

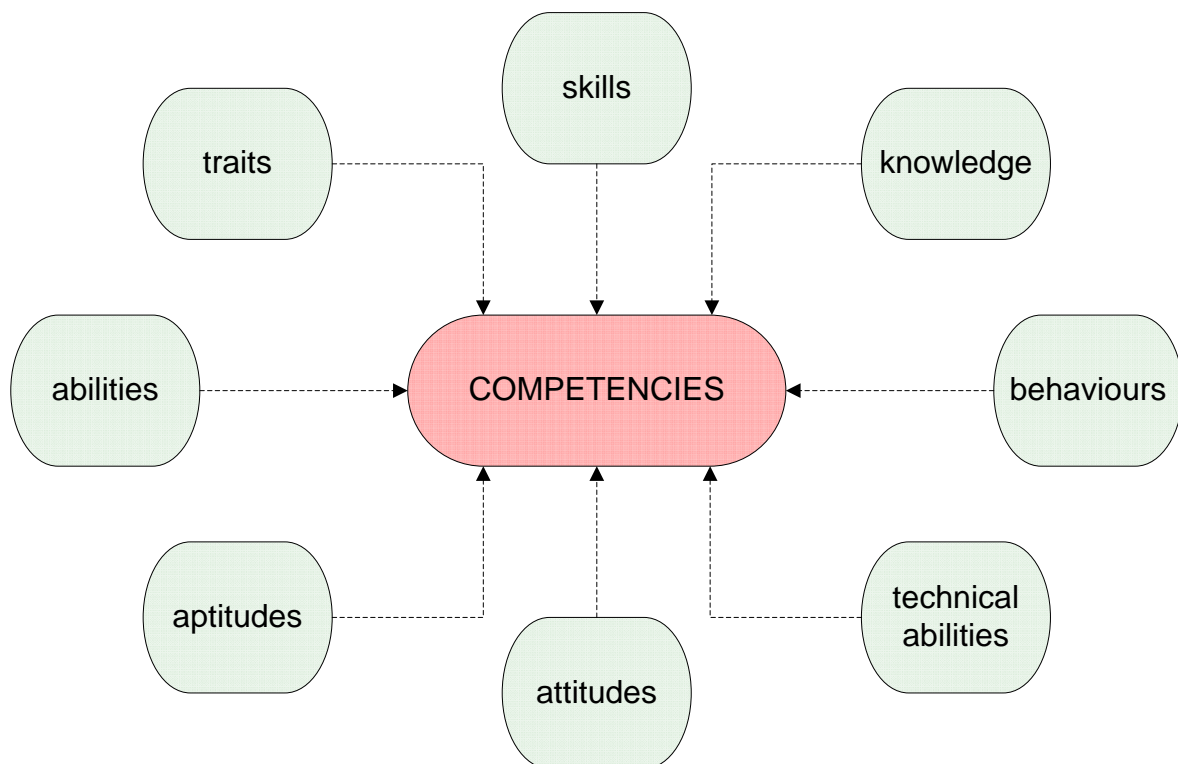


Rhondda Cynon Taf Council Competency Framework: Supervisor Framework

Competencies – An Overview

What are ‘Competencies?’

‘Competencies’ is a term used in RCT Council (the Council) to describe the knowledge, skills, and behaviours we need to do our jobs. Where a job description illustrates ‘what’ we do competencies illustrate ‘how’ we do it.



The Council’s competencies stem from the Council’s over-arching Vision, Beliefs and Values (available on the Council’s intranet or from Human Resources) and are designed to encourage an open dialogue (conversations) about how we work.

The Competency Framework gives us a starting point and a language we can all use when talking about the behavioural aspects of our work. This should mean that we’re clearer about what’s expected of us and that our performance is managed and developed in a way that supports everyone.

The competencies in this document describe how really ‘excellent’ staff would work in the Council. They don’t describe specific tasks that people do as part of their job - job descriptions do this. Instead they describe how someone who is really effective would do those things, and what else they would do in addition to those things. Working in a way that is described by the competencies doesn’t necessarily mean doing ‘more’ in terms of work, but it can mean working differently.

What is a Job Family?

The Competency Framework consists of 9 main Job Families and all Council roles will fall within one of the job families included within this framework. The job families are:

- AD: Administrator
- AN: Ancillary
- CC: Community and Social Care (including Social Care Professionals)
- FL: Frontline and Customer Care
- MM: Middle Manager (for Managers who manage people that manage others)
- SM: Skilled Manual Worker
- ST: Strategic Manager (Heads of Service and above)
- SU: Supervisor / Team Leader (1st line managers)
- TS: Technical, Specialist and Professional

By using competencies to define what 'excellent' performance looks like for everyone, and encouraging people to work in these ways, the Council is more able to deliver levels of service that will really make a difference to our Community.

How do I know what Job Family I am in / my team are in?

The decision tree on page 7 will help you to identify which job family your role is most likely to be in, you may also find this information on your Person Specification.

The Decision Tree can also be used in a management role to discover the job families of the roles within your team, or when compiling Person Specifications. Each Job Family has a number of example roles listed under the title – but please note that this is just a snap-shot and not a complete listing.

If you have any questions regarding which competency framework is most suitable for your role, please discuss this with your line manager or contact Human Resources.

Understanding Your Competencies - What is a Competency Area?

The overview on page 8 shows a summary of all the competency areas that fall within each job family. Competency areas are just the main headings, all of which are numbered as illustrated on the summary – for example Communicating Effectively (3) or Achieving Results (4).

Common Competency Areas

There are a number of competency areas that have been identified as being relevant for all workers in the Council and although the actual demonstration of these may vary for different jobs, these competencies are important for everyone. The common competencies areas are:

- **Working in a Team** - this also includes the headings working with others; working with partners; working with team members; working effectively with others; working with partnerships and teams; working as a team member. (Reference number 1 and 2.)
- **Communicating Effectively** (Reference number 3.)
- **Focusing on Service Users** - this also includes the headings looking after Service Users best interests; earning Service Users trust; meeting customer needs; working with Service Users. (Reference number 7 and 15.)

Role Specific Competency Areas

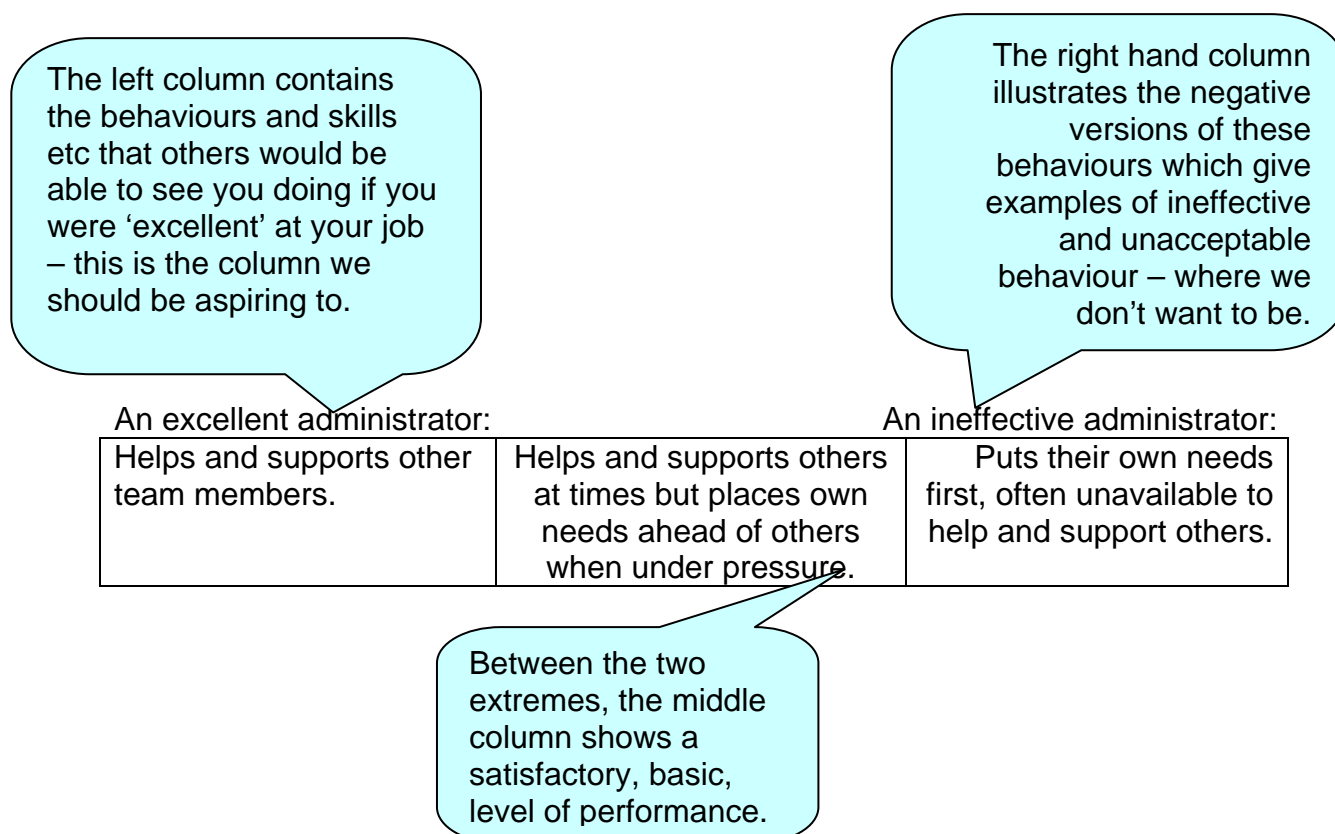
The remaining competency areas have been identified as being relevant depending upon your role and job family within the Council. These areas include:

- **Achieving Results** (Reference number 4.)
- **Personal Effectiveness** – this also includes the headings being committed and reliable; demonstrating professionalism; managing time; being accountable. (Reference number 5 and 6.)
- **Complying with Health and Safety** – this also includes the headings working safely; maintaining safety and well-being. (Reference number 8.)
- **Demonstrating Technical Ability** – this also includes the headings encouraging professional development. (Reference number 9.)
- **Working with Change** – this also includes the headings managing change; leading change; incorporating change; creating and responding to change. (Reference number 10.)
- **Implementing Strategy** – this also includes the heading working strategically. (Reference number 11.)
- **Political Knowledge and Awareness** (Reference number 12.)
- **Managing Resources** (Reference number 13.)
- **Developing and Motivating People** – this also includes the heading leading and motivating. (Reference number 14.)

Please see the overview summary grid on page 8 for a clear picture of which competency areas can be found within each job family.

Understanding Competencies - What are the Competency Statements?

Each of the competency areas (headings) are broken down into a list of statements around behaviour, abilities and skills. These are displayed in 3 columns.



The statements help to set expectations on how we do our jobs and provides us with a language we can all use to start conversations around performance.

Health and Safety / Equalities and Diversity

The health and safety of our staff and Service Users and valuing diversity are core to all our values in the Council and are either expressed as specific competencies or are integrated into individual frameworks.

When and how do we use competencies?

The framework, and the competencies within the framework, can be used in many situations, these include:

- **Recruitment & Selection**
Designing Person Specifications; shortlisting; interviews.
- **Managing Performance and Performance Review**
Including induction and probation; setting expectations.

- **Workforce Planning**
Talent Management / Succession Planning
- **Developing Learning and Development Plans**
For individuals / teams / Service areas.
- **Career Development and Career Conversations**
- **Managing Underperformance (and capability)**

For advice and guidance in each of the areas above please see the Council's intranet or contact Human Resources for more information.

Realistic Expectations

Although these sets of competencies describe qualities of 'excellent' workers, it is accepted that it would not be realistic to expect anyone to show all the positive behaviours, across all of the competencies, all of the time. However, there is an expectation that people strive towards this ideal. The competencies should therefore be seen as something to aim towards, and to help you to clearly understand where your strengths lie and where you may need further development.

A scoring system has been developed around the competencies to aide with formal reviews of performance, but this may also provide a starting point for performance discussions – asking yourself where you would rate your performance, and asking others where they see themselves. An explanation of this scoring can be found below, for further guidance on Performance Reviews please see the Council's intranet or contact Human Resources.

Scoring against competencies – how you carry out your role, your skills, behaviours

When reviewing yourself (or others) against the competency statements you will choose from the following scoring system:

5 – Clear strength – constantly exceeds role requirement in this area

the individual demonstrates this at an exemplary level on an everyday basis and could coach others in the development of this area (left hand column)

4 – Moderate strength – often exceeds role requirement in this area

the individual demonstrates this when the need arises and is seen to do this very well (top of middle column, just into left hand column)

3 – Acceptable Demonstration - meets role requirements in this area

the individual demonstrates this adequately when required to meet the expectations of their role (neither a strength or a development need) (middle column)

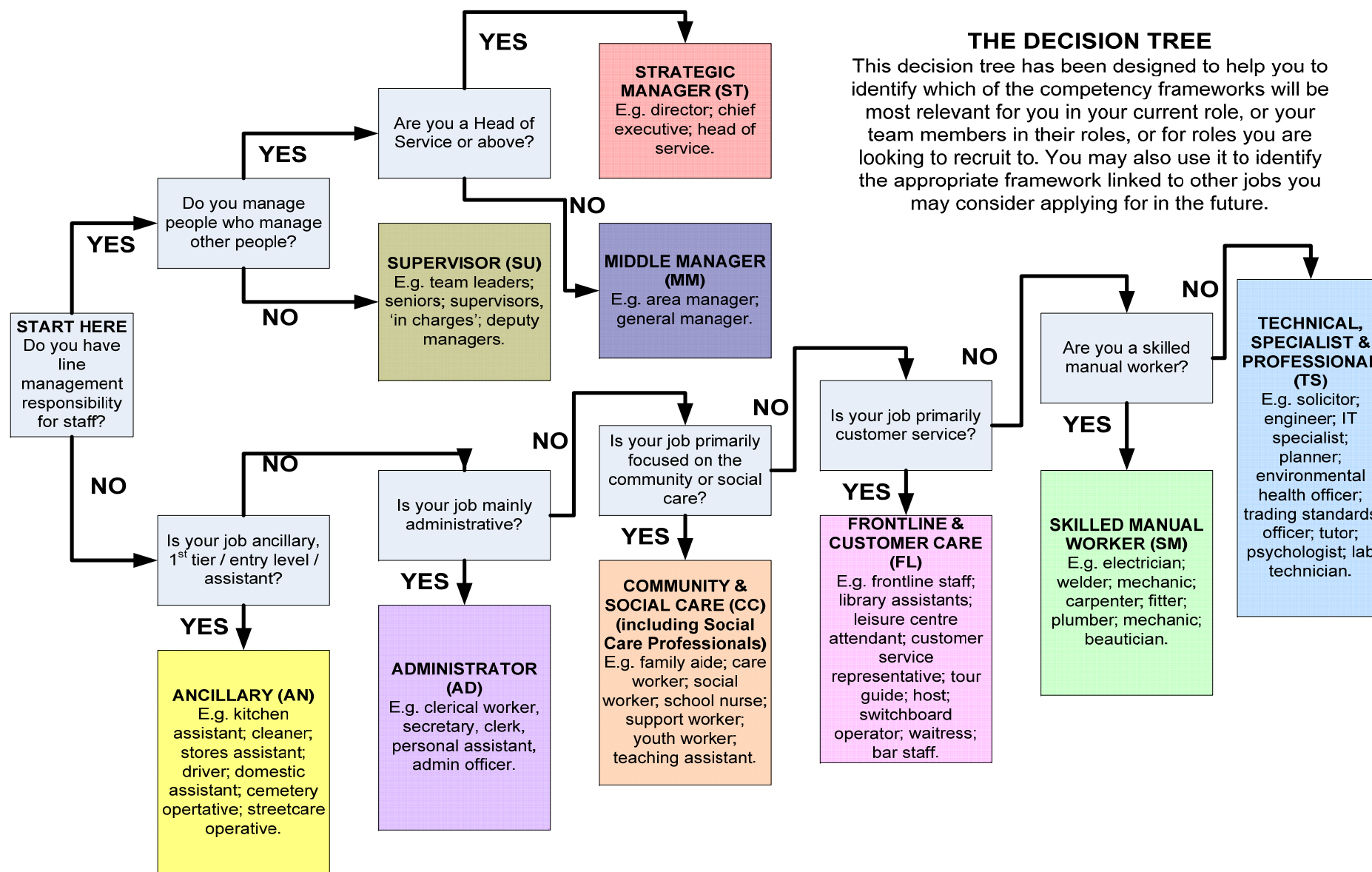
2 – Moderate Development Need - met some, but not all role requirements in this area

the individual has been seen to demonstrate this on occasion and is aware of the importance of this to their role but does need to develop their ability in this area to integrate it into everyday practice (bottom of middle column, just into right hand column)

1 – Clear Development Need – has not met requirements of role in this area

the individual has not been seen to demonstrate this when carrying out their role and needs clear development in this area. (right hand column)

RCT Council Competencies – Decision Tree



Overview of all the competency headings for all the job families RCT Competency Framework Page 8 of 23

Administrator AD	Working in a Team (1)	Communicating Effectively (3)	Achieving Results (4)	Personal Effectiveness (5)	Focusing on Service Users (7)	Complying with Health and Safety (8)						
Ancillary AN	Working with Others (1)	Communicating Effectively (3)		Being Committed and Reliable (5)		Working Safely (8)	Demonstrating Technical Ability (9)					
Community & Social Care CC	Working with Partners (1) Working with Team Members (2)	Communicating Effectively (3)	Achieving Results (4)		Looking After Service Users' Best Interests (7) Earning Service Users' Trust (15)	Complying with Health and Safety (8)	Encouraging Professional Development (9)	Working with Change (10)				
Frontline and Customer Care FL	Working Effectively with Others (1)	Communicating Effectively (3)	Achieving Results (4)	Demonstrating Professionalism (5)	Meeting Customers' Needs (7)	Maintaining Safety and Well-being (8)	Demonstrating Technical Ability (9)					
Middle Manager MM	Working in Partnerships and Teams (2)	Communicating Effectively (3)	Achieving Results (4)		Focusing on Service Users (7)			Managing Change (10)	Implementing Strategy (11)	Political Knowledge and Awareness (12)	Managing Resources (13)	Developing and Motivating People (14)
Strategic Manager ST	Working in Partnerships and Teams (2)	Communicating Effectively (3)	Achieving Results (4)		Focusing on Service Users (7)			Leading Change (10)	Working Strategically (11)	Political Knowledge and Awareness (12)	Managing Resources (13)	Developing and Motivating People (14)
Skilled Manual Worker SM	Working with Others (1)	Communicating Effectively (3)		Being Committed and Reliable (5)	Working with Service Users (7)	Working Safely (8)	Demonstrating Technical Ability (9)					
Supervisor SU	Working as a Team Member (2)	Communicating Effectively (3)	Achieving Results (4)	Managing Time (5) Being Accountable (6)	Focusing on Service Users (7)	Complying with Health and Safety (8)	Encouraging Professional Development (9)	Incorporating Change (10)				Leading and Motivating (14)
Technical, Specialist, Professional TS	Working in Partnerships and Teams (1)	Communicating Effectively (3)	Achieving Results (4)	Being Accountable (6)	Focusing on Service Users (7)		Professional Expertise and Development (9)	Creating and Responding to Change (10)			Managing Resources (13)	

RCT Council Supervisor Competency Framework (SU)



RCT Council Supervisor - Competency Framework (Overview)

People

Leading and Motivating (SU14)

Values, motivates and empowers team members by setting a positive example and by recognising skills, strengths and achievements.

- Inspires, passionate, positive
- Celebrates, supports, develops, empowers, challenges
- Consistent, fair, values people
- Culture of open feedback

Working as a Team Member (SU2)

Works effectively with others, building strong relationships in order to achieve goals.

- Respect, trust, constructive relationships
- Involves and encourages, inclusive
- Interested, shares, team-focused, influences
- Across areas and beyond the Council, democratic accountability

Communicating Effectively (SU3)

Communicates key issues clearly and effectively; promotes a culture of open and honest communication; adapts their communication style and approach as necessary.

- Courteous, polite, listens, receptive
- Informs, explains, openly shares, creates opportunities
- Clear, effective, timely

Tasks

Incorporating Change (SU10)

Creates a culture of openness and responsiveness to changes, whether coming from inside or outside the team.

- Instigates, drives, embraces
- Innovative, creative, receptive
- Encourages, supports and understands
- Modernising agenda, responsibility

Managing Time (SU5)

Plans and prioritises tasks efficiently and effectively in order to provide best possible value and service delivery.

- Creative, radical, different
- Delegates responsibility, robust plans
- Positive, anticipates
- Partnerships, joint commissioning

Being Accountable (SU6)

Takes personal responsibility for making decisions and acting on them, without necessarily passing them up to the next level.

- Decisive, empowered
- Confident
- Well-informed

Achieving Results (SU4)

Delivers high-quality outcomes on time by setting clear targets that relate to the bigger picture while focusing closely on what's important.

- Logical, organised, informed
- Motivated
- Clear aims
- Balanced with well-being

Culture and Values – The RCT Council Context

Focusing on Service Users (SU7)

Genuinely puts needs of Service Users (internal or external customers) at the centre of decisions.

- Understanding
- Makes a difference
- Responsive
- Local knowledge

Encouraging Professional Development (SU9)

Seeks to continually improve own professional development and supports others to do the same.

- Willing to learn
- Supportive
- Assessing capability

Complying with Health and Safety (SU8)

Takes responsibility for ensuring the health, safety and well-being of the team through understanding and correctly applying the appropriate Council H&S policies.

- Vigilant
- Duty of Care
- Accessibility of Information

SU14. Leading and Motivating

Values, motivates and empowers team members by setting a positive example and by recognising skills, strengths and achievements.

An excellent Council Supervisor:

An ineffective Council Supervisor:

SU14.1	Has an inspiring, positive 'action-focused' attitude.	Can be positive and enthusiastic, but can be visibly affected by challenges.	Always sees the problem or the negative, moans, does not inspire people.
SU14.2	Creates a shared attitude that is positive and enthusiastic about work.	Can be personally committed, but does not consistently transmit this to others.	Undermines others' enthusiasm, commitment or belief in the value of work that is being done.
SU14.3	Shares and celebrates all successes.	Is either low key or inconsistent about celebrating successes.	Ignores successes and others' contributions; only focuses on drawing attention to failures and mistakes.
SU14.4	Openly values the skills and contributions of individual team members.	Can take skills, knowledge and strengths for granted.	Undervalues the skills, knowledge and strengths of their people.
SU14.5	Trusts others to take responsibility for important tasks and gives them the necessary space, freedom and flexibility.	Delegates single tasks or responsibilities within fairly rigid boundaries.	Does not 'let go' of control, believes only they have the right answers.
SU14.6	Gives constructive, timely feedback (managing performance / supervision / etc).	Tackles issues half-heartedly or only when they become serious problems.	Avoids giving honest feedback, undermines other people's efforts, makes them feel incompetent.
SU14.7	Is able to deliver difficult messages sensitively.	Shows some awareness of the emotional impact of messages, but can prefer to focus on what needs to be said rather than how it should be said.	Is blunt or overly forthright, leaving people feeling worried or undermined.

SU14.8	Treats staff fairly and equally.	Shows some preference for working more closely with certain people over the others.	Treats one or more groups or individuals significantly worse than the others.
SU14.9	Ensures that team members are aware of the social and environmental impact of their role.	Provides limited information to team members on the social and environmental impact of their role.	Does not provide team members with any information on the social and environmental impact of their role.

SU2. Working as a Team Member

Works effectively with others, building strong relationships in order to achieve goals.

An excellent Council Supervisor:

An ineffective Council Supervisor:

SU2.1	Builds lasting, positive & constructive relationships based on trust.	Has some good relationships, but others that are more formal or distant.	Prefers to remain detached from others. Is unapproachable.
SU2.2	Promotes a strong team spirit of co-operation and shared responsibility.	Team members co-operate, but only when necessary.	Allows team members to work as individuals, in cliques or in competition.
SU2.3	Builds a culture where free and open exchange of ideas and appropriate challenge is accepted and valued.	Is responsible for maintaining a culture where certain people's views are heard and accepted, but not everyone's.	Contributes to a culture where it is difficult to express ideas and views.
SU2.4	Has a strong positive influence on joint decisions.	Has more impact in some situations than others.	Struggles to successfully influence joint decisions.
SU2.5	Is always helpful and supportive in helping colleagues to achieve their goals.	Helps with demanding situations, after completing own priorities.	Is reluctant to give assistance.
SU2.6	Promotes and demonstrates an ethos of equality and diversity.	Complies with, but doesn't fully embrace, equality and diversity issues.	Tolerates or demonstrates discriminatory behaviour.
SU2.7	Seeks to prevent or overcome conflict.	Can allow conflict to continue more than it should.	Exacerbates or produces conflict.
SU2.8	Asserts their own position but is willing to modify these after understanding those of other people.	Can be stubborn in holding on to their own views before compromising.	Sticks strongly to 'fighting their own corner'.

SU3. Communicating Effectively

Communicates key issues clearly and effectively; promotes a culture of open and honest communication; adapts own communication style and approach as necessary.

An excellent Council Supervisor:

An ineffective Council Supervisor:

SU3.1	Proactively shares ideas and knowledge with people to keep them up to date with developments.	Provides information only when asked or when essential.	Keeps people in the dark about issues that affect them.
SU3.2	Uses styles of language that others can clearly understand.	Adapts their style and language to suit some but not all groups.	Expects everyone to understand their own preferred style and language.
SU3.3	Communicates clearly and concisely.	Communication requires some checking by others.	Is unfocused and unclear and leaves others unsure of what was said or meant.
SU3.4	Communicates confidently and with credibility, even when messages are difficult.	Is less confident with some forms of communication.	Lacks confidence or credibility.
SU3.5	Thinks about and consistently uses the most appropriate form of communication.	Uses the quickest, or their own preferred method of communication rather than the best one.	Uses inappropriate forms of communication for the messages being conveyed.
SU3.6	Actively checks their own understanding of what others have said.	Sometimes makes assumptions about what was meant without checking this further.	Takes what is said at face value.
SU3.7	Genuinely listens to others views, openly considering what they are saying.	Gives people attention, although can show signs of impatience or inattention.	Tends to disregard what people are saying.
SU3.8	Actively creates regular opportunities for open discussions.	Holds regular formal meetings according to fixed schedules.	Keeps meetings to a bare minimum.

SU3.9	Actively promotes a good flow of communication to allow quick resolution of issues or queries.	Relies on natural communication flow for sharing of information.	Is a barrier to communication flow.
-------	------------------------------------------------------------------------------------------------	------------------------------------------------------------------	-------------------------------------

SU10. Incorporating Change

Creates a culture of openness and responsiveness to changes, whether coming from inside or outside the team.

An excellent Council Supervisor:

An ineffective Council Supervisor:

SU10.1	Understands the need for change and responds positively to improvements.	Doesn't always appreciate the need to change fully, only changes when easily able to do so.	Doesn't see the need to move forward. Sees the old ways as the best.
SU10.2	Is willing to critique proposals to ensure they are viable and so that they will work.	Takes proposals at face value.	Challenges proposals with assumptions that they are of little value.
SU10.3	Has good ideas about how to move things forward in their own area.	Implements rather than initiates change.	Does not volunteer suggestions for improvements.
SU10.4	Is able to 'sell' positive aspects of change to others.	Assumes that others will appreciate the value of changes.	Points out the negative aspects of change.
SU10.5	Promotes a shared, open and positive team attitude towards change and flexibility.	Lets team members keep their own attitudes towards change, whatever these are.	Encourages people to ignore or resist proposed changes for as long as possible.
SU10.6	Encourages and supports team members to put forward their suggestions and new ideas.	Accepts others' suggestions, without explicitly encouraging contributions.	Is a barrier to others' innovative ideas, highlighting potential issues.
SU10.7	Ensures that proposals and ideas become operational realities.	Agrees in principle to the need to change, but is slow to put measures into place.	Makes little genuine attempt to alter the current ways of doing things, even when changes are agreed.
SU10.8	Understands others' personal barriers to change and supports them accordingly.	Assumes that people are as accepting of change as everyone else, working with resistance only when it becomes apparent.	Imposes change on people without accounting for likely reactions.

SU5. Managing Time

Plans and prioritises tasks efficiently and effectively in order to provide best possible value and service delivery.

An excellent Council Supervisor:

An ineffective Council Supervisor:

SU5.1	Has a logical and organised approach to planning.	Shows reasonable levels of planning; doesn't always stick to the plan.	Takes an ad hoc or reactive approach to planning.
SU5.2	Looks ahead to anticipate future issues and changing demands (Workforce Planning).	Appreciates the need for long-term plans but can get caught up in the 'here and now'.	Seems to be constantly fire-fighting and dealing with the unexpected.
SU5.3	Finds efficiency and resource savings without compromising service delivery (Workforce Planning).	Has found some efficiency savings, with a limited impact on service delivery.	Makes no attempt to make savings or cuts corners and makes savings that damage service delivery.
SU5.4	Is positive about what can be achieved with existing resources (Workforce Planning).	Usually attempts to resolve resource issues in a positive way.	Moans about lack of resources and uses this as an excuse not to try.
SU5.5	Ensures that resources are managed with consideration to the environment and strives to reduce wastage.	Shows some consideration to reducing wastage and damage to the environment.	Does not manage resources with sufficient consideration to the environment or wastage.
SU5.6	Uses the departmental business plan to set priorities.	Prioritises according to sometimes informed, sometimes inaccurate feelings about what seems to be important.	Shows no interest or appreciation of the bigger picture or key priorities.
SU5.7	Works with others to plan the best ways forward.	Only consults others on plans when absolutely necessary.	Sets deadlines with poor assumptions about others' workloads or opinions.
SU5.8	Sets up and adheres to useful processes for managing work efficiently.	Uses processes, but not always effectively.	Takes an unstructured approach to reaching objectives, encounters the same kinds of issues again and again.

SU6. Being Accountable

Takes personal responsibility for making decisions and acting on them, without necessarily passing them up to the next level.

An excellent Council Supervisor:

An ineffective Council Supervisor:

SU6.1	Has confidence to make decisions without guidance, asks advice from line manager only when necessary.	Is generally able to make the right decisions, but seeks reassurance from line manager.	Is nervous of committing to decisions; constantly seeks advice from their own line manager before making decisions.
SU6.2	Uses consultation as a means to inform important decisions.	Uses consultation to achieve consensus and agreement.	Uses consultation to spread responsibility for difficult decisions.
SU6.3	Makes well-informed decisions, and thinks ahead.	Makes decisions that can be less 'sound', and may require modification as circumstances change.	Makes decisions quickly, reacting to the 'here and now.'
SU6.4	Is willing to think about possible solutions in different ways to what is commonly accepted.	Makes decisions informed by what has gone before, but shows some innovation.	Sees thinking differently as risky; is unwilling to step outside of the 'tried and tested'.
SU6.5	Is willing to be decisive when necessary.	Can identify valid reasons why decisions need to be put off.	Fails to make everyday decisions, procrastinates.
SU6.6	Makes decisions that benefit the team, department or Council as a whole.	Makes generally reasonable decisions, some lacking in effectiveness.	Reaches conclusions that have an adverse effect on team / department / Council.
SU6.7	Understands the Council's approach to the environment and demonstrates consideration of social and environmental concerns in their day to day role.	Demonstrates some understanding of social and environmental factors relevant to their role.	Disregards social and environmental concerns in the execution of their role.

SU4. Achieving Results

Delivers high-quality outcomes on time by setting clear targets that relate to the bigger picture while focusing closely on what's important.

An excellent Council Supervisor:

An ineffective Council Supervisor:

SU4.1	Is motivated to improve on performance; identifies objectives that can stretch the team (managing performance / supervision / etc).	Focuses on achieving 'business as usual' goals.	Does not have a strong drive to achieve results.
SU4.2	Is willing to go 'above and beyond' when necessary.	Can be complacent, believing that the work will get done without need for extra effort.	Is rigid about job roles and unwilling to step outside of these constraints to get things done.
SU4.3	Is able to work effectively under pressure.	Can temporarily lose focus when under pressure.	Can lose control when under pressure.
SU4.4	Reviews outcomes in order to make improvements and learn from mistakes.	Reviews outcomes but does not always fully implement improvements.	Repeats the same mistakes. Does not act on lessons learnt.
SU4.5	Consistently delivers high-quality outcomes.	Overall, standard of delivery is acceptable.	Delivers too many substandard outcomes.
SU4.6	Has clear aims and objectives.	Has goals that can lack clarity at times.	Is not clear about goals or objectives.
SU4.7	Balances achieving results with care for own health and well-being.	Becomes stressed occasionally in the pursuit of achieving results but is usually able to manage.	Becomes stressed and overworked in order to achieve results.
SU4.8	Sees Key Performance Indicators (KPIs) as providing clear expectations of goals for the team.	Is aware of Key Performance Indicators (KPIs), but doesn't always see the team's success as being linked to them.	Is unaware of the importance of Key Performance Indicators (KPIs).
SU4.9	Keeps tightly focused on timescales and meets all key deadlines.	Can allow lower priority deadlines to slip.	Often misses deadlines and allows things to drift.

SU7. Focusing on Service Users

Genuinely puts needs of Service Users (internal or external customers) at the centre of decisions.

An excellent Council Supervisor:

An ineffective Council Supervisor:

SU7.1	Understands customers' actual needs.	Works with assumptions about what customers need, some right, some wrong.	Has little or no interest in customers' actual needs.
SU7.2	Ensures customers' needs are met by responding to them efficiently and effectively.	Meets most needs, but not always as quickly as could be possible.	Rarely meets need of customers.
SU7.3	Provides and promotes highest standards of customer care and service.	Provides acceptable, but unremarkable standards of customer care.	Sees poor standards of customer care as acceptable.
SU7.4	Has a positive attitude towards helping people, and is willing to go the extra mile.	Delivers a professional service, as defined by their job role.	Is discourteous or disregards customers.
SU7.5	Leaves customers happy with the service they have received.	Leaves customers satisfied but indifferent about the service received.	Leaves customers frustrated or unsure about progress.
SU7.6	Genuinely and consistently aims to make a difference to the individual citizen.	Sees good service delivery only in terms of meeting basic outcomes.	Makes no link between everyday work and the impact on Service Users.
SU7.7	Promotes service and Council positively.	Underestimates the value of creating a positive image externally.	Has a negative impact on the profile and image of the Council and service.
SU7.8	Has good local knowledge and awareness of community issues.	Has moderate local knowledge, and is aware of certain issues.	Has little interest in what's going on in the community.

SU9. Encouraging Professional Development

Seeks to continually improve their own professional development and supports others to do the same.

An excellent Council Supervisor:

An ineffective Council Supervisor:

SU9.1	Is eager or willing to learn new things.	Is content to carry on as always, but uses training opportunities when they arise.	Has no interest in self-development. Tends to revert to old habits after attending training.
SU9.2	Recognises their own limitations, and adapts accordingly.	Is content to work within their own limitations.	Has little or no awareness of their own limitations or the need to adapt accordingly.
SU9.3	Works towards increasing the capability of their team/staff (Workforce Planning / managing performance / supervision / etc).	Lets people continue to operate with adequate levels of capability.	Allows people to operate at lower levels of capability.
SU9.4	Looks for areas for potential growth in individuals (managing performance / supervision / etc).	Assumes that those who wish to progress will develop themselves.	Assumes that others have no inclination or room to develop.
SU9.5	Identifies and makes the best use of the skills (including literacy and numeracy skills), knowledge and strengths of the team (managing performance / supervision / etc).	Is aware of, but doesn't make the most of, the skills, knowledge and strengths in the team.	Does not acknowledge the skills, knowledge and strengths in the team.
SU9.6	Links learning and development to business plans/service goals (Workforce Planning / managing performance / supervision / etc).	Sees learning and development only in terms of addressing personal needs.	Has no clear strategy for assigning training or development resources.
SU9.7	Holds regular reviews with staff to identify their goals and areas for development (managing performance / supervision / etc).	Meetings with staff do not explicitly target areas of capability gaps unless gaps are obvious.	Only addresses development issues with staff when performance issues arise.

SU9.8	Is personally supportive in enabling individuals to meet their development goals (managing performance / supervision etc).	Broadly supports training and development initiatives, and could do more to appreciate how each individual will benefit specifically.	Sees responsibility for development and training as sitting with HR.
-------	----------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------

SU8. Complying with Health and Safety

Takes responsibility for ensuring the health, safety and well-being of the team through understanding and correctly applying the appropriate Council H&S policies.

An excellent Council Supervisor:

An ineffective Council Supervisor:

SU8.1	Is aware of all H&S procedures relevant to team, its responsibilities and potential risks.	Is aware of what seem to be the most important H&S guidelines.	Has little or no working knowledge of relevant H&S policies.
SU8.2	Ensures that H&S manuals are up-to date, accessible and that their team is aware of them.	Is inconsistent and diligence in updating staff about H&S information.	Takes little or no personal responsibility for ensuring accessibility to up-to-date H&S policy information.
SU8.3	Genuinely accepts personal duty of care for team's health, safety and well-being.	Sees self as responsible for implementing Council H&S policies only as formal part of job role.	Takes little or no personal or formal responsibility for others' health, safety or well-being.
SU8.4	Ensures that staff are aware of current and potential risks, hazards and H&S issues that might affect them.	Shows some awareness of key hazards but has to be reminded to address H&S issues with their staff.	Encourages risky behaviour, disregard for H&S guidelines or assumes the working environment is safe and risk free.
SU8.5	Encourages staff to be vigilant for risks and hazards and acts on their observations.	Takes notice of issues when brought to attention.	Takes little or no notice of H&S issues that are raised by others.
SU8.6	Puts measures in place that minimise risk of incidents.	Puts measures in place that reduce likelihood of incidents, although these could be more stringent.	Assumes that incidents will not occur and takes little or no preventative action.
SU8.7	Ensures up-to-date reporting and recording of all incidents.	Omits what are deemed to be less important incidents from reports.	Has no provision to record or report incidents.
SU8.8	Consistently shows consideration for and commitment to other people's health, safety and well-being.	Is committed to other people's health, safety & well-being.	Has an adverse impact on other people's health, safety and well-being.