



*"Where children come first"*

## **Staff Supervision Policy**

Version: 2.00

Date Released: 20<sup>th</sup> February 2018

## **APPROVAL & ADOPTION**

This policy was formally agreed and adopted at a Full Governing Body Meeting held on:

20<sup>th</sup> March 2018

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## **UPDATE SCHEDULE**

<b>Version</b>	<b>Date</b>	<b>Reason for Update</b>
1.00	10/09/2014	First Version
2.00	20/02/2018	Review and minor revision.

# CONTENTS

Policy Statement.....	4
Supervision .....	4
Frequency of Supervision .....	4
Summary.....	5
Objectives of Supervision .....	5
Formal Supervision Meetings.....	5
Group supervision .....	6
Unplanned or “ad hoc” supervision .....	6
Supervision Standards .....	7
Tips for success.....	7
Individual Supervision Agreements.....	8
Confidentiality and Access.....	8
Storage and Retention.....	8
<i>Appendix One: Individual Supervision Agreement.....</i>	<i>9</i>
<i>Appendix Two: Supervision Record.....</i>	<i>10</i>

# **SUPERVISION POLICY**

## **Policy Statement**

Aylesham Primary School is committed to ensuring that every member of staff receives good quality effective supervision on a regular basis. It recognises that the delivery of high quality care and support within education is a complex and demanding task. Staff are the key asset within the school setting. The School believes in the importance of supporting staff due to its positive effect on the outcomes for Children and Young People. They deliver high quality provision that makes a meaningful difference to pupil's lives. Professional supervision helps this to be achieved. Supervision is not a confidential process.

## **Supervision**

Supervision is an essential part of any effective working relationship between a member of staff and a DSL/manager/professional supervisor. The DSL/Manager/professional supervisor throughout this document refers to any person holding that position across the School. All staff should be offered regular supervision of good quality in order to be clear about what their job is, what the school wants them to do and to be supported to do that job well. It is also an excellent way of setting standards.

## **Frequency of Supervision**

Aylesham Primary School is committed to providing regular planned supervision to staff employed within the school, recognising supervision as a core mechanism to help all staff reflect on their practices.

Newly Qualified Teachers and staff new to the profession at all levels should have access to regular supervision sessions for the first six months of their professional career regardless of the Key Stage in which they work.

It will be important to recognise that staff at the early point of their career will require additional care and support and as such this may be offered utilising ad-hoc supervision between formal supervision sessions.

Other staff members working directly with EYFS must have supervision every 6 weeks. It will be important to recognise that staff experiencing intensive or frequent interactions relating to the protection of young children will require additional care and support and as such this may be offered utilising ad-hoc supervision between formal supervision sessions.

All other staff groups should be offered opportunities for formal supervision meetings with a DSL/Manager/professional supervisor through the school year. It will be important to recognise that staff experiencing intensive or frequent

Where more than one member of staff works with a child/family or across a sibling group, regular group supervision should be undertaken. The frequency of this can be arranged but all relevant supervisors must ensure that they and their supervisees are familiar with the plans being taken across all aspects of intervention with the family.

The supervision of part-time staff should follow the same frequency patterns as for full time staff.

If a DSL/Manager/professional supervisor is absent from work for a long period the SLT should ensure that effective arrangements are in place for the supervision of the staff in that team.

## Summary

<b>Role</b>	<b>Frequency</b>	<b>Facilitated by-</b>
Newly Qualified Teacher	Once a month for initial 6 months. Every 6 weeks for the following 6 months.	DSL/ Mentor
EYFS Staff	Every Six Weeks	EYFS Leader/DSL
Teachers	6 times per year in pupil progress meetings	DSL
Teaching Assistants	3 times per year	DSL/KS Leader
DSLs/Managers	3 times per year	Line manager/DSL/professional supervisor

## Objectives of Supervision

- Evaluate Practice
- CPD
- Monitoring/Observing Practice

Supervision meetings should evaluate and review the work load and the performance of a member of staff, so that where necessary, learning and change can take place. Supervision meetings are part of day to day management and do not replace appraisals which are a long term view of performance. They provide an opportunity for discussion of individual cases, to share concerns and successes and to consider future practice.

Supervision meetings are a two way discussion between a staff member and a DSL/Manager/professional supervisor. To be effective each person must take equal responsibility for ensuring effective communication and must both be equally committed to making the relationship work.

Supervision meetings can ensure that work is being carried out in line with the Schools Safeguarding Procedures, School Improvement Priorities and Ofsted Requirements and in particular, those that relate to the safety and well-being of pupils.

- *...the school's success in keeping pupils safe, whether within school or during external activities through, for instance, effective risk assessments, e-safety arrangements, and action taken following any serious safeguarding incident*
- *...promotion of safe practices and a culture of safety, including e-safety.* (School Inspection handbook April 2014 – Ofsted)

## Formal Supervision Meetings

To be effective they:

- Should be booked in advance at an agreed time, and should take place at regular intervals.
- Should take place in a quiet, private room, without interruptions.
- Should have an agreed agenda to which both parties are able to contribute.
- Should follow, and be recorded on the Supervision Record (Appendix 2)

During supervision meetings:

- Both parties should summarise any decisions made in the meeting and actions requires by a specific date.
- The atmosphere of meetings should remain positive; however any issues of performance that need further development should not be ignored.
- If concerns are raised, the supervisor and supervisee must seek to identify solutions and identify further actions that need to be taken.
- All aspects of supervision must ultimately focus on promoting the interests of children.
- An important part of the meetings are that members of staff feel able to discuss concerns they have about the conduct displayed by colleagues. This discussion should be based on professional observation where a colleague is not adhering to school policy or practice, or failing to abide by the principles of Safer Working Practice. This is not an opportunity to discuss disagreements that arise from personal issues.
- During supervision meetings staff are reminded of the need to disclose any convictions, cautions, court orders, reprimands and warnings relating to themselves (or anyone in their household) which may affect their suitability to work with children that have occurred during their employment with the setting. Any new information is referred immediately to the Headteacher.
- In the case of staff working within EYFS all supervision meetings must include discussions concerning the development and well-being of each of the staff members Key Pupils.

### **Group supervision**

This should be viewed as complimentary to formal supervision. It will involve a group of staff all with the same or similar tasks, meeting with a DSL/Manager/professional supervisor to discuss issues about their work or the way they work together as a team. This may be done in the context of a regular team meeting or as a separate session to look at specific issues.

Group supervision should be considered for staff from all levels of experience as an additional method of delivering professional development and learning.

### **Unplanned or "ad hoc" supervision**

The pace of work and the infrequency of supervision means that staff often have to "check something out" with a DSL/Manager/professional supervisor, obtain a decision or gain permission to do something in between formal supervision sessions. In addition, staff who work closely with DSLs/managers will be communicating daily about issues, problems arising, and changes in policies and procedures.

This form of supervision is, of course, a normal and acceptable part of the worker/supervisor relationship.

Any decision made with regard to a child or family should be clearly recorded. Information relating to more than one child in the family should be copied to all the children's Safeguarding records so that each child has a contemporary record of any decisions made which affect the whole family.

Where staff members and DSLs work closely together this does not negate the need for one to one time together on a regular basis. However it is likely that the main focus of those sessions will be on the individual, their development, performance and any issues arising from their work that do not arise on a day to day basis.

## **Supervision Standards**

Staff should expect:

- To be given clear objectives and standards, appropriate deadlines and support.
- To be able to ask questions about how things are done and what is expected.
- To be given support.
- Also to be honest about difficulties encountered or mistakes made, and suggest ways in which problems can be resolved or prevented from reoccurring.
- To be told at the time, constructively, if the work done is poor, or unacceptable and to have a strategy for improvements agreed.
- To be told when a piece of work has been done well.

DSLs/Managers should expect:

- To have their knowledge and management responsibilities understood and respected by staff.
- That once clear objectives and standards have been set and development needs addressed, the staff member will produce work to a good standard and demonstrate a willingness to strive for continuous improvement.
- To demonstrate a willingness to listen and act with sensitivity when difficulties in a staff members personal life may be temporarily affecting their performance.
- To expect an open, non-defensive response from a staff member when their work is discussed.
- To be able to withdraw an employee from a particular piece of work, or to terminate that piece of work, if there are sound reasons for doing so.

If these expectations are not met by either party than the staff member should inform the Headteacher. In the case of the Headteacher they should inform the Chair of Governors.

## **Tips for success**

- Keep records to remind each other what has been agreed. The appendices provide a framework for this.
- Try and hold meetings at regular intervals.
- Plan what you want to be discussed at the beginning of the meeting and review it at the end.
- Ensure effective delegation. Don't hold onto something that would be more successfully completed by someone else.
- Recognise that diversity brings ideas and different approaches to the work environment.
- Feedback should be positive and encouraging and criticism always constructive.
- Confidentiality should be maintained as appropriate but cannot be guaranteed.

## **Individual Supervision Agreements**

The process of developing Individual Supervision Agreements is as important as the written document itself. This process should be begun at the first supervision session though may take more than one session to complete.

The purpose of the Individual Supervision Agreement is to establish a basis for which the DSL and staff member will work together during one to one supervision. This establishment of "ground rules" should be through negotiation and should clarify the rights and expectations on both sides to create a safe, secure and effective supervisory setting.

## **Confidentiality and Access**

Supervision is a private, but not confidential process. This means that the records are the property of Aylesham Primary School, not the individual. From time to time managers/DSLs will need to discuss the content of supervision sessions with others e.g. their own line managers.

Access to supervision records should be controlled and all records should be filed and locked securely so that others who do not have a legitimate right to see the records cannot access them.

Staff members should be aware, however, that other than themselves and their supervisor others will, from time to time, access records. These might include:

- Senior Leaders (e.g. for quality assurance purposes);
- Investigating officers (e.g. for disciplinary purposes);
- Inspectors (e.g. Ofsted Inspectors);

## **Storage and Retention**

The Individual Supervision Agreement and the personal supervision records will be kept in the Supervision file held by the DSL, in a secure place.

When a staff member transfers to another manager/DSL within their existing school, their records will be passed on accordingly;

Personal supervision records will be kept by Aylesham Primary School for a minimum of two years. Individuals may keep records for as long as they wish.

## ***Appendix One: Individual Supervision Agreement***

The Individual Supervision Agreement is to be complete by each member of staff with their DSL/Manager/professional supervisor and filed in the Supervision file.

The Individual Supervision Agreement was made on:

Date\_\_\_\_\_

Between (DSL/Manager/professional supervisor)\_\_\_\_\_

And staff member\_\_\_\_\_

The purpose of supervision is to ensure \_\_\_\_\_ understands his/her role, tasks and responsibilities

- To ensure the school promotes the interests of pupils at all times
- To assist in his/her continuous professional development.
- To support him/her in managing the demands of the job
- To provide constructive feedback in a safe and appropriate manner
- To provide an opportunity to critically reflect on his/her practice

Framework for supervision

Frequency:

Length of sessions:

Responsibility for recording:

Responsibility for setting agenda:

Mediation of any difficulties:

Any other issues to record:

Signed (DSL/Leader)\_\_\_\_\_Date

Signed (Supervisee)\_\_\_\_\_Date

## ***Appendix Two: Supervision Record***

(Please Copy to Supervision File and provide a copy for the supervisee)

Name:	DSL:	Date:	
Progress on Actions: (from previous meeting)			
Workload: (amount; time; duties; targets etc.)			
Action to be taken:		When:	By who:
Concerns/team issues: (worker relationships; staffing; etc.)			
Action to be taken:		When:	By who:
Key areas: Safeguarding, any issues around children, any feedback about room observation, record keeping, multi-agency intervention, work of colleagues, promoting wellbeing.			

Action to be taken:	When:	By who:
Training/Development: (any areas for development-agree what will be put in place ad when)		
Action to be taken:	When:	By who:
Any other areas for discussion:		
Achievements since last supervision: (courses, qualifications, compliments/good feedback, problem solving, new ideas, successes etc.)		
Time Management: (work life balance/annual leave/general attendance)		
Is there a change in your circumstances which may impact on your suitability to carry out your role?		
Date of next meeting:	Signed: (Employee)	Signed: (DSL/Supervisor)