evidence that contact with children and young people helps them to understand their family situation. • Service users are provided with appropriate advice and signposting for support. • Positive service user feedback. • Provision is made to ensure that all children and adults have the opportunity to appropriately participate in planning and assessments. • Wishes and feelings of children are routinely incorporated into assessments. • Service users, colleagues and other professionals are treated with dignity and respect, evidenced by manager assessment, and feedback received. • All core and additional training concerning role and remit has been attended and learning applied, tested in audit and supervision.
Compliance	<p>How do we know? This list is not exhaustive but is indicative of some main themes</p>
	<ul style="list-style-type: none"> • Practice evidences a clear understanding of policy. • The security of data is maintained through compliance with the Information Assurance policy. • The value for money principle is evidenced. • Presents high standard of professional behaviour.
Professional behaviour and attitude	<p>How do we know? This list is not exhaustive but is indicative of some main themes</p>
	<ul style="list-style-type: none"> • Self-efficacy and belief in own ability to accomplish a task and in how goals and challenges are approached. • Emotional resilience and intelligence, can negotiate conflict in professional relationship. • Engagement and contribution, sharing knowledge with others. • Self-development, ownership and commitment to learning; embracing change. • Giving and receiving feedback

Practice Supervisor

Safe	How do we know? This list is not exhaustive but is indicative of some main themes
	<ul style="list-style-type: none"> • Is integral to the system in place to quality assure, monitor and review casework. • Understands and assesses the safeguarding practice of each Family Court Adviser within the frequency required by policy, and contributes to the records made on iTrent by the Service Manager. • Practice observations are regularly recorded for each Family Court Adviser to evidence that children are safe. • Relevant research, case law and learning from serious case reviews is disseminated consistently within team meetings and incorporated into own practice. • Changes in practice are reinforced in supervision, contributing to performance and learning reviews. • Case files show evidence of effective oversight/reviews throughout. • Child welfare is paramount throughout the life of the case. • Risk is identified, analysed and managed effectively throughout the proceedings. • Advice to the court supports an evidenced recommendation/proposal for an outcome that is the best that can be achieved at this stage in the child's life.
Service effectiveness and information management	How do we know? This list is not exhaustive but is indicative of some main themes
	<ul style="list-style-type: none"> • There is evidence of case supervision recorded on case files throughout the life of the case. • Case files show evidence of interventions and case discussions that prevent delay and support best outcomes for children. • Learning from serious case reviews, research and complaints is recorded and shared with the team. • Regular group supervisions/team meetings record a culture of practice learning and development. • There is evidence of understanding, and use of ECMS data (key performance indicators) in the monitoring of throughput and productivity through group and one-on-one supervision.
Quality	How do we know? This list is not exhaustive but is indicative of some main themes
	<ul style="list-style-type: none"> • Reporting to court consistently represents the views of children and considers all options in achieving the best outcomes, evidenced in casework audits. • Team casework reflects an understanding of the diversity needs of children. • Team casework reflects evidence of timely intervention and prevention of delay for children. • Team casework consistently explores, considers and reports the views of children. • Team casework evidences the consideration and use of tools. • Case supervision regularly recorded on case files.

	<ul style="list-style-type: none"> • Added value of Family Court Adviser contribution to cases is recorded and promoted as best practice in teams. • Evidence that the Enhanced Practitioner has contributed via their quality assurance feedback to individual and team improvement in quality of practice.
Engagement and partnership working	<p>How do we know? This list is not exhaustive but is indicative of some main themes</p>
	<ul style="list-style-type: none"> • Actively contributes to Family Court Adviser performance and learning reviews in accordance with the supervision policy. • Initial case plans prioritise work to obtain the child’s view, engage with adult parties, and produce analytical reports, using resources effectively and recording maximum impact. • Recording consistently evidences case discussions and the focus of reporting is the children’s best interests and outcomes. • Understands the key external agencies, and how this can be used to promote good outcomes for children. • Engagement with partnership agencies promotes communication which is reflected in case work (i.e. developed communication with independent reviewing officer service). • All core and additional training concerning role and remit has been attended and learning applied, tested in audit and supervision. • Local safeguarding children board (LSCB) training is accessed and disseminated. • Supports the Service Manager in ensuring compliments and complaints are processed in line with policy and learning disseminated, evident in the teams’ working profile. • Uses a strengths based and solution focused approach to supporting practice development.
Compliance	<p>How do we know? This list is not exhaustive but is indicative of some main themes</p>
	<ul style="list-style-type: none"> • Practice and dissemination of practice evidences an understanding of Cafcass policy. • Case reviews are regularly recorded with an audit trail and evidence of learning disseminated. • Evidence of prioritisation of resources considered in case discussion. • Good professional behaviour is modelled and evident. • Understanding of data and performance management evident in learning. • Evidence that the proportionate quality assurance framework is familiar and regularly applied in monitoring practice. • Collaborative external relationships are developed which reflect the ‘champion’ expertise of the Enhanced Practitioner to improve service effectiveness, efficiency and represent Cafcass positively.
Professional behaviour and attitude	<p>How do we know? This list is not exhaustive but is indicative of some main themes</p>
	<ul style="list-style-type: none"> • Acts in the best interest of the child. • Demonstrates a clear understanding of the role and responsibilities and communicates this to colleagues, children and service users in a manner that does not compromise or abuse their position.

	<ul style="list-style-type: none"> • Collaborates constructively with Service Manager to promote team and individual worth. • Exercises professional boundaries in their working relationships with colleagues, children and service users. • Actively and regularly engages in self-assessment and reflection of practice and behaviour. • In both self-assessment and auditing, feedback evidences an ability to give and receive feedback constructively, with honesty and positive intent. • Treats others with courtesy and respect, observes diversity and is sensitive to others. • Disagreements are discussed in a mature and solution-focused way. • Demonstrates honesty and integrity. • Able to exercise self-control and demonstrate emotional maturity, professional resilience. • Demonstrates fairness and impartiality; is ethical and lawful. • Giving and receiving feedback.
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Head of Practice

Safe	<p>How do we know? This list is not exhaustive but is indicative of some main themes</p>
	<ul style="list-style-type: none"> • The safeguarding practice of each Service Manager is analytically assessed within the frequency required by policy and recorded on iTrent. • New work is reviewed and allocated within timescales reflected in policy. • Early Intervention Team systems are safe and effective. • Safeguarding referrals are managed and, where necessary, escalated in line with the child protection policy. • Management oversight is evident on ECMS, including practice observation. • Learning from serious case reviews is evident in audits. • There is evidence that all service managers and office managers are performance managed. • Active contribution to safeguarding in Cafcass and proactive engagement at a strategic level. • Business plan is current, effective and specific. • There is evidence that all staff in the service area take account of the impact of inequality and individual needs on those using Cafcass services (and those employed by Cafcass).
Service effectiveness, throughput and productivity	<p>How do we know? This list is not exhaustive but is indicative of some main themes</p>
	<ul style="list-style-type: none"> • Evidence of active involvement with judiciary and key stakeholders. • Development and implementation of protocols with judiciary and stakeholders. • Systems are in place to quality assure, monitor and review practice. • Procedures and recommendations to court are safe, within judicial timescales, and within the quality standard set by the Operational Management Team.

	<ul style="list-style-type: none"> Complaints, compliments and service user views are used to inform and improve practice and service responsiveness.
Quality	<p>How do we know? This list is not exhaustive but is indicative of some main themes</p>
	<ul style="list-style-type: none"> Feedback from children is responded to in line with policy. Casework in the area is child centred, including the use of evidence-based tools. Casework in the area evidences an understanding of the diverse needs of children. Reports consistently reflect the views of children and focus on their best interests.
Engagement and partnership working	<p>How do we know? This list is not exhaustive but is indicative of some main themes</p>
	<ul style="list-style-type: none"> The application of learning from training; serious case reviews; and service user feedback. Is an effective leader both within specific area of responsibility and nationally. Ensures training and supervision is taking place. Performance and learning review takes place in line with the supervision policy and is recorded on iTrent. Identification and management of underperformance is evident. Situational supervision is available and supports management. Evidence of working with Human Resources to support and manage staff. The diverse nature of the workforce is recognised and supported. Service managers can evidence that practice observation is taking place. ECMS data is used to review management actions. Can evidence a culture of practice development. Actively contributes to OMT and effectively manages area management meetings. Modelling of professional behaviour is evidenced in all aspects of the role.
Compliance	<p>How do we know? This list is not exhaustive but is indicative of some main themes</p>
	<ul style="list-style-type: none"> Staff are aware of relevant health and safety legislation and that there is an adherence to relevant policies. The work of self-filing/closing staff is audited at intervals to confirm compliance in line with policy. Evidence that the area follows policy and procedure. The value for money principle is evidenced.
Professional behaviour and attitude	<p>How do we know? This list is not exhaustive but is indicative of some main themes</p>
	<ul style="list-style-type: none"> Is diplomatic and strategic; promotes and embeds a high trust, honesty culture. Promotes potential talent, and enables creative solutions and self-regulation. Increased self-regulation, enabling the talent and potential in others. Is accessible, approachable, and accountable. Is inspirational and enables creative solutions.

	<ul style="list-style-type: none"> • Understands impact of self, through effective self-reflection and assessment, promoting a culture of feedback. • Demonstrates a 'can do' attitude through continuous improvement and self-development outside of own comfort zone. • Gives and receives feedback.
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Service Manager

Safe	<p>How do we know? This list is not exhaustive but is indicative of some main themes</p>
	<ul style="list-style-type: none"> • The safeguarding practice of each Family Court Adviser is assessed in accordance with policy and recorded on iTrent. • Safeguarding referrals are managed and, where necessary, escalated in line with the child protection policy. • Systems are in place to quality assure, monitor and review casework in the team. • Learning from serious case reviews is collated and cascaded; changes in practice are reinforced in performance and learning reviews and are evident in casework reviews. • There is evidence of effective management oversight during the life of a case.
Service effectiveness, throughput and productivity	<p>How do we know? This list is not exhaustive but is indicative of some main themes</p>
	<ul style="list-style-type: none"> • Active liaison with judiciary and key stakeholders including the local safeguarding children board and serious case review panels as appropriate. • Implementation of protocols with judiciary and stakeholders. • Learning from complaints and compliments is recorded and shared within the team. • Understands research and policy initiatives and identifies relevance and impact to Cafcass service delivery. • Influences external policy initiatives to generate opportunities for service improvements and efficiencies. • Develops and maintains internal policies to ensure they reflect the latest learning.
Quality	<p>How do we know? This list is not exhaustive but is indicative of some main themes</p>
	<ul style="list-style-type: none"> • Complaints and compliments are processed in line with Cafcass policy. • Casework in the team is child centred and the use of appropriate tools is evident. • Casework in the team reflects an understanding of the diverse needs of children. • Reports consistently reflect the views of children and young people and are centred on their best interests.
Engagement and partnership working	<p>How do we know? This list is not exhaustive but is indicative of some main themes</p>
	<ul style="list-style-type: none"> • Performance and learning reviews take place in line with policy and are recorded on iTrent. • Quality assurance tools are shared with family court advisers and reflect a strengths based approach with learning framed to support service quality and impact.

	<ul style="list-style-type: none"> • Underperformance is identified and managed. • Situational supervision is available and supports casework, encouraging practitioners to be reflective. • There is evidence of working with Human Resources to support and manage staff welfare issues that affects service delivery. • The diverse nature of the workforce is recognised and supported in line with Cafcass policy. • Practice observations take place at required intervals and feedback supports staff to achieve Cafcass objectives. • ECMS data is used to support review of case throughput and inform allocation. • A culture of engagement and practice development is reflected in regular team meetings. • Actively contributes to area management meetings. • Induction plans are robust, reviewed and recorded. • Modelling of professional behaviour is evidenced in all aspects of the role. • Positive engagement between Improvement Manager and Service Manager promotes collaborative practice and learning across the organisation. • Key external relationships are developed and maintained and opportunities for collaboration identified where these will improve service effectiveness or efficiency.
Compliance	<p>How do we know? This list is not exhaustive but is indicative of some main themes</p>
	<ul style="list-style-type: none"> • New work is reviewed and allocated within timescales reflected in policy. • The work of self-filing/closing staff is reviewed at intervals within policy timescales and the tools attached to iTrent records. • The team follows policy and procedure. • Value for money principle is evidenced.
Professional behaviour and attitude	<p>How do we know? This list is not exhaustive but is indicative of some main themes</p>
	<ul style="list-style-type: none"> • Is diplomatic and strategic; promotes and embeds a high trust, honesty culture. • Promotes potential talent, and enables creative solutions and self-regulation. • Increased self-regulation, enabling the talent and potential in team members. • Is accessible, approachable, and accountable. • Is inspirational and enables creative solutions. • Understands impact of self, through effective self-reflection and assessment, promoting a culture of feedback. • Demonstrates a 'can do' attitude through continuous improvement and self-development outside of own comfort zone. • Gives and receives feedback.

Non-social work manager (Including Business Services Manager and Team Leader)

Safe	<p>How do we know? his list is not exhaustive but is indicative of some main themes relevant to the role</p>
	<ul style="list-style-type: none"> • The safeguarding practice of each team member is assessed in line with policy and recorded on iTrent People Manager in line with the expectations of their role. • Seeks to enhance Cafcass' safeguarding procedures and reviews current working practices for continuous improvement. • Processes are regularly reviewed to ensure that they are safe and adhered to. • Safeguarding checks are recorded accurately and in line with policy by all business services staff (BSM/TL only). • Tasks are prioritised with child welfare at the centre, supporting frontline practice as necessary. • Takes a personal responsibility to understand relevant safeguarding policy.
Service effectiveness and information management	<p>How do we know? This list is not exhaustive but is indicative of some main themes relevant to the role</p>
	<ul style="list-style-type: none"> • Is clear on organisational or area/departmental priorities and strategy, contributing to overall service delivery in line with the expectations of their role. • Works with relevant management information to ensure key performance indicators and other goals are achieved. • ECMS reports/data and other relevant management information is used to improve throughput and productivity. • Learning from feedback is recorded and shared within the team. • Workforce talent is appropriately identified and supported. • Team members are developed and stretched to achieve the best outcomes for their role. • The strengths approach is applied in improving performance within the team. • Recruitment and succession planning is reviewed, with risk and opportunity identified. • Resources are used efficiently and appropriately. • Champions innovation, technology and new ways of working. • Effectively uses information and data to inform decision making.
Quality	<p>How do we know? This list is not exhaustive but is indicative of some main themes relevant to the role</p>
	<ul style="list-style-type: none"> • Responsible for facilities, ensuring they are fit for purpose and safe for all users of the building (BSM/TL only). • Can evidence current and future development plans for teams and area of responsibility. • Ensures teams provide high quality customer care when communicating with service users and other stakeholders. • Understands the concept of 'added value' and how their role contributes to front line work. • Develops effective and productive liaison with appropriate external stakeholders including the Ministry of Justice, HMCTS, and local authorities. • Ensures effective systems and processes are adhered to in line with the standard operating procedures for business services (BSM/TL only)

Engagement and partnership working	<p>How do we know? This list is not exhaustive but is indicative of some main themes relevant to the role</p>
	<ul style="list-style-type: none"> • Effective identification and timely intervention in issues of underperformance or development needs. • Good use of objective linked actions in supervision to develop and improve teams and individuals. • Evidence of working with appropriate services and organisational options to support and manage staff welfare issues. • The diverse nature of the workforce and service users is recognised and supported in line with policy. • A culture of engagement and development is reflected in regular team engagement. • Actively contributes to relevant local and national meetings, discussions and projects. • Induction plans for new team members are robust, reviewed and recorded.
Compliance	<p>How do we know? This list is not exhaustive but is indicative of some main themes relevant to the role</p>
	<ul style="list-style-type: none"> • There is evidence that the team follows policy. • There is a strong culture in managing confidential and sensitive information safely and effectively. • Performance and learning reviews are undertaken to organisational expectation and supported by accessible situational supervision. • The health and wellbeing of individual team members is an ongoing consideration. • Value for money principle is evidenced, with a key focus on effective use of time and travel. • Maintains monthly/annual budget information in line with financial control measures. • Proactive approach to monitoring health and safety actions. • Review and manage business continuity plans for the service area.
Professional behaviour and attitude	<p>How do we know? This list is not exhaustive but is indicative of some main themes relevant to the role</p>
	<ul style="list-style-type: none"> • Demonstrates accessible and emotionally intelligent leadership that is responsive to the needs of the organisation and its staff. • Set a positive example, act as an ambassador for Cafcass at all times to enhance the reputation of the organisation via effective internal and external partnership working. • Models self-efficacy within the team to support effective regulation of performance and development. • Is customer focussed, providing a responsive and high quality service at all levels of work. • Treat colleagues and stakeholders (including service users) with dignity, respect and empathy. • Challenges inappropriate behaviour and seeks effective and constructive solution to conflict. • Best practice and continuous improvement are a visible thread within all aspects of the work of the team. • Ensure that the working culture within the sphere of responsibility, and the working/management style is consistent with Cafcass' corporate approach. • Develops and maintains positive working relationships with staff and stakeholders.

	<ul style="list-style-type: none"> • Learns from feedback and applies to personal development. • Proactive in maintaining continuous professional development of the team. • Giving and receiving feedback.
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Business services officers

Safe	<p>How do we know? This list is not exhaustive but is indicative of some main themes</p>
Good	<ul style="list-style-type: none"> • Safeguarding information is received and processed accurately and in a timely manner. • Information is passed to FCA/SM appropriately and in a timely way. • Safeguarding checks are processed in line with established process. • Demonstrates a clear understanding of local duty protocols and responsibilities of business support within them.
Service effectiveness and information management	<p>How do we know? This list is not exhaustive but is indicative of some main themes</p>
Good	<ul style="list-style-type: none"> • All information is received and processed accurately and in a timely way. • Effective and efficient use of electronic recording and storage of information. • ECMS updated with all new hearings/orders/changes in a timely way. • Active contribution to timely case progression and case closure. • Ensure routine housekeeping tasks are undertaken in order to ensure onsite facilities are maintained effectively. • Ensures processes are adhered to in line with the standard operating procedures for business services
Quality	<p>How do we know? This list is not exhaustive but is indicative of some main themes</p>
Good	<ul style="list-style-type: none"> • Understands the roles and responsibilities of FCAs and SMs and appropriately alerts relevant staff to emerging issues. • Understands the need to prioritise tasks and responds accordingly to requests for assistance from FCA/SMs within tight timescales. • Demonstrates a willingness to assist FCA/SMs with routine administrative tasks as deemed appropriate by BSM/TL. • Presents a high standard of professional behaviour. • Champions technology and new ways of working.
Engagement and partnership working	<p>How do we know? This list is not exhaustive but is indicative of some main themes</p>
Good	<ul style="list-style-type: none"> • Engages in proactive and effective communication with courts to facilitate speedy case allocation and case closure. • Communication with service users is handled professionally, sensitively and respectfully. • Active steps are taken to ensure service users are kept informed of changes.

	<ul style="list-style-type: none"> • Maintains a welcoming reception service, providing basic information and assistance to visitors to the office. • Demonstrates a clear understanding of the complaints procedure as it pertains to the business services function. • Demonstrates an understanding of the confidential and sensitive nature of information held by Cafcass and how this information should be maintained and safeguarded.
Compliance	<p>How do we know? This list is not exhaustive but is indicative of some main themes</p>
Good	<ul style="list-style-type: none"> • Confirmation through PLR that the case recording & retention policy, responsible for information policy, and child protection policy have been read and are integrated into the role. • Evidence of compliance with all other policy. • Value for money principle is evidenced. • Evidence of compliance with health & safety checks, and maintaining a safe working environment.
Professional behaviour and attitude	<p>How do we know? This list is not exhaustive but is indicative of some main themes relevant to the role</p>
	<ul style="list-style-type: none"> • Is responsive to the needs of the organisation and its staff. • Sets a positive example, acts as an ambassador for Cafcass at all times to enhance the reputation of the organisation. • Is customer focussed, providing a responsive and high quality service at all levels of work. • Treat colleagues and stakeholders (including service users) with dignity, respect and empathy. • Challenges inappropriate behaviour and seeks effective and constructive solution to conflict. • Best practice and continuous improvement are a visible thread within all aspects of the work of the team. • Ensures that the working culture within the sphere of responsibility, and the working/management style is consistent with Cafcass' corporate approach. • Develops and maintains positive working relationships with staff and stakeholders. • Learns from feedback and applies to personal development. • Giving and receiving feedback.

Specialist/corporate roles (non-management)

Safe	<p>How do we know? This list is not exhaustive but is indicative of some main themes</p>
	<ul style="list-style-type: none"> • Champions safeguarding standards and the needs of the child through day to day work. • Manages safeguarding information in line with policy. • Prioritises safeguarding related activity, engaging appropriate professional support as required. • Can identify safeguarding risks, and escalate, where relevant to the role.

	<ul style="list-style-type: none"> • Safeguarding checks are recorded in line with policy (business support staff). • Tasks are prioritised with child welfare at the centre, supporting frontline practice as necessary • Understands relevant safeguarding policy. • Demonstrates a consistent safeguarding approach when engaged in any professional activity.
Service effectiveness and information management	<p>How do we know? This list is not exhaustive but is indicative of some main themes</p>
	<ul style="list-style-type: none"> • Takes responsibility for ensuring work tasks are completed. • All information is received and processed in line with data protection principles. • Understands the role of technology in delivering core tasks and takes responsibility for maintaining skills. • Records and stores information in line with policy. • Responds to requests in a timely fashion and meets deadlines. • Organisational IT systems are updated with relevant information in a timely way. • Self regulates own performance, seeks feedback regarding impact within the role, and regularly checks standards of work. • Uses Cafcass resources and work time efficiently and effectively to discharge all role requirements. • Understands the concept of 'added value' and how their specialist role contributes to front line operational work. • Effectively utilises available technology to provide high level services to Cafcass staff.
Support to achieve effective service delivery	<p>How do we know? This list is not exhaustive but is indicative of some main themes</p>
	<ul style="list-style-type: none"> • Understands the roles and responsibilities of social work staff and appropriately alerts relevant staff to emerging issues. • Understands research and policy initiatives that may affect or improve effective service delivery. • Is flexible and responsive to changing circumstances e.g. short notice requests for frontline assistance. • Provides advice to a high standard. • Provides high quality training. • Recognises priority support tasks, such as Ofsted inspection support, and responds in a timely way to requests from operational teams. • When providing specialist input and support to managers and other colleagues, seeks to embed the knowledge within practice education remit. • Endorses innovation, technology and new ways of working so that an emphasis on productivity and high quality outcomes is maintained.
Engagement and partnership working	<p>How do we know? This list is not exhaustive but is indicative of some main themes</p>
	<ul style="list-style-type: none"> • Analyses information and effectively communicates findings to a wide audience.

	<ul style="list-style-type: none"> • Maintains stakeholder relationships and supports collaborative opportunities to improve services for children. • All communication is in line with organisation expectations. • Demonstrates an understanding of the confidential and sensitive nature of information held by Cafcass and how this information should be handled. • Recognises and supports the diverse nature of the workforce and service users, in line with policy. • Understands feedback procedures and how these can be applied as a learning and improvement tool. • Disseminates best practice and supports the development of colleagues. • Protects and promotes relationships with outside bodies including the relevant regulatory bodies.
Compliance	<p>How do we know? This list is not exhaustive but is indicative of some main themes</p>
	<ul style="list-style-type: none"> • Confirms through performance and learning reviews that the relevant policies have been read and understood, and actively maintains own policy and procedural knowledge. • Evidence of compliance with all relevant Cafcass policies. • Confirmation through performance and learning reviews and management information that up to date information assurance training has been completed. • Value for money principle is evidenced, with a key focus on effective use of time and travel. • Proactive approach to complying with health and safety responsibilities.
Professional behaviour and attitude	<p>How do we know? This list is not exhaustive but is indicative of some main themes relevant to the role</p>
	<ul style="list-style-type: none"> • Presents a high standard of professional behaviour. • Is customer focussed, providing a high quality service at all levels of their work. • Sets a positive example, acts as an ambassador for Cafcass at all times to enhance the reputation of the organisation via effective internal and external partnership working. • Treats colleagues and other stakeholders (including service users) with dignity, respect and empathy. • Ensures that the working culture within the sphere of responsibility, and working/management style, is consistent with Cafcass' corporate approach. • Develops and maintains positive working relationships with staff and stakeholders. • Learns from feedback and applies to personal development. • Is proactive in maintaining own continuous professional development. • Giving and receiving feedback.