



Kemnal
Technology
College



SUPERVISION IN EDUCATION POLICY

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INTRODUCTION

Supervision is an accountable process which supports, assures and develops the knowledge, skills and values of an individual, group or team; undertaken by suitably trained professionals.

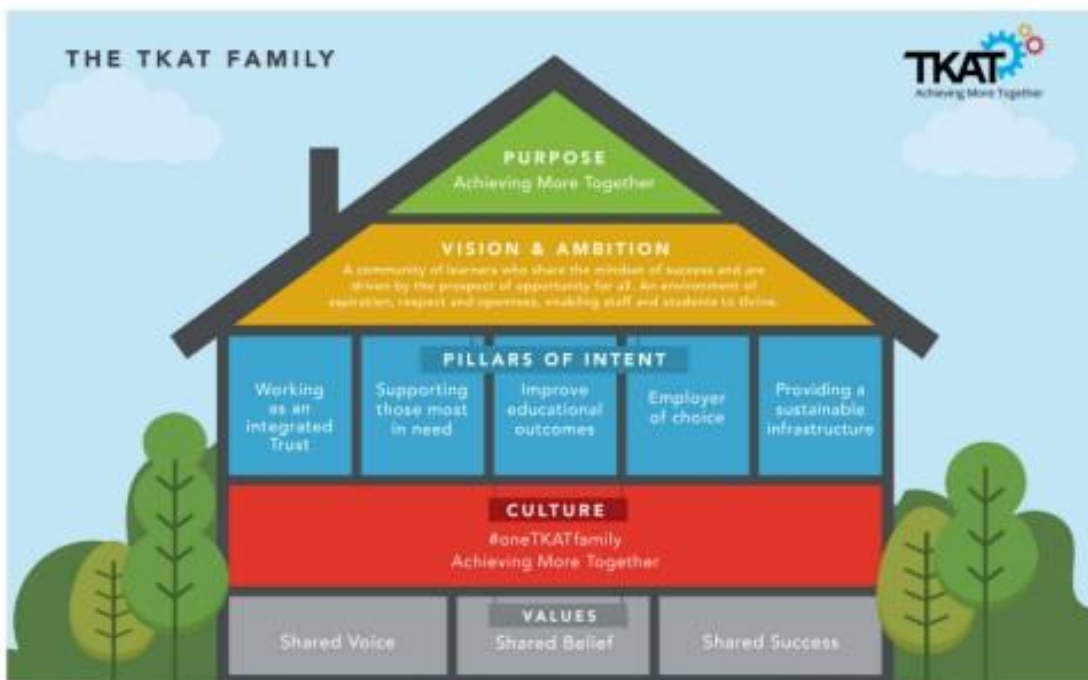
Good supervision can give staff an opportunity to reflect on their practice, explore any worries or concerns they may have about the welfare and development of all children in the setting and contribute towards highly effective practice and increased staff confidence. This supports the promotion of a safe setting where children and staff are safeguarded from harm.

VISION AND VALUES

The Kemnal Academies Trust (TKAT) aims to foster a culture of the highest professional standards in line with the Trust's purpose, vision and values.

TKAT - OUR STRATEGY

<p>Our Culture</p> <p>#oneTKATfamily Achieving More Together</p>	<p>Our Mission</p> <p>TKAT is a Multi-Academy Trust of 45 primary, secondary and special schools in the South and East of England.</p> <p>Our purpose is to work together as a community of schools to ensure that every child, whatever their background, receives a high quality education.</p>	<p>Our Values</p> <p>Shared Voice Shared Belief Shared Success</p>
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PRINCIPLES

Supervision must:

- ❖ Focus on the child.
- ❖ Ensure consistency with TKAT, local authority and school procedures.
- ❖ Provide a safe environment for reflection and professional challenge.
- ❖ Acknowledge the emotional impact of the work.
- ❖ Recognise and manage feelings and beliefs which may affect the safeguarding and welfare of the children.
- ❖ Safeguarding supervision will always keep a focus on the best interests of the children in the school and promote their safety and well-being.

SUPERVISION FOR EYFS STAFF

Supervision is a legal requirement for EYFS staff; in the revised EYFS Statutory Framework (2021), it states that providers must put appropriate arrangements in place for the supervision of staff who have contact with children and families. This legal requirement is in response to a SCR linked to Little Ted's Nursery in 2010.

The Framework states that supervision should provide opportunities for staff to:

- ❖ Discuss any issues – particularly concerning children's development or well-being;
- ❖ Identify solutions to address issues as they arise; and
- ❖ Receive coaching to improve their personal effectiveness

Supervision For Other Staff

Although the EYFS is only applicable to schools with a Nursery and/or Reception class, supervision is an important part of staff development and keeping children safe. At TKAT, we recognise the importance of staff development and keeping children safe throughout school; this takes the highest priority and, therefore, we also provide group supervision to all staff with additional responsibility for pupils who may be particularly vulnerable such as DSLs and ACE Tutors. All members of staff are invited to request additional 1:1 supervision at any time to discuss any issue linked to their role and vulnerable pupils. This is in addition to their responsibilities under KCSiE 2020 and the school's safeguarding policy. The Safeguarding team, through their regular and routine review, may identify the need for additional supervision.

What Is Supervision?

Formal supervision has been around for many years in Social Work, therapy and counselling. Government guidance has now identified that effective supervision is important for any practitioner involved in day to day work with children and their families (Working Together to Safeguard Children... Chapter 2 para 4 DfE: 2013).



Similarly, lessons from serious case reviews have found that supervision is essential for any staff working in this sector:

“Supervision is ... essential to help practitioners to cope with the emotional demands of work with children and their families which has an impact at all levels of intervention” (DCSF:2008).

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 and wellbeing of children and any concerns raised about an individual or colleague's practice.

Who Benefits From Supervision?

The main beneficiary of supervision should be the service user, so in the case of education providers, the children who attend our schools and their families.

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.

For the employee, supervision provides professional support and a protected safe space away from the direct work environment to discuss progress, professional role, workload and concerns. The supervisory relationship should develop trust which will allow for free and open discussion and learning without the fear of being criticised. Employees should receive constructive feedback about their work, with concerns being challenged sensitively and honestly and successes being acknowledged on a regular basis. This aims to increase the feeling of being valued which in turn, increases job satisfaction.

For the employer, effective supervision encourages motivated, confident employees who understand the principles of safe practice and can mentor and support each other more effectively in the school. Staff are more focussed and efficient, knowing their individual priorities which increases productivity. Staff are also clear about their responsibilities, what policies and procedures should be followed and what to do when they have concerns about either their own or others' practice.

Qualities Of A 'Good' Supervisor

Supervision is only effective and positive for individuals and the organisation if it is carried out by the 'right' person. Supervisors should be competent, gaining skills through a training programme, specific supervision training or shadowing a more experienced



supervisor. They need to be clear about their role and responsibilities and on where to access additional advice when they need it.

TKAT supervisors will be:

- ❖ Honest
- ❖ Accountable
- ❖ Able to professionally challenge
- ❖ Trustworthy
- ❖ Supportive
- ❖ Diplomatic
- ❖ Empathic
- ❖ Reliable
- ❖ Competent
- ❖ Non Judgemental

The aim of supervision is to allow 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 school policy, philosophy and practice;
- ❖ Ensure every child's safety and wellbeing;
- ❖ To maintain an accurate and agreed record of professional progress.

Roles and Responsibilities

The 'supervisor' is responsible for:

- ❖ Sharing the responsibility for making the supervisory relationship work.
- ❖ Ensuring confidentiality, subject to child and staff safety.
- ❖ Creating an effective, sensitive and supportive supervision.
- ❖ Providing suitable time and location.
- ❖ Agreeing timescales within which supervision takes place.
- ❖ Eliminating interruptions.
- ❖ Maintaining accurate and clear records.
- ❖ Recording supervision themes
- ❖ Ensuring the trust wide professional standards are met.
- ❖ To treat all supervisees in an anti-discriminatory manner
- ❖ To recognise supervisees feelings and opinions



The 'supervisee' is responsible for:

- ❖ Sharing the responsibility for making the supervisory relationship work.
- ❖ Attending regularly, on time and participating actively; being open and honest, raising concerns and seeking support where needed.
- ❖ Accepting the mandate to be supervised, and being accountable for any actions.
- ❖ Preparing appropriately for supervision sessions.
- ❖ Ensuring the recording of supervision is reflective of the particular meeting.
- ❖ Actively participating in an effective, sensitive and supportive supervision.
- ❖ Aiming to meet the trust wide professional standards.
- ❖ Reflecting on decisions made and actions taken

Why Should Supervision Be Recorded?

- ❖ To keep a record of themes discussed and actions agreed;
- ❖ To keep a record of any disagreements;
- ❖ To benchmark and audit the quality of supervision;
- ❖ To enable common themes to be identified for further support and training

What will be recorded:

- ❖ Dates and times of sessions
- ❖ Attendance list
- ❖ Common themes
- ❖ Safeguarding concerns

CONFIDENTIALITY

It is important for staff to be comfortable in discussing all aspects of their work but there needs to be clarity as to what will happen to information discussed if it raises concerns about the practice of a particular member of staff or a child. Accordingly, any supervision policy must be compatible with the KCSIE (2021 onwards) and the trust's 'Safeguarding and Child Protection', 'Code of Conduct' and 'Whistleblowing' policies.

Supervision records should be maintained confidentially and not be accessible to those outside of the supervisory relationship. Key themes may be shared more widely in order to make organisational change relevant to the roles.

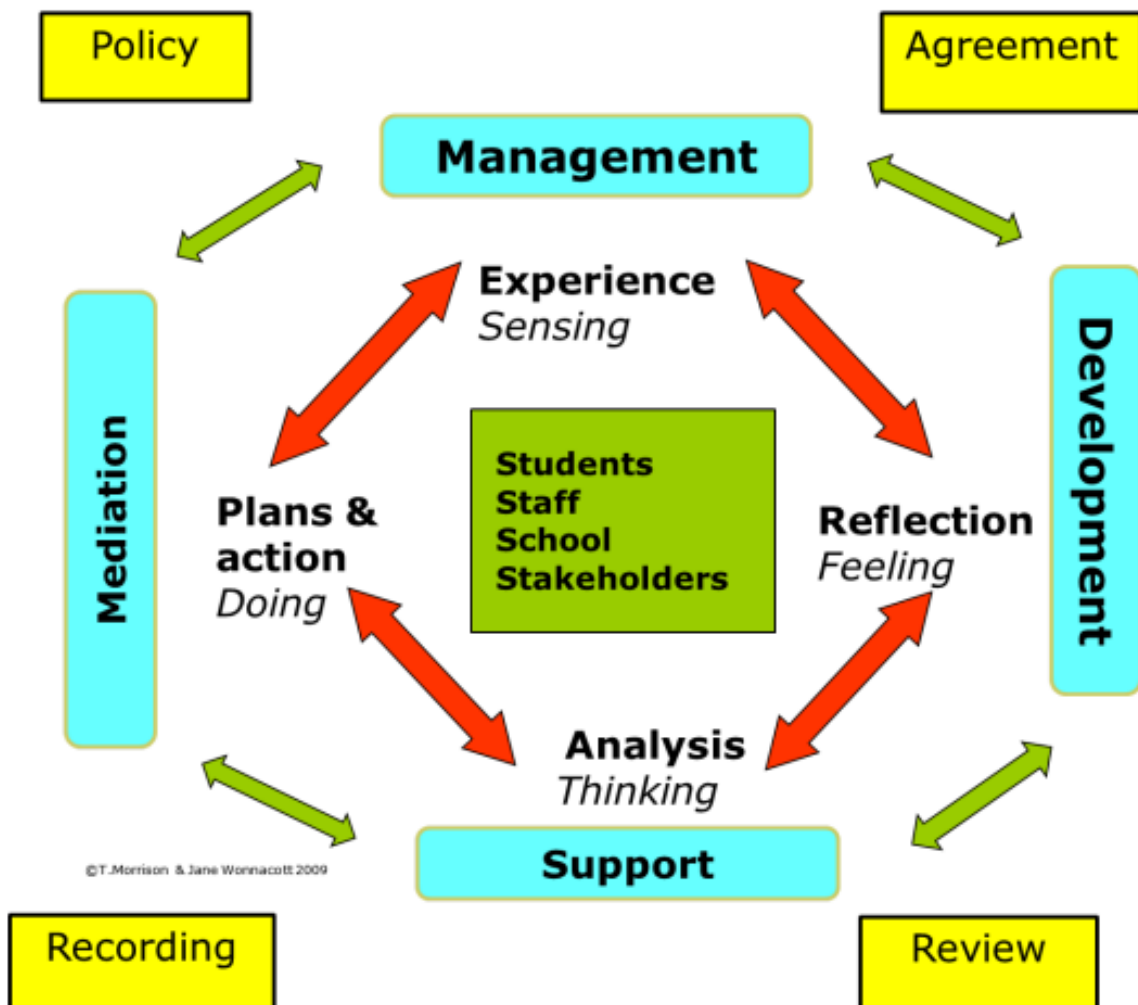
FREQUENCY

The frequency of supervision may depend on a number of factors. Although no guidance is given in the Early Years Foundation Stage 2021 as to the expected frequency of supervision, "appropriate arrangements" should be in place with sessions held sufficiently often to allow it to be a meaningful experience for both the supervisee and supervisor and to ensure the purpose of supervision, as outlined above, is met. TKAT will aim to offer group supervision, termly for specific groups.

Some staff, for example if they are newly appointed or less confident, may need supervision sessions to be held more regularly.

THE INTEGRATED MODEL

Three types of supervision are commonly used: administrative, clinical (also known as educational) and supportive. As a multi-academy trust, supervision is used for different purposes at different times and our approach aims to encompass these 3 supervision methods. Therefore, at TKAT we use the integrated 4x4x4 model of supervision which outlines the four functions of supervision: management, mediation, development and personal support. These are integrated with four elements of supervision: experience, reflection, analysis and action planning and focuses on the needs of the four stakeholders: child, the worker, the organisation and the partners.





APPENDIX 1: GUIDANCE FOR STAFF

Supervision will promote and model the following indicators of a safe setting:

- ❖ Staff are respectful to all employees as well as children
- ❖ Staff are open about discussing good and poor practice
- ❖ Blame only occurs in extreme circumstances
- ❖ Leaders model the appropriate behaviour
- ❖ Staff are knowledgeable about the vulnerability of the children that they look after
- ❖ Staff are aware that abusers may already be in the employment of the provision
- ❖ Children are listened to
- ❖ Staff are listened to and empowered to challenge poor practice
- ❖ Parents are encouraged to be involved in planning their child's care and are welcomed into the provision
- ❖ Staff are valued
- ❖ The culture of the setting is embedded and fortified
- ❖ Whistleblowing procedures are in place and staff know how to use them

Supervision will benefit the Practitioner:

- ❖ Opportunity to look at your role and responsibilities, where you are now and where you would like to go. This could include training opportunities
- ❖ To reflect on, analyse and evaluate own practice
- ❖ Supports the setting of personal goals and a chance to review, change or adapt recent or past actions
- ❖ Promotes confidence and safe working practices
- ❖ Provides an opportunity to agree actions for both parties
- ❖ Allows disagreements to be recorded and solutions explored at the earliest opportunity

Supervision will benefit the Provision:

- ❖ To find out about staff as individuals and enable them to see where the provision they work for is going and how they can contribute to it
- ❖ An opportunity to respectfully challenge practice
- ❖ To manage performance and capabilities
- ❖ Reiterates provisional expectations and the culture of the setting
- ❖ To make sure children and their families receive the highest quality care and service
- ❖ To improve communication and share responsibility
- ❖ Assist staff retention
- ❖ Maximise safeguarding of children



Supervision is Supportive:

- ❖ It is a time to be listen to each other, value, motivate and empower staff their work and ongoing commitment
- ❖ Get staff involved in decision-making and problem solving
- ❖ Can be used to reduce stress and explore staff feelings
- ❖ Will support staff to manage work effectively
- ❖ Any issues can be discussed including issues related to health and safety, safeguarding and caseload



APPENDIX 2: GROUP SUPERVISION CONTRACT

Group Supervision Contract

The Supervisor for this group is: _____

The Supervisees in this group are: _____

The supervision method used will be the integrated model of supervision

Both Supervisor and Supervisee will:

- ❖ be on time for the session and be present for the whole time, without physical or mental distraction
- ❖ not cancel sessions except in extreme circumstances.
- ❖ be mutually respectful of everyone in the group
- ❖ provide a safe space for open discussion
- ❖ Engage in discussions open and honestly

The Supervisor will:

- ❖ Maintain confidentiality but also explain where this may not apply, e.g. safeguarding or cause for concern for supervisee, staff or pupils
- ❖ Make and retain written notes of the session and share where appropriate
- ❖ Conduct themselves in a professional manner
- ❖ Be clear that key themes may be shared with line managers where this is in the best interests of the supervisee, pupils or the project
- ❖ Be aware of potential for their own unconscious bias and personal strengths and will embrace the thoughts and ideas of others in the group
- ❖ Provide appropriate time and space for reflection
- ❖ Bring no preconceived ideas or judgements

The Supervisee will:

- ❖ Be on time and not miss agreed meetings
- ❖ Inform the Supervisor and the Project Lead at our school if we unable to attend the planned session
- ❖ Be willing to share experience with the group
- ❖ Reflect on, discuss and celebrate strengths and challenges
- ❖ React positively to guidance, refocus and challenge
- ❖ Be willing to self-reflect and consider suggestions and solutions

Methodology

- ❖ These sessions will be held half termly and the dates provided in advance
- ❖ Each session is planned to last for 1.5 hours



APPENDIX 3: 1:1 SUPERVISION CONTRACT

Group Supervision Contract

This contract is entered into by: _____

The focus of the supervision will be: _____

The supervision method used will be the integrated model of supervision

This contract is designed to help build a professional relationship based on respect, dignity and confidentiality between the Supervisor and the client. It is based on the [Global Code of Ethics](#), a copy of which must be made available to the client before commencing the supervision process. The Client should be aware that although the Supervisor has been trained to deliver the Integrated Model of Supervision, they do not hold any formal qualification.

Both the Supervisor and client will:

- ❖ Always engage in discussions honestly and openly
- ❖ Be respectful of each other and the Supervision process
- ❖ Model a growth mindset to think outside of their current practice
- ❖ Agree a suitable time and venue to meet without physical or mental distractions
- ❖ Set and agree ambitious goals that will lead to action

The supervisor will:

- ❖ Conduct themselves professionally in accordance with the Global Code of Ethics
- ❖ Maintain strictest level of confidentiality and will explain where this may not apply, e.g. safeguarding or cause for concern for client, staff or pupils
- ❖ Be clear that key themes of discussion and successes may be shared with line managers where it is in the best interests of the client and pupils
- ❖ Record notes of the discussions, which will be shared between client and supervisor to ensure transparency at all times
- ❖ Refer the client to other professional support (including a qualified supervisor) if it is identified that the clients need is beyond that of the supervisor's expertise and/or training
- ❖ Be aware of potential for their own unconscious bias and personal strengths and will embrace the client's own thoughts and ideas; signposting where required
- ❖ Provide appropriate space and time for client reflection
- ❖ Bring no preconceived ideas or judgements

The client will:

- ❖ Be open for challenge to their existing methods and practice
- ❖ Be on time and not miss agreed meetings
- ❖ Reflect on, discuss and celebrate own strengths and weaknesses



- ❖ React positively to guidance, refocus and challenge
- ❖ Be willing to self-reflect and find solutions
- ❖ Be accountable, act upon the supervision outcomes and do their part to make it a success and to accomplish their goals.

We agree to the above expectations:

SUPERVISOR:		CLIENT:	
DATE:		DATE:	