

# Stretford High School



## Supervision Policy and Procedure

2023-2025

Ratified by the T & L Committee Governors	December 2023
Date of next review:	December 2025

## **1. Why we use supervision**

Supervision must enable and support workers to build effective professional relationships, develop good practice, and exercise both professional judgement and discretion in decision-making. Supervision should improve the quality of practice, support the development of integrated working and ensure continuing professional development.

## **2. Aims and Key Elements of Supervision**

Supervision is a recorded process through which the professional actions of staff are rigorously examined and regularly reviewed and audited. The supervision process should be integral to practice and offer the opportunity for 'reflective practice'; an essential component for ensuring good practice and effective outcomes.

### **Aims of supervision:**

- Improve the quality of decision making and interventions.
- Enable effective line management and organisational and individual accountability.
- Identify and address issues related to caseloads and workload management.
- Help to identify and achieve personal learning, career and other development opportunities.

### **The key elements of supervision are:**

- Monitoring and enabling workers to assess, plan, implement and review their work.
- Ensuring supervisor and supervisee are clear about accountability and the limits of their individual and organisational authority and duties.
- Ensuring workers understand and demonstrate anti-oppressive and anti-discriminatory practice.
- Identifying risks to pupils and staff and take appropriate action.
- Obtaining and giving timely feedback on practice.
- Identifying learning needs and integrate them within development plans by contributing to the Performance Management process.
- Creating opportunities for learning and development.
- Assessing and reviewing performance, challenge poor practice and ensuring improvements in standards.

## **4. Format of Supervision**

Supervision at Stretford High is completed in the following formats across the Pastoral and Welfare team:

- 1:1 supervision with an external provider.
- 1:1 meeting between a member of staff and their line manager or supervisor.
- Paired/group supervision with a line manager.
- Group supervision with an external social worker.

Notes from the supervision should be recorded and minuted and shared so access is available to all involved.

## **5. Supervisor and Supervisee Responsibilities**

### **Supervisor**

- Agree to the supervision parameters.
- Uphold professional standards.

- Build purposeful, professional relationships and communicate effectively.
- Make sound professional judgements based on good practice.
- Manage risk and protection alongside their duty to respect rights and address needs of students.
- Reflect on, analyse and evaluate their practice.
- Manage the emotional impact of supervisee's work by identifying and managing stress factors.
- Share, debrief and identify any further required resources to address responses to stressful situations.
- Challenge constructively in the interests of the students, staff and school.
- Develop the knowledge, skills and values required for their own role, professional development.
- Identify and manage realistic workloads and caseloads.

#### Supervisee

- Agree to the supervision parameters.
- Prepare for each supervision meeting by reflecting upon the items they want to raise and discuss.
- Adopt a reflective approach and be prepared to critically analyse their own practice and its impact on pupils and school.
- Be ready to identify professional development needs, plan and undertake training and other development activities, as agreed with their supervisor.
- Check and agree the supervision notes and follow through and complete any agreed actions against timescales.
- Be able and ready to be open, honest and able to engage in discussions around their wellbeing and case work.

### 6. Establish the Supervision Parameters

A Supervision Agreement (Appendix 1 for internal supervision) should be completed and by all parties prior to starting supervision sessions. The Supervision Agreement sets out the framework for supervision sessions and includes:

- Expectations (including recording)
- Accountability
- Duration and review
- Location
- Frequency

The completed supervision agreement should be stored and accessible to both supervisor and supervisee at any time.

### 7. Preparing for Supervision

After familiarising themselves with the responsibilities outlined in Section 5 above, the supervisee should prepare for a session by collating any relevant information (for example case records) before the meeting.

### 8. The Supervision Session

**Frequency** – this is different depending on the type of supervision (e.g. 1:1 or paired or group) but the minimum expectation would be 1 per term. Particular circumstances may require supervision to be more frequent e.g. complex workload, high level of risk, performance issues or personal difficulties. A supervisee should request additional supervision should a particular case affect their wellbeing or they feel 'stuck'.

**Duration:** Supervision sessions will normally last 45 minutes.

**Venue:** Supervision sessions should take place in a quiet, mutually convenient location, free from interruption, where confidentiality can be maintained. This is to be determined at the time the supervision agreement is completed.

### **Additional Guidance**

- It is good practice, where possible, to record the supervision notes during the supervision session.
- Supervision notes may inform line management discussions but this will be managed as a separate meeting.
- Performance issues must be addressed by the supervisor as soon as they are identified (and where the supervisor is not the line manager, discussed with the line manager) so that clear targets for improvement and support actions can be established and minimise any potential impact on students.
- It is the responsibility of all parties to ensure that the recording takes place correctly and in a timely manner.
- Whilst all matters discussed are recorded on the supervision record, those of a personal nature should be recorded separately with a note made on the supervision record of where they are kept.

### **Reflective Practice**

Reflective Practice is an essential part of supervision. Pioneered by Donald Schon, reflective practice involves thoughtfully considering experiences, whilst making a connection between knowledge and practice, under the guidance of an experienced professional within the discipline (Schon, 1996). In so doing, practitioners can better understand themselves to be able to build on existing strengths and take appropriate action in the future.

### **Why is Reflective Practice Important?**

Pastoral & welfare work is an extremely complex area with many variables and uncertainties. Reflective Practice helps to respond to the uniqueness of each situation, while developing generalised responses to 'familiar problems' (Lishman 2002).

### **9. At the end of the Supervision Session**

The supervisor must record the supervision discussions, each party must review these notes once typed up and shared after the session.

The last part of the session should be dedicated to the discussion of general welfare and workload issues which the supervisee wishes to bring to the supervisor's attention.

### **10. Confidentiality**

Supervision will usually be an activity between the member/members of staff and their line manager or an external professional. However, the records arising from supervision are owned by the school: supervisors may need to discuss the content of supervision sessions with others and where appropriate this is done with the knowledge of the Supervisee. Examples of when this may occur include:

1. Line managers for quality assurance or performance purposes
2. Where it is necessary to invoke other internal policies and/or procedures
3. Inspectors
4. Senior managers for legal or quality assurance purposes

Access to supervision records is controlled. Records must be stored in a secure place with appropriate access. If a supervisee transfers to another post within the school, the supervision file will be transferred to the new supervisor. This action should be completed by the previous supervisor. When a person leaves the organisation, records will be retained in line with the retention document.

## **11. Disputes**

Any areas of disagreement between the supervisee and the supervisor should be openly explored between the parties and recorded on the supervision record. Areas of disagreement that cannot be resolved within the supervisory relationship should be referred to the supervisor's manager. If a dispute cannot be resolved informally and is likely to escalate to a grievance then the issue must be dealt with in line the 'Grievance Policy and Procedure'. If the issue is one of professional practice the matter will also be referred to the headteacher.

## **12. Other Forms of Supervision**

- **Informal supervision** - occurs as and when needed or required by either party. Informal supervision should be requested during a particularly complex case or when the practitioner believes scheduled supervision to be insufficient.

## **Appendix 1**

### **Supervision Agreement**

This is a written agreement between the following parties setting out supervision arrangements and standard requirements.

Parties to the agreement: ..... and .....  
Supervisor Supervisor

Frequency: .....

Location: .....

Duration: .....

### **Agenda**

Both parties should identify, agree and prioritise agenda items at the start of the session. To make the most effective use of time both parties will seek to notify each other in advance of any significant agenda items.

Case Discussion sheet recordings:

- The completed sheets will be saved in a central area and follow actions uploaded to child's CPOMS record.

### **General behaviour**

Both parties will:

- Prepare for each session and ensure supervision is a priority; ensuring sessions begin and end in a timely way. Any cancellation/postponement should be negotiated and the session immediately rearranged as agreed.
- Be familiar with and understand the school's supervision policy and procedure.
- Ensure sessions are conducted in line with the Equal Opportunities policies of the school, promoting equality of opportunity, and freedom from harassment, discrimination and bullying.
- Work together openly in identifying difference arising from each other's backgrounds, ensuring any differences are recognised and responded to in a way that supports the intended outcomes of supervision for all concerned
- Treat each other with respect and deal with all matters professionally, ensuring there is a positive environment within which practice can be discussed, reviewed and challenged, and where reflective practice is encouraged and evidenced
- Ensure any performance issues are identified and addressed at an early stage.
- Treat information shared and recorded as confidential in line with the supervision policy. Access to supervision information and records will be restricted to the supervisor and supervisee, unless legitimately required by line management or Inspectors.

We agree that supervision will be given and received in accordance with this agreement and in line with Stretford High School Supervision Policy & Procedure.

Supervisor:

Signed: ..... Print Name: ..... Date: .....

Supervisee:

Signed: ..... Print Name: ..... Dated: .....

Next Review Date: .....

(NB: This agreement should be reviewed by the supervisor and supervisee within the supervisee's Performance Management and an updated copy signed and put on file)

## **Appendix 2**

### **Supervision Discussion Record**

#### **Part 1**

Supervisee: .....

Supervisor: .....

Student/case: .....

Date: .....

<b>What?</b> <ul style="list-style-type: none"><li>• What happened?</li><li>• What did I do?</li><li>• What did others do?</li><li>• What was I trying to achieve?</li><li>• What was actually achieved?</li><li>• What was my reaction?</li></ul>	
<b>So What?</b> <ul style="list-style-type: none"><li>• So what are my feelings now</li><li>• So what were the effects of my actions?</li><li>• So what is the importance of this?</li><li>• So what more do I know?</li><li>• So What have I learnt?</li></ul>	
<b>Now What?</b> <ul style="list-style-type: none"><li>• Now what do I need to do?</li><li>• Now what different options have I got?</li><li>• Now what help do I need to action my reflection and learning?</li></ul>	

**Part 2. Actions from today's Supervision – to be completed by supervisor during session**

What:	By Whom:	By When:

Date, Time & Venue of Next Supervision:

Supervisee Comments:

Supervisor's Comments:

I agree this is a true record I agree this is a true record

Supervisee signature:

Supervisor signature:

NB: Signatories required for hard copy only. Email confirmation confirms the e-record.