

Understanding the Manager Induction Standards in Practice

Practical workbook for supporting new and aspiring managers in adult social care

Prepared by CareTutor.

This workbook is based on the **Skills for Care Manager Induction Standards** and should be used alongside the original Skills for Care guidance: [Manager induction standards](#)

What this workbook includes

- An overview of all 11 standards.
- A practical page structure for each standard.
- Space to rate confidence, note actions, and capture evidence.
- Light-touch signposting to relevant CareTutor support options.

Skills for Care is the source organisation for the Manager Induction Standards and related guidance referred to in this workbook.

How to use this workbook

The Manager Induction Standards are a **Skills for Care** good practice framework for aspiring, new and existing managers in adult social care. Skills for Care recommends them as a benchmark for what new managers should work towards within their first six months in post. This workbook has been designed as a practical tool to help providers use the framework in a clear and structured way alongside the original Skills for Care guidance.

It can be used during manager induction, probation reviews, supervision, deputy development, succession planning, or wider leadership development discussions. The aim is to support meaningful conversations about manager development, identify strengths and gaps early, and help organisations take a more consistent approach to preparing managers for the role.

Use the overview page to look across all 11 standards and identify priorities. Then use the individual standard pages to explore current confidence, discuss what the standard looks like in practice, record examples, agree actions, and note any support needed.

This should be used as a working document and reviewed over time, rather than completed once and filed away. Used well, it can help turn the Skills for Care framework into a practical support tool for developing confident and capable managers.

Suggested review rhythm

Use the overview at the start of induction, revisit priority standards monthly, and capture agreed actions and evidence as you go.

How to rate confidence

Red = significant support needed. **Amber** = developing confidence. **Green** = confident and applying in practice.

Key reference points

- Skills for Care: Manager Induction Standards.
- Skills for Care: Licensed learning programmes.
- Skills for Care: Learning and development funding for adult social care.
- Skills for Care: Developing new managers and deputies guide.

Overview of the 11 standards

This overview is based on the Skills for Care Manager Induction Standards. Use it to identify priorities, agree where support is most needed, and decide which standards should be reviewed first.

No.	Skills for Care standard	Explanation	Possible CareTutor support	Red, Amber, Green
1	Leadership and management in adult social care	Understanding the manager role, leadership responsibilities, values, culture, and how leadership influences safe, well-led care.	Lead to Succeed, Well-led, and leadership-focused coaching conversations.	R [] A [] G []
2	Supporting and developing teams	Helping managers build confident teams through supervision, feedback, delegation, recruitment awareness, conflict management, and staff development.	Lead to Succeed, Understanding Performance Management, and Understanding Workplace Culture.	R [] A [] G []
3	Regulation and governance	Understanding governance, quality assurance, legal responsibilities, audit, oversight, policies, incidents, and regulatory accountability.	Well-led and Leading Change Improving Care.	R [] A [] G []
4	Effective communication	Communicating clearly, professionally, and with compassion across teams, families, people using services, professionals, and senior leaders.	Lead to Succeed and Understanding Workplace Culture.	R [] A [] G []
5	Working with partners	Working well with families, professionals, commissioners, and wider health and social care partners to support joined-up care.	Well-led and Leading Change Improving Care.	R [] A [] G []
6	Leading a person-centred service	Making sure leadership decisions, systems, and day-to-day practice keep people's needs, preferences, rights, and outcomes at the centre.	Well-led and Understanding Workplace Culture.	R [] A [] G []
7	Safeguarding and mental capacity	Understanding safeguarding duties, the Mental Capacity Act, best interests, restrictive practice, and leadership oversight of safety and rights.	Lead to Succeed and Well-led.	R [] A [] G []
8	Making decisions	Making balanced, timely, defensible decisions using evidence, values, risk awareness, and professional judgement.	Lead to Succeed and Leading Change Improving Care.	R [] A [] G []
9	Managing resources	Using staffing, time, information, equipment, and money responsibly to support safe, effective, and sustainable care.	Well-led and Understanding Self-Management Skills.	R [] A [] G []
10	Learning and innovating	Creating a culture of learning, reflection, curiosity, improvement, and positive change rather than standing still.	Leading Change Improving Care and Understanding Workplace Culture.	R [] A [] G []
11	Personal development and wellbeing	Reflecting on strengths, limits, resilience, support needs, and professional development so managers can lead sustainably and safely.	Understanding Self-Management Skills, Well-led, and reflective development support.	R [] A [] G []

Standard 1. Leadership and management in adult social care

Based on the Skills for Care Manager Induction Standards. Practical prompts and suggested support options are provided by CareTutor.

What this standard means in practice	Clarifying role expectations, visible leadership, values-led decision-making, accountability, and how the service is led day to day.
Useful discussion prompts	What does good leadership look like in this service? How does the manager model values and set expectations? Where does the manager need more clarity or support?
Possible evidence or examples	Role discussion notes, induction records, leadership reflections, supervision notes, service priorities, and examples of visible leadership in practice.
Possible CareTutor support	Lead to Succeed, Well-led, and leadership-focused coaching conversations.

Current confidence	Priority level	Reviewer / manager	Review date
Red <input type="checkbox"/> Amber <input type="checkbox"/> Green <input type="checkbox"/>	High <input type="checkbox"/> Medium <input type="checkbox"/> Low <input type="checkbox"/>		

Manager reflection / notes	
Agreed actions	
Evidence or examples seen	
Support needed before next review	

Standard 2. Supporting and developing teams

Based on the Skills for Care Manager Induction Standards. Practical prompts and suggested support options are provided by CareTutor.

What this standard means in practice	Planning supervision, setting expectations, giving feedback, developing staff confidence, and responding appropriately to team issues.
Useful discussion prompts	How confident is the manager in supervision and feedback? How are development needs identified? How are difficult conversations handled?
Possible evidence or examples	Supervision plans, observed supervision, staff development actions, feedback records, recruitment involvement, and reflections on people management.
Possible CareTutor support	Lead to Succeed, Understanding Performance Management, and Understanding Workplace Culture.

Current confidence	Priority level	Reviewer / manager	Review date
Red <input type="checkbox"/> Amber <input type="checkbox"/> Green <input type="checkbox"/>	High <input type="checkbox"/> Medium <input type="checkbox"/> Low <input type="checkbox"/>		

Manager reflection / notes	
Agreed actions	
Evidence or examples seen	
Support needed before next review	

Standard 3. Regulation and governance

Based on the Skills for Care Manager Induction Standards. Practical prompts and suggested support options are provided by CareTutor.

What this standard means in practice	Using audits, reviewing incidents, checking records, following up actions, and understanding the responsibilities attached to the manager role.
Useful discussion prompts	What governance systems does the manager need to understand? How are audits and actions reviewed? How confident are they in regulatory responsibilities?
Possible evidence or examples	Audit participation, governance meeting notes, quality action plans, policy discussions, incident reviews, and examples of oversight.
Possible CareTutor support	Well-led and Leading Change Improving Care.

Current confidence	Priority level	Reviewer / manager	Review date
Red <input type="checkbox"/> Amber <input type="checkbox"/> Green <input type="checkbox"/>	High <input type="checkbox"/> Medium <input type="checkbox"/> Low <input type="checkbox"/>		

Manager reflection / notes	
Agreed actions	
Evidence or examples seen	
Support needed before next review	

Standard 4. Effective communication

Based on the Skills for Care Manager Induction Standards. Practical prompts and suggested support options are provided by CareTutor.

What this standard means in practice	Running clear handovers and meetings, writing appropriately, listening well, escalating concerns, and adapting communication to different audiences.
Useful discussion prompts	How effectively does the manager communicate expectations? Are messages clear, timely, and respectful? Where could communication improve?
Possible evidence or examples	Meeting notes, handover examples, communication feedback, escalation examples, and reflections on challenging conversations.
Possible CareTutor support	Lead to Succeed and Understanding Workplace Culture.

Current confidence	Priority level	Reviewer / manager	Review date
Red <input type="checkbox"/> Amber <input type="checkbox"/> Green <input type="checkbox"/>	High <input type="checkbox"/> Medium <input type="checkbox"/> Low <input type="checkbox"/>		

Manager reflection / notes	
Agreed actions	
Evidence or examples seen	
Support needed before next review	

Standard 5. Working with partners

Based on the Skills for Care Manager Induction Standards. Practical prompts and suggested support options are provided by CareTutor.

What this standard means in practice	Building relationships, participating in multi-agency working, sharing information appropriately, and working constructively across boundaries.
Useful discussion prompts	Which key partners does the manager need to work with? How confident are they in escalation and partnership working? What local relationships need strengthening?
Possible evidence or examples	Multi-agency meeting notes, examples of liaison, escalation records, partnership mapping, and feedback from external professionals.
Possible CareTutor support	Well-led and Leading Change Improving Care.

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Manager reflection / notes	
Agreed actions	
Evidence or examples seen	
Support needed before next review	

Standard 6. Leading a person-centred service

Based on the Skills for Care Manager Induction Standards. Practical prompts and suggested support options are provided by CareTutor.

What this standard means in practice	Reviewing care around the person, listening to feedback, supporting dignity and choice, and using co-production to improve practice.
Useful discussion prompts	How does the manager check that the service stays person-centred? How are people and families listened to? What needs to improve?
Possible evidence or examples	Care plan reviews, feedback themes, service improvement actions, observation notes, and examples of person-centred decision-making.
Possible CareTutor support	Well-led and Understanding Workplace Culture.

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Red <input type="checkbox"/> Amber <input type="checkbox"/> Green <input type="checkbox"/>	High <input type="checkbox"/> Medium <input type="checkbox"/> Low <input type="checkbox"/>		

Manager reflection / notes	
Agreed actions	
Evidence or examples seen	
Support needed before next review	

Standard 7. Safeguarding and mental capacity

Based on the Skills for Care Manager Induction Standards. Practical prompts and suggested support options are provided by CareTutor.

What this standard means in practice	Recognising concerns, responding appropriately, reviewing safeguarding systems, and ensuring decisions respect rights and lawful practice.
Useful discussion prompts	How confident is the manager in safeguarding leadership? How are MCA and best interests understood in this setting? What support is needed?
Possible evidence or examples	Case discussions, safeguarding reviews, MCA reflections, best-interests examples, training records, and escalation notes.
Possible CareTutor support	Lead to Succeed and Well-led.

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Manager reflection / notes	
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Evidence or examples seen	
Support needed before next review	

Standard 8. Making decisions

Based on the Skills for Care Manager Induction Standards. Practical prompts and suggested support options are provided by CareTutor.

What this standard means in practice	Weighing options, seeking advice where needed, balancing safety and choice, recording decisions clearly, and learning from outcomes.
Useful discussion prompts	What recent decisions has the manager made? How was risk balanced? When do they seek support or escalate?
Possible evidence or examples	Decision records, reflective notes, risk discussions, escalation examples, and follow-up reviews after significant decisions.
Possible CareTutor support	Lead to Succeed and Leading Change Improving Care.

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Manager reflection / notes	
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Evidence or examples seen	
Support needed before next review	

Standard 9. Managing resources

Based on the Skills for Care Manager Induction Standards. Practical prompts and suggested support options are provided by CareTutor.

What this standard means in practice	Prioritising workload, planning rotas, monitoring pressures, using systems efficiently, and making practical use of available resources.
Useful discussion prompts	How confident is the manager in prioritising and allocating resources? What pressures are affecting delivery? What support is needed?
Possible evidence or examples	Rota reviews, staffing discussions, resource planning notes, delegation examples, and service pressure logs.
Possible CareTutor support	Well-led and Understanding Self-Management Skills.

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Manager reflection / notes	
Agreed actions	
Evidence or examples seen	
Support needed before next review	

Standard 10. Learning and innovating

Based on the Skills for Care Manager Induction Standards. Practical prompts and suggested support options are provided by CareTutor.

What this standard means in practice	Using audits, incidents, feedback, and new ideas to improve quality, test change, and help teams learn from experience.
Useful discussion prompts	How does the manager learn from feedback or incidents? What improvements have been made? How open is the culture to trying new approaches?
Possible evidence or examples	Learning logs, improvement plans, 'you said, we did' examples, action tracking, and reflections on change activity.
Possible CareTutor support	Leading Change Improving Care and Understanding Workplace Culture.

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Standard 11. Personal development and wellbeing

Based on the Skills for Care Manager Induction Standards. Practical prompts and suggested support options are provided by CareTutor.

What this standard means in practice	Using supervision and reflection well, setting development goals, recognising pressure points, and building healthy leadership habits.
Useful discussion prompts	What does the manager need to stay effective and well? What are their development priorities? What support or mentoring would help?
Possible evidence or examples	Development plans, reflective supervision notes, wellbeing discussions, CPD plans, mentoring records, and agreed next steps.
Possible CareTutor support	Understanding Self-Management Skills, Well-led, and reflective development support.

Current confidence	Priority level	Reviewer / manager	Review date
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Manager reflection / notes	
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CareTutor support and source credit

This workbook has been prepared by CareTutor to help providers use the Skills for Care Manager Induction Standards in a practical way. The standards themselves, and the core framework they represent, belong to Skills for Care.

CareTutor delivers all six current Skills for Care licensed leadership programmes: Lead to Succeed, Well-led, Leading Change Improving Care, Understanding Performance Management, Understanding Workplace Culture, and Understanding Self-Management Skills. [Funded-leadership-programmes-and-cpd-courses](#)

Funding may be available through the Learning and Development Support Scheme for eligible adult social care employers in England, subject to current eligibility and funding rules.

Source	Why it is relevant
Skills for Care: Manager Induction Standards	Primary source for the framework, purpose, benefits, six-month benchmark, and standard titles.
Skills for Care: Licensed learning programmes	Source for the current list of Skills for Care licensed leadership programmes.
Skills for Care: Learning and development funding for adult social care	Source for current LDSS funding information and employer eligibility context.
Skills for Care: Developing new managers and deputies guide	Useful wider context on manager development, succession planning, and early support.

Helpful links

- [Manager Induction Standards](#)
- [Licensed learning programmes](#)
- [Learning and development funding for adult social care](#)