

1 Introduction

Professionals working in education and training settings from early years to Post-16 are the most valuable resource in ensuring learners leave education having reached their full potential. Effective supervision has been shown to play a key role in supporting professionals in their work.

With the exception of early years professionals supervision is not currently a requirement of the education profession. However, the potential impact on staff wellbeing, motivation and performance cannot be ignored.

This Staff Supervision Policy sets out Holme Court School's commitment to providing effective supervision that supports high-quality practice, safeguards pupils, and promotes staff wellbeing and professional development. Supervision is recognised as a collaborative, reflective process through which staff are supported to understand their roles and responsibilities, develop their skills, and manage the personal and emotional demands of their work. Through both formal and informal supervision, the school aims to create a culture of trust, accountability, and continuous improvement that enables staff to work safely, confidently, and in line with the school's values, policies, and safeguarding responsibilities.

2 Scope of Policy

This Staff Supervision Policy applies to all members of teaching staff.

This policy is made available to staff at induction and through normal communication channels.

An electronic version is available via the school SharePoint/Staff/Staff/policies. A hard copy is available from the school admin office.

3 Aims of Policy

The Holme Court School Staff Supervision Policy sets expectations for the ways by which staff are inducted into a wide range of policies and procedures and how they are supported to provide high quality teaching and learning in line with these.

4 What is supervision?

Supervision is a partnership between the supervisee, the supervisor, and the setting. Supervision will be carried out by a named professional who has completed or is in the process of completing the relevant training requirements.

. The key functions of supervision are the three Ps.

1 Performance Management

- to ensure that safeguarding children, performance and practise is competent, accountable and soundly based in research and best practise knowledge
- to ensure that practitioners fully understand their roles and responsibilities and the scope of their professional discretion and authority
- to provide reflective space to analyse ongoing work and specific incidents, to assess risk and need to provide an important check and balance on decision-making and planning

2 Professional development

- To ensure that professional development needs are considered and supported

3 Personal support

- To provide a reflective space for the supervisee to discuss and work through the personal impact of their role and responsibilities this should include support to address the emotional impact of the work where required.

Supervision does not simply occur in a 1 to 1 session. It occurs in the context of a supervisory relationship and to be effective this must be based on trust so that a safe space is created in which uncertainty, ambiguity, mistakes, assumptions, confusion, challenge, well-being, success and achievement can all be explored.

It is therefore critical that over time this relationship develops so that when things are at their most complex and vulnerable, which is often outside of formal supervision, the supervisor and supervisee can communicate effectively.

There are different types of supervision, eg formal and informal.

Informal supervision is often ongoing in most effective teams as staff seek advice and help in situations that they deal with on an ongoing basis. This is good practise but should not replace a formal supervision session.

5 The purpose of supervision

Good supervision can provide staff with an opportunity to reflect upon their practise, explore any worries or concerns they may have about the welfare and development of all children in the setting and contribute towards highly effective practise and increase staff confidence. This can support the development of a safe setting where pupils are safeguarded from harm but in addition, good supervision can enable the school to support staff well-being.

6 Aims of supervision

The aims of supervision are to:

- provide protected time to reflect on practise
- provide support with emotional well-being, resilience, picking up on demands and developing coping strategies
- have an opportunity to offload, talk about how they are feeling when dealing with distressed pupils and the impact on their own life. This should feel restorative and help build resilience
- celebrate success
- review workloads and time management
- discuss and seek guidance on specific cases and review action plans. Provide a fresh view, talk through intolerances, frustrations EG with other systems
- provide an opportunity where a member of staff can be challenged supportively and constructively with advice offered for areas for improvements a space for issues relating to the workplace and to working practises to be identified and discussed included safely including safer worker practise and professional boundaries
- enable an opportunity for reflection, creative thinking and solution focused thinking
- consider how their role fits with the rest of the school and the community
- identify achievements and good practise
- consider appropriate CPD/ training needs in relation to their professional role and career aspirations

7 Benefits of supervision

"Supervision is essential to show how practitioners sustain good practises throughout their working life. Supervision provides practitioners with regular and ongoing opportunities to reflect in depth about all aspects of their practise, to work as effectively, safely and ethically as possible. Supervision also sustains the personal resource fullness required to undertake work". (BACP).

Benefits for the Employee	Benefits to the school
They can develop clarity about their roles, responsibility and accountabilities	Ensures there is high highly effective provision for pupils, parents and carers
They have dedicated, private time to reflect upon their practice	A positive relationship can be developed
Areas of their work that need improvement can be identified at an early stage	Values, behaviours and the vision of the team can be clarified and monitored
Training and development needs can be identified	Staff well- being is supported
They can receive supportive feedback about their work	Staff retention rates may be increased
They may have an increased feeling of being valued by the school	Possible improvements in staff performance
A relationship can be developed with their supervisor	Problems can be identified, and dealt with, at the earliest opportunity
Their motivation and job satisfaction may be increased	There may be a decrease in complaints about the school
Supervision enables staff to reflect on how they carry out activities within their role to provide a high quality service	
Communication may be improved between employees, supervisor and employer	

One of the key benefits of supervision is that it reduces the feeling of being alone in managing a problem. Isolation can cause a great deal of work stress if someone feels that they are carrying something on their own. For school staff who are dealing with stressful circumstances around the needs of pupils, isolation can compound this feeling. In this way, regular, planned supervision can play a role in ensuring that staff have appropriate support.

8 Supervision Standards-Roles and Responsibilities

The supervisor is responsible for:

- Sharing the responsibility for making the supervisory relationship work
- Creating an effective and supportive supervision environment
- Providing A suitable location and time you line agreeing the timescale within which supervision takes place do line eliminating interruptions you lying maintaining accurate and clear records which are secured they stored knew line ensuring the supervision contract has been agreed and reviewed annually
- Ensuring the organisations professional standards are met knew line ensuring that where a change in supervisors occurs, a handover process is arranged between all parties concerned knew line ensuring that issues relating to diversity are addressed constructively and positively and provide opportunity for staff to raise issues about their experience and diversity

The supervisee is responsible for:

- Sharing the responsibility for making the supervisory relationship work
- Attending regularly and on time
- Actively participating in an effective and supportive supervision session
- Accepting the mandate to be supervised and being accountable for their actions
- Preparing appropriately for supervision sessions
- Ensuring the recording of supervision is reflective of the meeting
- Ensuring that the contract has been agreed and reviewed annually knew line aiming to meet the organisations professional standards

9 Supervision and Performance Management

Home Court School performance management is not directly linked to supervision. However, issues related to performance and training needs would be considered as part of the agenda at supervision meetings. It is likely that, because of staff undertaking supervision, they will have evidence to support their own development which will contribute to their personal and professional development and thus support them in achieving their performance management targets.

10 The Supervision Process

The Senior Leadership Team is responsible for ensuring that regular supervision meetings are conducted with every member of staff; the supervision process is overseen and discussed with the Senior Leadership Team as part of their weekly meeting.

Process and Frequency

Supervision is an essential part of the effective working relationship between supervisor and supervisee. The meetings are a two-way discussion 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.

All staff must be provided with a regular supervision 1 to 1 meeting with their supervisor, which is booked in advance at an agreed time. Some staff may be identified as benefiting from additional supervision meetings, such as new staff or those working with complex issues. This would be agreed with the staff member during the meeting.

There must be a written record of the meeting using Supervision Record Form (Appendix 1).

Meeting Procedure

- Supervision meetings usually last approximately 45 minutes to one hour
- Supervision should take place in a private and uninterrupted space
- If meetings must be cancelled for any reason, they should be rescheduled as soon as possible following the agreed procedure during the contracting process
- Notice and relevant paperwork will be given to the employee prior to supervision meetings
- Both parties should bring relevant paperwork to the meeting and be prepared
- It is the supervisor's responsibility to record the meeting and to provide a copy for the supervisory and file appropriately and securely
- Both parties should sign the agreed paperwork and a date for the next meeting should always be arranged before the end of the supervision session.

Creating the right environment

- Be aware that this is a professional relationship and a private room booked well in advance is good practice. If the space needs to be in a public place, then ensure that the supervisory has input into the final decision
- Mobile phones should not be available unless in an agreed, notified personal emergency- these will be identified, expected, urgent, work-related calls
- Ensure that supervision time is prioritised and not interrupted
- Ensure that the room layout creates a comfortable atmosphere for open communication
- Put supervision times in the diary and inform other colleagues
- Where possible, put a sign on the door where supervisions are taking place to avoid interruptions
- Make sure the session starts and finishes at agreed times
- Consider the time of day that sessions are held

Recording supervision meetings

The supervision meeting will be recorded on the Supervision Record Form (Appendix 2/3) and should be completed during the meeting. Both parties will sign the form and agree the date for the next supervision meeting. A copy of the

supervision record will be given to the member of staff and one will be securely filed. To ensure the confidentiality and identity of individual pupils is maintained within the supervision record, initials of the pupils discussed will be used rather than full names.

11 Confidentiality and Access

Supervision is a private but not a confidential process. This means that the records are the property of the organ organisation, not the individual. To maintain standards, supervisors will need to discuss the content of the supervision session with others, EG line managers this should always be in the knowledge of the supervisee. Knew line access to supervision records should be controlled and all paper records should be locked away so that others who do not have a legitimate right to see the records cannot access them. Equally, access to any electronic files must be accessible only to the supervisor and their line management. Supervises should be aware, however, that other than themselves and their supervisor, others will, from time to time, access records. These might include:

- Senior Managers (for quality assurance purposes)_
- Investigating Officers (eg for disciplinary purposes)
- Inspectors (eg Ofsted)

12 Monitoring of this policy

The school will monitor the impact of this policy using:

- Feedback from supervisors and supervisees
- Complaints from parents

13 Links to other Policies

This policy is part of a suite of HR policies relating to staff.

This includes:

- Dignity at Work Policy
- Equality and Inclusion policy
- Presentation Policy
- Staff Stress Policy
- Teaching and Learning Policy

It also relates to the following documents:

- The Holme Court Lesson
- The Teacher Toolkit

Version	Comments	Reviewer
1.0	Policy written March 2026	Anita Laws

Responsible person

The person responsible for updating this policy is: The Head teacher

Review and monitoring:

This policy will be reviewed every 2 years.

Reviewed:

Signed: Anita Laws (Headteacher)

March 2026

