



Policy for Supervision

"I am able to do all things through Him who strengthens me" Phillippians 4:13

Written: July 2022

By: Mrs E Pearson

Agreed: Governors 23rd November 2022

Next review date: November 2024

Using our Christian values as the golden thread in all we do, we believe that children have the right to Learn, Enjoy, Grow, developing spiritually and having awe-inspiring learning experiences. Our children learn within a culture of acceptance, build resilience and flourish in unique ways in God and his world.

Introduction

The aim of this policy is to provide a framework for the professional supervision of all staff working in with children at Teynham C of E Primary School.

The principal aim is to ensure that it meets the needs of the school, the staff and their supervisors regardless of the area in which they work and sets out the procedures for supervision.

Effective supervision provides support, coaching and training for staff and promotes the interests of children. Supervision should foster a culture of mutual support, teamwork and continuous improvement, which encourages the confidential discussion of sensitive issues. Supervision should provide opportunities for staff to:

- Discuss any issues - particularly concerning children's development or wellbeing
- Including child protection concerns
- Identify solutions to address issues as they arise

This policy sets out the expectations of how staff should be supervised and in the key elements needed to supervise staff in all relevant settings

Structure of Supervision within the Performance Management Framework
Individual performance management within Teynham C of E Primary School involves three interconnected elements:

- Supervision - planned, regular one to one meeting between the supervisor and the supervisee (line manager) in order to meet organisational, professional and personal objectives
- Appraisal - an annual meeting (reviewed six monthly), the aim of which being the review of objectives set the previous year, to set measurable objectives that drive individual and whole school performance
- Targeted Improvement - this impromptu process forms part of the appraisal process and aims to encourage the senior leadership team and supervisee to identify and evaluate practise to date.

General Principles of Supervision for all Staff Supervision is a regular, planned, accountable process, which must provide a supportive environment for reflecting on practice and making well-informed decisions using professional judgement and discretion. Supervision should enable workers to:

- Be accountable for their practice and uphold professional standards; build purposeful, professional relationships and communicate effectively
- Make sound professional judgements based on good practice and seek advice from line manager
- Proactively contributing the organisational structure of the school to ensure consistency for staff and pupils e.g. through using school calendar daily and voicing any concerns/issues relating to this immediately
- Reflect on, analyse and evaluate their practice and seek support to manage the emotional impact of their work e.g. in relation to child protection, SEN, staffing, CPD
- Share, debrief and identify any further required resources to address stressful situations or those that cause them concern e.g. further training, issues with staffing structure, issues with specific children
- Challenge constructively in the interests of children, families, staff and other professionals who are in contact with the children in the care of Teynham C of E Primary School e.g. through following the Whistleblowing Policy
- Develop the knowledge, skills and values required for their own role, professional development and as part of the wider school structure e.g. namely through the performance management cycle
- Contribute to research and use knowledge and experience to explore new ways of working
- Ensure peer and management review of professional decisions and to encourage mutual learning and development e.g. share experiences within the team through; staff meetings, feedback to teachers after lessons and challenging actions taken to safeguard children (as necessary and in keeping the school's Child Protection Policy)
- Communicate with SLT on issues that are identified in the school in relation to; policies, procedures, organisational factors and children's wellbeing and development
- Adhering to Whistleblowing Policy if concerns arise around a member of staff
- Manage realistic workloads and discuss proactive ways of targeting this if levels increase

It is important to recognise that supervision does not occur only as a stand-alone event but as a continuum of daily practice in a school. The supervision process is a key part of the performance management framework, and the recognition and understanding of the extensive sources of performance feedback will serve to enrich and strengthen formal supervision.

In addition to formal 1 to 1 supervision arrangements, the continuum of supervisory support and oversight will include 'informal' impromptu supervisory discussion between formal sessions and may also incorporate case and practice discussions within local group supervision arrangements.

The impromptu or group supervision processes do not and should not replace formal, planned 1 to 1 supervision arrangements, although both are valuable as complementary practices.

Formal 1 to 1 Supervision Formal

1 to 1 sessions form the central tenet of the supervisory process in our school. Although complemented by other supervisory supports as outlined above, the consistency provided by the supervisor-supervisee relationship provides a safe base for considering issues and concerns, as well as practice reflection and learning. Recognising supervision as a core mechanism to help staff reflect on their practices, Teynham C of E Primary School remains committed to providing regular planned supervision to all staff employed within.

Frequency of Supervision Sessions

- **1 to 1 Supervision** - to be undertaken by a trained supervisor every term (12 weeks). Both parties are responsible for ensuring supervision occurs
- **Appraisal** - minimum of 2 times per year (CPD and performance management cycle September-September or April to April)
- **Targeted Improvement** - as per line managers and supervisee's agreement. This can be impromptu