

Staff Supervision and Appraisal Policy

This policy and associated procedures were adopted by Chelford Village Preschool on October 10th 2022.

Date of last review: 16th September 2023

Date of next review: 16th September 2024

Version: 1.0

Version Control Table

Version	Date Reviewed	Reviewed By	Comments
1.0	10 th October 2022	Katherine Bones	New Policy Adopted
	16 th September 2023	Katherine Bones	No Changes

Staff Supervision and Appraisal Policy

Introduction

Regular staff supervision is a Statutory requirement of the Early Years Foundation Stage Framework.

“Providers must put appropriate arrangements in place for the supervision of staff who have contact with children and families. Effective supervision provides support, coaching and training for the practitioner 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.” [EYFS 3.22]

“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.” [EYFS 3.23]

Policy Statement

At Chelford Village Preschool we believe that effective staff development provides the framework for increased staff knowledge, improved skill, a greater understanding and improved outcomes for all of our children. We understand that good supervision can increase reflective practice, and that good supervisions associated with job satisfaction, commitment and staff retention.

Supervision and appraisals are core elements of our staff development process, The staff induction process, team meetings and staff mentoring also form part of a quality support and supervision, and team development structure for the whole staff team.

Aims/Objectives

Through an effective staff supervision and appraisal policy and procedures, we are committed to ensuring that staff:

- Are appropriately supported in their very important role.
- Are able to discuss the day-to-day issues, challenges and opportunities that inevitably come with providing quality care and education to young children and interacting with their parents/guardians.
- Have a safe space in which to be able to address any potential challenges associated with interacting positively at all time with their colleagues.
- Are accountable for the quality of their practice
- Are given information that relates to their position in the organisation, in an appropriate context and be able to rely on having specific time dedicated to their particular support needs, by their manager.

Our management are committed to ensuring that:

- We meet the requirements of the early years’ regulations in relation to our support and supervision of employees relating to their work practices
- The services supervision policy is known and understood by all staff members

- The expectations of the service in relation to supervision, and the purpose of supervision, are clear to all staff members.
- The arrangements for support and supervision set out and made clear to all team members and also parents/guardians who use our service.

Definitions

Supervision

Supervision is not the same as an appraisal. Supervision is a time for confidential discussions between staff and the manager to facilitate reflection, challenge and critical thinking. Supervision enables the supervisee to examine and reflect on the quality of their practice and to facilitate discussion. Supervision is a collaborative process which should support, direct and monitor the work of the supervisee enabling and empowering professional and personal discussion and development.

Supervision is a formal process during which staff actions and practice is regularly reviewed. Supervisions are recorded in order to keep track of discussions and actions, especially ongoing actions in need of regular review.

The purpose of supervision is:

- To provide a regular 'safe space' for staff/volunteers to be supported and reflect upon their work and all areas affecting their health and wellbeing
- To assess staff/volunteers' suitability to work with young children, review any changes regarding the Health Declaration and DBS check
- To clarify priorities
- To monitor and reflect on personal performance and caseload; including individual cases, identify strengths and how to improve practice
- To recognise and resolve potential and existing problems
- To develop understanding and skills within your work and direct to training as appropriate
- To be praised or constructively challenged as appropriate
- To discuss how personal factors are affecting work and provide support
- An opportunity to moderate, observe practice and review judgements to ensure accurate and consistent assessment of children's developmental milestones/concerns about children
- An opportunity to discuss any concerns regarding specific children
- Supervision sessions and objectives are linked to the setting business plan

Appraisal

Appraisals are annual meetings to review a staff members performance over the previous year, set targets for the next year and discuss any training needs and Continuing Professional Development. During staff appraisals, the performance of staff will be assessed against their job description. Appraisals will refer to previous years actions points as well as actions points from team meetings or staff development plans. Staff performance will be assessed as being exceptional, good, average or poor.

To validate the assessments, evidence of practice should be collected to illustrate and support any points made. Evidence may include:

- Comments/Feedback from parents
- Observation of practice
- Formal or informal Peer observations
- Example of staff contributions of ideas, activities, planning
- Examples of staff contribution to the day to day running of the setting.
- Staff attendance, and sick days
- Individual complaints against staff
- Whether staff have implemented change following training or development targets set at previous appraisals or team meetings

Appraisals are also an opportunity for the employer/manager/organisation to receive feedback on the organisations and specific issues. Which may affect staff well fair. Work life balance, staff morale or work relationships.

Expectations

Chelford Village Preschool will:

- Prioritise supervision as an important activity within the service.
- -Ensure that all staff who come within the scope of this policy have a named supervisor who also has line management responsibility for their work and welfare.
- -Provide training and ongoing development opportunities for supervisors.

Supervisors will:

- Ensure the delivery of one-to-one supervision sessions at a frequency in line with this policy.
- Ensure that supervision is recorded in line with the expectations set out within this policy.
- Ensure that the prime focus of supervision is the quality of service being received by children and families.
- Use the supervision agreement as the basis for the development of a relationship where supervisees can be supported in their work and reflect on their practice.
- Ensure the supervisee is clear about how to raise any concerns about the quality of supervision being received.
- Use the supervisory process to learn from good practice and give constructive feedback in order to promote professional development.
- Address performance concerns as they arise and work positively with the supervisee to improve practice.

- Take responsibility for their personal development as a supervisor and use their own supervision to reflect on their supervisory practice.

Supervisees will:

- Take responsibility for attending one to one supervision or group sessions as set out in their supervision agreement.
- Prepare adequately for supervision and take an active part in the process.
- Take responsibility for raising any concerns they may have about the quality of the supervisory relationship with the supervisor or, if this is not possible, the third party named within the supervision agreement.

Method of delivery

A relationship between a supervisor and supervisee is fundamental to the supervisory process and supervision will take place in a variety of circumstances.

One to One supervision is at the heart of the process and all staff should receive regular formal one to one supervision.

Ad hoc supervision is the dialogue that takes place between a supervisor and supervisee as the need arises. This should be available to all staff but is not a substitute for formal one to one supervision. The value of ad hoc supervision is that it is an important way of supporting staff, improving performance, keeping pace with change and ensuring that organisational requirements are met. It should be recorded in line with these procedures.

Frequency

Formal one to one supervision will be carried out at least four times per year. The first appraisal will take place after six months, at the end of the induction and probationary period, and then annually thereafter.

Recording Supervision

Any decisions made in formal or informal supervision about a child will be recorded on the child's record. The content of one-to-one supervision sessions regarding the development and support needs of the supervisee will be recorded, agreed by both parties and placed in the supervisee's file.

Supervision Agreement

It is the responsibility of supervisors to ensure that an agreement is in place for every supervisee, the supervision agreement should capture the process and adhere to our supervision and appraisal policy and procedure. This agreement should be signed by both parties and placed in the supervisee's file.

Monitoring and Review

The effectiveness of supervision will be monitored by reviewing the outcomes for children.

The Supervision Agreement is a working tool and will be reviewed annually, it will provide an opportunity for the supervisee to give feedback on the process of supervision received.