

**NAAS Self-Evaluation**

**Practitioner**

**Knowledge & Skills Statement for Child & Family Social Work practitioners – Self Assessment**

In completing the self-assessment, social work practitioners and Team Managers are advised to consider all current and previous experience when considering their ratings. The completed self-assessment should be discussed. A section for the team manager assessment is provided to promote discussion. Following this discussion, key learning needs (where the rating is 3 or less) should be listed and a support plan agreed (Appendix A) where required. If the team manager, after discussion with the practitioner, feels that the practitioner can proceed to the next stage of the NAAS process (see process chart) they should submit to the Dudley CPP team the signed agreement page only (Appendix B).The self-evaluation should be kept by the practitioner.

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| **IDENTITIES** |
| Social Work Practitioners: |  |  Service Area: |  |
| Team Manager: |  |  Date of Self-Assessment: |  |

**Ratings:**

1 – No experience in this area due to being new into a practitioner role. Training and support plan to be identified

2 – Some theoretical knowledge but limited practical experience thus far to develop skills in this area

3 – Some knowledge and skills in this area but practitioner recognises that he/she lacks confidence and appreciates more regular support and guidance from their practice supervisor.

4 – Good level of knowledge and skills and is capable of meeting this with supervision and direction from manager

5 – Very Good level of knowledge and skills and is capable of meeting this with supervision and direction from manager with some autonomy

6 – Extensive knowledge and skills and very capable of meeting this with less direction and a good level of autonomy

**Knowledge and Skills Statements (KSS) for social work practitioners**

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| **Statement 1 - Relationships and effective direct work**  | **Social Work practitioner Rating** | **Team Manager Rating** |
| 1. What level of capability do you have in building effective relationships with children, young people and families, which form the bedrock of all support and child protection responses?
 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| 1. How able are you to be both authoritative and empathic and work in partnerships with children, families and professionals, enabling full participation in assessment, planning, review and decision making?
 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| 1. What level of capability do you have in enabling full client participation in assessment, planning, review and decision-making?
 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| 1. How capable are you in the gathering of evidence to address relevant and significant risks?
 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| 1. How able are you to secure access to support services for families (including where relevant children in public care), negotiating and challenging other professionals and organisations to provide the help required and that they are entitled to?
 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| 1. How able are you in helping children and families in transition; including children and young people moving to and between placements, those returning home, those being adopted or moving through independence
 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| 1. What level of knowledge and skill do you have in helping children separate from and sustain, multiple relationships recognising the impact of change and loss?
 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
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| **Statement 2 - Communication**  | **Social Work Practitioner Rating** | **Team Manager Rating** |
| 1. What level of capability do you have in communicating clearly and sensitively with children of ages and abilities and their families in a range of settings and circumstances?
 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| 1. How skilful are you in creating immediate rapport with people not previously known which facilitates engagement and motivation to participate in child protection enquiries, assessments and services
 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| 1. What level of ability do you have in acting respectfully even when people are angry, hostile and resistant to change?
 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| 1. How able are you to listen to the views, wishes and feelings of families and children, including the communication of children through behaviour?
 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| 1. How able are you to help parents and carers understand how they might communicate more effectively with their children?
 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| 1. What level of capability do you have in promoting speech, language and communication support, identifying those children and adults who are experiencing difficulties expressing themselves/
 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| 1. How able are you to manage tensions between parents, carers and family members in ways that show persistence, determination and professional confidence?
 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| 1. How skilful are you in producing written case notes and reports, which are well argued, focused and jargon free?
 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| 1. How capable are you in presenting a clear analysis and a sound rational for actions as well as any conclusions reached, so that all parties are well informed?
 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
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| **Statement 3 - Child Development** | **Social Work Practitioner Rating** | **Team Manager Rating** |
| 1. How able are you to 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.
 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| 1. What level of capability do you have in establishing the pattern of optimal child development and being alert to signs that may indicate that the child is not meeting key developmental milestones, has been harmed or is at risk of harm?
 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| 1. How knowledgeable are you 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?
 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| 1. How knowledgeable are you in assessing the influence of the 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 development of resilience?
 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| 1. How able are you to explore the extent that any emotional or behavioural and emotional development may also be the result of communication difficulties, ill health or disability, adjusting practice to take into account of these differences?
 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| 1. How skilful are you in seeking advice from relevant professionals to fully understand a child’s development and behaviour?
 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
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| **Statement 4 - Adult mental health, substance misuse, domestic abuse, physical ill health and disability** | **Social Work Practitioner Rating** | **Team Manager Rating** |
| 1. How capable are you in identifying 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?
 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| 1. How skilful are you in accessing 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?
 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| 1. What level of capability do you have in coordinating emergency and routine services and synthesising multi-disciplinary judgements as part of ongoing social work assessment and use a range of strategies to help families facing these difficulties?
 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| 1. How capable are you in identifying concerning adult behaviours that may indicate risk or increasing risk to children?
 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| 1. What level of skill do you have in assessing the impact on, and inter-relationship between parenting and child development?
 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| 1. How able are you to recognise and act upon escalating social needs and risk including helping to ensure that vulnerable adults are safeguarded and that a child is protected and their best interest always prioritised?
 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
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| **Statement 5 - Abuse and neglect of children** | **Social Work Practitioner Rating** | **Team Manager Rating** |
| 1. How capable are you in the exchanging information with partner agencies about children and adults where there is concern about the safety and welfare of children?
 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| 1. How able are you in analysing and triangulating evidence to ensure robust conclusions are drawn?
 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| 1. What level of capability do you have in recognising harm and risk indicators of different forms of harm to children relating to sexual, physical, emotional abuse and neglect?
 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| 1. What level of skill do you have in taking into account the long-term effects of cumulative harm, particularly in relation to early indicators of neglect?
 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| 1. What level of skill do you have in considering the possibility of child sexual exploitation, grooming, 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 the perpetrators of abuse?
 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| 1. How able are you to lead the investigation of allegations of significant harm to children in consultation with other professionals and practice supervisors?
 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| 1. What level of capability do you have in drawing 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?
 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| 1. How able are you in commissioning a second professional opinion and taking legal advice when necessary?
 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
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| **Statement 6 – Child and family Assessment** | **Social Work Practitioner Rating** | **Team Manager Rating** |
| 1. How able are you to carry out in-depth and ongoing family assessment of social need and risk to children with particular emphasis on parental capacity and capacity to change?
 | 1 2 3 4 5  | 1 2 3 4 5 6 |
| 1. How capable are you in using professional curiosity and authority while maintaining a position of partnership, involving all key family members, including fathers?
 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| 1. How skilful are you in acknowledging any conflict between parental and children’s interests, prioritising the protection of children as set out in legislation?
 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| 1. What is your level of capability in using child observation skills, genograms, eco-maps, chronologies and other evidence based tools whilst ensuring active child and family participation in the process?
 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| 1. How able are you to 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?
 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| 1. How capable are you of taking into account individual child and family history and how this might affect the ability of adults and children to engage with services?
 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| 1. What is your level of capability in recognising and addressing behaviour that may indicate resistance to change, ambivalent or selective cooperation with services, and recognising when there is a need for immediate action, and what other steps can be taken to protect children?
 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
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| **Statement 7 – Analysis, decision-making, planning and review** | **Social Work Practitioner Rating** | **Team Manager Rating** |
| 1. How able are you to establish the seriousness that different risks present and any harm already suffered by a child, balanced with family strengths and potential solutions?
 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| 1. How skilful are you in setting 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?
 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| 1. How able are you to prioritise the children’s need for emotional warmth, stability and sense of belonging, particularly those in public care, as well as identify development, health and education, ensuring active participation and positive engagement of the child and family?
 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| 1. What is your level of capability in testing out multiple hypotheses about what is happening in families and to children, using evidence and professional judgement to reach timely conclusions?
 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| 1. How able are you to challenge any prevailing professional conclusions in the light of new evidence or practice reflection?
 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| 1. What is your level of capability in making realistic, child centred plans within a review timeline, which will manage and reduce identified risks and meet the needs of the child, ensuring multi-disciplinary input into the process at all stage?
 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| 1. How skilful are you in applying twin and triple track planning to minimise chances of drift or delay, being alert to the effectiveness or otherwise of current support plans?
 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
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| **Statement 8 – The law and the family and youth justice systems** | **Social Work Practitioner Rating** | **Team Manager Rating** |
| 1. How knowledgeable are you in navigating 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?
 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| 1. How able are you to participate in decisions about whether to make an application to family court, the order to be applied for, and the preparation and presentation of evidence?
 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| 1. How able are you to 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?
 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| 1. What is your level of skill using the law, regulatory and statutory guidance to inform practice decisions?
 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| 1. How capable are you in taking into account the complex relationships between professional ethics, the application of the law and the impact of social policy on both?
 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
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| **Statement 9 – The role of supervision** | **Social Work Practitioner Rating** | **Team Manager Rating** |
| 1. How able are you to recognise your own professional limitations and how and when to seek advice from a range of sources, including line manager, team manager, senior practice leaders and other clinical practitioners from a range of disciplines?
 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| 1. How capable are you in discussing, debating, reflecting upon and testing hypotheses about what is happening with families, and with children?
 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| 1. How able are you to explore the potential bias in decision-making and resolve tensions from, for example, ethical dilemmas, conflicting information or differing professional opinions?
 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| 1. What is your level of skill in identifying which methods will be of help for a specific child or family and the limitations of different approaches?
 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| 1. How able are you to make use of the best evidence from research to inform the complex judgements and decisions needed to support families and protect children?
 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| 1. How able are you to 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?
 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
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| **Statement 10 – Organisational context** | **Social Work Practitioner Rating** | **Team Manager Rating** |
| 1. How able are you to operate successfully in a wide range of organisational contexts complying with checks and balances within local and national systems which are a condition of employment?
 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| 1. How capable are you in maintaining 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?
 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| 1. How skilled are you in acting in ways that protect the reputation of the employer organisation and the social work profession, whilst always privileging the best interests of children?
 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| 1. What is your level of capability in managing the specific set of organisational tasks relating to lead responsibility for children with the support if your line manager and use of the multi-agency support network?
 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| 1. **For Social Workers in CLA only:** How skilled are you in contributing 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 and ambition for their futures?
 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |

**Appendix A**

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| **List Areas of Learning Need** | **Plan to address area of need** |
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**Appendix B**

**NAAS Practice Endorsement**

**PRACTITIONER**

National Assessment and Accreditation System (NAAS) will for the first time provide a consistent way to assure that child and family practitioners, supervisors and leaders have the knowledge and skills for effective practice. It will help individuals and their managers gain a better understanding of their practice and provide a clear benchmark of expertise and quality of practice.

Before you can take the NAAS assessment, you should take time to make a judgement about whether you have the knowledge and skills needed to meet the Post Qualifying Practice Standards (aka Knowledge and Skills Statement statements – KSS) expected standards. Your manager has a central role in helping you decide how ready you are for the assessment process because they have experience of your practice, learning and development needs through supervision and appraisal.

To support endorsement, both the individual and the manager must be familiar with the correct KSS Statement. Be prepared to discuss examples of how you feel you meet the KSS. This discussion needs to be recorded in your supervision record and a decision about your readiness for accreditation recorded.

Please send a copy of the below table, in an email, to the cpp@dudley.gov.uk,(copy in Ryan.Gale@dudley.gov.uk ) titled – Accreditation Endorsement. This will then be picked up by the CPP who will progress and support the individual candidate in preparing them for assessment and supporting throughout the process.

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| **Candidate Details** |
| Name: |
| Service/Team/Location: |
| Contact number: |
| Mobile: |
| Email: |
| Team Managers name: |
| Date of supervision record that practice endorsement was approved by Team Manager:  |