

CHILDREN'S SERVICES DEPARTMENT SUPERVISION POLICY AND THE LINKS TO MY PLAN

1 Introduction and Purpose of Supervision

This policy applies to all staff within the Children's Services Department

Supervision is a two way process for the mutual benefit of the organisation and the individual member of staff and is relevant to all managers and supervisors in Children's Services and Social Care. Regular staff support and development is essential to ensure the skills of staff are developed, used and monitored effectively in meeting the organisation's objectives.

My Plan is a common approach to agreeing work priorities, receiving useful feedback on past performance and identifying support and development which is needed in conjunction with the supervision process.

Staff throughout the organisation will have varying needs, but the supervision procedure and process will always follow the guidelines below.

Where staff are seconded to partner agencies, arrangements for supervision will follow this policy. This will be undertaken by the responsible line manager. The equivalent policy of the partner agency may be followed only if it sets out a comparable set of standards, and this is agreed between agencies. It is important to ensure that continuous professional development relating to registration is supported.

2 Functions, contents and priorities of supervision

The purpose of supervision is to ensure that services are delivered competently and effectively by staff who are well-motivated, well-equipped and effectively supported to do the job, in the context of identified aims and objectives. This applies to staff in all sections of the organisation.

There are three main functions of supervision -

- Line Management – accountability for practice and quality of service, and support;
- Professional supervision – case supervision, reviewing and reflecting on practice issues, roles and responsibilities and evaluating outcomes of work, considering application of theory in practice
- Continuing Professional Development of workers – to identify learning and development needs.

The agenda provides a framework to help managers and employees to structure their discussions and should include as a minimum:

- Matters Arising - a review of the supervision notes, tasks and actions from the previous meeting;
- Performance against agreed objectives;

- Review of objectives/targets set and work priorities linked to council plans, service plans and team plans;
- Regular case management review, if applicable to the job;
- Reflection on casework and impact of work upon the employee (for those in direct practice);
- Issues raised by the supervisee;
- Any Other business
- Date and time of next meeting

Supervision will identify ways in which the above can best be met in the interests of the members of staff and the organisation, including:-

- Sharing problems and discussing and/or agreeing possible solutions;
- Reviewing and monitoring of work;
- Workload and performance management;
- Regularly reviewing service user records, if appropriate;
- Identifying issues for referral elsewhere.
- Identifying (and sometimes meeting directly) employee development training needs;
- Reviewing the impact training attended has had on improving practice/service;
- Encouraging reflection and continuous self-development;
- Considering application of theory to practice, in particular the use of systemic principles privileged to CAYA social workers;
- Encouraging two-way channels of communication;
- Monitoring progress towards targets set and overall performance;
- Registration issues of professional staff e.g. Social Workers

Reflective supervision sessions for social workers

These are an opportunity for social workers to think about the families that they are working with from a systemic perspective. This involves considering the nature of the relationship established between the social worker and the client family and how this relationship might be helping or hindering the on-going social work intervention. The social worker will also be encouraged to develop different ideas about how they might work with the family to make change, and to avoid the pitfall of following one approach rigidly in their work with families. The general themes of this reflective supervision should be recorded on the supervision record together with any actions arising as a result of this supervision.

3 Principles of Supervision

Whilst supervision remains a joint management/employee responsibility, line managers remain responsible for establishing the framework and regularity/timings of supervision. All staff must receive supervision on a regular basis within an agreed framework and timescale, appropriate to the job and the individual needs of the employees. All staff must be offered 1 to 1 supervision sessions, but group supervision may also be appropriate, depending on the staff and the organisation. Sufficient time should be given to sessions so that all issues are covered thoroughly according to need.

Informal and unplanned supervision may supplement these more formal arrangements, as managers need to provide day-to-day opportunities to receive feedback, advice and support. Where appropriate, it is important that all decisions arising from supervision are recorded. Decisions made in supervision that directly relate to case management should be input onto the relevant electronic system by the Manager, e.g. Framework-i, Tribal.

The focus of the discussions should be the job related duties of the member of staff. From time to time issues that are occurring in the private life of an individual may impact on the member of staff's ability to achieve and develop. Where it appears this is the case or where the member of staff raises these issues, support should always be sought from the Occupational Health Service or Human Resources as appropriate, and the member of staff should be provided with information about the Employee Counselling Service.

In order to ensure that the work, for which the employee is accountable is carried out to a satisfactory level, managers and employees should identify tasks, performance standards and targets for a defined period, and ways of measuring the results.

Where employees have professional statutory duties to perform, and these fall outside the manager's professional role competence, the manager must ensure that the employee has access to appropriate support and development opportunities. This is essential for continued professional competence.

The supervision process should promote equal opportunities and anti-discriminatory practice, where evidence of oppressive practice exists then it is the responsibility of both parties to pursue any complaint through the grievance/disciplinary procedure, as appropriate.

The meetings should be supportive and proactive, not merely reactive.

4 Learning and Development and the link with My Plan

The process of supervision should ensure that the principles of the [My Plan framework](#) for personal development in the agreed DCC framework are integral to day-to-day working, such as:

- Acquiring knowledge as appropriate e.g. new legislation, practice and procedures to support objectives
- Identifying skills needed for the job in relation to competencies so that objectives can be met.
- Identifying the existing skill set of the employee and determining what skills and development are required in relation to personal performance and professional development
- Identifying how necessary skills can be acquired and taking action to provide the necessary resources.

My Plan documentation needs to be completed twice yearly in addition to but alongside supervision documentation – once at the beginning of the year to set

objectives, and again after six months to review progress on objectives set, identified personal development undertaken, and to review the effectiveness of the development and the impact on improving practice. Where there is an area of overlap cross reference can be made on the documentation as appropriate. Both sets of paperwork are at the back of this policy.

5 Frequency and Timescales

The frequency of supervision will be determined by the needs of the individual employee and their role within the organisation.

More frequent supervision may be necessary during an employee's first 6 months in employment in addition to induction review meetings. Where appropriate managers must also consult the relevant Professional and National Minimum Standards applicable to their service to ensure that support and supervision is being offered in line with statutory guidance.

Many staff will benefit from more frequent supervision and review meetings every 4 – 6 weeks may be appropriate in some circumstances and service settings. It is anticipated that social workers are supervised on a monthly basis and newly qualified social workers will require supervision in accordance with the requirements of the Assessed and Supported Year in Employment provisions.

Meetings must be planned in advance and be regarded as a very high priority by both parties. If dates have to be changed, an early alternative date must be set. The reason for any interruption to or cancellation of the supervision session must be recorded, e.g. sickness, annual leave, an urgent work or personal matter.

6 Records of Supervision

A record of the matters covered in supervision must be kept for the following reasons:

- It provides a record for both parties
- It provides the basis for identifying personal performance and development
- It will be used as a basis to review actions following supervision and to monitor change, and to record achievements and any areas of difficulty and individual development.

Both parties will have a jointly signed copy of the record. The record should be made either during the supervision session or as soon as possible after it. The record should cover areas discussed, outcomes of discussion, decisions made and any action planned by whom and when in a short summary. The record should be detailed enough so that the issue can be revisited, if necessary, at a later date and still be understood.

The manager is responsible for ensuring that an effective supervision record is kept, and that where casework decisions are made, these are recorded both on the supervision record and on service user records as appropriate.

Where line management responsibilities change, supervision records should be passed to the new line manager who should access those records still relevant to

current issues. Supervision notes should be retained for the length of the employee's employment.

The pro-forma for recording supervision is in Appendix 1 of this policy.

7 The Contents of the Supervision File

Every staff member will have their own individual supervision file. Each file should have the following contents clearly laid out in an accessible hard copy folder:

- Individual Supervision Agreement (as contained in the Supervision policy) (see Appendix 2)
- Record of each supervision meeting (Appendix 1)
- My Plan and Personal Development –induction and training records (updated 6 monthly as per Supervision and My Plan policy) (Appendix 3)
- Documents – Annual Driver Documentation, HCPC registrations , DBS
- Workload Management Tool (**specific to Safeguarding and Specialist Staff**) (Appendix 5) (for use where applicable to inform supervision/management role))
- Miscellaneous items; letters of commendation etc. (**specific to Safeguarding and Specialist Staff**)
- Learning from serious case reviews leaflet (to be attached to the front cover)

8 Process for Resolving Disagreements

From time to time disagreement may occur within the supervisory process. It is the responsibility of both parties to resolve this informally and endeavour to reach an agreement through the supervision process. If this cannot be resolved it should be discussed with the supervisor's manager.

9 Use of Service User Records in Supervision

The electronic records held are important tools where supervision is concerned with individual service users. Not only is it a record of work undertaken, but also a useful planning tool. It is also open to scrutiny by other agencies, Courts and the Ombudsman, as well as service users under the Data Protection Act 1998.

It is therefore essential for managers to view records from time to time as part of the supervision process; this should be over and above the completion of tasks and episodes on electronic systems to ensure that records are being maintained appropriately.

This is particularly important where the member of staff's work involves safeguarding issues.

The [CAYA procedures online](#) provide guidance in respect of recording policy and guidelines.

In all teams where service user records are used, managers should establish with their team members when they will be viewing records. The frequency will depend on the nature of the case and the workload of the manager. When the manager has examined the file, a record should be made on the file that the record is satisfactory.

10 Group Supervision

Managers in some service areas are directly responsible for large staff groups. It is therefore not always practicable to provide individual supervision and My Plans to all staff on a frequent basis. Group supervision and My Plans may be the only realistic way to ensure that staff are given the opportunity to constructively examine their work and consider improvements in standards and their own development.

Group supervision may also be a preferred way to ensure a consistent service within an establishment, team or unit. Staff have the opportunity to learn from each other so that the highest standards can become the group norm.

Even when group supervision and My Plans are the main mode, staff should be offered an opportunity for 1:1 supervision sessions, as appropriate, in order to address individual issues.

11 Confidentiality

There is clearly a need for mutual trust between manager and employee and it is therefore imperative that discussions and records of the session remain confidential between the two parties. As part of quality assurance there may be occasions when records are shared with more senior management. As a rule no-one will have access to supervision records without the consent of the member of staff concerned, however, as the record remains the property of the Council, in exceptional cases, such as disciplinary proceedings, audits, department challenge days, it may be necessary to share the information with more senior management without prior consent. In such cases the member of staff concerned will be notified as soon as practicable. Supervision records should be kept in a secure lockable place or stored securely electronically and managers to inform their local Business Services of their location and means of access.

Additional guidance for staff working in Early Help/MATs/Safeguarding and Specialist Services

Format for recording case related discussions

Case related discussions and decisions will be recorded direct to the child's record (Framework-i). However, the written record of the supervision meeting should clearly name each child who was discussed within section four of the pro-forma.

Each case discussed in supervision will be recorded on the child's Framework-i record. This will be recorded in the child's case notes and be titled 'Record of supervision discussion'. The following headings will be used to ensure best practice:

- General case update/recent concerns and positives
- Progress made on Assessments and the Child's Plan.
- Visiting pattern/scheduled meetings
- Agreed actions and by whom.

Workload management tool

A guidance note in relation to Derbyshire's Workload Management Tool (WMT) is attached to this policy (Appendix 4 & 5). The WMT can be utilised periodically with staff to help monitor individual workloads.

The WMT should be seen as one tool available for managers to use to ensure supervision is as effective and meaningful as possible.

Completed WMT grids should be dated and kept on the supervision file.

Supervision File Audits

District Managers within Early Help/MATs/Safeguarding and Specialist Services should audit a sample of supervision files on a 6 monthly basis to ensure there is a consistent application of the expected standards as per Supervision and this policy. This process will be recorded within the relevant Service Manager's supervision record.

District Managers should satisfy themselves that ALL staff members have received at least monthly supervision on an ongoing basis.

Where it is evident that monthly supervision of a staff member has not been complied with, the reason for this and the follow up action should be explicitly recorded on the staff member's supervision file and also during the District Managers supervision of the relevant Service Manager.

Service Managers and District Managers should maintain an *easy to reference* record of completed supervision dates for staff to ensure any gaps in compliance are promptly recognised and responded to.

Managers Decisions

It is important that recognition is also given to the 'informal' supervision or case discussion which occurs outside of supervision. Very often critical decisions are taken by managers in consultation with the worker outside of the formal supervisory process.

These decisions will be recorded by the worker or manager (by agreement) in a timely manner. This will be recorded in case notes on the child’s record using the ‘type of note field’ titled Managers Decision.

Useful prompts for Effective Support and Supervision

The following prompts provide opportunities to reflect on the work with the child and their family and ensure that suitable action is taken to safeguard the child. Each case will be different and the prompts will be of use depending on the individual circumstances. Essential to the examination of every case is the ability to analyse and give meaning to what is known **and** what is not known.

Useful prompts for Effective Support and Supervision

<p>Developmental needs of the child</p> <ul style="list-style-type: none"> ▪ What are the concerns about this child? ▪ Are they ongoing, have things become worse or improved? ▪ Is there a concern about the immediate safety of the child or an adult? ▪ How do the concerns affect the wellbeing of the child? ▪ How often has the child been seen? ▪ Have they been seen alone or in the present of their parents/carers? ▪ What have they said about their circumstances? ▪ How do their views affect the analysis of their circumstances? ▪ Are there factors that affect the competence and ability of the child or young person to make decisions about their life? ▪ What impact do unmet needs have on the child, such as their disability, communication, ethnicity, religion?
<p>Parenting Capacity</p> <ul style="list-style-type: none"> ▪ What is known about the parents or carers ability to meet needs of the child? ▪ Are they motivated and able to change? ▪ What are the blocks to change and how can these be addressed? ▪ Has this been discussed with parents or carers and what are their views? ▪ What affect does this have? ▪ Is domestic violence, parental mental ill health or substance misuse known or suspected and what affect does this have? ▪ Are specific links needed with children’s services to clarify further information or analysis of the case? (For adult services)
<p>Family and Environmental factors</p> <ul style="list-style-type: none"> ▪ What is known about the family history and how does this currently affect the child? ▪ What role do family, community and other practitioners have in supporting the child? ▪ Can they provide sufficient support to safeguard the child? ▪ Has this been discussed with them and what are their views? ▪ What affect does this have?

Reflection on Cases

- What assessments are in place or being completed?
- (Pre CAF checklist / CAF / Initial Assessment / Core Assessment- to be replaced by Early Help/Working Together single assessment)
- Who are the key contacts in other agencies?
- What is the role of the agency in ongoing assessment or the delivery of services?
- How do these ensure the child's unmet needs are addressed?
- Have clear goals and actions been agreed and can they be measured?
- Is there a repetition of previous concerns or patterns of behaviour?
- Is change occurring at the right pace to make sure the needs of child are met?
- What does this all mean for the safety and development of the child?
- Are there any concerns that the Safeguarding Children Procedures are not being followed and if so, what is being done about this?
- What are the family strengths and how are they being utilised to make change?

Is further urgent action needed to keep this child safe?

If there are gaps in key areas above, how might further information be obtained through further contact or from other agencies?

Supporting the Practitioner

- Does the practitioner have sufficient knowledge and skills to work effectively in this case?
- What can be done to support them (including joint work with colleagues and with other agencies)?
- Are any factors influencing their ability to focus on child (such as non cooperation of parents, stress, over optimism, unfamiliarity or inexperience in this type of case, unfamiliarity working with difference such as ethnicity, religion, disability, sexuality?)
- Is action needed to help the practitioner work with other agencies?
- What action is needed so that any differences of professional opinion are effectively resolved?
- Have Children in Need, Core Group or Child Protection Conference meetings been attended / planned and is support needed?
- Is support needed with the preparation of reports and will they be submitted in time?
- Are suitable records being kept at all stages?
- What feelings are evoked for the practitioner in working with this family and how are these being reflected upon and attended to?

CHILDREN'S SERVICES DEPARTMENT

RECORD OF SUPERVISION

<p><u>Name of Manager:</u></p> <p><u>Name of Employee:</u></p>	<p><u>Date of Supervision Session:</u></p> <p><i>(NB more than one session may be entered on the same sheet)</i></p>
---	--

		Action By	Date
1.	Review plan of action from previous meeting		
2.	Issues/matters discussed and agreed objectives and priorities including expected performance <i>(record on framework i where appropriate)</i>		
3.	Review of Objectives/Targets/Priorities		

		Action By	Date
4.	Regular Case Management Review (as applicable)		
5.	Personal Development Needs Links with My Plan		
6.	Issues Raised by Supervisee		
7.	Any Other Business		
8.	Date and Time of Next Meeting		

Manager:	Employee:
Date:	Date:

INDIVIDUAL SUPERVISION AGREEMENT

BETWEEN (Name of Manager) AND (Name of Employee)

DATE _____

Functions of Supervision

The purpose of Supervision is to ensure that staff are supported, equipped and well motivated to deliver services competently, efficiently and effectively. ***This applies to staff in all sections of the organisation.***

There are three main functions of Supervision:

- Line Management Function and Accountability
- Professional Supervision and support in relation to work
- Learning and Development

Prior to completing this agreement, all staff should refer to the Supervision Policy.

The Agreed Structure is:

Supervision will take place every (minimum requirement for Social Care professionals is once per calendar month, quarterly for other staff).

Both Parties will allowhours for each Supervision session

Meetings will take place at

Sessions will be recorded on the specified pro-forma and maintained in accordance with the requirements of the Supervision Policy.

The agenda for sessions will be agreed and prioritised by the parties prior to, or at the beginning of each session, to include as a minimum:

- Agreed Notes of Last Meeting
- Matters Arising
- Performance against objectives agreed (linked to plans)
- Review of objectives/targets set and work priorities
- Regular case management review (if applicable)
- Issues raised by supervisee
- Any Other Business
- Date and time of next meeting

There will only be interruptions if there is a matter of the utmost urgency.

Review of Records

Individual Supervision sessions will include a regular review of service user records where these are a feature of the employee's work.

The Manager will normally be responsible for selecting the records, with a view to a rotation through the whole workload over time.

These reviews will form part of the Supervision session.

The content of the Supervision sessions will include (as a minimum):

Review of progress towards service objectives

Monitoring progress of personal development plan

Issues raised by employee

Signed (Employee)

Signed (Manager)

Date

Date

Appendix 3

My Plan (Name):

Date of My Plan meeting:

The performance objectives and identified support within this plan have been agreed and will be reviewed during the year.

Review dates: (Please ensure next review date is agreed at each meeting).

1.

Name:

Signature;

Line Manager:

Signature:

MY Plan:

Objective Using your role profile and service plans, what are personal objectives for the next year?	Measures of Success How will you know the objective has been achieved?	Timescales When do you expect to achieve the identified measures?
	•	
	•	
	•	
	•	
	•	
	•	
	•	
	•	
	•	

Regular Review

Objective No.	On target: Y\N Achievements & learning Additional actions required to achieve target	Agreed changes.

Annual Review

Objective No.	Comments.	Learning gained. What have you learned from the achievements and how can you use this learning in the future?

Personal Development Plan

Development objective	Method of development	Outcome and timescale.

Personal Development Plan interim review.

Development objective no.	Activity since last review & learning gained.	On Target? Y/N Agreed actions.

Personal Development Plan review

Development objective	Extent to which objective was met	Personal and service impact.

Workload Management Scheme

Guidance on using the Workload Management Scheme (WMS)

INTRODUCTION

The Workload Management Scheme (WMS) has been developed with the objective of providing a rational tool to inform judgements about current caseloads and the distribution of work across workers and across teams.

This scheme has been developed for measuring work in children's field work teams where it is assumed the majority of work is with Safeguarding Children, Children in Care and Children in Need.

The structure of the WMS has been designed following extensive work in Derbyshire and bringing together the experience of schemes within a number of other local authorities.

Please note, however, that the complexity of the Social Work task and the difficulty in predicting how long tasks will take means the WMS is only an indicative tool and is not a definitive measure.

The scheme identifies key tasks and type of cases and awards weightings for each.

The WMS has been developed to enable ease of use whilst also having sufficient detail to provide meaningful purpose.

PREPARATION

1. When should it be completed?

It is anticipated that the WMS will form part of the supervision process informed by the discussion that managers should be having with their respective staff on the allocation of and progress of cases allocated to them. Supervision should take place according to Derbyshire County Council Supervision Policy and consistent with type of work undertaken e.g. child protection/LAC

**It is not intended for the WMS to take up a lot of time.
It is a tool to be used alongside other supervision tools to obtain a better, and more measured, perspective of workload demands.**

To minimise the administrative time, prior to use in supervision, managers could:

1. Complete the basic information, such as case number/name, etc onto the case-related activities section of the worker's measurement sheet.
2. Allocate the points as you are discussing the progress of each case.

2. The optimum points allocation

An optimum points bandwidth is suggested which the department regards as reasonable for Social Workers at the various stages of their career.

This equates as follows:

Up to 300 for a newly qualified Social Worker (within 12 months of qualification).

300-350 for Social Worker's at Grade 10.

350-400 for Social workers at Grade 11.

3. Taking Account of individual circumstances

The optimum caseload bandwidths are per full time worker; those working part time or on temporary reduced hours should see this reflected proportionately.

Personal or individual circumstances should be considered within supervision.

Certain activities, for example, leave and duty cover within teams are considered to be averaged out for all workers and do not receive a specific point's allocation.

4. Who keeps a record of the agreed points?

Both the team manager and worker keep a record of the completed WMS.

It is intended for the WMS to be a shared and transparent task.

It is anticipated that it can be used openly in teams and across the district to review workloads as a whole.

It can also be used to inform team meetings and development days when reviewing peaks and troughs over the course of a period of time or in designating key tasks.

Using the WMT

Column 1

Case name.

Each child if Child in Care (CIC) or Child subject to a Child Protection Plan **OR**
Per family for children in need (CIN).

(CIN children in one family would be treated as one case; however if it is a high demand / complex CIN case the children can be included individually and receive case weighting as per CIC / Child subject to a Child Protection Plan cases)

Column 2

A family of children in need will normally attract **10 points for the whole family** (i.e. one case).

As stated above, in some instances, one or more of the children in CIN families will attract an individual score.

CIC or Child subject to a Child Protection Plan; each **child attracts 10 points**.
Where there is a large sibling group discretion must be used. For example where all children live together and are being seen at the same time sibling groups over 3 should not attract more than 30 points in total. However if placed separately as possible with CIC each child will attract ten points in their 'own right'.

Where joint working between SW's involves each in *most* of the tasks, assess each SW as you would for any other case. If it is clear that one is the 'lead SW' and the other is playing a much reduced role, award full weighting to the first and a reduce weighting to the second (50% weighting is suggested).

Column 3

Score for each CIC or Child subject to a Child Protection Plan.

'**Standard**' refers to stable, settled placements requiring little more than the minimum number of statutory visits, six-monthly CIC Reviews, medical and other routing duties. It includes maintaining contact with those who hold PR

In the case of child subject to CP plans; this takes account of visits to the home, and work with parents/carers, all the duties attached to being Key Worker (see Derbyshire Safeguarding Board Safeguarding Procedures) and the preparation of reports to the CP Conferences.

Standard = 6 points per child.

Additional points; This is relevant where the plan requires an *unusually* high level of SW input (e.g. high level of support to/contact with parents/carers, child and/or birth family; the active maintenance of a large professional network, problems of aggressive non co-operation, exceptionally high CP risk factors and frequent visits to the child of two or more a week by the SW).

It is also likely that new placements and children in transition between placements will attract this higher weighting for the first month *but not indefinitely*.

Additional points = 4 points per child

Column 4

For each case/family in court = **5 points (per family)**

Additional points: Where the initial proceedings are underway and court papers (chronology, assessments, initial statements etc) are being produced = **Add an additional 5 points.**

If there are particularly complex court issues and a number of children and care plans ***then the additional 5 points remain allocated until the case becomes more settled*** in the court arena.

Additional points are not allocated for applications to revoke Care Order or S7 / S37 Court Reports (i.e. pending care proceedings some months away do not count until the month in which the matter is heard).

Directions appointments will not usually count unless exceptionally demanding of SW time and skill.

Column 5

Core assessments attract points ***per child*** for CIC / Child subject to a Child Protection Plan ***or*** points ***per family for CIN*** for the 35 days in which the assessment is taking. = **10 points**

Column 6

Enquiries under S47 CA 1989 into suspected abuse of a child. Applies only to the period from receipt of referral to CP conference (or closure) = **10 points.**

Column 7

Excessive travelling – attracts points as follows

Within the 15 miles of main office base = **0 points**

Outside 15 mile radius = **4 points**

1 -2 hours travelling time each way = **6 points**

Over 2 hours travelling each way = **10 points**

This is a permanent weighting whilst the case is open.

Column 8

Specific case related tasks undertaken by the social worker e.g. Life Story work with CIC, counselling sessions, specific programme such as parenting skills with parent, specific assessment work other than Core assessment. Should not generally run for more than three continuous months at the outside and as explicitly agreed with Team Manager.

Also where SW has direct role in carrying out supervision/assessment of contact *in person* in CIC cases, (not for managing the contact without supervising it). If contact is relatively infrequent e.g. less than once per month, this score should only be awarded for the month in which the contact takes place except in the case of ongoing supervision *in person* of contact sessions.

Points are allocated via discussion and agreement concerning the task = **up to 10 points per task**

Column 9

Additional responsibilities; this can include being a member of a fostering panel, supervising a student, undertaking PQ, group work which takes place within time normally devoted to case-based work. = **up to 20 points per commitment**

Note – Given the complexity and evolving nature of supervising students and PQ in particular, points allocated in this category need to be agreed between the worker and manager informed by discussion in supervision.

Column 10

Duty – points will be given for each day a worker is active on the districts reception/duty point ***where new duty work is the predominant activity of the day***
Points are awarded for each active day in the calendar month the WMS is completed.
12 points per day

The WMS should be completed using the grid as per addendum

23											
24											
25											
26											
27											
28											
29											
30											
31											
32											
33											
34											
35											