

Social work in Children and Family Services



Learning & development offer
and programme for 2018

Together we will enable individual and
council success by supporting continuous
improvement through learning

Introduction

This document is a social work professional development programme. The course content has been designed to support social work professional development and is linked directly to the Knowledge and Skills Statements for Social Workers. In addition we have reviewed the issues highlighted through our departmental self-assessment and sought to strengthen aspects of practice where we know we must improve and build the confidence of our teams to tackle challenging aspects of practice.

The programme builds from the Assisted and Supported Year in Employment (ASYE) which is the first stage of continuous professional development (CPD) for all social workers. We have extended the approach taken here to refresh our offer across the social work workforce. We know that social workers leaving their ASYE year are keen to continue their professional development

Why is this important?

We know that encouraging reflective practice is central to developing professional expertise, judgement and confidence – this is the same for any autonomous professional.

Previously the HCPC and in the future the new regulatory body Social Work England will require workers to evidence and demonstrate the impact of their CPD activity to maintain their professional registration.

As the employer, the Council is also interested in the impact of CPD on practice and the quality of service delivery and wants to understand the return they get on their investment in their staff. Supervisors are best placed to see the impact of training and learning on their teams and this expertise will be built into the progression pathway for social workers.

Planning your Continuous Professional Development (CPD)

As a registered professional your development is shaped by all learning activity. Although this includes formal training it should also include those informal opportunities where you reflect on practice. This includes team meeting learning sessions, group supervision, your own reading or shadowing of colleagues in other parts of the business.

CPD is therefore integral to high quality practice and should be seen as part of everyday practice and not an 'add-on' or separate to your practice. It is important that workers integrate any learning into practice. Using a work book or learning journal is a good way for workers to record the input they have had and reflect on how that is impacting on the quality of their practice and their confidence as a practitioner.

There are a range of options that staff can use to record in this way:

- The Signs of Safety Learning Journal (available from xxx)
- The learning log on the hub
leicestershiretotara.learningpool.com/login/index.php
- The learning log available through Community Care Inform communitycare.co.uk/community-care-inform-children-adults/

You should use time in supervision and in your annual appraisal meetings to develop your own development plan that reflects your personal and professional needs. Your manager is key in helping formulate this plan and assessing with you the outcomes you achieve through your plan.

The links to career progression

The new social work progression handbook for Social Workers in Leicestershire shows how progression through the social worker levels is managed. The new progression handbook together with this learning and development offer should guide you as you are making your plans.

Using this booklet

The rest of this booklet sets out the professional development offer available in Leicestershire for our social workers from induction to ASYE through to team manager level. Core and developmental training is described for each level.

Although this booklet focuses on 2018-19, the programme will run for 3 years to give sufficient time for all staff to complete their core training and access some of the development opportunities. The content of first year has been influenced by your managers. Years 2 and 3 will be similarly influenced by the feedback you and your managers supply.

First year content

FOR ALL NEW STARTERS

To be run 3x a year

- April/May
- Sept/Oct
- Jan/Feb

Introduction programme

Essential Awareness in Safeguarding: Legislative framework, working together to safeguard children

Hot topics: CSE, Honour based violence, FGM, Forced Marriage, Prevent, Modern Slavery

Lone Working

Working with Families with multiple and complex needs

Meet our C &Fs services: presentations from ADM, Principal Social Worker (Practice Framework), Virtual School, IRO service etc

SoS Introduction

All E-learning Mandatory courses

TO BE COMPLETED WITHIN 12 MONTHS

Assessed and supported year in employment

DASH

Signs of Safety: Core Training

Working with Families with Multiple and Complex Needs - Two day mini course

Attachment and Trauma including Emotion Coaching

Virtual School Team - How to work effectively with The Virtual School Team

Independent Review Officers (IRO) - Working with IROs

Child Sexual Exploitation (CSE) - An Introduction to Child Sexual Exploitation, Trafficking and Missing

Court Skills - An Introduction to presenting at Court for Social Workers

Writing for Court - An Introduction to presenting Written Reports to Court

Achieving Best Evidence (ABE)

Mental Capacity Act (MCA) - Introduction for ASYEs

Assessments

Year 2 & 3 content

	CORE	DEVELOPMENTAL
L1- L3 SOCIAL WORKERS	<p>Familial sexual Abuse</p> <p>Achieving Best Evidence</p> <p>Neglect and an introduction to the Neglect toolkit</p> <p>Assessing Parental Capacity to Change</p> <p>Working with Traumatized Children: A practice approach</p> <p>Core SOS training (practice team)</p> <p>Words and Pictures (practice team)</p> <p>Domestic abuse</p> <p>Communicating with children; Tools and techniques (practice team)</p> <p>Family Finding workshops (practice team)</p>	<p>Mental Health First Aid</p> <p>Mental Capacity Act /Dols</p> <p>Understanding Change/Loss for children – permanence planning</p> <p>The Solihull approach</p> <p>Aim2: Assessment</p> <p>Aim2: Intervention “Good Lives”</p> <p>Conference on Trauma</p> <p>The psychology of addiction and the impact of FASD</p> <p>Understanding the adolescent brain</p> <p>Enabling work based learning Practice Educator Level 1</p> <p>Communication & language development</p> <p>Dealing with conflict and crisis</p>
SENIOR PRACTITIONERS GRADE 12	<p>Enabling Work Based Learning Learning Practice Educator Levels 1 and 2</p> <p>Reflective Supervision</p> <p>Leading for Signs of Safety (practice team)</p> <p>Building resilience, Leading & Coaching</p> <p>Supervising staff who work with Harmful sexual behaviours</p> <p>Solihull approach</p> <p>Advanced SoS training (5 days)</p> <p>Court skills and presenting</p> <p>Family Finding workshops</p>	<p>Appreciate Inquiry</p> <p>Working with Traumatized children – a practice approach</p> <p>Understanding Change/Loss for children – permanence planning</p> <p>The psychology of resilience</p> <p>Aspiring leaders ILM (Apprenticeship)</p> <p>Challenging conversations</p>

	CORE	DEVELOPMENTAL
TEAM MANAGERS G13	<p>Supervising staff who work with Harmful Sexual Behaviours</p> <p>Leading SoS Practice</p> <p>Court Skills</p> <p>Reflective Supervision and management oversight</p> <p>People management</p> <p>Advanced Signs of Safety training</p>	<p>Appreciate Inquiry</p> <p>Trauma/therapeutic parenting</p> <p>The psychology of resilience</p> <p>Aspiring leaders ILM (Apprenticeship)</p> <p>Coaching skills</p>
IROs	<p>Leading Signs of Safety in conferences and reviews</p> <p>Advanced Signs of Safety training</p>	<p>Appreciate Inquiry</p> <p>Trauma/therapeutic parenting</p> <p>MHFA for Adults</p> <p>Mental Capacity Act/Dols</p> <p>Understanding Change/Loss for children</p>

Your notes

