



Standard Operating Procedure

DCS, MOD Schools Early Years Settings

Standard Operating Procedure (SOP): Staff Supervision- Agreement and Form

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Date written: 01/08/2021

Reviewed Date: 24/08/2023

Review annually or if any changes are made to support practice.

Introduction

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:

- Share the successes and the development of children within their care and how the staff member has been fundamental to that development
- Discuss any issues – particularly concerning children's education development or well-being
- Identify solutions to address issues as they arise;
- Receive coaching to improve their personal effectiveness. [EYFS 3.23]

Supervision is a requirement of the Early Years Foundation Stage and this SOP is based on the premise that the supervision of staff is an integral part of the day to day business of the organisation. It will occur both formally and informally and in other forums including informal discussions and group settings and, in all of these forums the process of supervision should be informed by the standards set out within this document.

MOD Schools and Settings recognises that:

- Staff supervision is integral to the effective delivery of services.
- The quality of staff supervision must be a priority task within the organisation.
- All staff within have the right to receive regular formal supervision from supervisors who have received appropriate training and are supported within their supervisory role.
- All staff have a responsibility to participate in supervision and attend formal sessions.



- The process of supervision is a shared responsibility: staff and their supervisors are expected to contribute to the effectiveness of the process and the organisation has a responsibility to facilitate a culture which supports the process.

Scope

This SOP applies to the Setting Manager (supervisor), Deputy Setting Manager/s (supervisor/s) and all staff (supervisee) and volunteers/students (supervisee) who work at the Early Years Setting

Definition - what is supervision?

Supervision is a time for confidential discussions between members of staff and their line manager to ensure that practice continues to focus on the child; his/her safety, well-being and education. It provides the platform to grow a culture of mutual safety and respect within the setting. The process of supervision is supported by the development of a relationship between supervisors and supervisees which provides a safe environment to support the worker and facilitate reflection, challenge and critical thinking.

Method of Supervision

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



Supervision Agreement Form

Name of person being supervised (supervisee) :

Job Role: _____

Name supervising manager: _____

Job Role: _____

This is an Agreement that the persons listed above agree to undertake supervision meetings on a _____ (timeframe) basis. These supervision meetings will be booked in the diary and treated as protected time by the supervising manager and the supervisee. Supervision meetings are expected to take at least an hour to be conducted thoroughly.

The supervisee will ensure that they are fully prepared for the meeting by reviewing the previous supervision notes and preparing feedback on actions. The supervisee will also take a selection of learning journeys and profiles for discussion.

The supervising manager will ensure they are fully prepared for the meeting by ensuring they have reviewed the previous supervision notes, and completed any actions as required.

During the meeting the following will be discussed as a minimum:

- Day-to-day job role, work and priorities, including any successes and challenges.
- Key children and their families.
- Sample learning journeys and profiles.
- Safeguarding concerns with children, parents or staff.
- Areas of concern with relationships: with staff members, children and families and other work contacts.
- Progress on previous supervision actions and objectives.
- PDR objectives.
- Training or meetings attended.
- CPD opportunities, formal and informal.
- New actions or objectives.
- Agreed time and date of next supervision meeting.



After the meeting the supervising manager will ensure the supervisee has a copy of the agreed supervision notes. The supervisee will sign and return a copy of the notes within one week. Supervision notes will be stored confidentially and securely.

The time and date of the next meeting must be treated as protected time, and not cancelled without agreement from the Early Years Advisor (EYA).

The EYA will conduct a random supervision file audit during visits to the setting.

Signed: _____ Supervisee – Date:

Signed: _____ Supervising manager – Date:



Name:	Job Role:	Date:
Room:	No. of Key Children:	Supervising Manager:
Name-	Date-	
What has gone well for you in the last term?		
What has gone well with the teaching and learning within your classroom?		
Has there been any barriers regarding teaching and learning?		



What has not gone so well? Are there any problems? Do you need help from your line manger?

EYFS- (meeting children's needs, planning, record keeping, key working, concerns with children etc)

Learning Journey/ Virtual Communication Tool (eg SeeSaw)- Sample

- 1.
- 2.
- 3.
- 4.



5.

6.

7.

Safeguarding (worries and concerns with children, parents and staff)

Continual Professional Development (review of training accessed, impact for the childcare organisation, formal and informal).



CPD wish list for the next term?

Other items for discussion- (A.O.B)

Has There been a change in your circumstances which would preclude you from working with children?

Yes/No
If yes give full details:

Signed Supervisee:

Date:

Date of next supervision:

Signed Supervisee:

Date:

Signed Supervisor:

Date: