



PSDP—Resources and Tools: Line manager's evaluation – Post- qualifying standard (KSS) for child and family practice supervisors

Introduction

Practice supervisors are tasked with reviewing and supporting the professional development of their supervisees. In order to do this effectively, they need support, feedback, mentoring and guidance from their line managers.

Practice supervisors who have taken part in the Practice Supervisor Development Programme (PSDP) highlight the important role their line managers play in helping them continue to develop their skills once the programme has ended – they consider regular developmental feedback to be essential.

Purpose of this evaluation tool

The practice supervisor you line manage is seeking your feedback in order to develop their practice.

Please take a few moments to rate from 1-5 their knowledge, skills and confidence by answering the questions below, which are based on the eight standards of the [Post-qualifying standard: knowledge and skills statement for child and family practice supervisors](#).

If there are any questions you feel unable to answer, please think about how you might gather this information in future.

Once you've completed the form, we suggest you use it as a springboard for discussion in supervision. This will allow you to both discuss your practice supervisor's strengths and learning needs, as well as any areas that you, too, may be able to develop and improve.

Before you do this, though, it's worth noting that your hierarchical position affords you more authority and power than your practice supervisor, which may

inhibit them in sharing their views, or influence the way in which they receive your feedback.

Please consider how this, as well as any issues around diversity or socioeconomic differences, may influence this process.

1. Promote and govern excellent practice*

	1 The practice supervisor is still developing knowledge, skills and confidence.	2	3 The practice supervisor can do this but needs to strengthen knowledge, skills and confidence.	4	5 The practice supervisor is confident, skilled and knowledgeable in this area.
Using supervision and practice to influence your organisation to set high standards and motivate and shape others' practice.					
Helping social workers build optimistic relationships with children and families, engaging in direct work with children and supporting parents with a diverse range of needs, experiences and backgrounds.					
Acting as a conduit between the organisation and the team, promoting organisational vision and goals					

2. Developing excellent practitioners*

	1 The practice supervisor is still developing knowledge, skills and confidence.	2	3 The practice supervisor can do this but needs to strengthen knowledge, skills and confidence.	4	5 The practice supervisor is confident, skilled and knowledgeable in this area.
Identifying practitioners' strengths, learning needs and different learning preferences (particularly where these might be different to their own) and using these to develop their practice.					
Observing social workers practice and working alongside service users to help practitioners reflect on their practice.					
Challenging social workers' practice, values, assumptions and fixed thinking.					

3. Shaping and influencing the practice system*

	1 The practice supervisor is still developing knowledge, skills and confidence.	2	3 The practice supervisor can do this but needs to strengthen knowledge, skills and confidence.	4	5 The practice supervisor is confident, skilled and knowledgeable in this area.
Balancing a managerial, task-focused approach with an enabling, reflective leadership style.					
Building influential respectful partnerships between practitioners and partner agencies, ensuring that support is offered to help families where needed that utilises family and community strengths.					
Using supervision to closely monitor the wellbeing of children to ensure they thrive and reach their full potential.					

4. Effective use of power and authority*

	1 The practice supervisor is still developing knowledge, skills and confidence.	2	3 The practice supervisor can do this but needs to strengthen knowledge, skills and confidence.	4	5 The practice supervisor is confident, skilled and knowledgeable in this area.
Supporting practitioners to use authority in a way which is open and respectful and keeps families and children included in the decision-making process.					
Helping practitioners to recognise and intervene in patterns of relationships within professional networks, family systems and wider contexts.					
Supporting practitioners to actively address diversity, including the effects of racism, discrimination, poverty and other inequalities in their work.					

5. Confident analysis and decision making*

	1 The practice supervisor is still developing knowledge, skills and confidence.	2	3 The practice supervisor can do this but needs to strengthen knowledge, skills and confidence.	4	5 The practice supervisor is confident, skilled and knowledgeable in this area.
Enabling practitioners to consider a wide range of contexts including the individual, family, cultural, social, environmental and organisational context.					
Supporting practitioners to generate multiple hypotheses which respect the complexity of the child's and family's circumstances.					
Helping practitioners make decisions based on observations, analysis, evidence and taking the wishes and feelings of children and families into account.					

6. Purposeful and effective social work*

	1 The practice supervisor is still developing knowledge, skills and confidence.	2	3 The practice supervisor can do this but needs to strengthen knowledge, skills and confidence.	4	5 The practice supervisor is confident, skilled and knowledgeable in this area.
Helping practitioners to keep a balance between risk, need, strengths and rights, and between authoritative intervention and collaborative partnership working with children and families.					
Supporting practitioners to demonstrate curiosity and reflection as well as decision-making.					
Ensuring that practitioners involve all relevant family members, including fathers and support networks, in shaping plans that empower them to make changes.					

7. Emotionally-intelligent practice supervision*

	1 The practice supervisor is still developing knowledge, skills and confidence.	2	3 The practice supervisor can do this but needs to strengthen knowledge, skills and confidence.	4	5 The practice supervisor is confident, skilled and knowledgeable in this area.
Supporting practitioners to reflect on their own emotional responses and those of families and professionals, and to use this understanding to inform their practice.					
Supporting groups of practitioners to think reflectively and reflexively identifying bias and shifting thinking.					
Supporting practitioners' personal growth and professional development, providing appropriate challenge or support where necessary e.g. where personal values and beliefs impact on practice and decision-making.					

8. Performance management and improvement*

	1 The practice supervisor is still developing knowledge, skills and confidence.	2	3 The practice supervisor can do this but needs to strengthen knowledge, skills and confidence.	4	5 The practice supervisor is confident, skilled and knowledgeable in this area.
Using feedback from complaints, mistakes and successes in order to improve practice and enabling practitioners to do the same.					
Creating communication channels within your team and organisation to share learning and inform development.					
Identifying and addressing poor practice or performance in individual practitioners, and using clear Q&A processes and taking necessary action to address this (taking diversities or individual learning needs into account).					

In preparing to give feedback to the practice supervisor, please reflect on the following questions:

1. What strengths have you identified?

.....

.....

.....

.....

.....

.....

.....

.....

2. What areas do you think the practice supervisor needs to develop further?

.....

.....

.....

.....

.....

.....

.....

.....

3. How can you support the practice supervisor to work on these learning needs?

.....

.....

.....

.....

.....

.....

.....

.....

4. If you have identified any gaps in your knowledge, how can you ensure you have more understanding about the practice supervisor's work going forward?

.....

.....

.....

.....

.....

.....

.....

5. How might you engage in a discussion with the practice supervisor that seeks to learn more about their experiences of supervision, and better understand how you can work together on this?

.....

.....

.....


.....

.....

.....

.....

Practice Supervisor Development Programme
The Granary Dartington Hall
Totnes Devon TQ9 6EE

tel 01803 867692
email ask@rip.org.uk
 [@researchIP](https://twitter.com/researchIP) #PSDP

www.practice-supervisors.rip.org.uk

Author: Alison Domakin,
Practice and Engagement Lead
Practice Supervisor Development
Programme

Research in Practice is a programme of
The Dartington Hall Trust which is a company
limited by guarantee and a registered charity.
Company No. 1485560 Charity No. 279756
VAT No. 402196875

Registered Office:
The Elmhirst Centre, Dartington Hall,
Totnes TQ9 6EL