



Supervision Policy and Process

1a. GUIDING PRINCIPLE(S):

This policy ensures the application of all Pace Principles

1b. PURPOSE:

The aim of this document is to describe/lay out the supervision process at Pace.

Staff beginning their employment at Pace come from a wide variety of backgrounds and therefore an effective supervision process is vital in ensuring staff feel appropriately supported. After the induction process has been successfully completed, it is vital that supervision continues for the following reasons;

- So staff continue to feel supported
- To continue to support and develop Transdisciplinary thinking and working at Pace
- To support staff development, learning and growth
- To ensure staff are aware of and adhere to Pace principles and standards
- To give all Pace staff members the opportunity to stand back and reflect
- To help to prevent staff 'burn out' and break the cycle of feeling drained
- To ensure that Pace remains a creative and dynamic organisation

1c. RATIONALE:

The objectives for this policy and process are as follows;-

- To successfully support staff in their induction period and beyond
- To successfully support new staff in developing all relevant skills required for working at Pace
- To ensure all staff involved are aware of the supervision process
- To ensure that all staff are aware of the supervision process and their specific responsibilities
- To give all Pace staff members the opportunity to stand back and reflect
- To support staff development, learning and growth
- To ensure staff are aware of and adhere to Pace principles and standards
- To support all staff in order to help stop the process of 'burn out' by breaking the cycle of feeling drained
- To ensure that Pace remains a creative and dynamic organisation

2a. PROCEDURES:

SUPERVISION

Within the **1st term** each new employee will be appointed a Supervisor.

- The Supervisor will be a senior member of staff who is of the same discipline background as the new staff member
- Supervision meetings should be weekly in the first month and thereafter fortnightly (if deemed appropriate)
- The new staff member will also be allocated a named staff member as a personal mentor. The personal mentor will be a Senior Team member of the relevant team



2nd and 3rd Terms

- There should be a minimum of 2 supervision meetings per term (1 per half term)
- In the event of there being occasions when staff require specific supervision from a senior staff member from the same background/discipline, this will be arranged by the supervisor.

4th Term and beyond

- Same as for 2nd and 3rd terms

2b. WHO DOES IT APPLY TO AND WHEN:

To all staff at Pace throughout their employment

2c. RESPONSIBILITY/ AUTHORITY/ACCOUNTABILITY

THE SUPERVISEE

It is the responsibility of the Supervisee to;

- Identify practice issues with which they need help and ask for help
- Become increasingly able to share freely
- Identify what responses are wanted
- Be open to feedback
- Identify where they feel they are at in the journey towards Transdisciplinary thinking and working
- Monitor tendencies to justify, explain and defend
- Develop the ability to discriminate what feedback is useful
- Keep all related supervision records

SUPERVISOR

It is the responsibility of the Supervisor to make initial contact with the Supervisee and also ensure a schedule for supervision meetings is set up. During initial meetings the Supervisor needs to find out how the supervisee best learns and takes in information. Then a supervision contract needs to be established, which needs to include ground rules and aims. This will act as the foundation for the supervision process.

Month 1 – Weekly meetings

Month 2 & 3 – Fortnightly meetings

Term 2 & 3 and beyond – 2 each term

Staff can only be a Supervisor once they have completed the appropriate Pace module on Supervision.

The Supervisor will use the staff person's job description and Pace standards and principles as a format to give appropriate feedback and support.

The Supervisor/Team Leader has a responsibility regarding the Transdisciplinary approach at Pace. During all supervision meetings it is important that time is allocated to discuss/review

- Discipline specific knowledge and skill and how the staff member feels he/she is applying these at Pace within the team concept



- The understanding the staff member has of the Pace integrated approach and any aspects of it with which they would like targeted support
- The persons “journey” towards Transdisciplinary thinking, seeing the child as a whole, understanding learning in the widest sense

The Supervisor/Team Leader must ensure the staff member feels comfortable about sharing any concerns they may have regarding the Pace integrated approach, their own professional identity, gaps they perceive in the service etc. so issues can be addressed. The Supervisor/Team Leader will need to judge when issues might need to be referred to a more senior team member than themselves or to a member of SMT or The Strategic Team.

The role of a Supervisor encompasses many functions;

- A counsellor giving support
- An educator helping Supervisees learn and develop
- An educator helping Supervisees learn and develop in their Pace Transdisciplinary thinking and working
- A manager with responsibility for the Supervisee’s quality of work
- A manager with responsibilities to the organisation

The task of the Supervisor is to help the Supervisee feel valued, appreciated, supported and understood at Pace and also assist the Supervisee with learning and development. The Supervisor also supports, encourages and monitors performance for the benefit of the Supervisee and the organisation.

TEAM LEADER

The Team Leader is responsible and accountable for the Team and its working. If the Team Leader is not a staff member’s Supervisor then the Team Leader must ensure they are in regular contact with the relevant Supervisor. The Team Leader should give the Supervisor regular feedback and pass on any concerns they have regarding the staff member

THE ROLE OF SENIOR STAFF

The Headteacher and the Senior Management Team (SMT) are responsible for overseeing the supervision process within the School Service. The Director of Clinical Services is responsible for overseeing supervision within The Child and Family Service, with responsibility for the clinical supervision of therapists deployed within School Services. They will monitor the process and assist Supervisors/Team Leaders in the event of a Capability process, involving the Strategic Team if appropriate to do so.

WHAT SUPERVISION SHOULD FOCUS ON

Supervision at Pace focuses on the following:

- Support and guidance
- Encouragement of reflection, learning and development
- Review of performance

HOW SUPERVISION CONTRIBUTES TO PACE’S OVERALL AIMS

Supervision contributes to the overall aims of PACE in the following ways:

- By ensuring that staff are successfully supported in order to deliver the Pace Integrated Curriculum on a day to day basis
- By helping to stop any instances of ‘burn out’, breaking the cycle of feeling ‘drained’ and equipping staff with strategies to overcome any challenges encountered.



- By ensuring that staff are sufficiently supported which assists in reducing staff turnover
- By ensuring staff receive effective motivational and developmental feedback, in turn encouraging learning and development and producing a high performance culture
- By reviewing performance which will ensure that Pace principles and standards are adhered to and are evident in day to day practise
- By reviewing performance which helps to identify key areas which leads to improvements in procedures and performance

ANTI-DISCRIMINATORY PRACTICE

This is in line with national legislation

METHODS OF RESOLVING DISAGREEMENTS AND/OR BREAKDOWNS IN THE PROCESS

If disagreements and breakdowns in the process occur, the staff person(s) involved need to refer to the member of staff above their Supervisor in accordance with the organisational structure, escalating as appropriate.

TYPE OF CONFIDENTIALITY EXPECTED AND GUARANTEED

All matters discussed within a supervision meeting must remain confidential unless they have or are likely to have a detrimental effect on the organisation. If it is deemed by the Supervisor that matters discussed could affect the organisation in a negative way then the Supervisor and Supervisee must discuss and agree to communicate these matters to the Head of Centre. Matters must remain confidential between the Supervisor, Supervisee and Head of Centre until mutually agreed otherwise.

PRIORITY OF SUPERVISION

It is vital that ALL staff receive consistent high quality support and supervision. Due to this, support and supervision need to be given a high priority. However, it should not cause disruption to programme delivery.

3. OWNERSHIP

ORIGINAL POLICY WRITTEN BY: Training and Development Officer

REVIEWED BY: Headteacher/Director of Education

ONGOING REVIEW AND DEVELOPMENT: Strategic Team overseen by Headteacher/Director of Education and Director of Clinical Services

4. ACTION

4a. WHERE ARE DECISIONS RECORDED:

Notes regarding supervision meetings are kept by Supervisors. These will be readily accessible for the Supervisee whenever required. In the event of the Performance Cycle stopping and a Capability process commencing, then copies of all Supervision meetings must be given to the Head of Centre

4b. WHAT WILL SUCCESS LOOK LIKE:

All new staff will be successfully supported at Pace during their induction period and beyond

All staff at Pace will be aware of the supervision process and of their specific responsibilities

All staff will understand the benefits of a supervision process and ensure they are proactive within this

All staff will use the supervision process for their own development and progression



All staff will use the supervision process to further develop their Transdisciplinary thinking and working

All staff will understand that a supervision process helps to ensure PACE remains a creative and dynamic organisation

4c. HOW WILL IT BE MEASURED:

- From Observations and feedback from Supervisors
- From feedback from Supervisees

5. DATES AND DETAILS

Reviewed: September 2019

Review Date: September 20180

Owner: HR Manager

6. APPENDICES

See next page

GUIDANCE FOR SUPERVISEES

At regular intervals, it is beneficial to stand back and reflect on the level of supervision you need and want, in relation to what you are currently receiving. Only then, can you ask yourself what are the blocks that prevent the supervision being more effective and what you can do to initiate the unblocking process. Here are some questions to help you consider ways of being more proactive about both your support and Supervision, and your learning and resourcing. We recommend that you go through these with a colleague or friend as this will add another dimension.

- What are the strengths and weaknesses of your present resourcing system? What can you do to improve it?
- How would you recognise you were stressed? How could this stress be alleviated? Do these coping mechanisms provide just short-term relief or do they change the cause of the stress?
- What are your specific needs from Supervision and how far do your present supervisory arrangements meet them?
- Do you need to renegotiate your contract with your Supervisor?
- Are there additional forms of supervision (peer supervision etc...) that would be beneficial?
- How open do you feel to Supervision and feedback? Are there any changes you could make personally to develop your honesty and willingness in this situation
- Are you frightened of being judged or assessed? Have you tried to gauge whether your fears are justified or fantasy
- Can you confront your Supervisor and give him/her feedback? If not, are the constraints internal or external?
- What defensive routines do you fall into using? What do you need to do in order to move beyond these?
- Are you stuck in the trap of blaming others? Sometimes Supervisees de-power themselves, by believing that they cannot change what their Supervisor or organisation does to support them. Many Supervisees discover that more changes are possible than they previously believed
- Do you carry some of your Supervisor's anxieties? If so, why is this and could you do anything to change this?
- Would a more equal relationship be feasible? How far is it appropriate and is it what you want, given more equality means more responsibility?

Blocks to receiving Supervision

Part of good Supervision is recognising the blocks to supervision. As a Supervisee you need to be aware of these blocks and then take joint responsibility with your Supervisor to overcome them.

Blocks can be;

1. Previous experience of supervision
2. Personal inhibition
3. Difficulties with handling authority
4. Role conflict
5. Assessment
6. Practical blocks (such as time)
7. Difficulties in receiving support
8. Organisational blocks

Evaluating your Supervisor

When exploring blocks to supervision, one of the most common fears of Supervisees is how they will be judged and evaluated by their Supervisor. What most Supervisees forget, or do not even



consider, is that Supervisors may also be anxious about how they are being judged or evaluated by their Supervisees. Evaluation and review should be a two-way process and needs to be regularly scheduled into the supervision arrangements. This means that fears on both sides about 'how I am doing' can be brought into the open.

Some things to consider in regards to a successful Supervisor

- Helps make you feel at ease with the supervision process
- Can facilitate and accept feedback from their Supervisees
- Helps to clarify work objectives
- Explains clearly criteria for any evaluation of work
- Encourages self reflection and learning
- Enables you to become actively involved in the supervision process



Supervision Record – Pastoral/Unplanned	
Name:	Date:
Job Role:	Group:
Supervisor:	
1. Areas to be discussed :	
2. Actions Agreed:	
Signed by Supervisor:	
Signed by Supervisee:	

Supervision Record – Senior Manager/Clinical Lead	
Name:	Date:
Job Role:	Group:
Supervisor:	
1. Review of Previously Agreed Performance Targets	Completed
Quality and Impact of Provision	
Performance of Supervisees	
Service Development and Resources	
Service Concerns	
Performance and Professional Development	

2. Supervision Agenda (including review of previous Action Points)

Quality and Impact of Provision (e.g. outcomes, planning , clinical reasoning and priorities, programmes, concerns)

Performance of Supervisees (transdisciplinary practice, integration of clinical advice, supervision and appraisals, training, staff attendance, accidents, incidents , safe guarding, Health and Safety, risk assessments)

Clinical/Service Development and Resources (inc. equipment and premises)

Concerns (e.g. safe guarding, Health and Safety, clinical, recruitment and retention)



Performance and Professional Development (e.g. PACE and professional standards of practice, CPD, observed practice, reflection)

Any Other Business (inc. organisational issues, information sharing and pastoral concerns/issues raised by the supervisee)

Signed by Supervisor:

Signed by Supervisee:

Supervision Record – Specialist Team Member / Supervisor

Name:	Date:
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Job Role:	Group:
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Supervisor:

Review of Previously Agreed Performance Targets	Completed
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Quality and Impact of Provision	
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Performance of Supervisees	
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Service Development and Resources Service Concerns	
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Performance and Professional Development	
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1. Supervision Agenda (including review of previous Action Points)
Quality and Impact of Provision (e.g. outcomes, planning , clinical reasoning and priorities, programmes, concerns)
Performance of Supervisees (transdisciplinary practice, integration of clinical advice, supervision and appraisals, training, staff attendance, accidents, incidents , safe guarding, Health and Safety, risk assessments)
Service Development and Resources (inc. equipment and premises)
Concerns (e.g. Safe Guarding, Health and Safety, Clinical)
Performance and Professional Development (e.g. PACE and professional standards of practice, CPD, observed practice, reflection)



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Any Other Business (inc. organisational issues, information sharing and pastoral concerns/issues raised by the supervisee)

Signed by Supervisor:

Signed by Supervisee:



Action Plan			
Action	Person Responsible	Timescale	Completed



Supervision Record – Teacher	
Name:	Date:
Job Role:	Group:
Supervisor:	
1. Review of Previously Agreed Performance Targets	Completed
Quality and Impact of Provision	
Team Management	
Service Development and Resources	
Service Concerns	
Performance and Professional Development	

2. Supervision Agenda (including review of previous Action Points)

Quality and Impact of Provision (e.g. pupil outcomes, planning , clinical reasoning and priorities, programmes, concerns)

Team Management (transdisciplinary practice, integration of clinical advice, supervision and appraisals, training, staff attendance, accidents, incidents , safe guarding, Health and Safety, risk assessments)

Service Development and Resources (inc. equipment and premises)

Concerns (e.g. Safe Guarding, Health and Safety, Clinical)

Performance and Professional Development (e.g. PACE and professional standards of practice, CPD, observed practice, reflection)



Any Other Business (inc. current organisational issues, information sharing and any pastoral concerns/issues raised by the supervisee)

Signed by Supervisor:

Signed by Supervisee:



Supervision Record – Team Member	
Name:	Date:
Job Role:	Group:
Supervisor:	
1. Review of Previously Agreed Performance Targets	
	Completed
Quality and Impact of Provision	
Service Development and Resources	
Concerns	
Performance and Professional Development	

2. Supervision Agenda (including review of previous Action Points)

Quality and Impact of Provision (e.g. pupil outcomes, planning , clinical reasoning and priorities, programmes, concerns)

Service Development and Resources (inc. equipment and premises)

Concerns (e.g. Safe Guarding, Health and Safety, Clinical)

Performance and Professional Development (e.g. PACE and professional standards of practice, CPD, observed practice, reflection)



Any Other Business (inc. current organisational issues, information sharing and pastoral concerns/issues raised by the supervisee)

Signed by Supervisor:

Signed by Supervisee:



Staff Suitability Questionnaire for use in all regular supervision meetings.

As stated in the statutory requirements:

3.11 – Providers must tell staff that they are expected to disclose any convictions, cautions, court orders, reprimands and warnings which may affect their suitability to work with children (since last disclosure form was completed).

Has anything changed since your last declaration? Yes_ No_

Signed _____

If answered yes please give reasons on separate page.

3.15. A registered provider or a childcare worker may also be disqualified because they live in the same household as another person who is disqualified, or because they live in the same household where a disqualified person is employed

Has anything changed since your last declaration? Yes_ No_

Signed _____

If answered yes please give reasons on separate page.

3.19. If practitioners are taking medication which may affect their ability to care for children, those practitioners should seek medical advice. Providers must ensure that those practitioners only work directly with children if medical advice confirms that the medication is unlikely to impair that staff member's ability to look after children properly.

Has anything changed since your last declaration? Yes_ No_

Signed _____

If answered yes please complete a Health Care plan.

Signed by Supervisor

Date