



Swallowtail Federation of Church Schools

Pre-School Supervisory and appraisal meetings

Policy statement

High quality performance management is one of the most important elements in ensuring positive outcomes for children and their families. It also has a crucial role to play in the development, retention and motivation of the early years and childcare workforce. Supervision will support, direct and monitor the work of the supervisee; enabling and empowering professional and personal development. The notes from previous supervision meetings will be reviewed and staff will be supported to explore and reflect upon their work with children and families – including any safeguarding issues. Supervision will provide an opportunity to reflect on practice and contribute towards developing confident and competent staff groups. All of these are known to be important in establishing safe organisations where children are safeguarded from harm.

Procedures

Following a successful probationary period, the Lead Practitioner will hold supervisory meetings each half term with each employee. During the probationary period, meetings will be held at the end of day 1, week 1 and monthly thereafter until the end of the probation period.

Supervisions

Supervision is a confidential, regular, face to face meeting, between a member of staff and their manager, provided at a time and date that is suitable for both parties, (agreed in advance). It is a formal and recorded process through which the professional actions of staff are examined and regularly reviewed. It provides a recorded system of decision making that is audited to improve practice and to improve the service that is provided to children and parents. Supervision acts as a means for ensuring that members of staff have access to the support, training and procedures they require for professional growth and development. Supervision enables manager and staff to examine and reflect on the quality of their practice and to facilitate discussion.

Supervision provides opportunities for staff to:

- Provide a regular 'safe space' for staff/volunteers to be supported and reflect upon their work and all areas affecting their health wellbeing.
- Assess staff/volunteer's suitability to work with young children, review any changes regarding the Health Declaration and DBS check.
- Develop understanding and skills within their work and direct to training as appropriate.
- Be praised or constructively challenged as appropriate; receive coaching to improve their personal effectiveness.
- Clarify priorities.
- Monitor and reflect on personal performance and caseload; including individual cases, identify strengths and improve practice.

- Discuss and agree targets, tasks and objectives which need to be carried out and record progress on these including set timescales and deadlines.
- Recognise and resolve potential and existing problems.
- Discuss how personal factors are affecting work and provide support.
- Moderate, observe practice and review judgements to ensure accurate and consistent assessment of children's developmental milestones/concerns about children

While the areas of discussion and issues that arise are likely to change over time, the meetings are an opportunity to discuss:

- the development and well-being of each key child, agreeing a schedule of actions; workload;
- concerns or team issues;
- relations with parents/carers;
- setting performance;
- training and development;
- progress following previous supervision; and
- time management.

The above areas, provide a structure for the content of a supervision meeting. However, line managers and employees should feel comfortable in these meetings to discuss any queries or concerns that they have.

Sufficient time is set aside for them and they take place without distractions or restrictions as to the areas that can be covered.

These meetings do not replace the annual appraisal, but are in addition to it. A written record, agreed and signed by the line manager and employee, of every supervisory meeting is kept to show what was discussed and what action needs to be taken, the member of staff will receive a copy of the records. The original copies will be kept in the staff file, held for a period of 12 months before being shredded and destroyed.

Supervision will promote and model the following indicators of a safe setting:

- Staff will be treated in an anti-discriminatory manner
- Staff are respectful to all employees as well as children
- Staff are given clear objectives and standards
- Staff are open about discussing good and areas for development.
- Leaders model the appropriate behaviour
- Staff are knowledgeable about the vulnerability of the children that they look after
- Children are listened to
- Staff are listened to and empowered to challenge poor practice
- Parents are encouraged to be involved in planning their child's care and are welcomed into the provision
- Staff are valued
- The culture of the setting is embedded and fortified

Whistle-blowing procedures are in place and staff know how to use them

Appraisals

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 / CPD (Continuing Professional Development) linked to the setting action plan and school development plan.

- The manager (appraiser) is making an assessment of performance against the Job Description and as such will use the Job Description, previous year's objectives,

relevant action points from the setting action plan/school development plan to determine where performance has been exceptional, good, average or poor.

- To validate the assessments, evidence will be collated to illustrate any points that are made. Examples may include positive comments from parents, contribution at events such as parents' evenings or ideas presented for activities that have been successful for the children, attendance records, complaints or the implementation of change and learning following the completion of training; or development plans set at previous appraisals or supervisions.
- If the appraisal is with a new staff member, then the induction notes will help to identify progress.
- The appraisal form can also offer a unique opportunity for an employer to gain feedback on the business and to ask for comments on specific issues which may affect staff welfare; for example, work/life balance issues, length of journey time, staff facilities or even general staff morale within the provision.

Confidentiality

Although this is a confidential document, it is also an organisational document which does not belong solely to the manager, staff member or management committee. However, only under certain circumstances can others access these documents. For example, they may be accessed as part of:

- A grievance procedure
- A disciplinary procedure
- An internal/external inquiry
- A complaints procedure

In addition to the above information, it is important that staff members continue to raise concerns as they arise and not wait until their supervision meeting or annual appraisal.

Appraisal at the start of the academic year (September/October).

Supervision at the end of the autumn term.

Supervision at the beginning of the spring term

Appraisal review end of the spring term.

Supervision at the beginning& end of the summer term.

Legal framework

- Supervision is a legal requirement – in the revised EYFS Statutory Framework (2014) supervision of staff becomes a 'must' rather than the 'should' it was in the previous EYFS (2012).

Agreed by staff:

Date: Feb 2018

Agreed by Governors:

Date: March 2018

Our Federation's mission is to work together to create successful learners, confident individuals and responsible citizens.

Values

We aim to:

- Provide a Christian ethos relevant to all areas of school life
- Ensure a happy and caring environment in which all children and adults feel safe and can express their individuality
- Have high expectations for children in our care by providing an appropriate challenging curriculum which is inclusive and accessible to all
- Expect high standards of behaviour throughout the Federation
- Ensure equal opportunities for all
- Model and nurture good social, physical and spiritual development
- To celebrate achievement in all areas
- Ensure Governors are committed and involved in the life of the Federation
- Liaise effectively with parents, guardians, carers and the wider community
- Foster an awareness of and respect for the environment