



RAINFORD
HIGH

PART OF RAINFORD ACADEMIES TRUST

Rainford High Supervision Policy

Everyone Matters

We expect our community to be polite and respectful

Everyone Helps

We expect our community to make sensible choices

Everyone Succeeds

We expect our community to work hard

Policy Owner	Vice Principal
Scope of the Policy	This policy applies to the safeguarding and SEND team
Last reviewed by trustees	February 2021
Next review due	February 2022
Summary of key changes	New document

1. Introduction

The aim of this policy is to provide a framework for the professional supervision of all staff working at Rainford High.

The principle aim is to ensure that it meets the needs of the school, the staff and their supervisors regardless of the area in which they work and sets out the procedures for supervision.

Rainford High must put appropriate arrangements in place for the supervision of staff who have regular contact with children and families. Effective supervision provides support, coaching and training for staff 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.

Supervision should provide opportunities for staff to:

- Discuss any issues – particularly concerning children’s development or wellbeing
- Discuss any child protection concerns
- Identify solutions to address issues as they arise
- Receive coaching to improve their personal effectiveness

2. Structure of Supervision is structured in the format below:

- Supervision – planned, regular one to one meetings between the supervisor (DSL and DDSL) and the supervisee in order to meet organisational, professional and personal objectives
- Group Supervision - a weekly meeting between one of the supervisors and the team in order to meet organisational, professional and personal objectives
- Performance Management Meeting - an annual meeting (reviewed six monthly), the aim of which being the review of objectives set the previous year, to set measurable objectives that drive individual and whole school performance
- Line management meetings half termly to review ongoing performance
- Targeted Improvement - this impromptu process forms part of the appraisal process and aims to encourage the line manager and supervisee to identify and evaluate practise to date.

3. General Principles of Supervision

For all staff supervision is a regular, planned, accountable process, which must provide a supportive environment for reflecting on practice and making well-informed decisions using professional judgement and discretion. Supervision should enable workers to:

- Be accountable for their practice and uphold professional standards; build purposeful, professional relationships and communicate effectively
- Make sound professional judgements based on good practice and seek advice from supervisor
- Proactively contributing to the organisational structure of the school to ensure consistency for staff and pupils e.g. through using school calendar daily and voicing any concerns/issues relating to this immediately
- Reflect on, analyse and evaluate their practice and seek support to manage the emotional impact of their work e.g. in relation to child protection, SEN, staffing, CPD
- Share, debrief and identify any further required resources to address stressful situations or those that cause them concern e.g. further training, issues with staffing structure, issues with specific children
- Challenge constructively in the interests of children, families, staff and other professionals who are in contact with the children in the care of Rainford High School
- Develop the knowledge, skills and values required for their own role, professional development and as part of the wider school structure e.g. namely through the performance management cycle

- Contribute to research and use knowledge and experience to explore new ways of working
- Ensure peer and management review of professional decisions and to encourage mutual learning and development e.g. share experiences within the team through; staff meetings, feedback to teachers after lessons and challenging actions taken to safeguard children (as necessary and in keeping the school's Child Protection Policy)
- Communicate with their supervisor on issues that are identified in the school in relation to; policies, procedures, organisational factors and children's wellbeing and development
- Adhering to Whistleblowing Policy if concerns arise around a member of staff
- Manage realistic workloads and discuss proactive ways of targeting this if levels increase

It is important to recognise that supervision does not occur only as a stand-alone event but as a continuum of daily practice in a school. The supervision process is a key part of the support and accountability processes, and the recognition and understanding of the extensive sources of performance feedback will serve to enrich and strengthen formal supervision.

Discussions held and recorded during supervision will form part of the appraisal process.

In addition to formal 1 to 1 supervision arrangements, the continuum of supervisory support and oversight will include 'informal' impromptu supervisory discussion between formal sessions and may also incorporate case and practice discussions within local group supervision arrangements.

The impromptu or group supervision processes do not and should not replace formal, planned 1 to 1 supervision arrangements, although both are valuable as complementary practices

4. Formal 1 to 1 Supervision

Formal 1 to 1 sessions form the central principle of the supervisory process in our school. Although complemented by other supervisory supports as outlined above, the consistency provided by the supervisor-supervisee relationship provides a safe base for considering issues and concerns, as well as practice reflection and learning.

Recognising supervision as a core mechanism to help staff reflect on their practices, Rainford High remains committed to providing regular planned supervision to all staff working with vulnerable students and cases.

5. Frequency of Supervision Sessions

It is all DSLs responsibilities to ensure Supervision is undertaken by the DDSO every 3 weeks for each pastoral leader.

The supervision of part-time staff should follow the same frequency patterns as for full time staff and should not be scheduled on a pro rata basis. Agency and temporary staff pastoral staff (working within the school for more than 5 weeks) should receive supervision in the same way as permanent staff.

Agreed and scheduled supervision sessions must be given priority over other activities and should not be cancelled unless there are exceptional circumstances which impact the core business of the organisation.

- 1-1 Supervision – to be undertaken by DDSL with each Pastoral Leader every three weeks. Both parties are responsible for ensuring supervision occurs
- Group Supervision - team meetings every term (2 weeks) (e.g. staff meetings and morning meeting)
- Appraisal – minimum of 2 times per year (CPD and performance management cycle September-September)

- Targeted Improvement – as per line managers and supervisee’s agreement. This can be impromptu. Line management meetings with the DSL take place every half term at least once.

6. Format for recording

At Rainford High we have adopted the signs of safety framework and structure. The supervision meetings will be recorded using CPOMS under the below headings:

1. What is working well
2. What are we worried about
3. What needs to happen