



WORTH PRIMARY SCHOOL
“lifelong learning”

Supervision Policy

Safeguarding in Education

This policy has been written to ensure Worth Primary School fulfils its responsibilities under the 2012 Early Years Foundation Stage (EYFS 2012) in providing supervision to our staff. Supervision is now mandatory for all staff that come into contact with children in the Foundation Stage.

Agreed Date: February 2019

Review Date: February 2021

Named Safeguarding Governor: Kaimes Beasley

What is Supervision?

Supervision is a regular, planned, accountable two-way process which should offer support and develop the knowledge, skills and values of an individual, group or team. Its purpose is to monitor the progress of professional practice and to help staff to improve the quality of the work they do, thus improving outcomes for children as well as achieving agreed objectives. Supervision also provides an opportunity to discuss sensitive issues including the safeguarding of children and any concerns raised about an individual or colleague's practice.

Who Benefits from Supervision?

The main beneficiary are the children who attend our Early Years setting at Worth Primary School as effective supervision ensures the delivery of efficient and safe care through regular monitoring of practice, professional support and the identification of an employee's training and development needs. It also supports increased staff retention which ensures continuity of care for children.

Supervision provides professional one to one support for our employees. It gives our staff 'space' away from the direct work environment to discuss progress, professional role, workload and concerns. The supervisory relationship develops trust which allows for free and open discussion and learning without the fear of being criticised. Employees receive constructive feedback about their work, with any concerns challenged sensitively and honestly, and successes acknowledged on a regular basis. This aims to increase the feeling of being valued and in turn job satisfaction.

With supervision, communication between staff and senior leadership is improved allowing for full discussion of our school

setting's objectives and priorities. We encourage motivated, confident employees who understand the principles of safe practice and who mentor and support each other effectively in the school. Therefore staff are more focussed and efficient, knowing their individual priorities which increases productivity. Staff are clear about their responsibilities, what policies and procedures should be followed and what to do when they have concerns about either their own or other's practice.

Supervisors

Supervision is only effective and positive for individuals and the organisation if it is carried out by the 'right' person. The Supervisor at Worth Primary School is the line manager of the Early Years staff as they have responsibility for the day to day oversight of staff. However consideration would always be given to ensure the most appropriate person is 'matched' to supervise a member of staff. Supervisors have many skills such as honesty; accountability; challenging; trustworthy; supportive; diplomatic; empathic; reliable; competent; good time keepers; interested; responsible and non-judgemental.

The Aims of Supervision

Supervision allows staff and their supervisors to:

- Discuss and challenge concerns, issues or difficulties;
- Identify solutions to address concerns and issues;
- Be coached in tackling issues as they arise and plan future action;
- Review work and workload;
- Explore feelings and emotional impact;
- Develop practice and competencies, including training needs;

- Explore the understanding of setting policy, philosophy and practice;
- Ensure every child's safety and wellbeing;
- To maintain an accurate and agreed record of professional progress.

The Rights and Responsibilities of a Supervisee

- To receive effective and sensitive supervision;
- To be treated in an anti-discriminatory manner;
- To have their feelings and opinions recognised;
- To raise issues of concern about their own practice and that of their colleagues;
- To learn from mistakes and seek advice if they are unsure;
- To be listened to and receive appropriate professional support;
- To be briefed about changes;
- To commit to regular supervision and understand its value.

Supervision Contract

At Worth Primary School, the supervisor makes a written agreement with the supervisees which takes into account:

- Frequency of supervision sessions;
- Approximate length of sessions;
- Location of sessions;
- Main areas for discussion/agenda items;
- Confidentiality issues;
- Agreement regarding notes, when they will be produced and by whom;
- Procedure for complaints and/or reconciling differences.

At the end of each supervision session, or as soon as possible, both supervisor and supervisee sign and date the supervision notes to confirm accuracy. Both parties keep a copy. The supervisor's copy is kept in the supervisee's personal staff file.

Why Record Supervision?

- To keep a record of what was discussed and actions agreed;
- To keep a record of any disagreements;
- To benchmark and audit the quality of supervision;
- For performance management of staff.

Confidentiality

It is important for staff to be comfortable in discussing all aspects of their work. If any concerns are raised with regards to the safeguarding of children then procedures within the school's safeguarding policies will apply.

Supervision records will be maintained confidentially and not be accessible to other staff within the school. These will be kept in the school office.

Frequency, Location and Duration

One to one confidential supervision will be held once a term in the main office. Meetings will last no longer than 1 hour.

Supervision and Appraisal

Appraisal and performance management clearly has some crossover with supervision. In the appraisal system targets are set in terms of performance, activities and training needs which relate to the school plan and professional standards. Where staff have termly supervision sessions two of these can be set aside for the annual appraisal and mid- year review. Issues relating to performance and training are considered as part of the agenda of every supervision meeting.

What Happens in the Event of a Disagreement?

A supervisee is able to raise disagreements with the Supervisor's line manager.

SUPERVISION

Date of supervision:

Name of Supervisor:

Name of Supervisee:

Date and time agreed for next meeting:

Agenda standing items:

Specific additional agenda items:

Supervisor signature and date:

Supervisee signature and date:

AGENDA ITEM	ACTION (ED BY)

Signed: (Supervisor)

Signed: (Supervisee)

Date:

Review of progress on action from previous session	ACTION (ED BY)

Signed: (Supervisor)

Signed: (Supervisee)

Date:

Review of Personal & Professional Development (including targets from appraisal)	ACTION (ED BY)

Signed: (Supervisor)

Signed: (Supervisee)

Date:



Supervision Contract

Between Supervisor..... and

Supervisee

Worth Primary School expects all staff within Early Years to take part in regular supervision sessions. The main purposes of the supervisory process are:

- To ensure the worker is fulfilling their responsibilities to the expected standards.
- To provide support to the worker.
- To identify the professional development and learning needs of the worker.
- We have agreed to have termly meetings with full time staff and every 12 weeks with part time staff.
- The session will last no longer than 1 hour.
- Meetings will be uninterrupted, unless by prior agreement.
- Meetings will be held in the main school office which is quiet and private.
- Meetings will be booked in advance and given priority over other commitments wherever possible. If a supervision date has to be altered by either party, a new date will be fixed straight away.
- Follow the agenda set out on the project supervision record sheet. In addition to standing items, specific topics may be added at the start of each session by either the Supervisor or Supervisee.

Employee Evaluation of Supervision

Please evaluate the supervision you have received as it relates to the areas listed below.

The rating scale is as follows:

Strongly disagree	1
Disagree	2
Neutral	3
Agree	4
Strongly Agree	5

Evaluation:

My supervisor provides me with appropriate training opportunities.	
My supervisor is a good teacher/coach.	
My supervisor understands my job and what I do well enough to help me improve my work.	
My supervisor clearly defines what he/she expects of me.	
My supervisor and I discuss how I can grow and advance.	
My supervisor listens well.	
My supervisor is accessible when I have a problem.	
My supervisor is a good problem-solver.	
My supervisor gives clear, helpful feedback about how I'm doing my job.	
My supervisor expresses appreciation of my work.	
My supervisor communicates clearly about work plans. I understand how my job fits into the 'big picture' of the work at the setting.	
My supervisor is a strong advocate for me.	
My supervisor expresses appreciation for my ideas and comments.	
My supervisor is prepared for my supervision.	
My supervisor reviews what we agreed from the last supervision.	
My supervisor gives me appropriate notice for my supervision.	
I benefit from having supervision.	
I feel motivated after a supervision session.	
I understand the purpose of supervision.	
I feel my supervision is worthwhile.	

What are the strengths you see in your supervisor?	
How could your supervisor improve your supervision experience?	
Additional comments:	

Signature:

Date: