**St Theresa's Catholic Primary School**
**Early Years Procedure and Policy for Staff Supervision 2026/2027**

## Introduction

It is a statutory requirement within the Statutory Framework for the Early Years Foundation Stage that all members of staff who have contact with children and families receive regular staff supervision. Supervision will always focus on the best interests of the pupils and will promote their safety and wellbeing.

This policy applies to all staff that have regular, direct contact with children in the Early Years Foundation Stage setting and is an aspect of individual performance management.

Supervision meetings take place at least once a term in a 1:1 meeting. However, it is recognised that staff will communicate with their supervisor on a daily basis and through other regular team meetings which will compliment individual supervision.

EYFS supervision meetings will be arranged at least once a term between the Early Years Lead and all EYFS teachers, learning support assistants. The Early Years Leader will also have a supervision meeting with either the Deputy Head or Headteacher once a term.

## Aims of Supervision

Supervision meetings will help staff to:

• understand expectations.

• have the skills, knowledge, and behaviours to carry out their role

• be supported in their role and managed effectively.

Staff appraisals will continue to take place as a part of the school's performance management system.

## Functions of Supervision

The main functions are:
• **Management.** To manage staff performance; ensuring policies and procedures are understood and followed and that the supervisee understands their role and responsibilities. To assess the quality of the supervisee's work and to develop and monitor action plans/ targets.
• **Support (health and wellbeing).** To provide support for the supervisee to carry out their role and reflect on the impact of their work upon them. To monitor the health of the supervisee.
• **Learning and Development.** To encourage reflective practice and development and encourage supervisees to access learning opportunities.
• **Communication.** To allow staff to raise any concerns and deal sensitively with these. To brief staff on any changes and developments that may affect their work.
• **Safeguarding.** To ensure staff are suitable to carry out their role and that they know how to follow whistle blowing procedures.

• To appreciate that children are vulnerable and may be at risk of harm.

**Successful Supervision should:**

• Provide practitioners with a route through which to raise any professional queries.
• To discuss career progression including CPD.
• To clarify roles, responsibilities, and work tasks.
• To build the practitioner's confidence in supporting children's development.
• To fully support supervisees in their work, including monitoring of their health and helping them access occupational health if needed.
• Monitor how the supervisee's work reflects the school ethos and meets the standards expected. To give and receive constructive feedback on their performance.
• To ensure the supervisee is compliant with our Safeguarding and Supervision policies.

**It should also be an opportunity for practitioners to:**

• Raise any concerns that they might have about children in their care, and to receive support to help them.
• Deal with difficult or challenging situations at work.
• Promote the interests of children.
• Foster a culture of mutual support and teamwork.
• Facilitate 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 well-being.
• Identify solutions to address issues as they arise.
• Receive coaching to improve their personal effectiveness.

**Key responsibilities for Supervisors**

• Sessions should be organised in advance and arrangements will be changed only in exceptional circumstances.
• Meetings should be well-structured, allowing both the supervisor and the supervisee to contribute to the meeting.
• Select an appropriate place for the meeting that is free from interruptions.
• Cover all the areas included within the supervision policy.
• Record the meeting accurately and provide a copy for the supervisee.
• Check any changes in the supervisee's suitability to work with Children since their last DBS or any reason or incapability to work with children.
• A written record will be made of information as a declaration on the individual member of staff's Supervision Meeting form (see appendix).

**Key messages for Supervisees**

For everyone to gain the maximum benefit from supervision, it is essential supervisees:

• Prepare for each meeting by reviewing notes and thinking about the issues to discuss.
• Are ready to share their thoughts and ideas in the meeting.
• Talk openly about what has gone well and what has been challenging.
• Are prepared to plan and undertake training and other development activities as agreed with their supervisor.

**Completing the written record of the supervisory meeting**

Every supervisory meeting will result in an agreed written record of what has been discussed and what actions should be taken next. Notes will be taken by the supervisor and then written up at a later date, or a handwritten record of the meeting will be completed as the meeting progresses. The record will include:
• Points for action with clear timescales and identified responsibilities.

**The supervisor and supervisee should:**
• Agree on the content as an accurate record of the meeting, by both individuals signing and retaining a copy of the notes for future reference.
• Be aware the supervision is a private but not confidential process. Records will be locked away although they may be shared with the Senior Leadership Team, HR Department, or Inspectors.

# Staff Supervision Record

The Staff Supervision Record is designed to ensure that key areas are considered in supervision so that supervisor and supervisee are protected in the working relationship. Not every section needs to be covered during every session.

| Name of Supervisor: | Name of Supervisee: | Date: |
|---|---|---|
| Item | Description | |
| Welcome | General comments: How have things been going? | |
| Comments: | | |
| Review | Day-to-day work and priorities, successes, challenges behaviour management, well-being and safeguarding matters.<br>Specific work with children and families including next steps and barriers to learning. Relationships with staff members, children, families. | |
| Comments: | | |
| Appraisal Objectives | Progress and support required, including training. | |
| Comments | | |
| Health, welfare and safety | General health and safety issues, as well as welfare issues which could include issues around stress, race, disability, sexuality, gender, religion and age. Attendance and timekeeping to be discussed here. | |
| Comments: | | |
| Personal Development | Activities that will help/have helped development within the role – including working with other colleagues and experts, training or other activities. | |
| Ending and targets | End of supervision notes. Suggestions about how the supervisor could support further. | |
| Comments: | | |

Signed: Signed:

Last review: September 26 Next review: September 27