

# North Kent Mind Policy No. 14

## North Kent Mind Staff Development Policy

### **Policy Statement:**

Staff development is about continuously developing the capability of staff to perform their jobs efficiently, effectively and to the highest standards. Through staff development the organisation seeks to continuously improve the quality of service it provides to the local community and meet recognized standards of good practice in the way it carries out its business.

North Kent Mind believes that investment in developing staff leads to a more confident, motivated and effective workforce, and that investment enables the personal development of individuals and creates an environment of continuous learning and training.

To this end the organisation will ensure good quality and appropriate staff induction programmes; staff training in competencies required for individual posts; staff supervision; staff appraisal and opportunities for involvement in planning and decision making.

The organisation will ensure that there is continuous monitoring and evaluation of development opportunities so as to assess whether the purposes of staff development are being met.

North Kent Mind believes in the value of a shared training experience, where more than one staff member, whole teams, or people throughout the organisation can be involved in the same training programme. This promotes good staff relationships through a shared training experience.

The specific detail for implementing this policy is contained in the following Staff Development Procedure.

### **Staff Development Procedure**

#### **1. Staff Induction**

1.1 The key item for the induction of new employees is the 3 day North Kent Mind Training Programme. This will be arranged as soon as possible after the employee starts work within the organisation, and provides input on the following core issues:

- Introduction to North Kent Mind – Aims, ethos, values, people and practice.
- Introduction to the Services of North Kent Mind, Aims and objectives, team structure, role of volunteers, Understanding of Mental Health Issues, with the participation of Experts by Experience.
- Understanding the principles of the Recovery Approach, Social Inclusion, the Social Model of Mental Health and Empowerment, working with Equality and Diversity
- Core skills of a Helping Role

- Dealing with difficult situations, including aggression, anger, suicidal ideation, personal hygiene, racism
- Introduction to Policies and procedures especially those relating to: Health and Safety, Information Governance, Confidentiality
- The Law and Mental Health

1.2 Line managers are responsible for ensuring new employees have:

- Clarity over salaries, expenses, conditions of service
- Lists of other people in the organisation the new recruit should seek out for information
- Information about the area and other agencies working in the field of mental health.
- The role of the community mental health teams Further training required to carry out job tasks, as identified in competencies for the post (usually over a period of the first six months).
- Explanation of and practice in carrying out Job Description.
- Explanation of such issues as wellbeing at work policies, layout of premises, rest periods and introduction to colleagues.
- Significant time spent with North Kent Mind services which are other than their base department
- Access to all Policies and Procedures

1.3 Human Resources Administration will be responsible for the following;

- Staff undertake and complete a DBS check.

1.4 Staff will be required to sign an induction checklist at the end of their probation period to state that these areas have been explained; this will be held by HR administration on file At the end of a probationary period, staff will review progress with their supervisor, using the Probation Report Appraisal Form.

## **2. Staff Training**

### **2.1 Identifying the Training Needs of the Organisation**

The identification of organisational training needs is part of the annual planning cycle. This annual planning cycle creates the Operational Plan (What are we intending to achieve next year?), the Annual Budget (What financial resources do we need achieve this?), and the training plan (What human resources do we need to achieve this?).

The training plan is therefore informed by:

- The overall needs of the operational plan and the Strategic Plan it implements
- Mandatory training courses, as required by the department or contract in which a staff post is based.
- Common training needs already identified at SMT level at the time of writing the training plan
- Individual training needs identified from induction/supervision/appraisal

- Volunteer's training needs identified by their named staff supporter

It is the role of The Central Services Manager, together with the CEO, to pull together these different strands to create a viable Training Matrix, and for this to be reconciled with, and inform, the budget and operational plan for the next financial year.

## **2.2 Training not identified during the planning process.**

We also acknowledge that training needs can arise during the year, and that staff can opportunistically request to attend courses they have seen. Such individual requests are channelled through the CEO and Business manager, who will determine whether that request is justified, and whether there are sufficient funds available to pay for it.

Where training £500 or more, those staff interested will be required to apply to the SMT for consideration and approval.

## **2.3 Performance Monitoring and Evaluation**

Staff Development has its own cycle of evaluation for which the Central Services Manager will be responsible, and feed back to SMT.

Following each course attended, an evaluation form will be administered by Human Resources Administration and filled in by the attending staff member, to assess what impact training has made. This will be followed up, after three months with another evaluation form to assess long-term benefits of the training. (appendixes 2 &3) Line Managers will also evaluate impacts on performance during supervision. These will be written into supervision notes and kept on the staff member's personnel file.

Human Resources administration will maintain and hold training records for all staff and volunteers

## **3 Staff Supervision**

Supervision is designed to support staff, to help them reflect on their work, and to monitor work on behalf of the organisation.

3.1 Regular supervision is provided by the supervisor. The supervisor is responsible for recording supervision meetings, and notes are kept in the personnel file. Supervisee and Supervisor both sign agreed notes of the supervision.

3.2 The frequency and form of supervision (group or individual) will depend on the project, hours worked, job tasks involved and individual need and circumstances. As a general rule however, full time front line should receive supervision on a monthly, and admin staff on a two-monthly basis. Extra supervision can be provided where a need is agreed between staff member and supervisor. There may be times when the supervisor identifies a need for extra supervision even if the staff member does not necessarily agree.

3.3 The organisation recognises the need to provide external professional specialist supervision for staff where this is a requirement of their training course or membership of a professional body, and the qualifications or skill required to undertake this supervision do not exist within the current workforce.

#### **4 Staff Appraisal**

- An Annual Staff Appraisal scheme is the opportunity for paid staff to review individual job descriptions, achievements, identify personal work goals for the coming year, and to discuss longer-term career development needs. Organisational Operational plan objectives are also linked with staff appraisal, to ensure personal work targets reflect organisational aims.
- It is mandatory for employees to complete and provide a self assessment for the appraisal process.
- A written record of each 'Annual Staff Appraisal' is prepared by the Line Manager and, when agreed by the staff member, forms part of individual personnel files.
- The Central Services Manager will provide an annual summary of completed appraisals to the finance and personnel sub-committee.

#### **5 Staff Functioning below Expectations**

Occasionally, supervisors will identify that a staff member is not performing at the level or within the standards expected of them. When this occurs, the supervisor, in conjunction with the CEO and the staff member, will devise a written Performance Improvement Plan (PIP) which sets out the strategy to be employed to get the staff member back on track. This will include items which need to be addressed both by the staff member, and by management. This is not part of the Disciplinary Process.

**Appendix One: Core and Post-Specific Competencies**

**BUSINESS MANAGER**  
 FINANCIAL MANAGEMENT  
 GRANT APPLICATIONS  
 PERFORMANCE MONITORING & EVALUATION  
 STAFF RECRUITMENT  
 SUPERVISION AND APPRAISAL  
 BUDGET MANAGEMENT  
 PERSONNEL PRACTICE RISK ASSESSMENT  
 MANAGEMENT TRAINING  
 COMPUTER FINANCE SYSTEMS  
 QUALITY ASSURANCE  
 HEALTH AND SAFETY

**CEO**  
 QUALITY ASSURANCE  
 FINANCIAL MANAGEMENT  
 GRANT APPLICATIONS  
 PRESENTATION SKILLS  
 PERFORMANCE MONITORING & EVALUATION  
 STAFF RECRUITMENT  
 SUPERVISION AND APPRAISAL  
 STRATEGIC AND BUSINESS PLANNING  
 RISK ASSESSMENT  
 PROJECT DEVELOPMENT AND MANAGEMENT  
 MANAGEMENT TRAINING  
 TENDER WRITING

**WELLBEING SERVICES MANAGER**  
 SUPERVISION AND APPRAISAL  
 PROJECT MANAGEMENT  
 PEER-LED SERVICES  
 SERVICE USER INVOLVEMENT  
 PERFORMANCE MONITORING  
 NEEDS AND RISK ASSESSMENT  
 INDIVIDUAL SUPPORT PLANNING  
 HEALTH AND SAFETY  
 GROUP FACILITATION  
 GRANT APPLICATIONS  
 STAFF RECRUITMENT  
 WELL BEING

**MIND SUPPORT WORKERS**  
 GROUP FACILITATION  
 RUNNING ACTIVITIES  
 MOTIVATING SERVICE USERS  
 SUPPORTING VOLUNTEERS  
 COPING WITH LIFE COURSES  
 INDIVIDUAL SUPPORT PLANNING  
 THE OUTCOMES STAR  
 DEALING WITH PEOPLE IN CRISIS  
 WELLBEING  
 SUICIDE INTERVENTION  
 BASIC COMPUTER SKILLS  
 BASIC STATISTICAL RETURNS

**PSYCHOLOGICAL THERAPIES MANAGER**  
 DIPLOMA IN COUNSELLING OR CBT  
 ACCREDITED (BACP OR BABCP)  
 CLINICAL SUPERVISION  
 MANAGEMENT SUPERVISION  
 SUPPORTING VOLUNTEERS  
 TRAINING KNOW-HOW  
 NEEDS AND RISK ASSESSMENT SKILLS  
 PERFORMANCE MONITORING  
 PROJECT DEVELOPMENT SKILLS  
 GROUP FACILITATION  
 STAFF RECRUITMENT

**SENIOR ADMIN OFFICER**  
 COMPUTER SKILLS  
 COMPUTER FINANCE SYSTEMS  
 BASIC BOOK KEEPING  
 ADMINISTRATIVE SYSTEMS  
 CUSTOMER CARE

**FINANCE OFFICER**  
 COMPUTER FINANCE SYSTEMS  
 CHARITY FINANCES  
 ADMINISTRATIVE SYSTEMS

**RECEPTIONIST**  
 ADVANCED CUSTOMER CARE  
 COMPUTERSKILLS

**CORE COMPETENCIES FOR ALL STAFF**

MENTAL HEALTH AWARENESS  
 EMPOWERMENT AND RECOVERY  
 SOCIAL INCLUSION  
 RACE CULTURE AND DIVERSITY  
 HEALTH AND SAFETY  
 CONFIDENTIALITY  
 NEEDS AND RISK ASSESSMENT  
 DIFFICULT AND DANGEROUS BEHAVIOUR  
 LONE WORKING  
 LISTENING SKILLS  
 PROFESSIONAL BOUNDARIES  
 EQUAL OPPORTUNITIES  
 COMMUNICATION SKILLS

**ADDITIONAL COURSES FOR SPECIFIED STAFF**

FIRST AID  
 FOOD HYGIENE  
 PREVENT  
 MCA  
 DoLs

**HIGH INTENSITY THERAPISTS**  
 POST GRADUATE DIPLOMA IN HIGH INTENSITY THERAPY

**PWP's**  
 POST GRADUATE CERTIFICATE OR UNDERGRAUATE CERTIFICATE IN PSYCHOLOGICAL WELL BEING

**SENIOR PCPT ADMINISTRATOR**  
 ADVANCED MICROSOFT OFFICE  
 ADVANCED OFFICE SYSTEMS  
 SUPERVISION AND APPRAISAL  
 TEAM MANAGEMENT  
 ADVANCED CUSTOMER CARE

**HOUSING MANAGER**  
 SUPPORTING PEOPLE FUNDING  
 SUPPORTED HOUSING MANAGEMENT  
 WELFARE BENEFITS  
 SUPERVISION AND APPRAISAL  
 PROJECT MANAGEMENT  
 TENANT INVOLVEMENT STRATEGIES  
 PERFORMANCE MONITORING  
 NEEDS AND RISK ASSESSMENT  
 SUPPORT PLANNING  
 HEALTH AND SAFETY  
 BUILDING RISK ASSESSMENT  
 PROTECTION FROM ABUSE

**HOUSING OFFICER**  
 SUPPORTING PEOPLE FUNDING  
 SUPPORTED HOUSING MANAGEMENT  
 WELFARE BENEFITS  
 TENANT INVOLVEMENT  
 NEEDS AND RISK ASSESSMENT  
 SUPPORT PLANNING  
 PROTECTION FROM ABUSE

**HOUSING MAINTENANCE**  
 MANUAL HANDLING  
 HEALTH AND SAFETY (BUILDINGS)

**PCPT ADMINISTRATOR**  
 MICROSOFT OFFICE ESP EXCEL  
 OFFICE SYSTEMS  
 ADVANCED CUSTOMER CARE



APPENDIX 2

NORTH KENT MIND

COURSE EFFECTIVENESS QUESTIONNAIRE

Course Attended.....

Date of course.....

Course Provider.....

How do you rate the venue for the training?

Poor                      Average                      Good                      Excellent

Please explain:

How do you rate the resources (i.e. handouts, materials, etc)?

Poor                      Average                      Good                      Excellent

Please explain:

How did you rate the quality of the training overall?

Poor                      Average                      Good                      Excellent

Please explain:

Did the training course meet your training needs?

Yes    No

Please explain:

Do you feel what you learned will enhance your ability in your work?

**Yes**

**No**

Give examples:

Do you feel you have gained new skills/enhanced existing skills?

**Yes**

**No**

Give examples:

Do you feel you have learned 'good practice' (i.e. the best standards of working)?

**Yes**

**No**

Give examples:

**ANY OTHER COMMENTS**

Please note that a follow up questionnaire will be sent to you in about three months time to find out the outcome of the training.

**Thank you for taking the time to fill out this form**



### APPENDIX 3

#### NORTH KENT MIND

#### FOLLOW UP COURSE EFFECTIVENESS QUESTIONNAIRE

Three months ago you attended a training course

entitled.....

and you filled out a course effectiveness questionnaire.

Please help us to assess the effectiveness of the training, three months on, by completing this questionnaire and returning it to the Business Manager.

Has the Training enhanced your ability in your work?

**Yes**

**No**

Give examples:

Have any new skills you gained or existing skills you enhanced as a result of the training been used?

**Yes**

**No**

Give examples:

Has any 'good practice' (i.e. best standards/ways of working) learnt from the training been implemented in your work or been worked towards?

**Yes**

**No**

Give examples:

Has the training enabled or contributed to you meeting your work targets/goals or responsibilities in your job description?

**Yes**

**No**

Give examples:

Please give any further comments on any differences that the training has made to your work.

**Thank you for taking the time to fill out this form**