

Shaw Education Trust

Staff Supervision Policy

Date reviewed: 19th October 2026
Reviewed by: Peter Cade (Chair of Academy Council)
Date to be reviewed: 19th October 2029 (or as and when required)

Policy Statement

It is the policy of Ivy House School to provide high quality education that meets the needs of all children and young adults. Staff must be confident and skilled in taking appropriate and responsive decision and the school will support this by:

- Ensuring staff understand what is expected of them
- Fully support staff to manage their work effectively
- Support interventions in a timely manner through a solution focused approach
- Promote a child centred approach to safeguarding discussions

Supervision is one of the ways that this can be achieved within school.

This policy is to be read in line with the Shaw Education Trust's 'Supervision in Safeguarding – Guidance for Senior Leaders' policy as well as the Ivy House Schools 'Staff Safeguarding Supervision' Policy.

Aims

Ivy House School aims to support staff to undertake appropriate training and professional development to ensure they can continually improve the quality learning and development experiences they offer for all children.

As outlined in the Statutory framework for the early years foundation stage staff supervision is a requirement for providers under Section 3 – The Safeguarding and welfare Requirements Clauses 3.22 and 3.23 as follows:

> 3.22. Providers 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 the practitioner 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.
>
> 3.23. Supervision should provide opportunities for staff to:
> - discuss any issues – particularly concerning children's development or well-being, including child protection concerns
> - identify solutions to address issues as they arise
> - receive coaching to improve their personal effectiveness

Despite only being statutory within early years, supervision applies to all staff at Ivy House School. The supervision process is in addition to regular staff Performance Development Meetings (PDMs) and other opportunities for staff training. Supervision is a formal and recorded process through which the professional actions of staff are examined and regularly reviewed. It provides a recorded system of decision-making that is regularly audited to improve practice and to improve outcomes for those with whom we are working. Supervision also enhances and supports individual practice, acting as a means for ensuring that members of staff have access to the support, training and procedures they require for professional growth and development. Supervision enables managers and employees to examine and reflect on the quality of practice. Effective supervision promotes good practice that promotes safeguarding, placing the child at the centre.

Purpose of this Policy

1. To ensure that all staff working within Ivy House School provide a safe and effective service which meets the needs of children and their families as well as best practice requirements.
2. To ensure that all staff receive regular and constructive support, guidance and feedback in relation to their work.
3. To ensure all staff are given the opportunity to develop professionally in line with learning needs highlighted as part of their personal development discussion and to address any issues raised as part of their regular supervision.
4. Ensuring that decisions made are in the best interests of the children and meet national and local expectations, policies and procedures.

The Supervision Process

Most staff supervision is provided through the line management structure. It can take many forms, including:

- **Individual supervision** – one supervisor: one supervisee
- **Group supervision** – one supervisor: several supervisees
- **Intra-professional supervision** - specialist practitioners to take part in individual/group supervision, external to the school
- **External supervision** - providing supervision in specialised area. 1-1/group

However, supervision functions may also be carried out additionally through other mechanisms such as team meetings, informal supervision within teams and between peers and group supervision.

1. Line management

Effective line management will give direction, ensure quality, and will link individual practice to team performance and objectives. To achieve that, supervisors must evaluate practice and provide feedback and guidance to the employee. Supervisors should regularly discuss performance issues so that staff fully understand the requirements of their role and can determine how to improve their practice. Supervision must also always address any capability, disciplinary and grievance issues, with a view to resolving these at the earliest possible stage.

Supervisors must also have regard to their overall duty to support the welfare of their staff and to promote anti-discriminatory practice. Supervision arrangements will vary to meet the needs of individuals and their responsibilities and will be agreed in advance and recorded.

2. Supervision to support practice with key children

Effective supervision will ensure that practitioners are supported to make choices that are in the best interest of the children and their families, managed in accordance with Ivy House School's policies & procedures and that all decisions are fully recorded and where applicable added to children's records, learning journeys and assessments. Where key decisions are reached through informal supervision, they should also be recorded. Supervision also aims to ensure best use of resources.

3. Learning and Development

Effective supervision should support the continuing learning and development of employees to ensure they have the relevant skills, knowledge, understanding and attributes to do a particular job and to progress their career.

Constructive feedback and observation of practice should be part of this learning process. Through discussion, an individual's learning needs will be assessed and addressed.

Ensuring effective supervision

Supervision sessions should be clearly focused. Managers and employees must prepare for supervision sessions. Whole class supervision is held weekly. When supervision is held less frequently the reasons for this should be recorded. Supervision meetings should take place in a comfortable, private place, without interruptions. Supervisors should also make themselves available to offer advice and guidance outside the formal supervision sessions and be available for 1 to 1 supervision sessions as required. It is good practice that each employee identifies continuous development as part of their appraisal. Supervision provides an important opportunity for the regular review of key tasks discussed and agreed during the appraisal.

Supervision is an essential part of the effective working relationship between a member of staff and a supervisor. The meetings are a two-way discussion between a member of staff and their supervisor and to be effective each person must take an equal responsibility for ensuring effective communication and cooperation and recognition of the value of supervision meetings for both parties.

Supervision Standards

Staff should expect:

- To be able to question how things are done and what is expected.
- To be given the opportunity and time to be express any concerns.
- To be given appropriate support and receive coaching where necessary.
- To be told when a piece of work has been done well.

Supervisor should expect:

- To have their leadership and management responsibilities understood and respected by the staff they supervise.
- That staff will demonstrate a willingness to strive for continuous improvements.
- That staff will be open, honest and non-defensive when their work is being discussed.

Example Supervision Questions

- Is there any training you have identified you require/would like to help you in your current role?
- Key person role – Do you have any issues or concerns regarding children's development or well-being?
- Can I do anything to help you with any issues regarding your key person role?
- Is there anything hindering you supporting any individual children?
- Have you any ideas about how you can improve or develop yourself/your childcare practice?

Resolving Difficulties

When difficulties arise which cannot be resolved between the supervisor and the employee the formal procedures for grievances and disciplinary will apply. This may be applicable where concerns about practice or capability arise in supervision. Where this is the case, the formal process should be progressed outside of the supervision process in line with the relevant policy and procedure.

Recording and Reviewing

All matters discussed in supervision must be recorded. The only exception is where an employee wishes to discuss a personal matter, and this should be recorded separately to the supervision record. This discussion should be referenced in the supervision record, where this issue impacts on the employees work performance, this must be recorded in the supervision record. Agendas and discussions will be recorded on the supervision form (Appendix 1) and uploaded to the relevant

online platform. The process and effectiveness of supervisions will be reviewed annually. Supervision records are also available to inspectors who may wish to review them as part of the inspection process. This may include Ofsted and the Shaw Education Trust. Destruction of Supervision Records when an employee leaves the setting the supervision records will be held by the employer for five years when they can be destroyed securely and confidentially.

Peer Observations

We actively encourage staff to observe their peers in other areas of the school. We would encourage staff to do this on a regular basis as part of their Continuous Professional Development & Learning (CPDL) and aim for between one and three observations per academic year. Staff complete a 'light touch' observation feedback form which invites comments on positive aspects of what was seen, something that could be improved and something staff would like to implement in their own teaching. We actively encourage all staff to observe expert practitioners at other local schools to develop their knowledge and skills.

Appendix 1: Supervision Proforma

..... Class Supervision

Date	Attendees	**Learning** (Student's working above or below. Lessons that work well/need adjusting)	**Attendance** (Students who have been off and if this has implication)	**Mental Health** (Range of different emotions, anything reported from home)	**Behaviour** (Differences in behaviours, patterns)	Safeguarding	Important Information	Actions / Solutions Review of actions from previous meeting