

Children & Families Social Workers Career Progression Scheme

Guidance for Managers and Social Workers

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INTRODUCTION

The Children's Services Social Worker Career Grade Scheme will be key to retaining and developing our Social Workers.

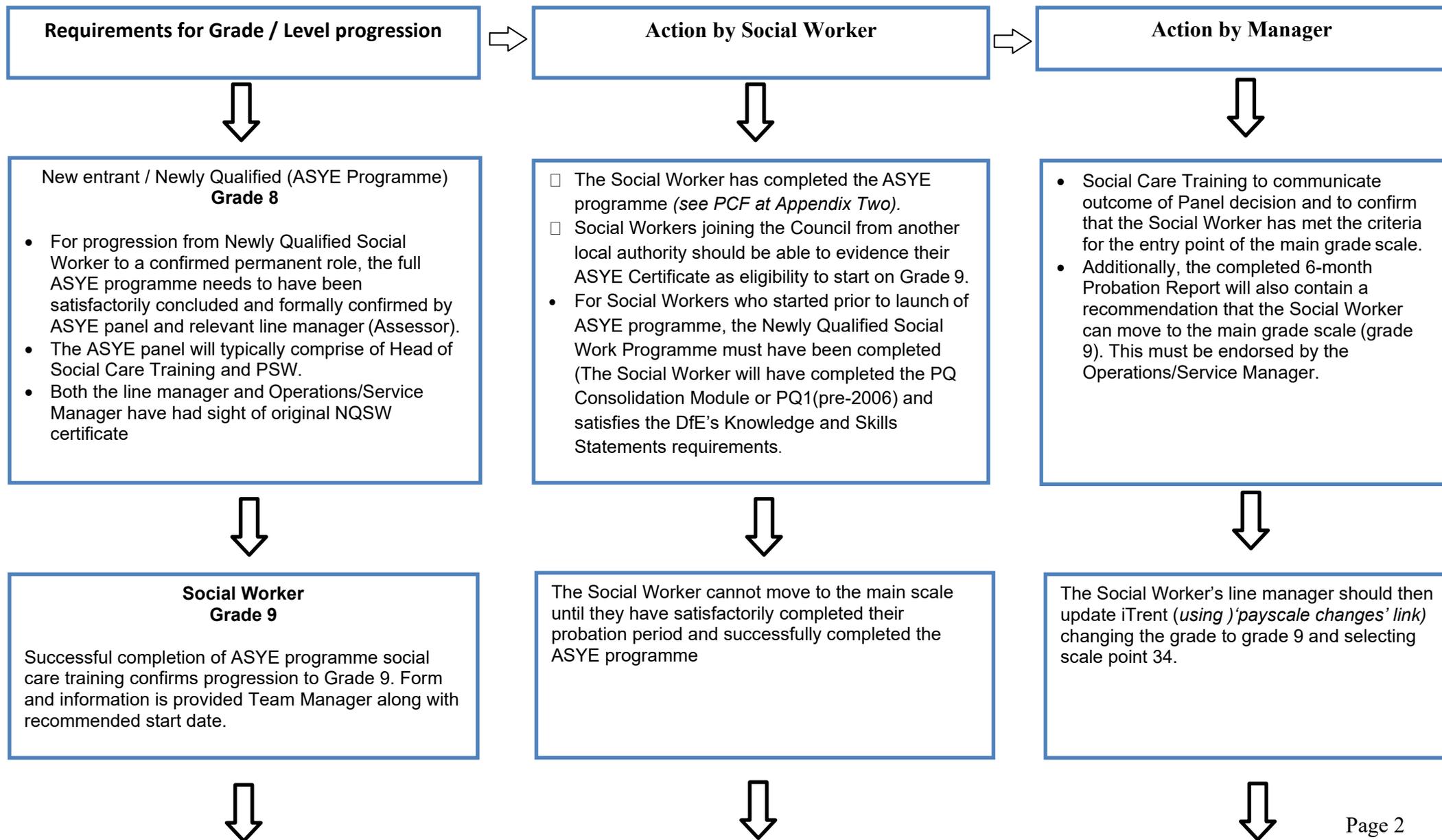
The Career Grade Scheme will enable a newly qualified Social Worker (grade 8) to plan his/her career through to becoming a Senior Social Worker at grade 11 and grade 12.

The opportunity to progress through the Career Grade Scheme is in addition to, but separate from, any need the Council may have to undertake internal or external recruitment for any vacant Senior Social Worker post.

Progression will be monitored through the Professional Competency Framework (PCF) tool for Social Workers and relevant DfE Knowledge and Skills Statements and will be used in both supervision and the Council's Appraisal programme (*Please see the Professional Capabilities Framework at Appendix Two*).

The Chair of the ASYE and Senior Social Worker Progression Panel will provide the outcome by completing the outcome form (Template 4) and send it to the Team Manager with a copy to the Head of Service. This will enable the manager to upload all the documents on iTrent and process the changes to implement grade change.

Social Worker Career Progression Flowchart Proposed Progression



**Social Worker
Grade 10**

Further progression to grade 10 will follow similar practice – this will be based on meeting the criteria as prescribed in the PCF, the Knowledge and Skills Statements and in the grade 10 Social Worker role profile, person specification and exceeds requirement at their appraisal.



**Senior Social Worker
Grade 11**

It would be unlikely that a Social Worker would be able to progress to the Senior Social Worker grade without significant, relevant practice. In Ealing, this would typically take between two to three years. In addition, there would also be a requirement for the worker to have achieved exceeds requirement at their appraisal and the following:

- The Practice Educators Award (*Enabling Others Programme, parts 1*).
- The WLA Core Programme's in CP skills, Domestic Violence (DV), Mental Health



**Senior Social Worker
Grade 12**

To progress to grade 12 there is a requirement for you to have achieved exceeds requirement at their appraisal and complete one of the following

- The Practice Educators Award (*Enabling Others Programme, parts 2*).
- DDP level 2*
- Brighter Future Champion*
- Achieving Best Evidence Training
- Or linked to the Teaching Partnership

Social Worker to complete template.



Social Worker to complete template evidencing the criteria as prescribed in the PCF, the Knowledge and Skills Statements and in the grade 11 Social Worker role profile and person specification and attend interview.



Social Worker to complete template.

The Line Manager will approve and sign template and send it to HOS chairing the panel 3 weeks before panel date.



The Line Manager will recommend that the social worker meets each of the criteria and recommends that the SW progresses to grade 11

Completed document including signatures from SW, line manager and HOS to be sent by Line Manager to HOS chairing panel three weeks before the panel date.



The Line Manager will approve and sign template and send it to HOS chairing the panel 3 weeks before panel date.

ITRENT PROCEDURE- Once agreement/approval has been given by panel

- ASYE Grade 8 to Grade 9 - The Social Worker's line manager should update iTrent (*using 'payscale changes' link*) changing the grade to grade 9 and selecting scale point 34, selecting the drop-down reason '*re-grading career grade scheme*' ensuring that they enter the relevant '*effective date*' at the top of the screen) and submitting for approval. At the same time the manager should upload scanned copies of all the supporting documentation to the Social Worker's iTrent record. Once authorised after submission a notification will be sent via iTrent to Payroll to effect this change in the following month's pay. The Social Worker's line manager should prepare a letter which confirms that the ASYE programme has been satisfactorily concluded and that the Social Worker will now move onto grade 9 spinal column point 34 and stating the effective date (see Appendix 4). Details of the request should be copied to the relevant HR contact in Core HR & OD.
- Grade 9 to main Grade 10- Once panel have approved the change, the Manager will login to iTrent People Manager and change the Social Worker's grade (*using 'pay scale changes'* changing the grade to 10 scale point 37, selecting the drop-down option '*re-grading career grade scheme*' and ensuring that you have updated the '*effective date*' at the top of the screen and submitting for approval. Once all these fields are completed, you should press submit for final approval. Once authorisation is given, payroll will be updated.
- The Manager should then send the Social Worker a confirmation letter, using the '*Contractual Change Letter*' function in iTrent or by amending/ copying and pasting the template version of the letter Template 5.
- Senior Social Worker Grade 11 - Once the progression is confirmed by chair of panel the relevant service need to create a Senior Social Worker post at grade 11 and to delete the Social Worker post on the relevant establishment hierarchy on iTrent. This should be requested to be made via the Establishment Team on EstablishmentControl@ealing.gov.uk
- Once the post is created the line manager should login to iTrent People Manager and change the Social Worker's grade (*using 'pay scale changes'* changing the grade to 11 spinal point 41, selecting the drop-down option '*re-grading career grade scheme*' and ensuring that you have updated the '*effective date*' at the top of the screen and submitting for approval. The line manager should then prepare and send the Social Worker a confirmation letter, using the '*Contractual Change Letter*' function in iTrent or by amending/ copying and pasting the template version of the letter Template. The effective date will normally be the first day of the following month after the career progression interview.
- Senior Social Worker grade 12 - Once panel have approved the change, the Manager will login to iTrent People Manager and change the Social Worker's grade (*using 'pay scale changes'* changing the grade to 12 scale point 44, selecting the drop-down option '*re-grading career grade scheme*' and ensuring that you have updated the '*effective date*' at the top of the screen. Once all these fields are completed, you should press submit for final approval. Once authorisation is given, payroll will be updated. The Manager should then send the Social Worker a confirmation letter, using the '*Contractual Change Letter*' function in iTrent or by amending/ copying and pasting the template version of the letter Template

TRAINING PROGRAMME TO SUPPORT CAREER DEVELOPMENT

CURRENT POSITION	PROGRESSION TARGET	ALL
Assessed Year in Employment (ASYE)	Newly Qualified Social Workers	<ul style="list-style-type: none"> ✓ Promoting the Welfare of the Child ✓ Child Development ✓ Child Protection Skills (WLA) ✓ Developing the Child's Narrative (WLA) ✓ One-to-One / 3-way Meetings with James Blewett ✓ Frameworki
Social Workers	Grade 9	<ul style="list-style-type: none"> ✓ Family Partnership Programme ✓ Brighter Futures ✓ PACE and DDP Level 1 ✓ WLA Programme

Progression to the following grades is divided into two pathways:

CURRENT POSITION	PROGRESSION TARGET	LEADERSHIP	SPECIALIST PRACTITIONER
Social Workers	Grade 10	<ul style="list-style-type: none"> ✓ PEPS1 ✓ 1/2 day Supervising Others workshop 	<ul style="list-style-type: none"> ✓ WLA Domestic Abuse ✓ WLA Mental Health and Substance Misuse ✓ DDP Level 2 ✓ Specialist Training for Fostering, Adoption and CLA Workers
Senior Social Worker Programme	Grade 11	<ul style="list-style-type: none"> ✓ PEPS2 ✓ 1/2 day workshop-Understanding the Senior Social Worker Role 	<ul style="list-style-type: none"> ✓ Brighter Futures Champions ✓ Teaching Partnership Practice Lecturers ✓ Teaching Partnership Research Advocates ✓ Achieving Best Evidence (Joint Investigation)
	Grade 12	<ul style="list-style-type: none"> ✓ WLA Aspiring Managers ✓ Level 3 CMI Team Supervisor Apprenticeship ✓ Consultant SW (Frontline) 	<ul style="list-style-type: none"> ✓ Consultant SW (Frontline) ✓ 1/2 day How to Enable Others to use Direct Tools in Helping Families workshop ✓ 1/2 day Senior Social Work Specialist Forum ✓ 1/2 day Senior Social Work Specialist Forum

Progression to the Team Manager:

CURRENT POSITION	PROGRESSION TARGET	Training for Progression to Team Manager
<p>Deputy Team Managers Leadership Programme</p>	<p>Team Managers</p>	<ul style="list-style-type: none"> ✓ Leading Group Supervision ✓ Managing Change, Self and Others ✓ Managing Finance and Forecasting ✓ Legal Update and PLO ✓ Ealing Front Door Referral Process ✓ Managing Child Protection and Allegations ✓ HR - Managing Performance, Sickness ✓ WLA Leadership ✓ ASYE Supervisors Course ✓ Safer Recruitment ✓ Level 5 CMI in Leading a Team

Grade 10 Progression Application Form

Name of Social Worker: _____

Current DTM/ Team / Division: _____

What was the Social Workers grading at appraisal:

Exceptional

Exceeds Requirements

1. Please outline how you have demonstrated an understanding of the PCF's below in your day to day practice. (Include an example of how you have supported in staff development)

Professionalism, Values and Ethics, Diversity, Rights and Justice, Knowledge, Critical Reflection, Intervention Skills, Contexts and Organisations and Professional leadership.

2. Provide an example of direct work that you completed with a child or parent. What did you do well and how did this improve outcomes for the family?

3. Please provide an example of a case where the work identified did not go as planned. What could you have done differently and how did this inform your practice/learning?

Social Worker:	Date:
Approval by DTM:	Date:
Application form to be sent to Panel: (T M)	Date:

TEMPLATE 2

***Business Case template for progression to Senior Social Worker (grade 11) post.
(Expand boxes as needed)***

TO BE COMPLETED BY SOCIAL WORKER

PROFESSIONALISM - Identify and behave as a professional Social Worker, committed to professional development. Maximum word response 650

VALUES AND ETHICS - Apply social work ethical principles and values to guide professional practice Maximum word response 650

DIVERSITY - Recognise diversity and apply anti-discriminatory and anti-oppressive principles in practice Maximum word response 650

RIGHTS, JUSTICE AND ECONOMIC WELLBEING - Advance human rights and promote social justice and economic wellbeing
Maximum word response 650

KNOWLEDGE - Apply knowledge of social sciences, law and social work practice theory Maximum word response 650

CRITICAL REFLECTION AND ANALYSIS - Apply critical reflection and analysis to inform and provide a rationale for professional decision-making Maximum word response 650

INTERVENTION AND SKILLS - Use judgement and authority to intervene with individuals, families and communities to promote independence, provide support and prevent harm, neglect and abuse Maximum word response 650

CONTEXTS AND ORGANISATIONS - Engage with, inform, and adapt to changing contexts that shape practice. Operate effectively within own organisational frameworks and contribute to the development of services and organisations. Operate effectively within multi-agency and inter-professional settings Maximum word response 650

PROFESSIONAL LEADERSHIP - Take responsibility for the professional learning and development of others through supervision, mentoring, assessing, research, teaching, leadership and management Maximum word response 650

SIGNED:

DATE:

PRINT NAME:

EMPLOYEE NUMBER:

TEAM:

LINE MANAGER NAME:

LINE MANAGER COMMENTS:

SIGNED:

DATE:

PRINT NAME:

TEAM:

HEAD OF SERVICE COMMENTS:

SIGNED:

DATE:

PRINT NAME:

TEAM:

Grade 12 Progression Application Form

Name of Social Worker: _____

Current DTM/ Team / Division: _____

What was the Social Workers grading at appraisal:

Exceptional Exceeds Requirements

- 1. Please outline how you have demonstrated an understanding of the PCF's below in your day to day practice.
(Include an example of how you have supported in staff development) (650 word response)**
Professionalism, Values and Ethics, Diversity, Rights and Justice, Knowledge, Critical Reflection, Intervention Skills, Contexts and Organisations and Professional leadership.

2. As a senior social worker, how have you supported your team and what skills and attributes did you utilise to enhance their learning. Please give an example of how you did this. (650 word limit)

3. Please provide an example on how you have embedded the new ways of working in your practice, and how have you supported others with this. (650 word limit)

Social Worker:	Date:
Approval by DTM:	Date:
Application form to be sent to Panel: (T M)	Date:

Senior Social Worker Progression Interview Panel

Name of Social Worker: _____

Current Team / Division: _____

Was the Candidate successful in progressing to Senior Social Worker?

Yes (Complete section A, B)

No (Complete section A, B, C)

Please provide further details below:

A) Strengths:

B) Areas of Training development identified:

C) Reason why Candidate did not progress to Senior Social Worker:

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Social Workers application to be forwarded to HR/ ITRENT along with this completed and signed form

CHAired BY:	SIGNED:	Date:
PANEL MEMBER 1:	SIGNED:	Date:
PANEL MEMBER 2:	SIGNED:	Date:

Career Grade Confirmation Letter Template (use Service letterhead)

Private and Confidential

Name

Address

Dear

Social Worker Career Grade Progression

I am pleased to inform you that I have received confirmation from the Head of Service that your post has been re-graded to **GRADE 9/10/11/12** (*delete as needed*) on scale point **37**.

The effective date of the re-grading is **01/01/2018**. Your post title remains the same.

Notice Period:

The minimum period of notice which you are required to give to terminate your employment for any reason, including if you wish to retire (depending on Grade) is **3 months' notice for Grade 9 and above**.

Please note payroll have been informed of this decision and necessary adjustments will be made to your salary.

Yours sincerely

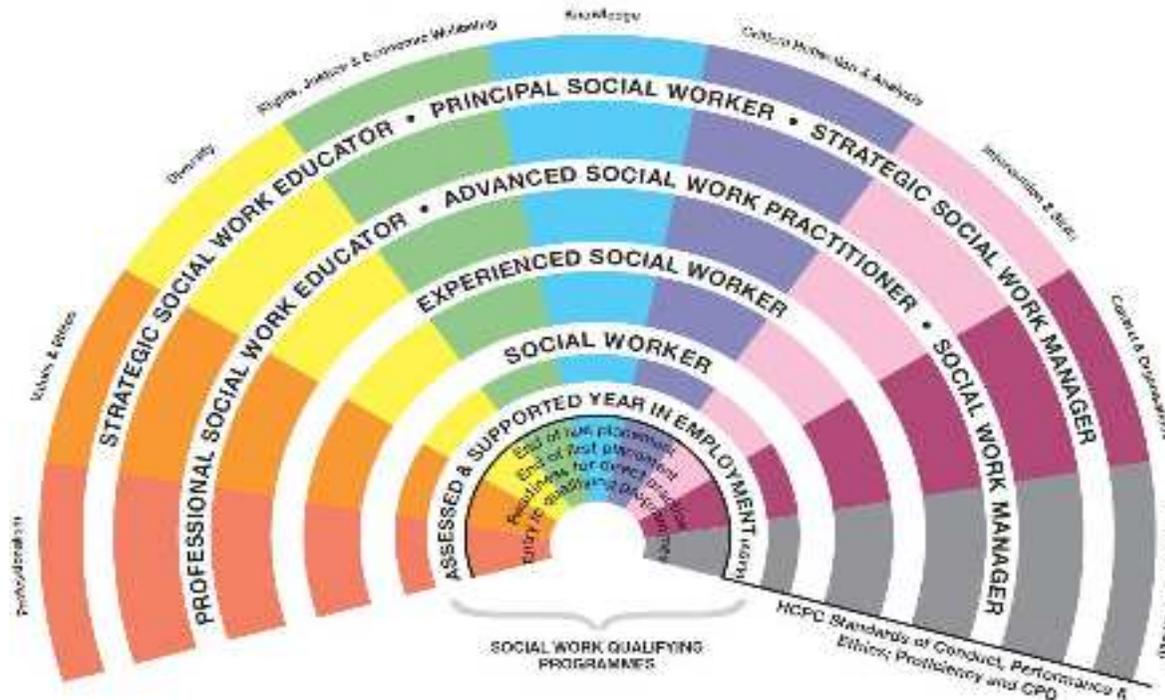
Name

Team Manager

ECIRS/CONNECT etc. etc.as relevant

cc. *NAME* HR Business Consultant (Niru Karia)

Professional Capabilities Framework for Social Workers



The Professional Capabilities Framework (PCF) is an overarching professional standards framework, developed by the Social Work Reform Board and is now owned by The College of Social Work. Full details can be found at: <http://www.tcsw.org.uk/pcf.aspx>

The PCF:

- Sets out consistent expectations of social workers at every stage in their career
- Provides a backdrop to both initial social work education and continuing professional development after qualification
- Informs the design and implementation of the national career structure
- Gives social workers a framework around which to plan their careers and professional development

Progression between levels

- Progression between levels is characterised by development of people's ability to manage complexity, risk, ambiguity and increasingly autonomous decision making across a range of situations.
- Particular issues to think about are as follows: -
- Level of confidence, underpinned by practice experience, reflection and deepening understanding
- The increasing ability to work independently and to collaborate on equal terms with members of other professions
- The quality of the judgments made, and the level of ability to explain and justify them
- Efficacy of the work undertaken and the outcomes achieved, including opportunities for preventive work
- The ability to take initiative, form constructive alliances and to act as a change agent
- The ability to engage effectively with situations of increasing complexity and challenge, for example those with
- multi-agency input
- complex family / organisational dynamics
- serious hostility and conflicts of interest
- multiple problems / disadvantages
- multiple / significant risk factors
- need to take into account the public interest
- The appropriate use of authority and challenge
- The ability and commitment to educate and provide professional supervision to others
- Demonstration of leadership, management and research

Domains within the PCF

The Professional Capabilities Framework has nine domains (or areas) within it. For each one, there is a main statement and an elaboration. Then at each level within the PCF, detailed capabilities have been developed explaining how Social Workers should expect to evidence that area in practice.

The nine capabilities should be seen as interdependent, not separate. As they interact in professional practice, so there are overlaps between the capabilities within the domains, and many issues will be relevant to more than one domain. Understanding of what a Social Worker does will only be complete by taking into account all nine capabilities.

Professionals and their practice will be assessed 'holistically', by which we mean that throughout their careers, social work students and practitioners need to demonstrate integration of all aspects of learning, and provide a sufficiency of evidence across all nine domains.

1. PROFESSIONALISM - Identify and behave as a professional Social Worker, committed to professional development.

Social Workers are members of an internationally recognised profession, a title protected in UK law. Social Workers demonstrate professional commitment by taking responsibility for their conduct, practice and learning, with support through supervision. As representatives of the social work profession they safeguard its reputation and are accountable to the professional regulator.

2. VALUES AND ETHICS - Apply social work ethical principles and values to guide professional practice

Social Workers have an obligation to conduct themselves ethically and to engage in ethical decision-making, including through partnership with people who use their services. Social Workers are knowledgeable about the value base of their profession, its ethical standards and relevant law.

3. DIVERSITY - Recognise diversity and apply anti-discriminatory and anti-oppressive principles in practice

Social Workers understand that diversity characterises and shapes human experience and is critical to the formation of identity. Diversity is multi-dimensional and includes race, disability, class, economic status, age, sexuality, gender and transgender, faith and belief. Social Workers appreciate that, as a consequence of difference, a person's life experience may include oppression, marginalisation and alienation as well as privilege, power and acclaim, and are able to challenge appropriately.

4. RIGHTS, JUSTICE AND ECONOMIC WELLBEING - Advance human rights and promote social justice and economic wellbeing

Social Workers recognise the fundamental principles of human rights and equality, and that these are protected in national and international law, conventions and policies. They ensure these principles underpin their practice. Social Workers understand the importance of using and contributing to case law and applying these rights in their own practice. They understand the effects of oppression, discrimination and poverty.

5. KNOWLEDGE - Apply knowledge of social sciences, law and social work practice theory

Social Workers understand psychological, social, cultural, spiritual and physical influences on people; human development throughout the life span and the legal framework for practice. They apply this knowledge in their work with individuals, families and communities. They know and use theories and methods of social work practice.

6. CRITICAL REFLECTION AND ANALYSIS - Apply critical reflection and analysis to inform and provide a rationale for professional decision-making

Social Workers are knowledgeable about and apply the principles of critical thinking and reasoned discernment. They identify, distinguish, evaluate and integrate multiple sources of knowledge and evidence. These include practice evidence, their own practice experience, service user and carer experience together with research-based, organisational, policy and legal knowledge. They use critical thinking augmented by creativity and curiosity.

7. INTERVENTION AND SKILLS - Use judgement and authority to intervene with individuals, families and communities to promote independence, provide support and prevent harm, neglect and abuse

Social Workers engage with individuals, families, groups and communities, working alongside people to assess and intervene. They enable effective relationships and are effective communicators, using appropriate skills. Using their professional judgement, they employ a range of interventions: promoting independence, providing support and protection, taking preventative action and ensuring safety whilst balancing rights and risks. They understand and take account of differentials in power, and are able to use authority appropriately. They evaluate their own practice and the outcomes for those they work with.

8. CONTEXTS AND ORGANISATIONS - Engage with, inform, and adapt to changing contexts that shape practice. Operate effectively within own organisational frameworks and contribute to the development of services and organisations. Operate effectively within multi-agency and inter-professional settings

Social Workers are informed about and pro-actively responsive to the challenges and opportunities that come with changing social contexts and constructs. They fulfil this responsibility in accordance with their professional values and ethics, both as individual professionals and as members of the organisation in which they work. They collaborate, inform and are informed by their work with others, inter-professionally and with communities.

9. PROFESSIONAL LEADERSHIP - Take responsibility for the professional learning and development of others through supervision, mentoring, assessing, research, teaching, leadership and management

The social work profession evolves through the contribution of its members in activities such as practice research, supervision, assessment of practice, teaching and management. An individual's contribution will gain influence when undertaken as part of a learning, practice-focused organisation. Learning may be facilitated with a wide range of people including social work colleagues, service users and carers, volunteers, foster carers and other professionals.

Knowledge and Skills Statement

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

1) Relationships and effective direct work

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

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

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

2) Communication

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

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

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

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

3) Child development

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

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

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

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

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

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

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

5) Abuse and neglect of children

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

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

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

6) Child and family assessment

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

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

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

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

7) Analysis, decision-making, planning and review

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

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

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

8) The law and the family and youth justice systems

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

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

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

9) The role of supervision

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

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

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

10) Organisational context

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

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

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



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