



Policy on Supervision of Staff in EYFS

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Reviewed: June 2025

Next Review: June 2026

Introduction

Cheltenham College Preparatory School recognises the need for regular and effective supervision of its staff [paid or unpaid]. This is to ensure the following:

- ☐ That individuals feel well supported and motivated in their work
- ☐ That quality services are delivered to service users
- ☐ That the organisation can function effectively

1. Purpose of Supervision

This is an opportunity to review a staff member's work programme, to monitor their progress and to review the direction of their work. Any gaps in skills and training needs can be identified in order to enhance professional development. The staff member's achievements in their work are also identified and celebrated.

Supervision is a place where a member of staff can be challenged supportively and constructively within mutually agreed and accepted boundaries. Issues relating to the workplace and to working practices can be identified and discussed.

This is also an opportunity to show that the member of staff is a valued member of Cheltenham College Preparatory School and it offers a chance to ensure that their emotional well being is considered and that their personal development needs are being met. During the session, the member of staff will be able to discuss their concerns and these can be deliberated in a supportive environment.

What can the supervisee expect from supervision?

This is an opportunity for a staff member to review their current workload with their supervisor. Future work is discussed and targets agreed upon.

The supervisor acknowledges the work that the staff member has carried out and offers praise where appropriate. Support and guidance is offered where necessary. This is also a time when the supervisor can challenge the supervisee and address actions and anticipated follow-up relating to these.

Training needs are identified here and notes of the meeting are made by the supervisor and copied to both parties. This serves as a record for the following meeting.

2. Procedure for carrying out Supervision

Frequency of Supervision: The frequency of supervision should reflect:

- ☐ The supervisee's level of experience and competence (not necessarily length of service, although staff new to a role may require more frequent supervision)
- ☐ If the supervisee is in the probationary period supervision may take place more frequently. These would be quite short supervision meetings but they will enable the supervisor to assess the supervisee's suitability for permanent employment and ensure an effective relationship is formed in the early days of a supervisee's employment.
- ☐ Particular circumstances that apply to the supervisee may mean they may require more frequent supervision (eg a difficult piece of work, the level of risk associated with work, personal difficulties or relationships, performance issues or levels of stress)
- ☐ Staff in direct contact with children should be supervised at least once every term.
- ☐ The actual frequency for individuals should be agreed between the supervisor and supervisee.
- ☐ Any deviation from the recommended frequency detailed above, as a permanent feature, should be by agreement between the two parties and should be clearly recorded.
- ☐ Agency and temporary staff should receive supervision in the same way as detailed above.
- ☐ Any cancelled meetings should be re-booked for as soon as possible to maintain regularity.

Location:

Supervision should take place in a private and uninterrupted space in the working day.

Recording supervision sessions:

It is the supervisor's responsibility to take notes and make sure that the supervisee has a copy and that a copy goes on file. Both parties (supervisor and supervisee) must agree and sign a final copy and supervision records will be kept in a secure place. Records are made in a manner that works for each supervisor, however a Minutes of Supervision Session sheet will be completed during or immediately after each session. It is important that any agreed actions are given to the Head of EYFS and Head of Pre-Prep and that the supervisor ensures that actions are reviewed and agreements followed up in future sessions.

Access to supervision sessions:

Should the post holder providing supervision to staff member(s) leave then the next person in post will be given access to supervision notes.

3. Starting Supervision

It is expected that all staff within Pre-Prep EYFS department of Cheltenham College Preparatory School will take part in supervision and or appraisal activities.

Preparing for the Supervision session

Both parties should prepare effectively including:

- ☐ Review previous notes and agreed actions – on-going between sessions
- ☐ Hold preparatory discussions if needed, especially in the light of new information and developments
- ☐ Alert each other if there are new big agenda items
- ☐ Line managers to ensure next supervision date agreed and arranged.

4. Guidance notes

a) Definition and Purpose of Supervision

Supervision is a period of one-to-one protected and structured time that focuses on the supervisee's needs, the manager's requirements and for the purposes of organisational accountability.

Supervisor= the person giving supervision

Supervisee= the person receiving supervision

It is important to remember that many staff in the organisation are in both these roles at different times.

b) Agenda

Cheltenham College Preparatory School recognises that each staff member engaged in supervision will have their own style and approach; however, the following agenda is provided as a checklist to ensure that we are all covering core items:

- ☐ Welcome/informal opener
- ☐ Setting agenda – both to input
- ☐ General discussion and information sharing
- ☐ Review notes & agreed actions from previous notes
- ☐ Current work programme, agreeing tasks etc; Information sharing
- ☐ Training and Development needs
- ☐ Job related resources and support needs
- ☐ Practicalities – leave, sickness, date & time of next supervision
- ☐ Problem solving and finding solutions
- ☐ Recognise and celebrate achievements

c) Working Guidelines for Good Practice: Creating the right Environment

- ☐ Regarding venue be aware this is a professional relationship so that a private space is good practice.
- ☐ No phones or mobile phones around or on (unless in an agreed/notified personal emergency; these will be identified, expected, urgent, work-related calls).
- ☐ To ensure that supervision time is prioritised and not interrupted.
- ☐ Put supervision times in the diary and inform other colleagues.
- ☐ Wherever possible, avoid interruptions when supervisions are taking place.
- ☐ Make sure that sessions are at a mutually convenient time and they start and finish at the agreed time.