



Newport CE Junior School

Supervision Policy

Date Policy Written and Agreed by Governors:	Date of last review:	Date of next review:
September 2023	September 2026	September 2027

1. Introduction

The aim of this policy is to provide a framework for the professional supervision of all staff working at Newport CE Junior School. The principle 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. Newport CE Junior School must put appropriate arrangements in place for the supervision of staff who have contact with children and families. 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,
- Discuss any child protection concerns
- Identify solutions to address issues as they arise
- Receive coaching to improve their personal effectiveness

Newport CE Junior School are committed to ensuring that our workforce can access good quality effective supervision on a regular basis. Professional supervision, whether for new or experienced staff or managers, is critical to the way in which this can be achieved.

2. Structure of Supervision within the Performance Management Framework

Individual performance management within Newport CE Junior School involves the following interconnected elements:

- Supervision – planned, regular one to one meeting between the supervisor (line manager) and the supervisee in order to meet organisational, professional and personal objectives
- Group Supervision - a termly team meeting between one of the supervisors and the team in order to meet organisational, professional and personal objectives
- Performance Management Meeting - an annual meeting, the aim of which being the review of objectives set the previous year, to set measurable objectives that drive individual and whole school performance

3. 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 to 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 Newport CE Junior 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 their line manager 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. Discussions held and recorded during supervision will form part of the appraisal process.

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.

4. Formal 1 to 1 Supervision

Formal 1 to 1 sessions form the central principle 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, Newport CE Junior School remains committed to providing regular planned supervision to all staff employed within.

5. Supervision for Designated Safeguarding Leads and those directly impacted by child protection cases

Sessions will be held as required to offer challenge and support in response to specific cases. These can be recorded on CPOMS as evidence of the discussion and shared decision making.

Staff who are impacted by working with especially vulnerable children are offered support from the DSL's, SLT, Mental Health Lead, Revered, Wellbeing Helpline and the school's appointed Safeguarding Supervisor: The Education Training Company.

All DSL's will have at least termly supervision with The Education Training Company.

6. Frequency of Supervision Sessions

It is all DSLs responsibilities to ensure Supervision is undertaken by Line Managers every term. The supervision of part-time staff should follow the same frequency patterns as for full time staff and should not be scheduled on a pro rata basis.

Agency and temporary staff (working within the school for more than 5 weeks) should receive supervision in the same way as permanent staff. Agreed and scheduled supervision sessions must be given priority over other activities and should not be cancelled unless there are exceptional circumstances which affect the core business of the organisation.

- Group Supervision - team meetings every term (12 weeks) (e.g. staff meetings and morning meeting)
- Appraisal – annually (CPD and performance management cycle September-September)
- Targeted Improvement – as per line managers and supervisee's agreement. This can be impromptu.