

Staff Support and Supervision Policy

Aims

The PLACE Independent School aim to work together and communicate openly to support and keep people safe. We will keep children and people related to them at the heart of decision-making. We will focus on outcomes at the start of any placement and will continue to work with people to monitor outcomes achieved. We will be responsive to the changing needs of individuals and families whilst recognising our responsibility to safeguard. We value the importance of choice in children's lives and will seek to promote this wherever possible.

The PLACE Independent School prioritises supervision at all levels in the organisation, to ensure that it plays its role in developing a learning culture necessary to achieve good outcomes for children and carers. All those in a supervisory role will receive training on reflective practice and professional supervision to ensure they are equipped with the knowledge and skills to provide

The following key principles are followed:-

- Supervision should be centred on achieving better outcomes for children and carers
- Supervision should promote and evidence accountable practice
- Supervision should establish clear roles and responsibilities
- Supervision should build on the capacity for development and improvement

The key principles are interlinked by the relationship shared responsibly between the supervisee, supervisor and the management.

Key Principles

Supervisee's Responsibility

Supervisor's Responsibility

Management Responsibility

Achieving Better Outcomes for children and educators

We ensure that all matters that we bring to supervision are ultimately centred on better outcomes for children and carers

We ensure that we maintain a focus on better outcomes for children and carers within supervision discussion and recording

We ensure that there is sufficient organisational capacity and support to managers to enable better outcomes for children and carers to be achieved through effective staff supervision

Promoting and Evidencing Accountable Practice

We welcome constructive feedback on our practice and use this to inform professional development planning.

We take responsibility for our practice and use supervision to demonstrate that our actions and decisions are based on agreed evidence and are clearly recorded.

We take responsibility for our supervision practice and for using supervision to promote autonomy whilst quality assuring practice against national standards.

We welcome constructive feedback on our supervision practice and use this to inform and plan professional development.

We take responsibility for monitoring supervision practice and performance and will actively seek the views of staff and others to support good practice and respond to concerns.

We ensure that staff and managers are not put in a position where work demands exceed the expected capacity and skills of their post.

Establishing Clear Roles and Responsibilities

We use supervision to develop our understanding of our individual role and responsibilities together with those of our colleagues, linking them with the overall vision and core purpose of the company.

We use supervision to clarify individual roles and responsibilities and to promote understanding of roles and skills mix within the team to best support outcomes focused practice.

We continue to review staff roles; to clarify responsibilities, to ensure an appropriate skills mix within teams and to best support outcomes focused practice.

Build on the Capacity for Development and Improvement

We undertake learning and development opportunities as identified within supervision to improve knowledge and skills and contribute to the learning and development of others.

We regularly reflect on our practice within supervision and team discussions to reinforce and improve standards.

We ensure that individual learning and development needs together with activities to address those needs are a focus of supervision discussion as well as professional development planning.

We ensure that supervision provides opportunities to reflect not only on the 'how and what' but also the 'why' of practice

We ensure that there is sufficient capacity to ensure staff can participate in all compulsory training.

We provide a range of learning and development opportunities that uphold the company's commitment to continuously improve practice at all levels.

Models of Supervision

To ensure that all staff have an equitable access to good quality, effective supervision to the standards outlined above. The working environment will not always necessitate the sole use of formal one-to-one supervision. To ensure a continuing support for all staff to maintain a focus on the intended results of the work that they do and to reflect on and learn from their practice over time, consideration has been given to three different models of supervision and support: one to one supervision, group consultation and shared supervision. All three models of supervision are based on the same four key principles, in many cases staff may benefit from participating in more than one model. The Head Teacher has the responsibility of ensuring their staff have access to the most effective model(s) of supervision support.

One to one Supervision and PMR

One to one supervision is a formal, prearranged and contracted process between supervisee and supervisor where the principles of supervision are achieved within an individual relationship, confidential setting and protected space. The supervisor will be the supervisee's manager though they may delegate responsibility to a Senior member within the team. One to one supervision can include individual consultations on the young people, and information should be placed in the young persons file where appropriate.

The particular benefits within one to one supervision are:

A safe place for thinking and working with a focus on direct work with children and carers
An opportunity for the line-manager to give attention to the quality of work, including issues of accountability and formal decision making time and focus for the individual **PMR (performance management and review) process**