

Qualification: CIPD Diploma in Applied Human Resources

Module Name: 5AIOP Contributing to Improving Organisational Performance

Word Count: 2,710

Student Name: Leanne Aitken

Student Number: 1810266

CIPD Membership Number: 53274276

By signing below, I confirm that the work/evidence presented is my own, unaided work. I understand the regulations pertaining to candidate malpractice and the action that may be taken as a result.

Signed:



Date: 30 June 2019

CIPD Candidate evidence matrix

(CEM1)

Candidate name: Leanne Aitken			CIPD Membership/registration No.: 53274276			
Qualification title: CIPD Diploma in Applied Human Resources (CIPDL5)			Unique Learner No. (ULN): 1810266			
Unit code	Unit title	Assessment criteria no.	Evidence description	Evidence reference number	Assessor initials	I/V initials if sampled
5A1OP	Contributing to Improving Organisational Performance	1.2	Care Inspectorate Wales, Code of Practice for Inspection	EV1		
		1.2	Code of Professional Practice for Social Care Wales	EV2		
		1.2	NAS Code of Conduct	EV3		
		1.1	Coming to Work (Absence Management) Policy	EV4		
		1.2	Job Description / Person Specification (Support Worker)	EV5		
		1.3	Assessment Day Candidate Workbook	EV6		
		1.2	Autism Academy Induction Framework	EV7		
		1.1	Induction and Probation Policy	EV8		
		1.2	Autism Specialist Competency Framework	EV9		
		1.2	Conduct and Capability Management Policy / Workflow	EV10		
		1.1	Informal Improvement Plan (Recorded Discussion Form)	EV11		
		1.1	Formal Improvement Plan	EV12		
		3.2	NAS Retention Plan: Objectives and Facilitators	EV13		
		1.1	NAS Appraisal Policy and Procedure	EV14		
		1.1	NAS Supervision Policy	EV15		

	1.2	Training Needs Analysis	EV16	
	1.1	360 Degree Questionnaire and examples of feedback received	EV17	
	3.1	Exit Survey 2018 results	EV18	
	3.1	Venn Diagram (identifying SMT priorities)	EV19	
	1.3	East Wales Manager Meeting Minutes extract	EV20	
	3.2	South West Wales Supervision Survey – April 2019	EV21	
	2.2	Extract from Building Capacity Presentation	EV22	
	2.2	Absence Management Training Presentation extract	EV23	
	1.3	Case Register extract	EV24	
	1.3 / 2.3	Correspondence between myself and line managers iro capability and absence management	EV25	
	3.1	Comparative of Casework 2016 - 2019	EV26	
	3.1	Absence Stats to May 2019	EV27	
	3.3	Supervision Tracker	EV28	
	3.3	QA Audit: Senior Manager Supervision Tool	EV29	
	3.3	Resourcing & Planning Committee Report	EV30	
Candidate declaration:				
- I confirm that the work/evidence presented for assessment is my own unaided work. - I have read the assessment regulations and understand that if I am found to have 'copied' from published work without acknowledgement, or from other candidate's work, this may be regarded as plagiarism which is an offence against the assessment regulations and leads to failure in the relevant unit and formal disciplinary action. - I agree to this work being subjected to scrutiny by textual analysis software if required. - I understand that my work may be used for future academic/quality assurance purposes in accordance with the provisions of the Data Protection Act 1998. - I understand that the work/evidence submitted for assessment may not be returned to me and that I have retained a copy for my records. - I understand that until such time as the assessment grade has been ratified through internal and external quality assurance processes it is not final.				

Signature:

Notes on candidate evidence matrices

Candidates should be encouraged to develop a matrix indicating how their evidence relates to each unit/module and learning outcomes/assessment criteria. This helps advisors and assessors to support candidates to draw links between units and encourage cross-referencing and the possible multi-use of evidence.

Evidence matrices can be developed using the unit/module and learning outcomes/assessment criteria, giving candidates an opportunity to link their evidence to each outcome.

Another approach is to have a more generic form where candidates list evidence and tick relevant boxes to show coverage.

Whatever approach is employed candidates should be encouraged to complete these forms themselves and not expect assessors to do this for them.

(1) LO1: Contributing to the delivery of performance management activities within the organisation

1.1 *Setting performance objectives and indicators*

The National Autistic Society (NAS) is the largest autism charity in the UK with 3,200 employees and operates within a heavily regulated sector. In Wales, the workforce of some 400 strong are primarily involved in the frontline support of adults with autism and complex needs and as such, are subject to stringent regulations in respect of the duty of care they hold towards these individuals.

The NAS has aligned its policies and frameworks to safeguarding vulnerable adults in line with the standards contained within the Care Inspectorate Wales Code of Inspection (EV1) for residential services and the Code of Professional Practice for Social Care Wales (EV2). The NAS Code of Conduct upholds the principles of these codes in line with current legislation (The Health and Social Care (Community Health and Standards Act) 2003; The Care Standards Act 2000; Regulation and Inspection of Social Care (Wales) Act 2016).

The NAS is an equal opportunities employer and the principles laid out in the Equality Act 2010, are referenced in its policies and training materials, specifically, in regards to how this impacts on people management across the organisation, eg: The Coming to Work (Absence Management Policy (EV4).

The NAS operates a values based recruitment philosophy and the job and person specifications included in the job adverts, outline the behaviours that prospective applicants are required to demonstrate (EV5).

This ethos translates into the selection process as assessment days are structured to include group activities that provide assessors an insight into the values of candidates by affording them the opportunity to observe behaviours through interactive exercises (EV6).

1.2 Monitoring performance

From the outset, employees who are undergoing the on-boarding process undergo an eight day intensive induction in order for individuals to gain the practical training required to effectively fulfil frontline roles within the organisation through classroom led sessions that provide an insight into the expectations of the organisation and of the roles themselves. The Induction Framework includes safeguarding training that complies with the Mental Capacity Act 2005 (including the Deprivation of Liberty Safeguards) as well as the Health and Safety at Work Act (HSWA) 1974 and is aligned to the National Autism Academy Framework adopted by the NAS to understand and support autism through reflective practice (EV7). Employees are required to complete a portfolio of evidence over 2 years that demonstrates their knowledge and skills.

The Induction and Probation Policy (EV8) outlines the requirements for managers to conduct a probation review at the 1 month, 3 month and 5 month stage before confirming people in role.

1.3 Measuring and assessing performance

NAS Cymru utilises Autism Specialist Competency Frameworks (depending on the job role: Manager / Team Leader; Senior Support Worker; Support Worker) (EV9). The frameworks are designed to encompass a blended learning approach and are monitored by mentors / line managers every quarter through supervision meetings. Employees are given the option of choosing when they feel sufficiently confident to demonstrate their knowledge in a practical way to their mentor for sign-off against the 3 categories, namely: Understanding the Role, Autism Specific Approaches and Related Conditions, Values and Ethics.

Additionally, this model supports continuous learning, performance feedback and management and career planning and development. The one area that it isn't linked to currently is compensation as the NAS does not operate a performance based pay structure.

1.4 Addressing poor performance

The Conduct and Capability Management Policy (EV10) has seeing conduct and capability combined into a single policy with accompanying workflows, to ensure that it is fully compliant with the ACAS guidelines (Acas, 2015).

Performance issues should be detected in the early stages if managers are conducting regular supervisions. Capability is addressed informally in the first instance (EV11) and a performance improvement plan (EV12) is devised which clearly outlines the objectives required and a designated timeframe in which to achieve them, accompanied by regular review meetings. If improvement is insufficient over a 4 – 12 week timescale, then the formal stage is initiated, for which sanctions in the form of first and second improvement notes are issued, culminating in a capability hearing in the worst case scenario. The formal process is subject to the Acas 3 step process (Acas, 2015).

1.5 Encouraging high performance working

In the model devised by Pfeffer (1998), performance related pay and autonomy within roles were two of the key contributors to enabling high performance working. The latter being a tall order when engaged in delivering a service to individuals who favour repetition, strict routines and a high degree of consistency.

The Senior Management Team has recognised that in terms of the former, failing to have a pay structure that is linked to performance, has manifested into a number of high performing employees exiting the organisation. As such, a strategy has been devised for 2019 (EV13) to leverage those people identified as exceeding against their core competency areas in order to leverage non-financial incentives.

1.6 Staff performance review process

The NAS subscribes to a traditional performance management model utilising an annual appraisal system which, according to Lee (2005), has a propensity to fall short in delivering optimal business outcomes. The annual appraisal and mid-point review meetings are, however, by regular supervisions where employees are provided with the forum to reflect on their practice whilst gaining insights from their line manager to support and develop best practice (Appraisal Policy and Procedure and Supervision Policy attached as EV14 and EV15 respectively).

The organisation recognises the value in reflective practice and the importance of acknowledging examples of where employees have excelled in a particular task which, according to Buckingham & Goodall (2019), enables a “rest and digest” state of mind and enables the brain an individual to understand what “excellence” looks and feels like and enables the brain to become more reactive to new information which supports learning and growth.

These sessions are also utilised to discuss employee well-being and identify opportunities for learning and development through on the job training. Supervisions are not utilised to discuss performance management issues which are dealt with under the Conduct and Capability Procedure.

1.7 Individual development planning

The appraisal process includes the identification of development needs using a training needs analysis (EV16) which is used to capture the areas of support required (eg: coaching, shadowing, training) and any affiliated actions are given a priority ranking and aligned to a professional competency as outlined in the applicable competency framework, which should be completed by the mid-point review of year end appraisal meeting, whichever comes first.

Additionally, 360 degree reviews are conducted intermittently in services (EV17) where employees are given the opportunity to anonymously feedback on the quality of interaction and management that they are receiving from Senior Support Workers, Team Leaders and Deputy Managers. This input is consolidated and relayed to line managers and informs the discussions during supervisions (ie: what people should do more of or less of – which according to Porter (2017), moves away from platitudes and gives people strategic developmental feedback as to how, what they do, feeds into the bigger picture.

(2) LO2: Supporting line managers to deliver performance management activities within the NAS

2.1 *Analysis of the types of support needed by line managers in the NAS in relation to performance management activities*

Following the results attained from the survey conducted of a sample of 89 people who exited the organisation for the calendar year to December 2018 (EV18), it was agreed amongst the senior management team that 6 months on, a further survey should be conducted to gauge the quality of supervisions and what staff viewed as the key issues they were experiencing in their interactions with their line managers and conversely, what challenges line managers were facing in the people management space (EV21).

Whilst “managing staff” did not fall within the top 3 reasons for staff leaving the NAS during 2018, with issues connected to their ongoing wellbeing overwhelmingly cited by respondents as being the primary driver for their departure, it was noted from the qualitative data, that 50% of those listed a reason that linked to the way in which they were led and managed.

It was extremely encouraging, therefore, that amongst a sample of 72 respondents, that an overwhelming majority indicated that they were deriving benefits from supervisions and this was enhancing their reflective practice. In order to build on this success, it

remains a business imperative to continue the focus on “Leadership & Management” initiatives amongst line managers.

The Venn diagram (EV19) devised by the Senior Management Team indicates how integral this component is to future proofing the organisation and reflect a mix of HR components that currently serve as the key focus areas in my supportive interventions with line managers.

In order to profile the role of HR in supporting line managers in the areas of absence management, conduct and capability management amongst others, I attend the monthly regional manager meetings for East and West Wales. Managers are then provided with a forum in which to highlight issues and enable affiliated actions to be agreed upon. By way of example, one action related to all absence review notes been sent to me so managers could gauge from the outcome letters delivered what the appropriate actions/sanctions were (EV20) and following further discussion thereafter, be equipped to issue their own correspondence with the assistance of flow charts referred to previously.

3.1 Support provided to develop line manager capabilities in performance management activities

In their report, the IES (2016) included “upskilling managers” as part of their top ten recommendations for making performance management work and this is a view widely endorsed by many leaders in the field of HRM (Marchington, et al., 2016; CIPD, 2012; Taylor & Woodhams, 2016).

Part of my remit is co-leading on the recruitment and retention work stream for the UK to support the HR Director in delivering training to new managers across the organisation every quarter as part of the “Building Capacity” event. I present the segments relating to probation and conduct management and co-deliver a session where managers role play attending an assessment centre as an applicant and in so

doing are coached in how to assess the quality of candidates, specifically in regards to the values based criteria that is used as part of the selection process (EV22).

Additionally, I present the absence management day on the “Leadership & Management” programme for Senior Support Workers and Team Leaders in Wales (EV23). Given that a significant number of people are promoted into people management roles from frontline hands-on roles, feedback to the Senior Management Team was that people felt ill equipped to effectively engage and manage their direct reports, specifically with regards to conducting difficult conversations and managing absence (particularly, if related to mental health). Once training is concluded, attendees are required to provide written submissions to the Learning & Development Manager as to how they have gone about applying this learning to cases within their services.

3.2 Direct assistance provided to managers in the delivery of staff performance and development reviews

Sikora & Ferris (2014) describe line managers as the “interpreters” of HR practice and with the increasing devolution of many HRM responsibilities to line managers and the critical role they hold in influencing employees responses to these practices. Trullen, et al. (2016) advocate that HR practitioners foster their implementation abilities, motivation and opportunities by framing practices in appealing ways, whilst Rees & French (2016) state that gaining commitment from senior management ensures that behaviour expected from employees is modelled from the top down.

To this end, I created a case register (EV24) where each live case of both informal and formal absence management, conduct or capability management is reviewed and discussed on a bi-weekly basis with the respective managers for North, East and West Wales and supplementary discussions conducted with the line manager in question if deemed necessary, which I provide support with in navigating towards a solution / conclusion.

Furthermore, I provide input on all performance management plans and capability related correspondence as well as any formal absence management process (EV25).

LO3: Assessing the impact of performance management activities on organisational performance and making recommendations for enhancement

3.3 *Evaluation of the NAS's approach to performance management and the extent to which this supports HPW / sustained organisational performance*

The NAS has been undergone a year of significant change in terms of the ongoing implementation of digitised systems and leadership changes at the top level of the organisation. This exercise has impacted multiple systems and the timing and phasing issues that have resulted have had a detrimental impact on the availability of historical HR analytical data and makes establishing any direct correlation between performance management activities challenging. There has, however, been a reduction in the number of disciplinary investigations in the current year (EV26) and absence stats also more favourable in terms of absence days lost (EV27).

It has long been recognised that "leadership" is an integral component of organisation practice if high performance working is to be achieved Purcell (2003) and whilst strides have been made in transferring this knowledge to employees at a far earlier point after they begin their management journey, the absence of a defined career pathway combined with a lack of financial incentive, is hampering our ability to encourage staff to expend additional discretionary effort.

Whilst the organisation is achieving success in delivering regular supervisions to staff which based on the aforementioned evidence are productive, feedback from the business has indicated that people don't see the advantage of an annual appraisal. However, if this was better aligned with the objectives contained within the competency frameworks and milestones were acknowledged and rewarded, retaining an annual appraisal (if only to provide the platform to align the operational components of employee roles to the organisational objectives) this remains a worthwhile

consideration. This would translate into the organisation utilising a variation of the hybrid model as supported by Cappelli & Tavis (2016) which the authors deem preferable to doing away with appraisals altogether (CIPD, 2016). A further benefit was identified in a survey of 2,153 working adults where employees scored higher on their clarification of organisational goals and organisational commitment than those who did not have an annual review (CIPD, 2014).

Supervisions could continue in their current guise as they serve to cover off employee welfare / wellbeing and maintain reflective practice through regular interaction with line managers which it has been evidenced, establishes a cause and effect link between improvements in performance conversations between managers and employees and the improvement this has on performance (CIPD, 2017).

3.4 Recommendations as to how performance management processes could be developed

The senior management team in Wales (of which I am a member), has acknowledged the challenges and pitfalls that is impeding the organisation's ability to differentiate performance, retain top performers and fully realise the potential of people joining the organisation. A number of initiatives are being introduced across Wales as a result, including active monitoring of a supervision tracker to ensure 4-6 supervisions are conducted for each employee over a 12 month period (EV28). A senior manager supervision tool has been developed (EV29) and will form part of the quarterly service reviews (which the Quality Assurance Manager will utilise across a sample of employees to measure quality).

I have also co-authored two proposals for the previous HR Director and more lately, the Reward & Remuneration Committee that outlines the progress that the HR function has made whilst identifying the areas that require further work (EV30). Whilst there is a focus on addressing how pay is managed, the recommendation is that pay cannot be viewed in isolation but rather, goes hand-in-hand with the NAS being able to identify their top performers through the use of the frameworks discussed above, whilst providing them with the experiences and diverse exposure to leverage their existing skills and develop their knowledge.

There does appear to be consensus in research that dynamic performance management systems have a positive impact on business outcomes (Armstrong, 2017; Lauritson, 2018) and I am hopeful that with the energy and focus being invested by the Senior Management Team in re-energising the performance management process and the successes achieved thus far, that business outcomes will be enhanced as a result.

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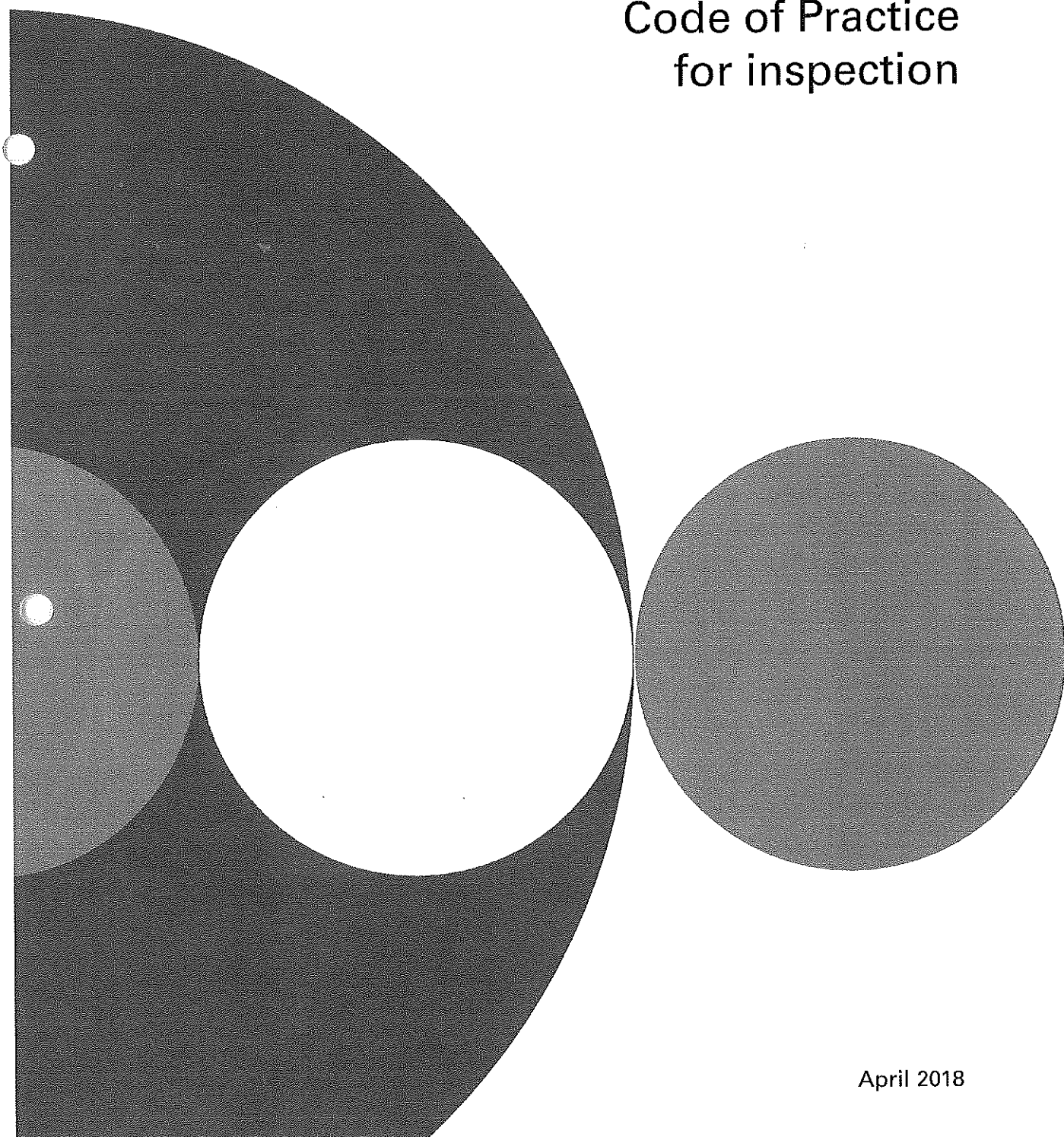
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EVI



Code of Practice for inspection



April 2018

1. Introduction

About us

- 1.1 Care Inspectorate Wales (CIW) is the independent regulator of social care and childcare. We register, inspect and take action to improve the quality and safety of services for the well-being of the people of Wales.
- 1.2 We aim to:
- provide independent assurance about the quality and availability of social care in Wales;
 - safeguard adults and children, making sure that their rights are protected;
 - improve care by encouraging and promoting improvements in the safety and quality of social care services; and
 - inform policy, standards and provide independent professional advice to the people developing policy, the public and social care sector.
- 1.3 We achieve this by:
- carrying out functions on behalf of Welsh Ministers;
 - deciding who can provide services;
 - inspecting and driving improvement of regulated services and local authority social services;
 - undertaking thematic reviews of social care services;
 - taking action to ensure services meet legislative and regulatory requirements; and
 - follow-up on concerns raised about regulated services.
- 1.4 We carry out our functions on behalf of Welsh Ministers under the following legislation:
- The Health and Social Care (Community Health and Standards) Act 2003 (the 2003 Act) which gives powers to review the way in which local authorities discharge their social services functions; and
 - The Care Standards Act 2000 (the 2000 Act), The Children Act 1989 (as amended), Adoption and Children Act 2002 and the Children and Families (Wales) Measure 2010 which give powers to register and inspect providers of social care services in Wales.
 - In January 2016, the Regulation and Inspection of Social Care (Wales) Act 2016 (the 2016 Act) was passed. This Act changed the regulation and inspection of social care in Wales. The 2016 Act replaces the powers under the 2003 Act and the 2000 Act and inserts provisions in the Social Services and Well-being (Wales) Act 2014 (the 2014 Act) which deal with

the regulation of the exercise of local authority functions relating to looked after and accommodated children.

- 1.5 The 2016 Act places service quality and improvement at the heart of regulation, strengthening protection for those who need it, and ensures that services deliver high-quality care and support. This supports the aims of the Social Services and Well-being (Wales) Act 2014 which enshrines the rights of people using care and support services in Wales into law.

How we regulate

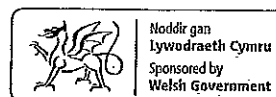
- 1.6 Our primary concern is to ensure that people using services are supported to achieve the best possible outcomes and are not placed at risk or do not experience harm. In order to achieve this we:
- have a robust registration process, so that we only register service providers who have assured us that they will comply with regulations;
 - undertake both routine and responsive inspections; and
 - have a clear, progressive and proportionate enforcement pathway.



Cyngor Gofal Cymru
Care Council for Wales

Hyder mewn Gofal - Confidence in Care

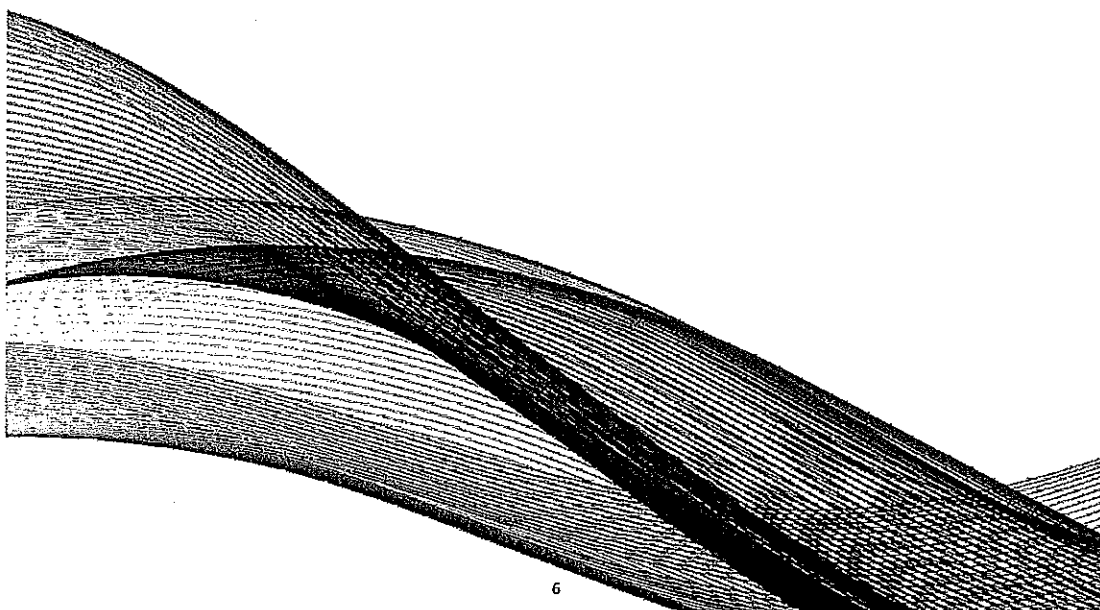
CODE OF PROFESSIONAL PRACTICE *for Social Care*



The Code

As a social care worker, you must:

1. Respect the views and wishes, and promote the rights and interests, of individuals and carers.
2. Strive to establish and maintain the trust and confidence of individuals and carers.
3. Promote the well-being, voice and control of individuals and carers while supporting them to stay safe.
4. Respect the rights of individuals while seeking to ensure that their behaviour does not harm themselves or other people.
5. Act with integrity and uphold public trust and confidence in the social care profession.
6. Be accountable for the quality of your work and take responsibility for maintaining and developing knowledge and skills.
7. In addition to sections 1 – 6, if you are responsible for managing or leading staff, you must embed the Code in their work.



Our Values

- We learn from real experience
- We inspire
- We tell it like it is
- We are courageous

Our Code of Conduct

1. **Stay within the law and our charity's policies**
So always: read our policies on NAS Policies
And never: break the law
2. **Be professional**
So always: report conflicts of interest
And never: break your professional code of practice
3. **Learn from experience**
So always: reflect on your work and how to improve it
And never: dismiss new ideas without thinking them through
4. **Tell it like it is**
So always: share what you learn while working here – unless there is a really good reason not to, for example confidentiality
And never: be dishonest with colleagues, even about difficult news
5. **Inspire others**
So always: be positive about what we can achieve together
And never: be disrespectful to colleagues or partner organisations
6. **Be courageous**
So always: speak up if you're concerned about poor practice
And never: accept prejudice or ignorance about autism or autistic people

The National Autistic Society

Our core belief and values
All our work is guided by our core belief and four values, which have been developed alongside autistic people and family members.

Our core belief:
We believe that people on the autism spectrum should be understood, supported and appreciated.

Until everyone understands

Coming to Work (Absence Management Policy) Policy

Document Title	Coming to Work (Absence Management) Policy
Reference Number	HR-0003
Version Number	V7
Date of Issue	14/08/2003
Latest Revision	25/08/2017
Distribution	All employees
Owner	Director - Human Resources
Policy Lead(s)	Head of Human Resources
Department	Human Resources

Scope

The purpose of this policy is to cover the actions all employees and line managers must take in relation to all unplanned absence from work (including lateness of more than 30 minutes). This policy applies to all staff at our charity.

Policy summary

This policy outlines The National Autistic Society's approach to absence management. It covers:

- the principles we follow when managing all unplanned absence (including lateness of more than 30 minutes) and sickness
- sick pay
- the process for managing all unplanned absence sickness at our charity

This policy should be used alongside our Coming to Work (Absence Management) Procedure and the Coming to Work (Absence Management) Flowchart. The procedure and flowchart explain how to manage sickness.

Introduction

Our charity is committed to creating a positive working environment. Employees who are absent from work due to sickness will be treated with consideration and respect with the aim of supporting the employee in their recovery and return to work. The needs of the employee experiencing ill-health will, however, be balanced against the needs of our charity.

Tools for managing absence

The National Autistic Society uses a number of resources and methods for managing absence including:

- Return to work meetings
- Discussion and action as part of supervision meetings
- Team briefing and training courses on sickness management
- A sickness reporting tool kit
- Zero-tolerance sickness management scheme
- Formal review meetings
- First Care, occupational health (OH), fit notes, our charity's Health and Safety team and our Employee Assistance Program (EAP)
- Stress and anxiety preventative forms and discussions
- Medical support and advice for employees and their line managers

Core principles

Equal opportunities

All policies and procedures will be applied fairly and in line with employment law and The National Autistic Society's Equal Opportunities and Diversity Policy.

Sickness and disability

The Equality Act 2010 defines a person with a disability as a person with a physical or mental impairment, which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

Sickness absence may be related to a disability under the Equality Act. Where this is a possibility our charity will get specialist advice (eg from Occupational Health (OH) and Human Resources) and reasonable adjustments to the individual's working systems or environment will be considered, where appropriate. Under the Equality Act, employers have a duty to make 'reasonable adjustments' where any aspect of working arrangements (including premises) puts a person with a disability at a substantial disadvantage.

Our charity acknowledges that disability is by no means generally synonymous with sickness or absence from work. However, guidance recognises that some people with a disability will occasionally have conditions which are subject to the Sickness Absence Monitoring Procedure.

Support Worker		
Division / Function: NAS		Reports to : Registered Manager
Why	What	
Job Summary: We work with Autistic adults and children with Autism. The post holder will gain satisfaction from working either as part of a team, or on a one to one basis, by providing support to the people we work with that positively impacts their health and wellbeing, whilst enabling them to fulfil their potential. We operate within a diverse environment and our services include NAS Schools, Registered Homes, Supported Living Schemes, Autism Centres and Community Outreach Support Schemes.	Principal Accountabilities ➤ Develop person centred working relationships with the individuals, utilising Autism specific approaches and interventions such as the SPELL Framework and TEACCH to ensure that meets the individual needs of the people who use our services, thereby enabling wellbeing and higher levels of engagement / interaction. ➤ Understanding the importance of an individual's daily plan and using this effectively and professionally on a daily basis in order to manage his / her needs and track progress against the goals listed therein. ➤ Supporting individuals to develop and maintain a high standard of personal hygiene and appearance, including physical care (eg: bathing toileting, dressing and feeding). ➤ Actively encouraging and supporting meaningful activities, both inside and outside the service in accordance with individual's interests, choices and needs. These can include, but are not limited to: ➤ Life skills (budgeting, shopping, claiming benefits); ➤ Leisure activities (swimming hiking, arts & crafts); ➤ Supporting individuals to make appropriate choices regarding their nutritional needs and assisting them in preparing meals. ➤ Accompanying the individuals to the dentist, doctor, hairdresser, and other appointments as required. ➤ Ensuring the environment is secure, clean and well presented, undertaking domestic chores and relevant checks as necessary. ➤ Accompanying individuals on trips and holidays away when required. Team Working / Administrative Functions: ➤ Maintaining communication with all stakeholders within the circle of support (eg: families, carers, medical professionals) and participate in all meetings as required. ➤ Working as part of a team, sharing responsibility fairly and being supportive of others. ➤ Recording and documenting information accurately and professionally, in line with the National Autistic Society's standards, including contributing towards support and session plans (creating resources where necessary).	

What	Learning & Development: ➤ Commit to the development of your learning and practice, supporting people with Autism Spectrum Disorders. ➤ Practically demonstrate reflective and blended learning on an ongoing basis, as well as completing any other training requirements for the role ➤ Undertake Continuous Personal Development through taking personal responsibility for your self-development and lifelong learning, in line with statutory registration requirements and internal CPD.	
	Compliance / Regulatory Responsibilities: ➤ Adhering to all safeguarding requirements and any procedures aimed at the protection of vulnerable adults. ➤ Complying with the company's Health and Safety policies and procedures, ensuring all risk assessments are followed in line with the individual's support plan. ➤ To be aware of the role of the relevant care regulatory body or OFSTED (schools) and national minimum care standards, or any other statutory requirement standard (as is required for the work setting; and to participate in meeting all required standards in accordance with legislative requirements, including registering and maintaining that registration with the regulator for social services in your area). ➤ Maintaining individuals' confidentiality at all times. ➤ The NAS is committed to anti-discriminatory policies and practices and it is essential that the post holder is willing to make a positive contribution to the promotion and implementation of these.	
Person Specification Criteria which will be used in shortlisting and selecting candidates.		
Criteria	Essential	Desirable
Skills / Abilities		
➤ Have the ability to inspire others with a positive attitude towards supporting vulnerable people. ➤ Display good listening skills and report information accurately. ➤ Actively and positively respond to the changing needs of people receiving support. ➤ Have the ability to reflect and implement learnings from real life experiences. ➤ Use your initiative and prioritisation skills to manage your time and tasks effectively. ➤ Demonstrate tact, patience and understanding. ➤ Have the ability to form and maintain effective working relationships as part of a team. ➤ Be willing and able to provide personal care to individuals. Be resilient and have the ability to remain calm under pressure. ➤ Demonstrate the ability to work proactively with individuals who may demonstrate challenging behaviour. ➤ Be committed to equal opportunities and anti-discriminatory practice.	x x x x x x x x x x	

Knowledge		
➤ An interest in and a basic understanding of Autism.	X	
➤ An understanding of the principles of Health and Safety.	X	
➤ An awareness of safeguarding issues and legislation.		X
Experience		
➤ Previous experience of supporting/caring for others in a voluntary or paid capacity.		X
➤ Experience of supporting people with learning disabilities within a residential or outreach setting.		X
➤ Experience of working with people with Autistic Spectrum Disorders.		
Organisational Values		
The post holder will actively demonstrate our VALUES in the workplace by: ➤ Being passionate about learning and reflection; and actively using these learnings in the work place (We learn from real experience). ➤ We share our learning and Autism expertise, whilst speaking up for the people we work with (We tell it as it is). ➤ Finding fulfilment in working with Autistic people / children and preserving their rights by challenging poor practice and a lack of understanding, whilst actively promoting a more inclusive world for Autistic People (We are courageous). ➤ We celebrate progress and lead by example (We inspire).		
Education & Certification		
➤ Good standard of education.	X	
➤ QCF Level 3 Award in Health and Social Care or equivalent; or be willing to work towards achievement of same.		X
➤ Full driving licence.		X
Context	Interfaces	
	Internal: ➤ Area Manager ➤ Managers ➤ Senior Support Workers ➤ Team Leaders ➤ Support Workers ➤ Admin Staff	External: ➤ Professionals ➤ Parents/Carers ➤ Community
	Environment	Work: Across the Service Travel: Within service area to people's homes / activities as required. Hours: Varied shifts including evenings, weekends, public holidays, waking nights and/or sleep in duties as required.



Support Worker (AS1) Assessment Day

Candidate's Workbook

Name:

Date:

Until everyone understands

Nes bydd pawb yn deall

NAS Assessment Day

AGENDA

TIME	DETAILS
9.00	ARRIVAL & REGISTRATION – Possibly with an opportunity to meet some of the people we support
9.15	INTRODUCTIONS – Welcome of the day / Housekeeping
9.30	RESILIENCE QUIZ
9:45	'GETTING TO KNOW YOU' EXERCISE
10:00	GROUP EXERCISE I – TEAM WORK
10.45	"A DAY IN THE LIFE OF A SUPPORT WORKER..." – Over tea/coffee/refreshment
11.00	INDIVIDUAL EXERCISE I – COMMUNICATION AND RECORD KEEPING
11:45	LUNCH 30 MINS – Possibly with an opportunity to meet some of the people we support
12.15	INDIVIDUAL EXERCISE II - SUPPORT AND CARE
1.00	GROUP EXERCISE II - VALUES
1.45	WRITTEN REFLECTION & REFLECTION INTERVIEWS (GROUP 1)
2.00	WRITTEN REFLECTION & REFLECTION INTERVIEWS (GROUP 2)
2.15	NEXT STEPS / CLOSE

Group Exercise 1

Activity - "Plane Crash"

Imagine this: the plane carrying your team has crashed on a desert island.

As a team you must choose 12 items only from the objects provided, deciding together which would be most useful in their survival, ranking each item in order of importance.

Voting is not allowed and the final decision has to be a result of group discussion and debate.

A team member should write the groups decision on the flip chart.

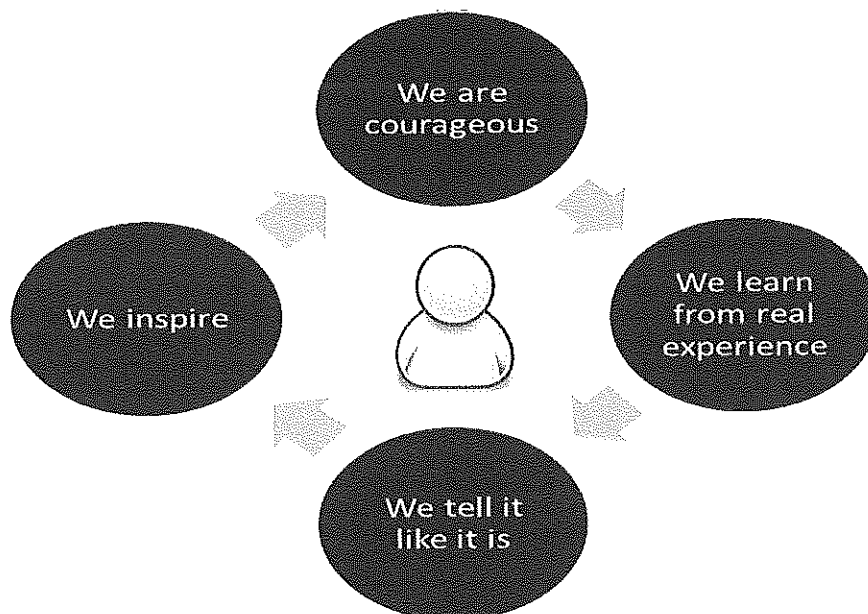
Negotiate who will be team leader. The team leader can then explain the reasoning for the final object ranking.

• Suitcase	• Trainers
• Water bottle	• Epi-pen
• Cricket bat	• Hairbrush
• Towel	• Sun cream
• Football	• Diary
• Mirror	• T-shirt
• Torch	• Hairband
• Blanket	• Pillow
• Lipstick	• Paracetamol
• Sunglasses	• Inflatable lilo

Write the decision on a flip chart. The team leader should now explain the group's decision.

Time: 45 minutes

Group Exercise 2



Activity

You will be divided into 2 groups

Using the 'NAS Values' illustration above, and the following Values and Principles of Social Care, think of **practical ways** in which you could demonstrate these values whilst carrying out the role of a support worker supporting autistic people (e.g. *We learn from real experience* = *Continual review and update of how best to support an individual.*)

Values & Principles of Social Care

- Respect
- Dignity
- Individuality
- Independence
- Choice
- Rights
- Empowerment
- Partnership
- Privacy

Use the flipchart paper to note your thoughts. Each sub group member should feedback some points to the wider group at the end of the exercise.

Time: 45 Minutes

Reflection...

Activity

1. Please spend 15 minutes reflecting on what you have observed and learned by answering the questions below:

How has your understanding of autism changed following your assessment day experience?

What have you learned about yourself today?

What core values do you believe you have that you could bring to the NAS?

2. We would like to meet with you individually to discuss your answers to the above and to ask you some further questions.

ACADEMY + REFLECTIVE SUPERVISION

PRIOR to Commencing Induction	
One-Page Profile pack received prior to interview	
- Online learning modules - Ask Autism module 1 - Safeguarding Adults/ Children - EDR - Data Protection	



Induction			Induction		Induction	Induction	
Values Guiding Principles Communication	Introduction to Understanding Autism and the SPELL Framework	Introduction to Person Centred Active Support	Option Shadow Day 1			MCB 1	
			½ Day Safeguarding & Data Protection Follow-up				H & S RA & Risk Management
			½ Day introduction to Reflective Practice, Supervision & CPD				
			Option Shadow Day 2			MCB 2	
							MCB 3
						Service specific options	



Weeks 1 - 12
- Candidates allocated peer buddy & autism learning mentor - Candidates issued with reflective journal on Day 4 of Induction and must evidence use, this should be used to initiate reflective supervision sessions The following must be successfully completed by week 12 - - Completed One-Page Profile - All 5 Ask Autism modules - 80% required to pass - Care Certificate Assessments - Personalisation – Online learning - MCA & Dols – Online learning (if not included as part of Safeguarding feedback session on Day 4) Candidates are supported to start to put together probationary portfolio



Month 3 - 6
- Attend Introduction to Positive Behaviour Support workshop delivered locally by Behaviour Co-ordinators - Develop self-directed learning, research and reflection Candidates final portfolio will contain the following: - Care Certificate signed off by Registered Manager - Certificates or similar evidence of completed Induction (including on-line learning), Ask Autism - Record of Reflective Supervision - Evidence of Reflective Journal - 5 pieces Successful completion of probationary period should be established by month five Should there be issues at this point consideration should be given to extension

EDUCATION

TA'S / LEARNING SUPPORT/
LEARNING MENTORS/ UNQUALIFIED TEACHERS

GRADE 2

KEY

SDC – Staff Development Coordinator
ITT – Internal Training Team
ITH&S – Internal Training Health & Safety team

Mandatory Training	
Training course details:	Delivered and arranged with:
IT Skills (subject to needs assessment)	- Online – NAS e-Learning Zone - Externally – SDC
Intro to communication	Face-to-face – SDC
Dangerous substances	Online – NAS e-Learning Zone
Infection control	Face-to-face – SDC
Hazard awareness	Blended – SDC / ITH&S
Risk assessment awareness	Face-to-face – SDC
Manual handling	Online – NAS e-Learning Zone
Food handling	Online – NAS e-Learning Zone
Epilepsy (service specific)	Externally – SDC
Fire	Online – NAS e-Learning Zone
My View	Local coaching – SDC
WRAP	Face-to-face – SDC
Impact of autism	Face-to-face – SDC
Online safety	Face-to-face – SDC
Studio 3 Managing Challenging Behaviour	Face-to-face – SDC
Qualifications	
Level 3 QCF/Diploma Apprenticeship Standards	Blended learning – SDC
Optional Training	
First aid training	- Online – NAS e-Learning Zone - Externally – SDC
Medication	- Online – NAS e-Learning Zone - Externally – SDC
Driver assessment	Online – SDC
Driver training	Blended – SDC
MAKATON	Face-to-face or externally – SDC
Singalong	Face-to-face or externally – SDC
Social Stories™ and comic strip	Externally – SDC
TEACCH	Externally – SDC
SCERTS	Externally – SDC
PECS	Externally – SDC
Sensory circuits	Externally – SDC
PDA	Face-to-face or externally – SDC
PBA	Externally – SDC
Catatonia	Externally – SDC
Mental health training	Externally – SDC
Attendance at conferences	Face-to-face – SDC
Resilience	Externally – SDC

EU 7

Induction and Probation Policy and Procedure

Document Title	Induction and Probation Policy and Procedure
Reference Number	HR-5007
Version Number	V3.1
Date of Issue	01/12/2016
Latest Revision	12/12/2018
Distribution	All employees
Owner	Human Resources Director
Policy Lead(s)	Head of Autism Practice & NAS Academy
Department	Human Resources

Scope

This policy and procedure is relevant to all staff members working for the National Autistic Society.

Policy Summary

The Induction & Probation Policy aims to provide a structured approach to the management of a staff member's induction and performance during their probationary period and to support all employees across the charity to understand how the induction of new employees should be supported, providing information on how performance during the probationary period should be managed. The policy also aims to ensure the NAS Academy's role in the induction and probationary period of new employees is understood.

Position Statement

The charity recognises that everyone benefits from a culture where development and wellbeing is valued. A good quality, comprehensive induction and effective processes for monitoring learning and performance during the probationary period, are key tools for ensuring a positive start to employment.

Introduction

The NAS Cymru Autism Specialist Competency Framework takes job roles within adult services and breaks them down into a set of agreed and measurable competencies and criteria. The competencies are elements of the job role that are carried out on a day-to-day basis. This framework will help you find all the resources you will need to carry out the competencies. This framework links directly to the delivery of the NAS' business strategy and how talent is shaped and strengthened across the organisation.

There are three different frameworks depending on your job role: Manager & Team Leader, Senior Support Worker and Support Worker.

To guide you through the framework you will be assigned a mentor. Usually, but not necessarily, your mentor will be your line manager. Your mentor is there to provide all the support and help you need. You can also speak to the Area Service Managers as well as the Staff Development Team at NAS Cymru amongst others.

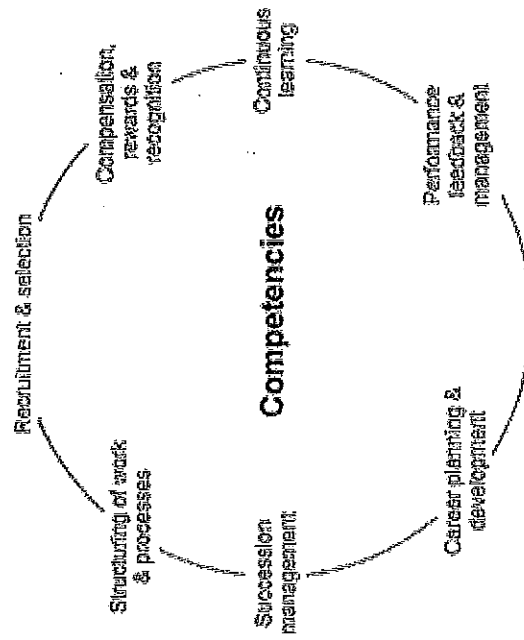
This framework has been designed to be completed via a blended learning approach utilising a variety of different training resources. It will give you the competency and then suggest a primary training source which you find in **emboldened** text beneath the competency. This may be in-house training, a module on the NAS eLearning zone, a book, a chapter, a conference, a coaching session etc. Each primary source will contain most of the basic information you will need. However, there will also be suggestions for secondary sources which you may find useful to build upon the primary source and can be found listed below the primary source. The majority of sources can be found in the *Competency Framework* folder on the Q or O drives. Since all learning is considered to be self-directed you may use whichever sources you feel will help you to develop your knowledge. If you have found a source that you think is particularly useful you may want to add this to the folders in order that others will also benefit. Record all the sources you have used in the appropriate section as a record of your learning.

Having undertaken appropriate learning and when you indicate that you feel confident, you will be expected to demonstrate your knowledge in a practical way to your mentor who will sign off that that you are competent. *As your mentor will not necessarily be aware of when this is you will be expected to let them know when you want to be assessed.* Your mentor will use the criteria set out in the framework to do this. This is the most

important stage of all training, it is where your mentor observes you putting your training into practice and ultimately impacting on the quality of the services we provide. It is only your mentor or a qualified individual who specialises in that area, who can sign you off as competent.

For example, let's look at the Confidentiality and Data Protection competency. The primary source is listed as the Data Protection training on the NAS eLearning zone. This is compulsory training. To expand on this knowledge you may want to read the Data Protection policy or find some online resources around the Data Protection Act. Afterwards you could have a conversation with your mentor about data protection issues specific to your service. According to the criteria for competency you will need to state the five data protection principles, give at least three pieces of sensitive material and your mentor will observe the way that you store, interact and use confidential and sensitive material. You would then be signed off as competent.

The main focus of this framework and all training is always on your learning and development. In the model below you can see just some of the benefits of this competency framework.



EV9

If you complete all competencies for your job role you can request those from the next tier up and begin to develop higher level skills. This will be of great benefit in terms of career development. If, for example, you attend an interview for a more senior position, you could bring that framework with you to interview to evidence all your learning and development.

There is a strong expectation that you will have completed your level of the framework within a twelve-month period. You should find that this is more than enough time as you will be doing all of the tasks on the framework in your day-to-day work. In certain circumstances this timeframe could be extended but this must be agreed by the Area Service Managers and the Staff Development Team well in advance. Constant extension or failure to complete the framework may result in performance management.

We trust that you will find this framework a useful tool and welcome your feedback to the staff development team in Cardiff Office 02920 629300

- Staff Development Team, NAS Cymru

Front cover designed by Umar Khan, Ty Yfory

Mentor Guidance

The most important element in your role as mentor is to guide the member of staff through this framework. For the frameworks to be effective it is **vitaly important that you do not sign off anyone as competent before you are completely confident that they have demonstrated their knowledge using the criteria as a minimum guide. You cannot sign anyone off as competent unless you have proved your own competency in your framework.** Above all the demonstration of knowledge must always be to a level that you are satisfied with. If you are unsure about the criteria for competence then speak to the Area Service Managers or the Staff Development Team as soon as possible. For some competencies a designated member of staff is the only one who would be able to sign someone off. In those cases you should liaise with that member of staff.

Staff members can complete the learning section themselves or you may wish to do this together. Either way it is expected that you will take a coaching approach, empowering the member of staff to progress at their own pace, taking charge of their own learning and development. Like all learning activity, staff members will find they gain most benefit from the effort that they put into their own development.

It is up to you, in conversation with the member of staff, as to how you record the evidence of learning and the evidence of assessment. Recording evidence does not have to be in detail (it could reference an activity observed, a project undertaken or a simulated role play) the important factor is that you're both clear about what is expected, have confidence in the process and can stand up to scrutiny by others. You may wish to keep a more detailed record of evidence for your records. This could then be added to this framework.

For large parts of the competency written evidence is needed. You may find that it is easier for you to have a structured conversation with the member of staff where they discuss the topic and you make notes – this could then be submitted as written evidence. However, if you decide to do this then it is your responsibility to complete the written assessment.

If you encounter any issues or problems, please contact the Area Service Managers or the Staff Development Team as soon as possible.

- Staff Development Team, NAS Cymru (March, 2015)

Conduct and Capability Management Policy

Conduct and Capability Management Policy

Document Title	Conduct and Capability Management Policy
Reference Number	HR-0040
Version Number	Version 1.1
Date of Issue	01/10 /2012
Latest Revision	04/09/2018
Distribution	All employees
Owner	Director– Human Resources
Policy Lead(s)	Area HR Managers
Department	Human Resources

Scope

This policy covers the steps that all staff members must follow in relation to managing conduct and capability in the workplace, to help ensure that the charity applies best practice and complies with legislation.

Summary

Conduct

This policy outlines the charity's approach to conduct in the workplace. Line managers should not view this primarily as a way of imposing penalties or as leading to dismissal. The policy needs to be seen as corrective rather than punitive, ensuring that staff adhere to the charity's agreed standards of conduct.

Managers should act immediately. Allowing poor behavior to continue without addressing it will lead the individual to conclude that it is acceptable and may also lead to colleagues acting similarly. Staff members should know what is expected of them and be in no doubt as to what will happen if they fail to achieve and maintain accepted standards

This policy ensures that all staff members have a clear understanding of behaviour that is consistent with the charity's core beliefs, values and code of conduct; and have a clear understanding of actions that may be taken if breached.

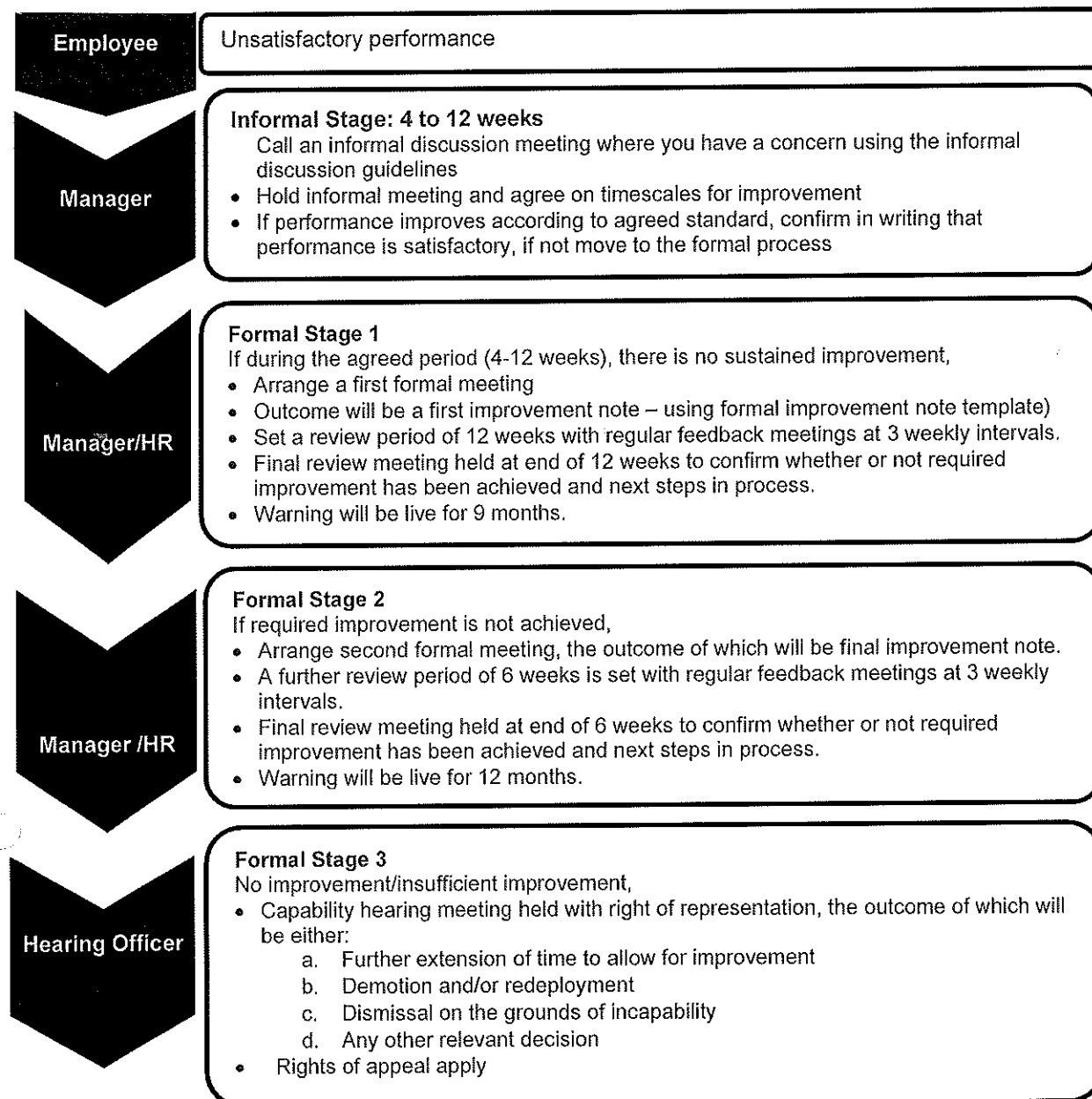
Capability

This policy provides a framework within the charity's commitment to performance management to help address issues of non-achievement of work standards. The NAS is committed to investing in the effective management, support and development of its staff members.

Following the policy will ensure that clear priorities link the management and development of staff members to the charity's strategic aims and objectives at organisation, team and individual level.

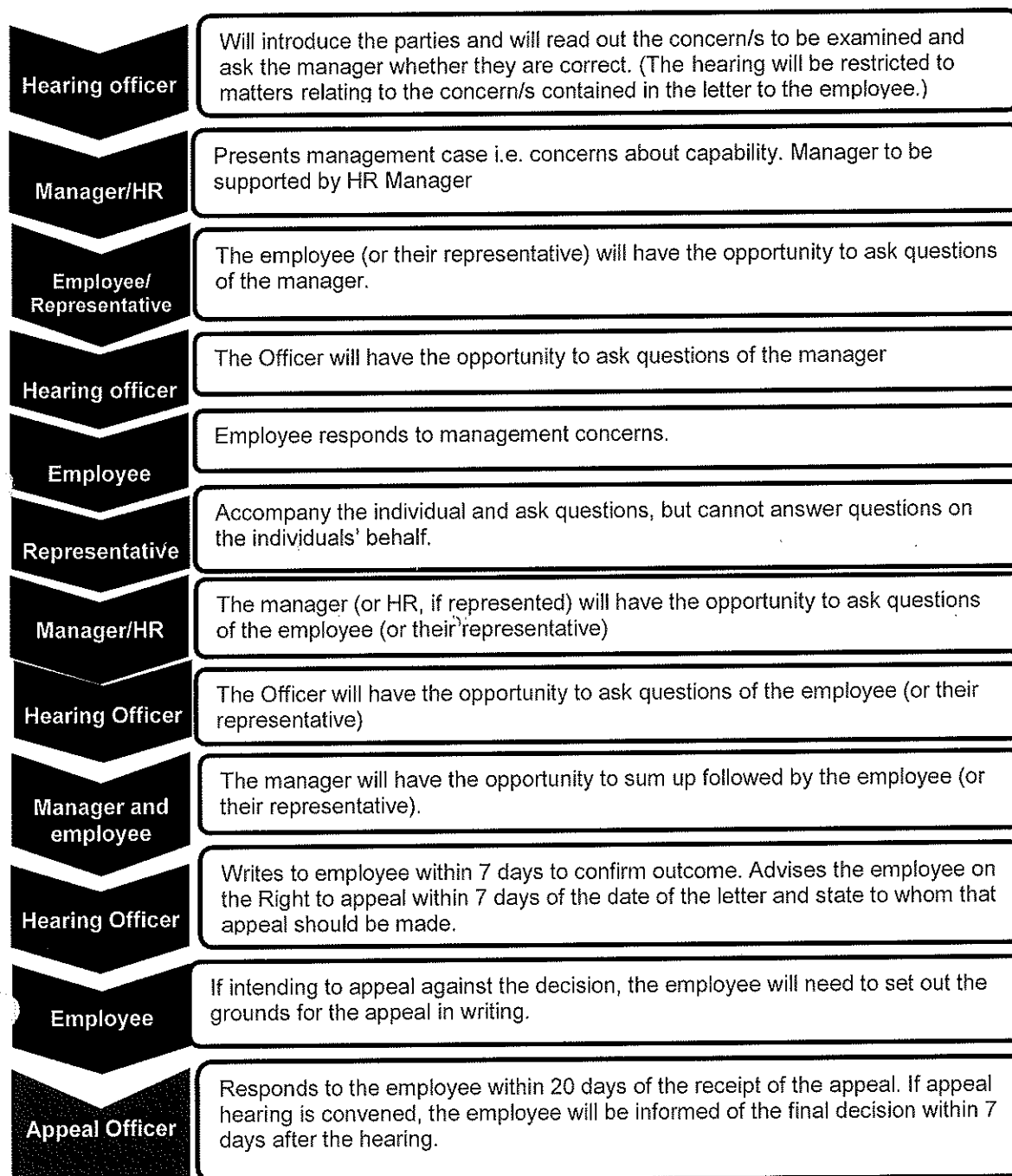
This policy must be used together with the Conduct and Capability Procedure.

CAPABILITY MANAGEMENT Flowchart (including a formal hearing process)



***For all formal meetings the employee has the right to be accompanied by a work colleague or union representative or. The outcome of these meetings must be documented and copies kept on the personnel files.**

General format for formal hearings



- Notes of all meetings should be taken and copies kept on personnel file.

EVI

Templates for managing capability

Informal Discussions Agreed Actions Record Form

(To be completed by manager as part of informal stage and for recording outcomes of difficult conversations)

Employee name:	Date of Meeting:
Duration of review period	Next Review Meeting:

Areas of work performance requiring improvement

Work Task	What's expected	How this will be measured	Any support needed	To be achieved by	Outcome (Achieved/Not achieved)

Signature & Date:

(Employee)

Signature & Date:

(Manager)

Formal Improvement Plan

(To be completed by manger as part of formal stage)

Prior to commencing an improvement plan, managers should seek guidance from your local HR Manager

Development Plan for:

Date of Meeting:

Commencement Date of Development Plan:

Next Review Meeting:

Area of Concern (NAS Competency)	Expected Results (These should be achievable, clear, tangible examples/descriptions of behaviours or tasks)	Targeted date for Improvement	Method of Monitoring/Evaluation (Observation, Feedback, Frequency of meetings)	Comments/ Actions on Areas of Improvement & Development.
Training & Development				
		Action to be taken & by whom		
Signature & Date		Signature & Date		

DRAFT - NAS Cymru Employee Retention

Strategic Objectives and Facilitators

2019 - 2021

1. Development of Staff

Provide timely and constructive career development opportunities to employees in a cost-effective way.

Facilitators

- Having clear career pathways and a structured route for developing skills and knowledge (PBS, Line Management, Key working, Autism, Practice Leadership and Communication Practices).
- Rebranding job titles towards adding value to the role against the external market.
- Create a prospectus for externally accredited qualifications and improve access routes for enrolment.
- Strengthen the "Succession Pipeline" by increasing talent through development opportunities, training and secondments.
- Fill internal skill and role gaps through more flexible secondment opportunities outside the support and care roles.
- Introduction of "Retention Reviews" that are aligned to the Staff Appraisal Scheme where staff are encouraged to feedback on:
 - a. *What kind recognition would you like about your performance that you aren't currently receiving?*
 - b. *What opportunities for self-improvement would you like to have that go beyond your current role?*
 - c. *What kinds of flexibility would be helpful to you in balancing your work and home life?*
 - d. *What talents, interests or skills do you have that we haven't made the most of?*
 - e. *What have you felt good about accomplishing in your job and in your time here?*
 - f. *If you could change one thing about your job, team or company, what would it be?*

2. Enhancements

Provide a more flexible shift pattern that allows a better work life balance for staff whilst continuing to meet the needs of the service and the people we support.

Facilitator

- Review the current rotas for each service and look to implement better forward planning (i.e fixed long term rotas, longer working days and more time off during the week and at weekends).

6. Staff Wellbeing

An increased awareness of staff wellbeing reinforced by activities that demonstrate management's value in the wellbeing, health and happiness of staff working across the services.

Facilitators

- More timely and responsive emphasis on addressing and reducing challenging behaviours and incidents in services.
- Greater use of Debrief processes and where appropriate increased use of staff redeployment strategies and time away from individuals or services.
- Increased quality assurance of Supervisions, Appraisals and staff one to one meetings to ensure that a balance of performance, practice and staff wellbeing is achieved through these processes.
- Increased communications to and from staff that allows them to raise issues and areas of concern prior to them becoming a focal point for disengagement in services.
- Development of Team Charters across services that allow staff to gauge and monitor management performance and where necessary, implement Team Building activities to raise and maintain staff morale.
- Improved management relationships with staff and better understanding of policy implementation, mental health issues and motivation factors.
- Greater presence and access to senior management across services.

Appraisal Policy and Procedure

Document Title	Appraisal Policy and Procedure
Reference Number	HR-5005
Version Number	V2.0
Date of Issue	05/11/2012
Latest Revision	12/12/2018
Distribution	All employees
Owner	Human Resources Director
Policy Lead(s)	Head of Autism Practice & NAS Academy
Department	Human Resources

Scope

This policy and procedure is relevant to all employees working for the National Autistic Society.

Policy Summary

The appraisal process is an interactive forum between individuals and their line managers, during which an individual's role, responsibilities and performance over the past 12 months is assessed and discussed and goals for the next 12 months are jointly set and agreed.

The Appraisal Policy and Procedure aims to support all employees across the charity to understand how the appraisal, as a formal performance review process, works. The Appraisal is a vital component of the organisation's business planning cycle and is therefore fundamental to the achievement of personal, departmental and organisational objectives.

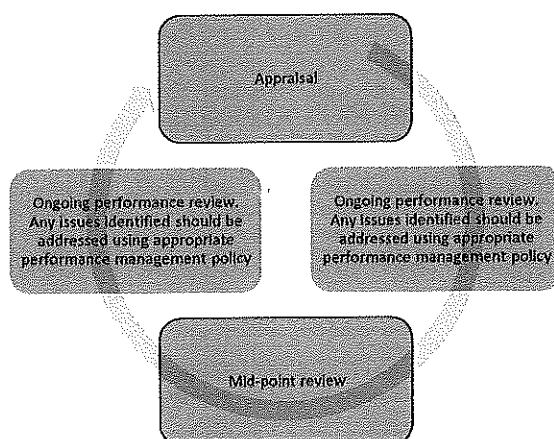
Position Statement

The charity recognises that everyone will benefit from a culture where development and wellbeing is valued and a good quality appraisal is one of the key tools for achieving this.

1. Procedure

An Appraisal is a formal **performance review process**, between an employee and their line manager, which reviews progress on objectives set in the previous year, recognises achievements, identifies areas of improvement and sets objectives for the following year. It is also an opportunity to discuss staff wellbeing, career aspirations, personal and professional development.

Performance Review Cycle



1.1 The Appraisal takes place annually between **November – February**. It provides an opportunity for employees and their line managers to formally review how an individual's efforts have contributed to the achievements of the service, school or directorate business plan, during the previous year and plan how they will contribute to the forthcoming year.

1.2 The Appraisal should link directly to the corporate objectives set in the NAS annual plans, team or department business plan and service or school development or recovery plans.

1.3 While line managers are responsible for monitoring staff performance throughout the year, the appraisal objectives are formally reviewed six months later, at the mid-point review (April – June). Any additional support required to help the employee achieve objectives set, should be considered and agreed at the mid-point review.

1.4 An appraisal should be planned. The date should be set in advance, both the employee and their line manager, should prepare ahead of the meeting and have a copy of the appraisal form and/or agenda.

1.5 Prior to the appraisal, the **line manager** should:

- **Gather information**, such as - supervision records, informal and formal recorded conversations, keyworker responsibilities, records of sickness, training attended, and progress on set objectives.
- **Prepare** – be familiar with the structure of the appraisal, reflect on the work, commitment, progress and achievements of the individual. Consider any specific conversations they plan/ need to have and how those may flow, considering possible outcomes.
- **Paperwork** – there is a requirement for a record of the appraisal to be made. The NAS appraisal form is available as Appendix 1.

1.6 Prior to the appraisal, the **employee** should:

- **Gather information**, such as - progress on set objectives, keyworker responsibilities, feedback on training attended or that they may feel is required or wanted.
- **Prepare** – Consider the structure of the appraisal, reflect on the work, commitment, progress and achievements over the year.

1.7 The Appraisal is a two way process, that requires both the employee and their line manager to take an active part and engage positively in the process. The meeting should not be the first, or only, time the employee gets feedback on their performance as throughout the year commitment and progress should be recognised and acknowledged, whilst any performance issues should be addressed using the appropriate policy or process. The appraisal and the mid-point review are therefore opportunities to formally discuss, summarise and record this ongoing feedback.

1.8 In line with data protection and confidentiality requirements, a copy of the appraisal record should be kept in a safe place and the line manager should make sure that the individual receives a copy. The copies should be agreed by both parties and signed (unless it is agreed that email is used).

1.9 All employees, including bank, zero hour and temporary workers, as well as full time staff, should have an annual appraisal.

If you have any queries, please speak to your local Autism Practice Facilitator or HR Manager

EUIS

Supervision Policy

Document Title	Supervision Policy
Reference Number	HR-5006
Version Number	V2.0
Date of Issue	15/10/2012
Latest Revision	15/11/2018
Distribution	All employees
Owner	Human Resources Director
Policy Lead(s)	Head of Autism Practice & NAS Academy
Department	Human Resources

Scope

This policy is relevant to all employees working for the National Autistic Society. The NAS uses a reflective model of supervision and though it is recognised that there are several functions for supervision, any performance management functions are covered in the appraisal policy.

Policy Summary

This policy aims to support all staff members across the charity to understand how supervision should be conducted and provide information on why supervision is important.

Position Statement

The charity recognizes that everyone will benefit from a culture where development and wellbeing is valued and good quality supervision is one of the key tools for achieving this. Supervision ensures that all staff members understand what they should be seeking to achieve and are able to learn through critical reflection. Good supervision also improves communication and accountability between staff members at all levels, and helps to highlight and meet the training needs of all staff.

Supervision summary

Supervision is a learning and support mechanism that enables ongoing development of practice, through critical reflection on work based experiences.

1.1 Good practice suggests supervision should take place every six to eight weeks. However, once a staff member has been confirmed in post, supervision sessions should, as a minimum, be observed six times per year. Ideally, the frequency and duration should be determined by the individual (supervisee).

1.2 Legal requirements for NAS services, schools and non-service staff vary. Therefore, frequency across the organisation may vary during the course of the year.

1.3 It is recognised that supervision discussions can take a number of formats and can be accessed via various mediums, including group supervision, telephone, Skype or FaceTime. It is the outcome for the supervisee that is of most importance. However, there should always be a written record of the discussion, particularly detailing any agreed action for either supervisor or supervisee.

1.4 In line with data protection and confidentiality requirements, a copy of the supervision record should be kept in a safe place and the supervisor should make sure that the supervisee receives a copy. The copies should be agreed by both parties and signed (unless it is agreed that email is used).

1.5 Bank, Zero hour and temporary workers who have worked consistently in a service or school for more than 3 months should be accessing regular supervision. The frequency of supervision should be proportional to the number of hours worked. For example, if the individual is working more than 30 hours a week, the frequency should equate to the charity standard for that service.

If you have any queries, please speak to your local Autism Practice Facilitator or HR Manager

Training needs summary (identify training, coaching, shadowing or other support agreed with the employee as part of the process)

This form should be used by managers during the appraisal or mid-term review meeting to record the training, development or support needs identified and agreed and how they will be met along with NAS objectives and values met, how the employee will know that the objective has been met and the relevant NAS competency or other professional competency developed. This information should then be sent to the school or services Staff Development Coordinator SDC (or for those teams that don't have a SDC used by the manager) to plan and arrange the training).

Name of Employee:		Specific team (within service, school or department support service team)		Manager:			Date of Appraisal:	
What is the identified training, development or support need?	Priority H (High) M (Medium) L (Low)	How will it be addressed? (training, other development or support option)	NAS Objective/s and value/s met			How will I know it's done?	NAS or professional Competency developed	
			pillar	enabler	value			
Comments:								

Please ensure that this information is passed to the school or services Staff Development Coordinator (or in those teams that don't have an SDC used by manager to plan the training).

EV16

NAS Cymru 360 Review

We're going to ask you questions about the 3 role levels above you.

please answer this in relation to the person you are thinking about.

This information will be summarised and fed back to people in a summary format.

Interviewee:

Line Manager 1:

Line Manager 2:
.....

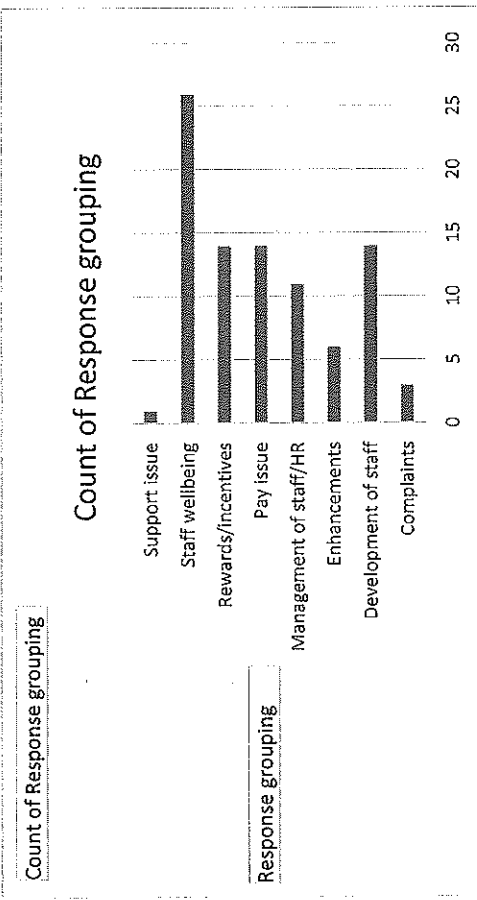
Line Manager 3:

Feedback Questionnaire

[illegible]

Strengths Listens Clarify things and makes decisions Relays messages from SMT/Finance in a clear way Acts on things that he is asked to do Fair Approachable Positive	Issues Raised To attend team meetings To work more closely with Lead Team Leader Have more of a presence in the service To provide clarity on his role, in order to know what queries to approach him with for advice To advise staff how to bid for additional money for the service/resources Feedback provided to staff has been seen as negative Lack of clarity when providing staff with information about working flexibly Came across as threatening when discussing flexible working with staffing team Doesn't share information/ provide a full picture
Strengths Very approachable Contactable/ Assessable Good at de-briefing staff Supportive Provides good positive feedback Good rapport with all staff Treats people fairly	Issues Raised To spend more time in service Can be hard to track down on some occasions Doesn't provide staff with critical feedback and where they need to improve Needs to set expectations Needs to be seen as managerial and more authoritative To arrange staff meetings (being implemented) Be more direct and less supportive
Strengths Knowledgeable Supports career development by allocating staff on training Organised Calming influence Good mentor for appraisals Good knowledge of PBS Open to new ideas on how to support individuals Knowledgeable about service provision, and the level of care provided Very good with the family relations	Issues Raised To spend more time in Ty Ddraig More presence in terms of hands on support For Support Workers to understand the nature of the Team Leader role To build up relationship with all senior support workers To improve on communication To allocate Senior Support workers more time to complete admin work To include Senior Support workers in making decisions To improve on handling complaints To be more approachable To become more competent with service users To stop putting pressure on Senior Support workers to talk to staff about issues
Strengths Positive influence Excellent role model with good values Gets stuck in and involved Very encouraging and supportive Develops staff Communicates clearly Professional Good at staff management, including difficult conversations Confident Calming influence Approachable Open to ideas Effective listener Recognising work done well	Issues Raised To ensure Team Leaders are held accountable To take a step back and allow Team Leaders to be approached in the first instance To delegate his work load To have more of a presence in Ty Yfory, only SSW present in this service. To gain more hands on experience in Ty Yfory To attend training on goal planning and participation Better communication in meetings Meetings to be more structured To ensure confidential information is stored correctly in the office To be verbally more discrete To take a hard line with Support Workers who congregate and talk at the end of the day To be more consistent with support and for plans to be followed To provide concrete deadlines, with timescales

Response grouping	Count of Response grouping
Complaints	3
Development of staff	14
Enhancements	6
Management of staff/HR	11
Pay issue	14
Rewards/incentives	14
Staff wellbeing	26
Support issue	1



0.292134831

Response grouping**Response details**

Staff wellbeing

More understanding of staff mental health issues

Staff wellbeing

Supportive chats with old/new staff

Staff wellbeing

Management to work hands on, for them to witness how difficult/challenging some incidents can be

Staff wellbeing

More debriefs following incidents

Staff wellbeing

Motivational quotes/inspiration daily to keep morale up

Staff wellbeing

Treat colleagues with respect and dignity

Staff wellbeing

Light humour in the workplace

Staff wellbeing

Team building events

Staff wellbeing

Better physical [working] environment

Staff wellbeing

Relating better with staff. Support the support staff. Ask how they are, offer breaks etc.

Staff wellbeing

Create/Organize teams for fund raising events

Staff wellbeing

Clear communication and structure

Staff wellbeing

Team building events

Staff wellbeing

Training and communicate to managers of service to give positive feedback to staff in service

Staff wellbeing

Support and providing regular feedback to staff

Staff wellbeing

Positive management

Staff wellbeing

The organisation should concentrate on looking after the managers/team leader therefore managers/team leaders will be happy and motivate their staff

Staff wellbeing

Encouraging team building events for staff to bond as a team and feel they can trust one another

Staff wellbeing

One to one contact with line manager

Staff wellbeing

Regular appraisals

Staff wellbeing

Full support from management for staff who are struggling in work

Staff wellbeing

Better communication, more appreciation and encouragement for staff

Staff wellbeing

Restructured rota which offers a fairer work/life balance. IE: every other weekend off instead of one in three

Staff wellbeing

Team building events

Staff wellbeing

Work/life balance (flexi-time)

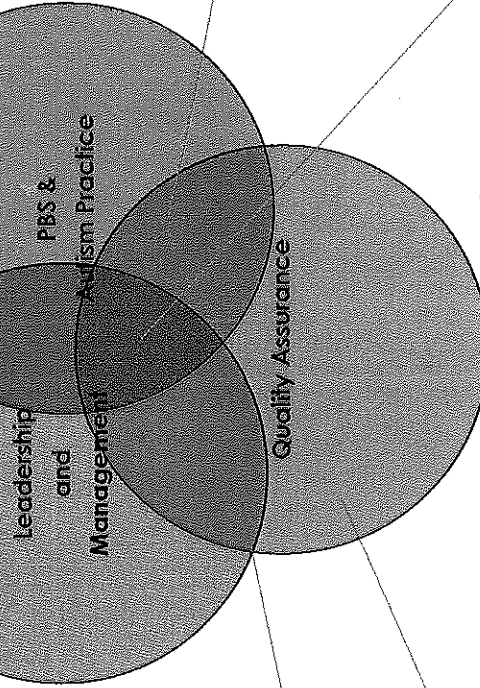
Staff wellbeing

good job' reward system

- Direct Care and Support of Individuals
- Appraisals and supervisions
- Community Access, Integration and Citizenship
- Staffing & Culture
- Values and Role Modelling
- Project Delivery (People Planner, Outcomes, Agored)
- Policy Compliance and Adherence
- Activities and curriculum
- Environment and aesthetics
- Environment & Autism
- Family Links
- MDTs and Partnerships
- Links with Commissioners and Stakeholders
- Safety & Wellbeing of Individuals and staff
- Work experience and independence
- Assessments, reviews and achievements
- Active Support delivery of care
- Autism Practice
- Compliance (NAS, CIW, Commissioners, Care Standards, Env Health)
- Rota and staff management
- Person Centred Plans and Individual Files (PCP, Activities, Risk Assessments, PBS Plans, Hospital Passports etc)
- Behaviour Management and Incident Reporting
- Health and Safety
- Maintenance and disaster recovery
- Safeguarding reporting and interventions
- Medication
- Investigations and sickness management
- Agored Cymru
- Conduct and capability work

- Incident Analysis
- Practice Leadership
- Staff Confidence
- Autism environment and practice
- PBM and bespoke moves
- PBS Clinics
- Links with Stakeholders

- PBS / ASD Support
- Practice Mentoring
- Specialist Input – FAI BBAT etc
- Bespoke Service Delivery
- Gradient of Support through service delivery
- Triad Assessments
- Total Comms
- Training in how to do support e.g. supervision, Active support, practice leadership.
- Active support and outcomes – how to do
- How to assess people, what in etc.
- PBM training and how to do
- Analysis of incidents / Carers and carers inputting
- How to do Autism Practice
- How to support a person and 3 stage competency
- Crisis support
- Support in Person centred planning and HAPS
- Links to national forums/ meetings re: PBS and ASD



- Practice/PBS strategy
- Staff Development
- Autism Academy
- New practices and market changes
- Developing material for training and support.

- Outcomes work
- ASD Accreditation
- Supervision Standards
- Referrals and Admissions
- Induction
- Management Development

- Financial compliance
- Service Oversight
- Service reviews
- Housekeeping
- Supervision Tracking
- Change Management
- Compliance
- Individual Voice and Inclusion

- QMv
- Compliance monitoring
- Safeguarding monitoring
- Outcomes tracking
- H&S Compliance
- QA Reporting
- RSCA
- Registration and enrolment
- Corporate Training
- Referrals and Compatibility
- Stats and monitoring
- Standard of practice/support
- Feedback from stakeholders
- Specific audits e.g. financial, safeguarding
- Investigation work.
- Links with national lead and RI
- Running national campaigns/ learnings

**East Manager Meeting
27 February 2019**

Attendees: Gareth Phillips ("GP")
Kat Bishop ("KB")
Lyn Williams ("LW")
Debra Jones ("DJ")
Harvey Philpott ("HP")
Leanne Aitken ("LA")
Rhianne Atkin (RA)

Review of previous minutes

Annual leave to be tracked in service in parallel with new select HR functionality from April. LA highlighted how the interim spreadsheet would be devised, ie: tabs per person, per service on IT system to be used.

HP asked each individual what their primary concerns are currently.

GP is concerned about safeguarding (in terms of staff constraints and the amount of time he has spent on recruitment). He is of the view that staff are feeling over-stretched and could be susceptible to errors.

DJ is struggling with aligning visions of the people new in role and is keen to leverage off the ideas of the newer staff members.

LW & KB – their issues relate to the number of vacancies and an unprecedented level of absences. LW stated that there is disparity between the level of discretionary effort that they are prepared to invest.

HP stated that in order to bring people onside again, it is worthwhile using supervisions in order to impart that staff deliver consistently against the requirements of their job descriptions. HP stated that he has noticed that there appears to be a lack of pro-activity in service (with staff waiting to be told what to do).

LA advised that managers need to utilise the probation period in order to ensure that staff are meeting expectations or to consider whether they should be exiting the business.

HP stated that notes of meetings are required to be sent through to LA following absence reviews.

GP highlighted that he needs to improve on the 3 monthly reviews during the 9 month period of an active improvement plan.

HP requested that managers check their FirstCare reports on a weekly basis and adopt a pro-active approach.

LA to circulate an email to East managers with screenshots of how to view their staff list and accompanying absences/triggers.

EV 21



National
Autistic
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NAS Cymru - South West Wales Supervision Survey April 2019

Residential Services and Autism Centre's
Staff Feedback

About the Survey

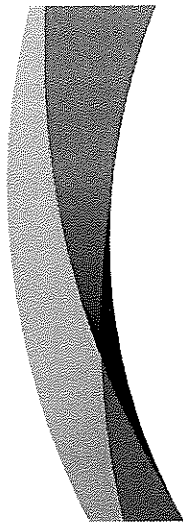


In April 2019, the management team in South West Wales looked to review the value staff feel they have in relation to their supervisions in services.

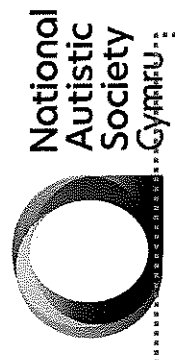
Staff were asked to spend five minutes sharing their views with management.

We had a great response with over half of the staff in the region responding to the survey. This has provided management with a great insight into the value and approach perceived by staff and has also given us some areas to work on for the future.

What is your role?						Response Percent	Response Total
1	Relief support worker					6.94%	5
2	Target support worker					9.72%	7
3	Full Time Support worker					40.28%	29
4	Senior Support Worker					25.00%	18
5	Team Leader					6.94%	5
6	Manager					11.11%	8
Analysis		Mean:	3.49	Std. Deviation:	1.29	Satisfaction Rate:	49.72
		Variance:	1.67	Std. Error:	0.15	answered	72
						skipped	0



Highlights of statistics and figures



76.4% agree or strongly agree that they feel motivated after a supervision session

97.2% agree or strongly agree that they understand the purpose of supervision

86.2% agree or strongly agree that supervision is worthwhile

94.5% agree or strongly agree that supervision helps them to reflect on their practice

81% agree or strongly agree that they benefit from supervisions

Managing people

Managing induction & probation

Managing capability

Managing conduct

Managing absence

Delivered by Wande Showunmi, Debbie Rigby and
Leanne Aitken

Building People Management Capacity – Definition



Probation *Assessing an individual's suitability for a role including their character*

Capability *The extent of someone's ability to fulfil the requirement of their role*

Conduct *The manner in which a person behaves, especially in a particular place or situation*

Incapacity *ill or not in work enough to perform*

Conducting a NAS Values based recruitment assessment – briefing and x 2 assessment activities

- 1.15-1.30 pm – Briefing – Debbie Rigby & Leanne Aitken
 - 1.30pm – 2.30 pm Group Exercise No 1 Assessment Activity
 - 2.30 pm – 3.30 pm Group Exercise No 2 Assessment Activity– facilitated by Debbie Rigby & Leanne Aitken
- 3.30 pm – 3.45 pm Tea and Coffee Break
- 3.45 pm – 4.00 pm – Feedback from Groups 1 & 2 focused on observing and recording

Toolkit Documents

4. Assessor feedback grid for assessment
5. Overall scoring grid for assessment
6. Assessment day candidate workbook
7. Assessment day assessors workbook
8. Assessment day facilitators workbook
9. Interview Assessment Form
10. Interview Assessment Exercises
11. Quiz

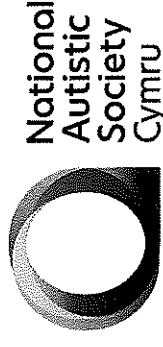
COURSE	DATE	TIME	FACILITATOR	LOCATION
1: Understanding Leadership	Thursday 2 nd May	9:30-16:30	Harvey Philpott	Cardiff Office
2: Line Management	Friday 10 th May	9:30-16:30	Michal Blochowiak & Nick Haake	Cardiff Office
3: Difficult Conversations	Wednesday 22 nd May	9:30-16:30	Kevin Mort	Cardiff Office
4: Absence Management	Tuesday 28 th May	9:30-16:30	Michal Blochowiak & Leanne Aitken	Cardiff Office
5: Conducting Investigations	Tuesday 4 th June	9:30-16:30	Kevin Mort	Cardiff Office

If you have any additional learning needs such as dyslexia and/or any special requirements please contact the Learning and Development Team at the Cardiff office where any special arrangements can be made.

If for any reason you are unable to attend, you must contact Sofie Lansdown, Learning and Development & Office Administrator on 02920 629300, OR Michal Blochowiak, Learning and Development Manager on 02920 629307 **AND** your line manager. **Continual failure to adhere to this protocol will be treated as a performance issue.**

It is your responsibility to organise your own transport to attend this training. If you wish to car share, please see the services for other attendees and contact that service to organise.

Aim and Learning Outcomes



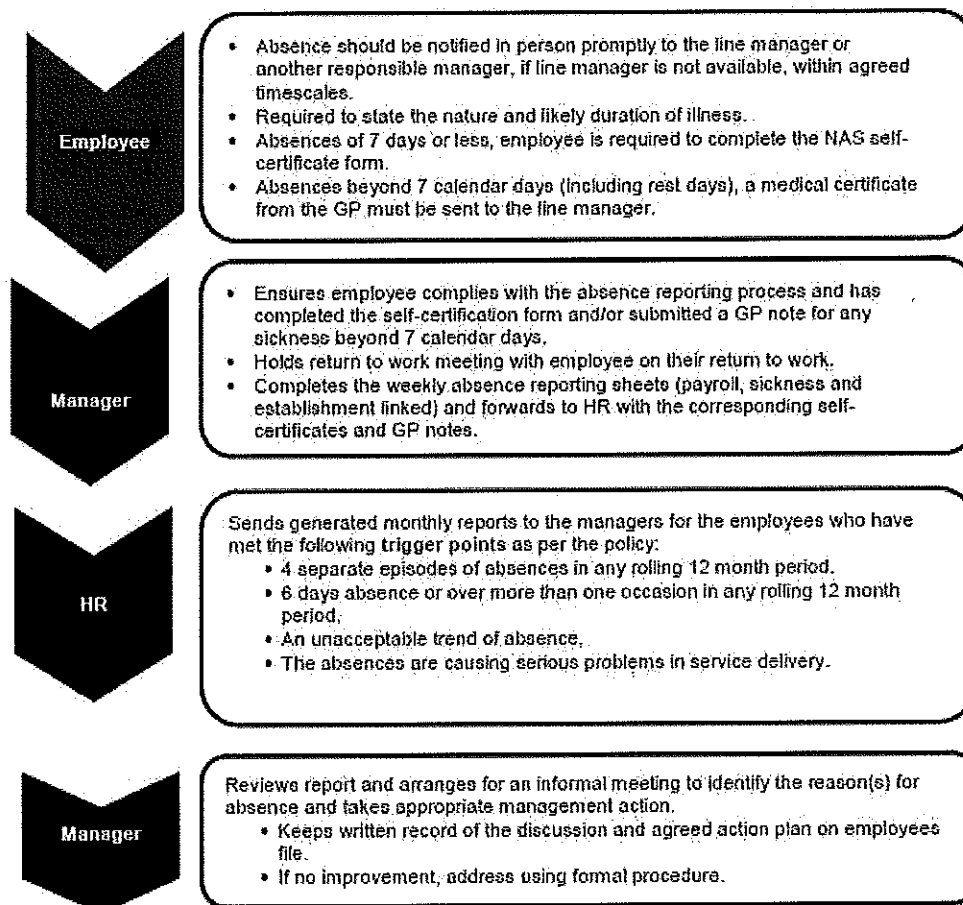
Aim: To ensure that people managers at NAS Cymru are able to manage absence in line with policies and best practice

Learning Outcomes:

By the end of the session learners will be able to:

- List your responsibilities and the procedures around the absence management process
- Explain key points in the absence management flow chart

COMING TO WORK (ABSENCE MANAGEMENT) - Flowchart



Why manage absence?



Why?

- Cost to the organisation
- Affects service delivery
- Indirect strain on the rest of the team
- Supportive of the individual (may reveal an underlying medical or other problems that require support)
- Reveals patterns and can be tied to poor conduct, stress, low motivation levels etc.
- <https://www.personneltoday.com/pr/2017/03/cost-of-absence-to-uk-economy-rises-to-18-billion/>

How?

- FirstCare
- Use a sickness records report/ use the procedure, relevant policies, document your conversations



Your duty as a people manager



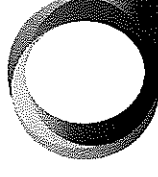
Whose responsibility is it to manage an employee's absence?

- Identify the triggers for when an informal recorded discussion takes place
- Be aware of absence levels for your direct reports
- Provide support to employee
- Engage with HR where necessary

Be aware and adhere to current policy/procedure

- Appropriate action at each stage in line with procedure and policy

Equality Act (Types of Reasonable adjustment)



National
Autistic
Society
Cymru

The DDA sets out a range of specific types of 'reasonable adjustment' that an employer may need to make which include:

- Transferring the person to fill an existing vacancy;
- Altering the person's working hours;
- Assigning the person to a different place of work;
- Allowing the person to be absent during working hours for rehabilitation,
- Assessment or treatment;
- Giving the person, or arranging for them to be given, training;
- Acquiring or modifying equipment;
- Modifying instructions or reference manuals;
- Modifying procedures for testing or assessment;
- Providing a reader or interpreter; and
- Providing supervision
- Change to premises/work location

CASE REGISTER 2018/19 WALES

Forname	Surname	Disability	Job title	Case Type	Location	HR Manager	Case History / Progress	Case Status	Case Outcome
		No	Behaviour Support Co-ordinator	Performance Management	Wales HQ	Leanne Aitken	LA to draft invite letter to capability review meeting. 02.05.18 - LA drafted invite letter to review meeting scheduled for 09.04.18 which was emailed to CS. 15.05.18 - LA sent a draft outcome letter to DR to review as he is amending the improvement plan in preparation for the final review meeting. 21.05.18 - DR working on improvement plan updates to the required objectives and will despatch letter and plan once completed. 22.06.18 - DR advised LA that CS is tracking in line with his objectives and that he is finalising his improvement plan but that there is no need to go to a capability hearing at this point if he sustains the level of performance he is currently displaying. 13.08.18 - Per DR, CS has exhibited further worrying concerns regarding his professionalism in Neath services. A supervision is being held this week, following which, KM will compile the feedback from the Neath manager meeting on his return from leave in 2 weeks relating to CS's output against the measures in his improvement plan. Thereafter, the likelihood is that this will proceed to a capability hearing as a final improvement note is live. 23.11.18 - CS has been advised by DR that he is to be put back on his improvement plan. LA drafted formal invite on 26.11.18 and DR will deliver by email at CS's request for a meeting in w/c 03.11.18. 17.12.18 - Invite letter issued by DR on 11.12.18 for meeting on 14.12.18 and outcome letter drafted by LA and sent to DR on 17.12.18 for onward delivery to CS. 02.01.19 - complaint received from KM regarding PBM service delivery by CS in the West. 15.01.19 - Invite letter and pack emailed to CS for hearing on 21.01.19. Hearing adjourned to gather further evidence which was submitted to CS for review on 25.01.19. 28.01.19 - Hearing reconvened. 29.01.19 - Outcome letter despatched via email. CS advised telephonically that he would be appealing. 06.02.19 - CS appeal received on 05.02.19. NH invite to appeal letter sent on 06.02.19 for hearing on 14.02.19. 18.02.19 - Appeal hearing conducted and NH upheld decision. Outcome letter and minutes despatched 18.02.19. Case closed.	Closed	Action short of dismissal
		Unknown	Support Worker	Performance Management	Glamorgan House, Neath	Leanne Aitken	Performance improvement plan to be implemented for not following the PBS plan which has resulted in SA being unable to support an individual at Glamorgan House. MW to conduct an informal meeting and set an improvement plan. CF (SSW) conducted the meeting. This has been completed and plan sent to HR. To be reviewed 26.02.18 and 26.03.18 in supervision. Target date of improvement plan (30.04.18). Per KM on 14.03.18 - SA is tracking well and maintaining his level of behaviour so leave on register until next review meeting concluded. 29.03.18 - RP (mgr) has had to speak to SA this week for not following an individual's plan but otherwise he remains on track. 09.04.18 - SA was reported by MW last week for collecting a staff member whilst supporting an individual on transport which he shouldn't have as it could have triggered an episode with this individual. KM will engage with MS to determine why and establish context but agrees with LA that a management discussion will suffice. He will follow up with MW and SM directly. 26.04.18 - per KM, management discussion held - no action taken. 21.05.18 - Per KM, he met with SM last week and she has removed him from informal capability. Case closed. 17.12.18 - Per KM, further issues regarding interactions with colleagues (culturally driven perhaps) - SA is being put on capability - agreed w/c 17.12.18. Implementation status update (KM). 04.02.19 - Per KM, close case - being managed informally.	Closed	No Further Action required
		Unknown	Team Leader	Performance Management	Glamorgan House, Neath	Leanne Aitken	Letter hand delivered 12.02.18. SM and VD meeting with MP on 15.02.18. Originally arranged for the morning, but we were informed she has an interview so rearranged for the afternoon. Improvement plan received by HR on 07.02.18. First improvement note letter and improvement plan being hand delivered 08.03.18 during first review meeting. 14.03.18 - Per KM; MP attended review meeting but was focused on apportioning blame rather than having an accountability focus - 4 Staff have complained about MP and have confirmed to SM that a management discussion was their preference as opposed to lodging a formal grievance. KM is gathering evidence from these sessions which he will feed into her capability management. 29.03.18 - LA drafted letter which was sent out from SM today with the minutes from review meeting held on 08.03.18 - the next review meeting is scheduled for 05.04.18. Update on 09.04.18 - meeting held and RP's notes received by HR on 06.04.18 - MP will continue to have weekly welfare meetings with SM but she also requested a review of her improvement plan once a week as opposed to a 3 week review which has been declined. LA to draft outcome letter and send to Sarah. 11.04.18 - Final improvement note issued to MP (mid point review meeting to be scheduled by SM for w/c 30.04.18) followed by a final review meeting 3 weeks thereafter. 26.04.18 - MW has asked that Julie Jenkins support her at the meeting. She has also made an approach to KM to request a demotion to SW. 14.05.18 - LA received notes of midpoint review meeting on 03.05.18 from SM and drafted invite letter to final capability review meeting today and emailed it to SM. Final review to be held on 21.05.18. Per KM on 21.05.18 - he met with MP on Friday to request that she move to support worker and this was rejected. She has applied for and being accepted to be a bus driver (passed medical but she is unsure if her mental health might be an issue). KM and MS are going to hear it. 06.06.18 - MP has submitted her resignation letter and last working day is 08.06.18. Grievance lodged by MP against management on 06.06.18 and responded to on 18.06.18 by NH (outcome being that grievance was not upheld). Case closed.	Closed	Resignation

Leanne Aitken

From: Kevin Mort
Sent: 14 June 2019 22:46
To: Leanne Aitken
Subject: [REDACTED]

Wow best letter ever... thank you. I was thinking of things that were missed then bang... two lines later you covered it.

Kev

Kevin Mort
 Lead Manager, South West Wales /
 Rheolwr arweiniol, De-orllewin Cymru

☪ : kevin.mort@nas.org.uk | M: 07483009692 | W: www.nascymru.autism.org.uk

National Autistic Society Cymru/Cymdeithas Genedlaethol Awtistiaeth Cymru
 2nd floor, Lancaster House, 106 Maes-y-Coed Road, Cardiff. CF14 4HE

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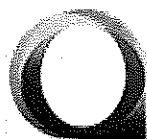
From: Leanne Aitken
Sent: Friday, June 14, 2019 9:00:57 PM
To: Lauren McCartney
Cc: Kevin Mort
Subject: RE: [REDACTED]

Hi

Please see Stage 2 outcome letter attached (1st written warning) for hand delivery to [REDACTED] on Monday. If you are happy with it, please print and sign it and scan me back the finalised version. This will then form the basis for the discussion along with the OH report and RA at her return to work meeting as discussed.

L

Leanne Aitken
 Area HR Manager (Wales) / Rheolwr AD Ardal (Cymru)
 02920 629 302
 07397 727 050
leanne.aitken@nas.org.uk



**National
 Autistic
 Society**

Transforming lives and
 changing attitudes

From: Lauren McCartney
Sent: 14 June 2019 16:11

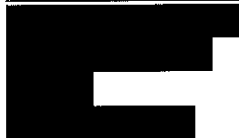


National Autistic Society Cymru
 2nd Floor / 2il Lawr
 Lancaster House / Ty Lancaster
 106 Maes-y-Coed Road /
 106 Ffordd Maes-y-Coed
 Heath / Y Waun
 Cardiff / Caerdydd
 CF14 4HE

Tel / Ffôn: 029 2062 9300

Email / Ebost: wales@nas.org.uk

Private & Confidential



17 June 2019

Dear [REDACTED]

Absence Review Outcome – Stage 2

Thank you for attending the above meeting which took place on 5th June 2019. In attendance was myself (Lauren McCartney – Cardiff Autism Centre Manager) and Jordan Thomas (Team Leader) and note-taker.

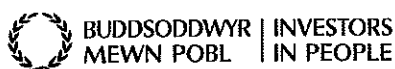
You chose not to be accompanied on this occasion and confirmed that you were happy to proceed.

During the meeting, we discussed the fact that you had incurred multiple further absences since the Stage 1 Absence Review on 9th April 2019, reviewed your attendance to date and the actions you had taken in the intervening period to address your medical issues.

You relayed that your absences relate to the two medical conditions (Urticaria (Hives) and migraines), previously disclosed. You also referenced having experienced side effects from a new medication that the GP had prescribed and that you had been referred to neurology specialists but remained on an eight month waiting list. You stated that you had also sought help from an osteopath and had undergone acupuncture, as well as trying natural remedies. Currently, you are also on a waiting list for physiotherapy and hope to have heard back regarding an appointment by month end.

Numerous adjustments had already been implemented since the initial absence review on 9th April 2019, as follows:

- Reduced working to four hours a day (9.00am to 1.00pm), Monday to Friday between 15th and 29th April 2019 and then phased up to 6 hours per day until 10th May 2019 at which point, you returned to your contracted hours. This reduction in hours was implemented with no financial detriment to yourself. This management decision was taken in order to negate any financial impact that could add to your personal stress and potentially contribute to your migraines.
- Protective restrictions were put in place in relation to the individuals you support (limited to those who require less physical or demanding support).
- A comprehensive risk assessment outlining and addressing the areas of potential risk to you and the service relating to your day-to-day work activities, which has been subject to regular review.



Patron: HRH The Countess of Wessex. Chairman: Dr Carol Homden. President: Jane Asher.
 Chief Executive: Mark Lever. National Autistic Society is a charity registered in England and Wales (269425) and in Scotland (SC039427) and a company limited by guarantee registered in England (No.1205298), registered office 393 City Road, London, EC1V 1NG





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Tel / Ffôn: 029 2062 9300

Email / Ebost: wales@nas.org.uk

- Management supporting attendance to any medical appointments directly relating to your current health and required clinical input.

During the course of discussion, it was agreed that the following accommodations would be made in order to facilitate your attendance in work:

- A zero tolerance approach (including a mandatory fit note for all absences and a cessation of occupational sick pay for future absences) would not be implemented.
- Management would continue to accommodate your related medical appointments during working hours.
- Your risk assessment would remain in place for a further 4 weeks (from 5th June 2019) whilst waiting for the Occupational Health report and input from the physiotherapist.
- At your request, management would endeavour to vary the individuals you support whilst balancing this against the requirements of the service.
- A standing invitation to meet with Jordan Thomas (Team Leader) on a weekly basis to reflect on how the week went and whether any stressors were identified that you required support with.

It should be noted that management has exercised leniency through the course of the last three months, whilst doing the utmost to support you. It should, however, be noted that the organisation is unable to sustain this level of absence over the longer term and consequently, this letter serves as a formal warning which will be placed in your personal file but will cease to be live after 12 months provided that there is further breach of the organisation's policies.

The improvement expected is that your attendance returns to an acceptable standard with immediate effect.

If your attendance does not significantly improve or if there are further instances of absence, this will trigger an escalation in the formal absence management procedure.

You have a right of appeal against this decision. If you wish to appeal you can do so by writing within 7 days to Nick Haake (Area Manager – Wales) at nick.haake@nas.org.uk. You should give sufficient evidence to support your appeal on at least one of the following two grounds:



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 Cardiff / Caerdydd
 CF14 4HE

Tel / Ffôn: 029 2062 9300

Email / Ebof: wales@nas.org.uk

- The perceived unfairness of the decision; or
- Procedural irregularities

Please refer to the Coming to Work Policy, which has already been provided to you, for information regarding the appeal procedure.

I would like to remind you of the Employee Assistance Programme, which is a confidential advice, counselling and support service available on 0800 716 017

Please do not hesitate to contact me or Leanne Aitken (Area HR Manager – 02920 629 302) if you have any queries.

Yours sincerely

Lauren McCartney
 Cardiff Autism Centre Manager



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Leanne Aitken

Subject: FW: Draft formal improvement plan- CT
Attachments: Formal Improvement Plan CT 15-3-19 draft.docx

From: Harvey Philpott
Sent: 26 March 2019 17:46
To: Leanne Aitken <Leanne.Aitken@nas.org.uk>
Subject: RE: Draft formal improvement plan- CT

Hi Leanne,
 I've tweaked it but I could do with a chat tomorrow am before meeting with CT around lunchtime tomorrow.
 I'm not sure I've quite done what you suggest but it makes sense to me...

Regards,

Harvey
 Lead Manager – East Wales

From: Leanne Aitken <Leanne.Aitken@nas.org.uk>
Sent: 25 March 2019 17:17
To: Harvey Philpott <Harvey.Philpott@nas.org.uk>
Subject: Draft formal improvement plan- CT

Hi Harv

I have reviewed the JD and I think we can expand on some of the inclusions in the attached and align it to the feedback received from the exit interviews as there are tasks in there that [REDACTED] will be required to act on.

Specifically:

I develop people's performance:

- Review the allocation of work to SW's and SSW's across the services to ensure fair distribution in line with agreed objectives (whilst continually evaluating outcomes) through regular supervisions and appraisals.
- Ensuring that performance management processes are applied and that difficult conversations are conducted in a timely manner [eg: For management communications to be robust and professional, being able to deliver difficult messages to individuals and groups directly].
- Providing demonstrable evidence of coaching and/or supportive interventions that have been implemented to develop staff teams [eg: Mentoring Centre Manager / Lead Team Leader to chair effective meetings and demonstrate strong management approaches with their staff teams].

I adapt to changing priorities:

- Be responsive to change through effectively prioritising and delegating affiliated tasks in order in order to ensure that key service objectives are embedded and sustained.
- Proactively identify risks and work with Lead Manager to devise and implement solutions [link to initiatives to reduce capacity constraints, upskill staff].

I achieve professional standards:

- Utilise time and resources effectively and work in a systematic, organised and methodical manner [link to tasks that could include systems that need to be implemented and maintained so service runs smoothly].

I co-operate with others to work safely:

- Work with service teams to pro-actively manage H&S issues and ensure that plans are implemented to reduce these [link to the issues raised with environment and vehicles].

Once you have reviewed the compilation doc I've done following the exit interviews combined with my email of this morning, I would include each of the above bullets as headlines in column 2 alongside the related key performance area and then list tasks/actions underneath that.

Hope this helps.

L

From: Harvey Philpott
Sent: 15 March 2019 17:25
To: Leanne Aitken <Leanne.Aitken@nas.org.uk>
Cc: Nick Haake <Nick.Haake@nas.org.uk>
Subject: draft formal improvement plan- CT

Hiya Leanne,
Please see this draft- I'd be interested in your comments on Monday.
Regards,

Harvey Philpott
Lead Manager East Wales
02920 629300
07717 867935
harvey.philpott@nas.org.uk
NAS 5 Station Rd, Caerleon, NP18 1NH

Formal Improvement Plan

Development Plan for:

Date of Meeting:

Commencement Date of Development Plan:

Next Review Meeting:

Area of Concern (NAS Competency)	Expected Results	Targeted date for Improvement	Method of Monitoring/ Evaluation	Comments/Actions on Areas of Improvement & Development.
I achieve professional standards	Utilise time and resources effectively working in a systematic, organised and methodical manner.		Feedback	
I develop people's performance	Probation reviews for new staff and Supervision meetings for all staff to take place as per NAS Policy Demonstrate mentoring and coaching of service Managers as well as supportive interventions. E.g. Mentoring Centre Manager with Team meetings to occur monthly with clear agenda, minutes and actions recorded and evidenced.		Feedback and written evidence of meetings occurred	
I achieve professional standards	Communication of CT's working location to be shared with Team Leaders in Autism Centres pro- actively To provide a visible Management presence within Autism Centres.		Shared Calendar, Feedback from Centre Manager / Lead Team Leaders	

Leanne Aitken

From: Christopher Thomas
Sent: 24 May 2019 16:42
To: Leanne Aitken <Leanne.Aitken@nas.org.uk>
Subject: Re: [REDACTED] Stage 3 Absence Review Meeting Minutes 16 05 2019

Thanks Leanne,
 [REDACTED] isn't in today but will deliver next week.
 It's an excellent letter and captures the meeting perfectly
 Thanks
 Chris

Get [Outlook for iOS](#)

From: Leanne Aitken
Sent: Friday, May 24, 2019 3:01:21 PM
To: Christopher Thomas
Subject: FW: LS Stage 3 Absence Review Meeting Minutes 16 05 2019

Hi

Please see attached outcome letter. I wasn't sure who took these notes - please put full name and job title in the opening paragraph and deliver to LS. I have made the letter for delivery by hand but if you would prefer, I can post it to her home address?

Kind regards

Leanne Aitken
 Area HR Manager (Wales) / Rheolwr AD Ardal (Cymru)
 02920 629 302
 07397 727 050
leanne.aitken@nas.org.uk



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From: Christopher Thomas
Sent: 20 May 2019 09:06
To: Leanne Aitken <Leanne.Aitken@nas.org.uk>
Cc: Harvey Philpott <Harvey.Philpott@nas.org.uk>; Lyn Williams <Lyn.Williams@nas.org.uk>
Subject: LS Stage 3 Absence Review Meeting Minutes 16 05 2019

Good morning Leanne,
 I completed LS 3 review on Thursday 16th May, the meeting minutes are attached. She brought GT in with her.

LS is due to have surgery but she still does not have a date for this. We discussed the fact that, due to this being a planned surgery, this in itself would not mean that she moves to a medical hearing but that any more unplanned absence may do so.

Please could you draft a Stage 3 Outcome letter and let me know if you need anything else?

Thank you

Chris

Chris Thomas

Autism Centres Manager – East / Rheolwr Canolfannau Awtistiaeth - Dwyrain

NAS Cymru

t: 02920 629300

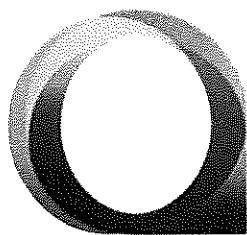
m: 07917 675666

e. Christopher.Thomas@nas.org.uk

www.nascymru.autism.org.uk

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 Cardiff / Caerdydd
 CF14 4HE

Tel / Ffôn: 029 2062 9300
Email / Ebo: wales@nas.org.uk

Private & Confidential

Delivered by hand

24 May 2019

Dear [REDACTED]

Absence Review Outcome – Stage 3

Thank you for attending the above meeting which took place on 16th May 2019. In attendance was myself (Chris Thomas, Day Services Manager – East Wales) and KBB (insert title) as note-taker.

You elected to be accompanied to the meeting by Geraint Thomas (Senior Support Worker).

During the meeting, we reviewed your attendance to date and the reasons for your absences in the last 12 month period, discussed the implication of the future planned surgery and the contents of the Occupational Health Report dated 13.03.19.

You confirmed that you were in agreement with the recommendations included in the Occupational Health Report and that you were currently managing the impact of gall stones on your health through diet and medication. Additionally, you advised that you did not think a risk assessment would be of benefit whilst you are awaiting surgery and you declined for your role or hours to be adjusted.

By way of a supportive measure, it has been agreed that any scheduled absence for surgery would be accommodated without the process being progressed, however, given that your unrelated absences are in excess of 3 months during the past year, the organisation is unable to sustain this going forward and as such, would require that your attendance improves significantly over the coming months.

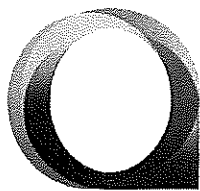
If you wish to revisit the subject of adjustments or propose additional measures that have not been considered thus far and may assist in facilitating your sustained attendance in work, I would be happy to conduct a further discussion in this regard.

Please note that this letter serves as a formal warning which will be placed in your personal file but will cease to be live after 18 months provided that there is no further breach of the organisation's policies.



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Whilst being cognisant that you are likely to experience ongoing discomfort whilst you await surgery (which the NAS is willing to accommodate within reason), the requirement exists for your attendance to measurably improve. Failure to evidence an improvement, will result in the procedure being progressed to the next stage, where one of the options for consideration would be whether or not your employment should be brought to an end.

You have a right of appeal against this decision. If you wish to appeal you can do so by writing within 7 days to Nick Haake (Area Manager – Wales) at nick.haake@nas.org.uk. You should give sufficient evidence to support your appeal on at least one of the following two grounds:

- The perceived unfairness of the decision; or
- Procedural irregularities

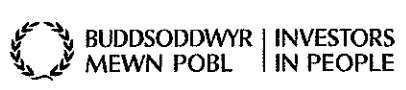
Please refer to the Coming to Work Policy, which has already been provided to you, for information regarding the appeal procedure.

I would also like to remind you of the Employee Assistance Programme, a confidential advice, information, counselling and support service which is available on 0800 716 017.

Please do not hesitate to contact me if you have any queries.

Yours sincerely,

Chris Thomas
Day Services Manager (East Wales)



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Leanne Aitken

From: David Richards
Sent: 05 February 2018 15:44
To: Leanne Aitken
Subject: RE:
Attachments: CS Outcome Letter Final Improvement Note 26.01.18.doc; Formal Improvement Plan - Capability.docx

Is this better?

David Richards
 Senior Behaviour Co-ordinator
 NAS Cymru
 Lancaster House
 106 Maes-y-Coed Road
 Cardiff
 CF14 4HE
 M: 07500226010
 L: 02920 102784

From: Leanne Aitken
Sent: 05 February 2018 13:42
To: David Richards <David.Richards@nas.org.uk>
Subject: RE:

Hi Dave

My only comment would be to look to tie in the points that you are summarising in this covering letter to the initial points raised in the first improvement note so there is an element of consistency in terms of tracking improvements (or not) since the inception of the capability management intervention for [REDACTED]. He has been signed off on his coursework now, so far as I am aware, but if there is anything you want to tie in that is outstanding in terms of the practical demonstration side to it, include that.

The points you highlight (in the below extract from the letter) are quite detailed and fine for the performance improvement plan but in the letter summary, I think we should utilise this section to link back to the original performance issues and provide a generic description against each bullet point (eg: his time management and whether he is staying up to date with his Caresys tracking etc). You could then add in the 3 stage competency training etc.

"The performance issues are outlined in the attached formal improvement plan and are summarised below. Please provide evidence for the following activities. If you hold training sessions and sufficient staff do not attend that will be seen as being out of your control as long as you gave sufficient notice to the service.

- Share and train TT's PBS plan with the Ty Mynydd staff team
- Complete Goodness of Fit (GOF) questionnaires with the staff team at Ty Mynydd
- Three stage training carried out with the staff team (please provide evidence of completed knowledge tests, Role-plays and Positive monitoring)
- Staff trained on the teaching and learning plans and given relevant documentation"

First Improvement Note stated:

- CS to populate his online calendar and keep it updated at all times.
- CS to arrange a meeting with Louise Albert to sign off his file. DR agreed to call Jo Wheeler (course administrator) to acquire an update as to the status of CS's e-learning completion rate.
- CS to meet with Richard Boswell to undertake competency training.
- CS to arrive for meetings and training in a timely manner.

L

From: David Richards
Sent: 05 February 2018 12:41
To: Leanne Aitken
Subject:

Hi

Would you please sense check this before I send?

 anks

Dave

David Richards
Senior Behaviour Co-ordinator
NAS Cymru
Lancaster House
106 Maes-y-Coed Road
Cardiff
CF14 4HE
M: 07500226010
L: 02920 102784

EU 25

Formal Improvement Plan

(To be completed by Manager as part of Formal Stages)

Prior to commencing an improvement plan, managers should seek guidance from your local HR Manager.

Development Plan for:

Date of Meeting: 19/1/18

Commencement Date of Development Plan: 19/1/18

Next Review Meeting: 26.2.18

Area of Concern (NAS Competency)	Expected Results (These should be achievable, clear, tangible examples/descriptions of behaviours or tasks)	Targeted date for Improvement	Method of Monitoring/ Evaluation (Observation, Feedback, Frequency of meetings)	Comments/Actions on Areas of Improvement & Development.
I gather and share knowledge I achieve professional standards I work in partnership	Share and train TT's PBS plan with the Ty Mynydd staff team	19 th March 18	Paper based evidence and discussion with stakeholders	
I gather and share knowledge	Complete Goodness of Fit (GOF) questionnaires with the staff team at Ty Mynydd	19 th March 18	Paper based evidence and discussion with stakeholders	
I gather and share knowledge	Three stage training carried out with the staff team (please provide evidence of	19 th March 18	Paper based evidence and discussion with stakeholders	

I achieve professional standards	completed knowledge tests, Role-plays and Positive monitoring)			
I gather and share knowledge I work in partnership	Staff trained on the teaching and learning plans and given relevant documentation	19 th March 18	Paper based evidence and discussion with stakeholders	
Training & Development		Action to be taken & by whom		
N/A				
N/A				
Signature & Date  5/2/18		Signature & Date		

Hi

Please see below as requested.

L

Year	Case Type	Total
2016/17	Investigation/disciplinary	18
	Suspensions	3
	Grievances	7
	Complaints	Not recorded

Year	Case Type	Total
2017/18	Investigation/disciplinary	30
	Suspensions	5
	Grievances	10
	Complaints	2

Year	Case Type	Total
2018/19	Investigation/disciplinary	19
	Suspensions	2
	Grievances	4
	Complaints	4

Leanne Aitken

Area HR Manager (Wales) / Rheolwr AD Ardal (Cymru)

02920 629 302

07397 727 050

leanne.aitken@nas.org.uk



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From: Dina Patel

Sent: 07 May 2019 10:17

To: Debbie Rigby <Debbie.Rigby@nas.org.uk>; Dawn Allen <Dawn.Allen@nas.org.uk>; Maria Crookes <Maria.Crookes@nas.org.uk>; Brenda Yearwood <Brenda.Yearwood@nas.org.uk>; Leanne Aitken <Leanne.Aitken@nas.org.uk>; Caroline Dale <Caroline.Dale@nas.org.uk>; Liz Morgan <Liz.Morgan@nas.org.uk>

Cc: Andrew Powles <Andrew.Powles@nas.org.uk>

Subject: RE: URGENT; Info for charity commission needed today 12pm

Hi All,

Thanks for your comments; if we don't hold the complaints information that's fine.

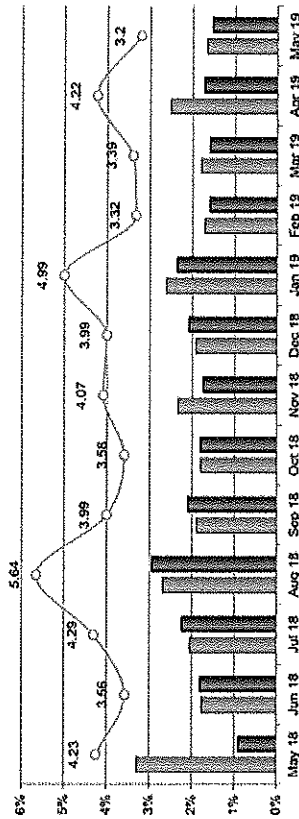
Am In meetings all morning so unfortunately unable to go through the KPI trackers to collate this. If you can collate this that would be helpful and I can format and send on from my end.

Report Name
Absence Spotlight - Trends
Run By
Leanne Aiken
Date Ran
25/06/2019 16:56

Measure	May 18	Jun 18	Jul 18	Aug 18	Sep 18	Oct 18	Nov 18	Dec 18	Jan 19	Feb 19	Mar 19	Apr 19	May 19	Total
Absence Rate (Working Days)	4.23	3.56	4.29	5.64	3.99	3.58	4.07	3.99	4.99	3.32	3.39	4.22	3.20	4.01
Absence Rate (Working Days) (ST)	3.32	1.78	2.06	2.68	1.90	1.79	2.33	1.92	2.82	1.73	1.80	2.51	1.66	2.06
Absence Rate (Working Days) (LT)	0.91	1.79	2.23	2.96	2.09	1.79	1.74	2.07	2.17	1.60	1.59	1.71	1.54	1.95
Working Days Lost	223.75	187.5	234.75	308.75	217.5	208	236.25	244.5	313.25	191.5	217.25	263.5	205.25	2828
Working Days Lost (ST)	175.75	93.5	112.75	146.75	103.5	104	135.25	117.5	164.25	99.5	115.25	156.5	106.25	1455
Working Days Lost (LT)	48	94	122	162	114	104	101	127	149	92	102	107	99	1373
Spells Started	46	40	45	48	40	46	53	44	65	51	46	59	37	574
Spells Started (ST)	2	3	4	4	3	4	2	2	1	2	2	1	0	23
Spells Started (LT)	0.82	0.67	0.84	1.10	0.75	0.69	0.76	0.77	0.96	0.58	0.66	0.79	0.62	0.91
Days Lost per Employee	0.64	0.33	0.40	0.52	0.38	0.35	0.44	0.37	0.51	0.30	0.35	0.47	0.32	0.47
Days Lost per Employee (ST)	0.16	0.34	0.43	0.58	0.39	0.35	0.33	0.40	0.46	0.28	0.31	0.32	0.30	0.449
Days Lost per Employee (LT)														

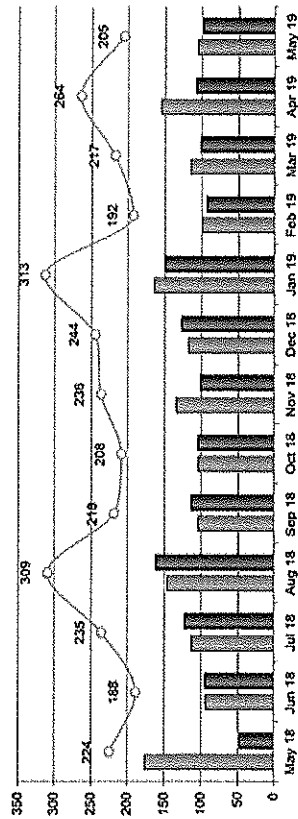
Total Absence Rate Trends

■ Absence Rate (Working Days) ■ Absence Rate (Working Days) (ST) ■ Absence Rate (Working Days) (LT)



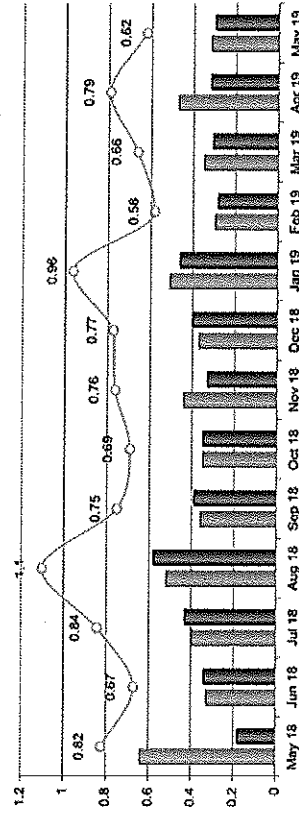
Total Working Days Lost per Month

■ Working Days Lost ■ Working Days Lost (ST) ■ Working Days Lost (LT)



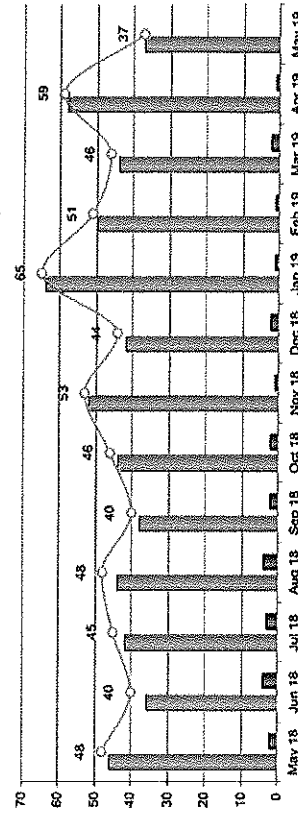
Total Days Lost Per Employee

■ Days Lost per Employee ■ Days Lost per Employee (ST) ■ Days Lost per Employee (LT)

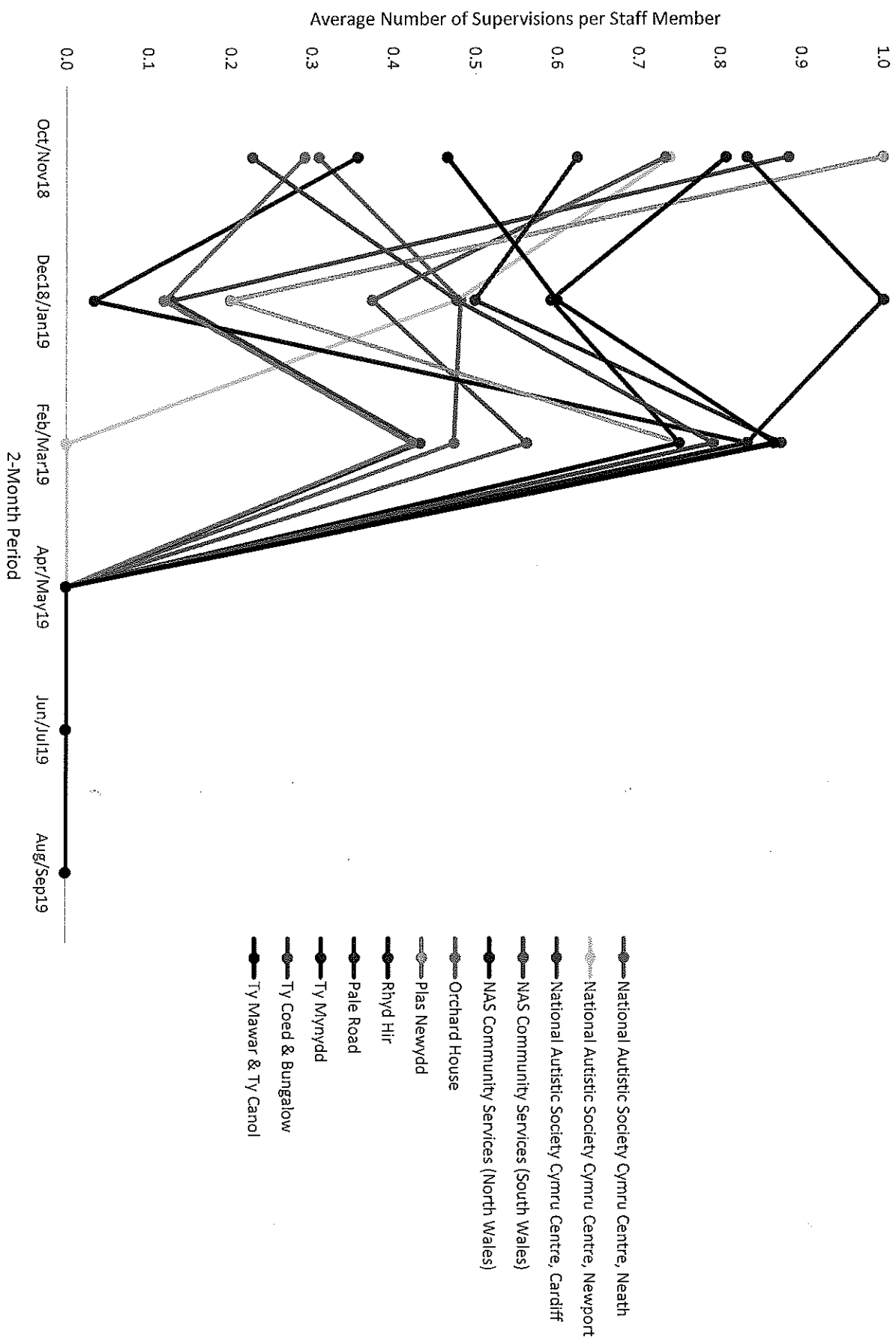


Total Absence Spells Reported per Month

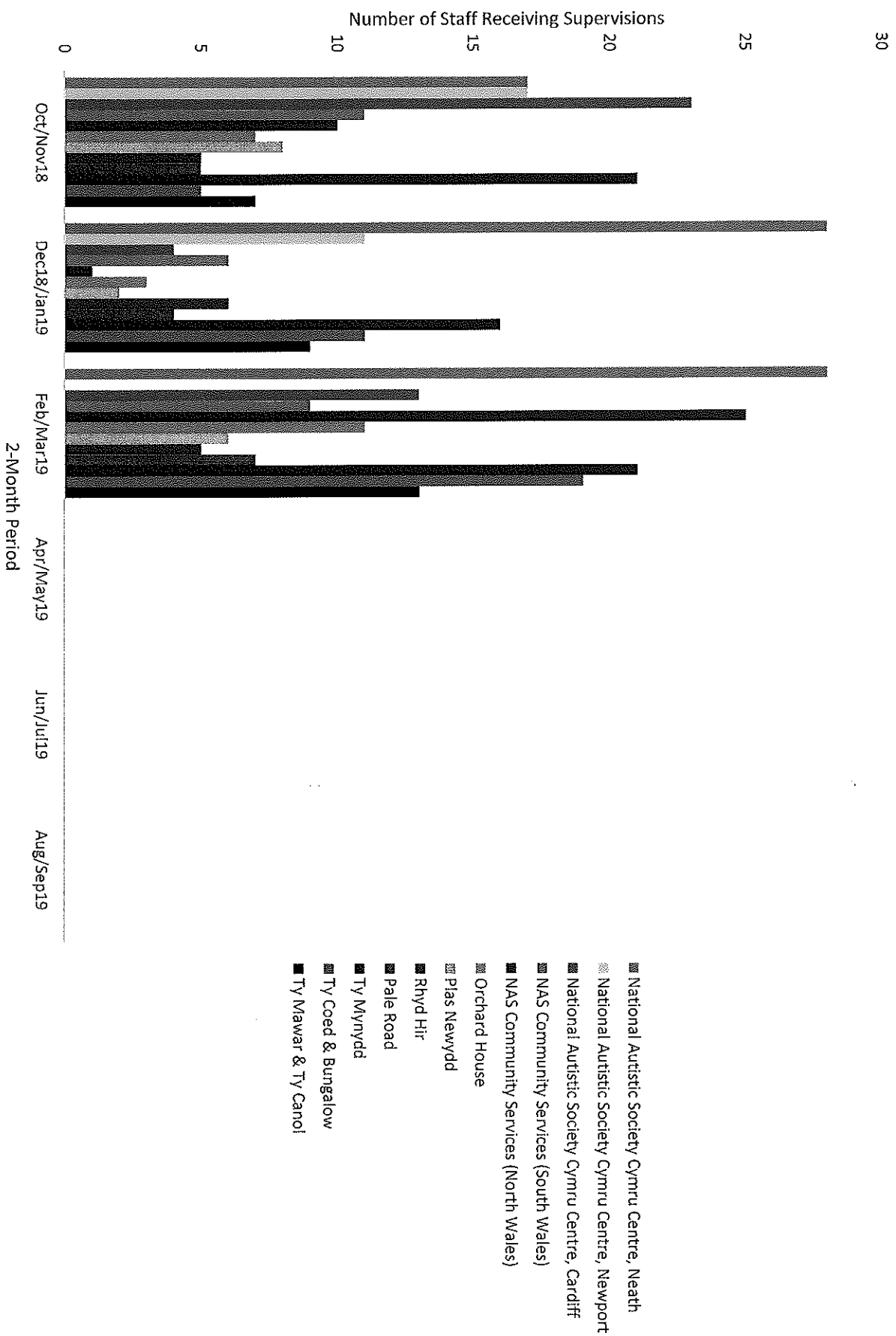
■ Spells Started ■ Spells Started (ST) ■ Spells Started (LT)



Average Number of Supervisions per Staff Member by Service



Number of Staff Receiving Supervisions by Service



NATIONAL AUTISTIC SOCIETY - CYMRU QUALITY ASSURANCE THEMATIC AUDIT SENIOR MANAGER SUPERVISION TOOL						
Staff Name						
Service						
Service Manager						
Auditor Name						
Supervisors Name and Position						
Supervisee's Name and Position						
Audit Month						

1. Is there a supervision agreement on file and is it dated within the last 12 months?				
2. What are the last three dates of supervision held?				
3. Are supervision sessions being held at least every 60 days?				
4. Are personal supervision notes stored securely?				
5. Has supervision been completed with clearly identified actions?	Support/Personal Considerations	Support/Personal Development	Practice/Profess. Standards	Any other issues
Comments:				
6. Have the agreed actions of previous supervisions been recorded and reviewed at subsequent supervisions?				
7. Is current workload and capacity discussed?				
8. Are the supervision records signed and dated by the supervisor/supervisee?				
9. Are personal and "My Plan" outcomes for the individuals we support discussed?				

10. Are keyworker sessions/activities being discussed regularly?	
11. Are actions agreed at previous supervisions reviewed?	
12. Are any new actions clearly recorded?	
13. Are issues from previous supervisions discussed with staff as necessary?	
14. Is consideration given to specific issues for the individuals we support in line with the outcomes identified? (e.g. Top X issues, PBS input etc.)	
15. Is there a balance of workload and is it reflective of the staff member's experience?	
16. Are areas of compliance to standards (QMV, CSSIW, QA) discussed if necessary?	
17. Are review meetings and MDT's for the individuals we support being discussed and reviewed as necessary?	
Comments on good practice:	
Comments on areas for improvement:	
Actions:	
Actions required:	By who/when:
How will this be monitored:	

Leanne Aitken

From: Andrew Powles
Sent: 25 March 2019 12:14
To: Debbie Rigby; Leanne Aitken
Subject: RECRUITMENT AND RETENTION

Debbie/Leanne

We have an opportunity to showcase and share what is happening on recruitment and retention, as the Resourcing and Planning committee (chaired by Carol Homden) have requested a paper for next month's meeting

With the HR work-stream you are leading, it seems to make sense to ask you both to drive this forward

I think this is also the place to feed in explicitly the risks associated with pay, especially with no planned cost of living increase across the board and minimum wage employer for specialist care. We should also comment on the ability of the organisation to use flexibility in the pay scales to address local recruitment hotspots

You should ensure that the paper naturally reflects the whole business with schools and HO, so you will rightly need to engage colleagues

Can I suggest the first stage would be for you to send me an outline structure of the paper and especially what the "next steps" would look like – if you're both ok with this, could I have this by the end of the week?

Does this make sense?

Naturally happy to talk further

Kind regards

Andrew

Andrew Powles FCIPD
People Director (Interim)
E: andrew.powles@nas.org.uk
A: National Autistic Society
393 City Road, London EC1V 1NG
T: 02079033569 ext5569
Website: www.Autism.org.uk



Recruitment & Retention Submission for Resourcing & Planning Committee (April 2019)

Overview

The purpose of this paper is to provide an insight into the current landscape across Adult Services and Schools in terms of identifying contributors to the ongoing recruitment and retention issues being experienced, whilst seeking to identify key themes and outline recommendations that could support impactful change going forward.

The fundamental question that should be posed is, what type of employer does the NAS wish to be? If we engage with our values and seek to inspire by *"spurring people into action and motivating change"*, we have an obligation to apply that thinking to our workforce by ensuring that we encourage discretionary effort through transparent systems and processes that support career development / progression, whilst aligning to a competitive total benefits and rewards package. Bringing about meaningful change to our employee proposition through decisive action will serve to demonstrate to our people that we are serious about supporting the core NAS priority, being the *"retention of skilled staff who feel valued and excited to work for us"*.

The themes that have been identified in this report, follow an analysis of data received from multiple sources across the organisation. Methods used include: output from manager surveys, feedback retrieved from people exiting the organisation during the 12 months to January 2019 (who cite better pay/rewards and career prospects as being within the top 3 reasons for leaving – see Appendix 1), system generated management reports and feedback from Area HR Managers. The key focus areas that have emerged are as follows:

Pay

Current thinking is that a fair and transparent pay and reward process, supported by a framework that supports staff to develop and progress will result in measurably reducing agency spend (which is currently at 9%) and assist in alleviating the associated turnover costs.

There is an argument to support that Adult Services and Schools be linked to separate pay scales. The reasons for this are that a number of fundamental differences exist in terms of

the environments and funding structures, with schools having a union affiliation (which saw an increase in teachers' pay in line with a collective agreement in the North). There is also an increasing demand for specialised clinical roles within schools which may warrant a separate pay band. Additionally, Scottish legislation sees support workers paid at a higher rate than the remainder of the UK which is difficult to accommodate within the existing pay structure, so consideration should be given to a separate pay scale for this area.

A proposed option for services that are experiencing challenges in staffing shifts within residential environments could include re-implementing the unsociable hours allowance which would serve to recognise the impact of shift work on the work / life balance of these staff members.

In terms of entry level roles, an hourly rate of £8.21 was introduced for any area falling below that threshold in January 2019, in readiness for the legislative amendment to the National Minimum Wage which took effect this month. However, recent uplifts have seen an erosion in the differential between grades, especially in areas that have had business cases approved to pay staff in excess of this rate. The lack of consistency in terms of how differential rates are applied to this category of employee across geographies makes for an unwieldy process which doesn't align to the organisational drive for consistency and standardisation. A consideration would be to review the location allowances / market supplements with a view to increasing these in London and surrounds.

Furthermore, if we are seeking to become an employer of choice and our staff are deemed autism specialists, it begs the question as to whether we should be aspiring to pay at a rate commensurate with the skills and expertise required to effectively fulfil a frontline role. This may translate into increasing the hourly rate to £8.50, £8.75 or £9.00 in advance of the government's proposed national living wage of £9.00 per hour which is scheduled to come into effect in April 2020.

Feedback from the South West, Central and Wales indicates that paying entry level rates in excess of the National Minimum Wage have delivered positive outcomes in some services identified as having critical staff shortages, whilst having little impact in others, which strengthens the argument that pay (whilst a contributing factor) can only be a part of the solution in addressing attrition levels but that this will go hand-in-hand with building

management and leadership capability and introducing a model that facilitates career development and progression.

A further point to note is that the disparity in pay within the organisation for people fulfilling roles at the same level has resulted in discord amongst staff in certain services (for example, in the North, where adult services are located within close proximity to schools who are paying staff at a higher hourly rate).

Maintaining the differential between pay grades is an issue across the board and the risk of failing to maintain this margin is leading to disengagement and a drop in staff morale. Our aim here is to adjust the pay scales for Grade 2 and above to protect this margin whilst ensuring that there is scope within these tiers to enable advancement.

Whilst there is some difference of opinion in terms of the extent to which pay impacts our ability to attract and retain talent across areas, there is consensus that the absence of a year-on-year cost of living increase has had a detrimental impact on retention and our brand.

Career Progression and Development

Given that “lack of career prospects” was the most cited reason for staff existing the organisation over a 12 month period (Appendix 1), identifying and creating career pathways for staff is key in stabilising retention. This could include mapping performance to competency frameworks at every level and utilising supervisions to structure a route for skills development (for example: Autism knowledge, key working and practice leadership).

Further, retaining a CPD focus and creating a prospectus for externally accredited qualifications could serve to replicate the success being experienced in schools and services with low levels of attrition (for example, Church Lawton attributes regular CPD training sessions amongst the reasons for their high retention rate).

Defining career pathways would serve to build the succession pipeline by increasing our talent quota through training and development opportunities, which would include secondments.

Recommendations / Next steps

- Introduce defined and communicated pay structures that are aligned to legislative standards, allowing scope for progression and define the value that the organisation has in its specialist autism staff.
- Rebrand the senior support worker, team leader and lead team leader job titles to ones that are more indicative of a frontline management role (and hence more aspirational in nature) which should assist in facilitating a sense of ownership amongst incumbents.
- Review reward and recognition schemes in place in order to recognise staff achievements and build on successes being achieved in some schools / services (for example, Thames Valley School run an employee of the term initiative).
- Refresh our benefits offerings, specifically those that have received unfavourable feedback. My NAS discounts, for example, has been identified as not fit for purpose given the demographic of our workforce, specifically, because staff are required to outlay money before having a discount applied and the fact that a number of retailers listed on that site are no longer trading).

Facilitators to Success

Improving and sustaining retention rates are contingent on the following factors:

- Ensuring that services and schools have a culture of strong leadership in place which will require that coaching and mentoring of incumbent managers is practiced across the organisation, supported by the relevant training interventions.
- Improved communication across all levels of the organisation, specifically with regards to showcasing successes, profiling available methods of reward and career development opportunities for staff.
- A steering group could be considered with representation from the Academy, L&D and HR to map the way forward.

Progress Update

There remains a significant amount of work to do in ensuring that the right staff at the right time with the right skills and values are appointed (and retained). The HR function has,

however, leveraged off the individual strengths within the team and collaborated regularly to share knowledge and embed systems and processes across schools and services. Area managers service their local region whilst leading on areas identified as being key HR priorities for the organisation, namely: Recruitment & Retention, Wellbeing & Attendance Management, Employee Relations, HR Policies and HR systems. Notable successes include:

- Assessment centres and/or values based interviews have now being embedded across all areas (albeit that the NASAT schools are not in favour of this method and prefer to offer learning mentor roles through the government's apprenticeship scheme which are paid at the next grade up to the entry level tier which is a model that works for them) [include stat for year on year increase in number of assessment centres held].
- Improved inclusivity in the recruitment process with the people we support playing a more active role at each stage of the recruitment process.
- A reduction in stress/anxiety related absences over the past year through the introduction of wellbeing focus groups and related training interventions (focused on pro-active stress management techniques), earlier intervention by line managers and timeous reporting [insert graph from FirstCare year-on-year comparative as Appendix 2].
- Achieving approval to address capacity issues for shifts deemed "critical" through the adoption of an enhanced hourly weekend rate in affected services, thereby reducing agency spend [check if we have data to support this].
- Leadership and management training is being rolled out across Wales for senior support workers and team leaders to upskill them in effective management practices (including conducting difficult conversations and absence management).
- Area HR Managers in Central and London and the South East have introduced guidance packs and investigation training for managers in order to support them navigate the investigation process and mitigate the risk of future claims [include stats for ET claims current to prior year].