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Supervision Policy

EYFS (2012) state ‘Supervision is a primary tool to support the management of practice and therefore a key part of staff support systems and a leader or manager’s role. It should provide practitioners with a route through which to raise any professional queries, to discuss career progression, to clarify roles, responsibilities and work tasks, to support performance management and to build their confidence in supporting children’s development…supervision also gives practitioners the opportunity to raise any concerns they may have about children in their care and to receive support to help them deal with difficult or challenging situations at work’

Wavertree Christian Community Centre nursery endeavours that the management/leaders strive to ensure that supervision ‘encourages a culture of mutual support, team work and continuous improvement which encourages the confidential discussion of sensitive issues’ (Ibid)

Principles of supervision

• Supervision aims to promote competent and accountable practice

• Supervision should be carried out within the realms of the settings Equal Opportunities/ Equity and Diversity policy.

• Issues discussed will remain confidential provided there is no impact on the safeguarding of children and other staff members or an impact on the delivery of service.

• Supervision is a shared responsibility between both supervisor and supervisee and is based on negotiated agreement between the two.

• Staff must receive planned, formal, uninterrupted supervision on a regular basis (half-termly) as a minimum.

• The best interests of the child should always come first.

The Purposes of Supervision

Wavertree Christian Community Centre will ensure that the purpose of supervision should be:

• An opportunity for staff to discuss any issues concerning children’s development or well being

• To identify solutions to address issues as they arise

• To give staff the opportunity to discuss and reflect on their work and performance

• To receive coaching, guidance, direction and support to improve their own personal effectiveness.

• To promote staff development

• To review objectives and training needs that were identified in staff annual PDPR/appraisal

SUPERVISION PROCESS

Frequency

All staff will receive supervision on a planned basis at least once a half term and dates should be agreed in advance.All staff will have access to their supervisor, or an alternative senior on an emergency basis. All staff will have a named line manager responsible for providing supervision in accordance with this policy. In some circumstances supervision may be postponed but not cancelled.

Duration

The length of supervision will vary depending on the responsibilities of the supervisee. A jointly negotiated time will be agreed and will normally be up to one hour.

Recording

Both parties are expected to prepare for the meeting. Agenda items should be agreed at the beginning of the session. Items discussed and decisions made should be recorded and a copy kept by both parties.

Involvement of a third party

Difficulties that cannot be resolved within supervision should be recorded and will be referred to the committee.

The content of supervision

It is generally accepted that supervision has four main functions:

• A management function

• An educational function

• A supportive function

• A mediation function

The management function

This is not an exhaustive list, but gives an indication of the management purpose of supervision.

• The overall quality of the supervisees performance

• Policies and procedures are understood and followed

• The supervisee understands his/her role and responsibilities

• The basis of decisions are clear to the supervisee and made clear in the supervision records

• The supervisee understands when the supervisor expects to be consulted

• The supervisee is given an appropriate workload and uses appropriate time management

• The supervisee acts as a positive member of the team

• Objectives are set and training needs are agreed through job review and appraisal process

• The supervisor provides recognition of the supervisees achievements

The educational function

The educational function of supervision can help develop the following areas for the supervisee:

• The professional competence of the supervisee

• An understanding of the supervisee’s theoretical base, skills, knowledge and individual contribution to the settings ethos and work.

• An assessment of the supervisees training and development needs and how these will be addressed

• An ability to reflect on their own practice and to acknowledge how their work with children and families affects them as individuals

• Regular constructive feedback to the supervisee on all aspects of their work

• A relationship in which the supervisee provides constructive feedback to their supervisor

The supportive function

The aims of the supportive function are to:

• Create a safe climate for the supervisee to look at their work and its impact upon them as a person

• Allow the supervisee (if they wish) to talk about their feelings, including anger, fear, sadness or helplessness arising from their work with individual children.

• To support staff that are subject to any form of pressure from either children, children’s families or the workload of the setting

• Help the supervisee to reflect on difficulties in colleague relationships and assist in resolving conflict when it occurs

• Provide positive feedback and praise

The Mediation Function

The aim of the mediation function is to:

• Allocate a staff members time in the most efficient way

• Agree priorities for the supervisees work

• Initiate, clarify and contribute to policy formation

• Consult and brief staff about the settings wider initiatives

• Involve supervisee’s in the decision-making process

• Deal sensitively, but clearly, with complaints about the supervisees work

**This policy is reviewed annually by Wavertree Christian Fellowship Nursery and Pre-school.**