

Supervision procedures for EYFS staff

Why is Supervision for EYFS staff important?

Effective supervision provides support, coaching and training for all adults working (or volunteering) in the EYFS 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.

The aims of supervision are:

- To develop confidence and increase skills, insight and courage when working with children, parents and communities.
- To establish and maintain a positive and co-operative working relationship between leaders and staff, built on trust, respect and a non-judgemental style.
- To provide a reflective and safe space that encourages a dynamic interaction to address issues and dilemmas experienced by staff members in their work roles.
- To minimise stress-related absences and increase confidence in dealing with complex safeguarding and other dilemmas.
- To ensure organisational and staff accountability and development, thereby promoting reflective, creative, ethical, and safe practice.
- To ensure staff are clear about their roles and responsibilities and that their practice is consistent with the school's values, policies, procedures, and quality standards.
- To monitor progress in relation to appraisal objectives.
- To identify and review personal development needs and activities for staff that relate to their roles and the needs of the school.
- To model a preferred way of working and relating that can be transferred to other working relationships.

How do we do it?

- Each member of staff in the EYFS will have a supervisor; this will usually be the EYFS Leader.
- Supervision of staff will be in addition to Appraisals, be face-to-face and take place in a setting private and free from disturbance.
- Supervision of staff will usually be on a termly basis – but the frequency may change depending on circumstances, such as complex child protection issues – and supervision sessions will last between 45 -60 minutes.
- Supervisors will establish a shared view of supervision, including ways in which staff members have felt supported in the past and what they have found useful/less useful. A Staff Supervision Agreement will be in place (Appendix 2).
- All supervision is recorded by the supervisor, shared with the supervisee, and stored securely.
- An agreed Staff Supervision Record Form (Appendix 2) will be used to capture discussion points and decisions made.

A Longleaze Learner...

...aims high and takes responsibility for their learning and their actions. ...embraces new ideas and is curious about the world around them. ...makes a positive contribution to our local community and the wider world. ...**has a sense of what is right and wrong. ...is kind, helpful and supportive of others. ...grasps opportunities to discover their skills and talents. ...is resilient and bounces back when things get difficult. ...is brave and courageous. ...shares their ideas and listens respectfully to the views of others. ...focusses on their learning and is proud of what they achieve**

- The Supervision Record will be printed and given to the staff member at the end of the session or within 5 working days.
- The staff member will check the notes and complete any amendments, returning the record to the supervisor.
- At the next supervision session, both parties will *formally* agree the notes of the previous meeting and this agreement will be recorded in the meeting notes.
- During every supervision meeting, it is essential that both the supervisor and supervisee make a note of decisions made and actions required, and these actions are formally agreed at the end of the meeting.

Roles and Responsibilities

Supervisors need to:

- Ensure that staff members receive the appropriate amount and regularity of supervision.
- Avoid postponing supervision sessions. Where cancellation is unavoidable, it is the responsibility of the supervisor to arrange an alternative time as near as possible to the original time.
- Arrange a suitably private venue free from disturbances.
- Be prepared to challenge and to give and receive constructive feedback.

Supervisees need to:

- Value the importance of supervision and contribute to an effective process.
- Prepare for, attend and actively contribute to supervision meetings.
- Act on decisions made in supervision.
- Be open to challenge and to receive and give constructive feedback.

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Appendix 2 - EYFS staff supervision agreement

Supervisor:

Supervisee:

The supervision arrangements we have agreed are as follows:

How often we will meet:

Where we will meet:

How long each session will last:

What we will do to try to make sure we don't get interrupted:

Where the supervision records will be kept:

How we will/will not use the supervision records:

Who else may see the supervision records:

In supervision we will:

- Begin by agreeing what we need to talk about.
- Spend a few minutes finding out if you are okay and how you are feeling.
- Check that the notes of the last meeting are accurate.
- Make sure that, as far as possible, we have done the things we agreed to do last time.
- Review your work through discussion, reports and observation including safeguarding children and adults which will include:
 - o Time for reflection on your experience and feelings about work and relationships

o Discussion and feedback on the work you have been doing

o Agreement on future actions

o Talk about your skills, knowledge and experience and development needs

o Provide an opportunity for you to feedback on your experience/expectations of supervision

o Confirm the date and time of the next meeting.

There will only be interruptions if.....

Signed (Supervisee):

Date:

Signed (Supervisor):

Date:

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Appendix 3-EYFS staff supervision record

Supervisee	
supervisor	
Date	
Welcome	
Main responsibilities	
Relationships	
Overall context of service	
Appraisal objectives	
Meetings	
Health, welfare and safety	
Professional development	
Ending	

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