

Staff Supervision and Development Policy and Procedure

Reviewed by: Sarah Fox

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Next review: April 2022

Related Policies/Documents: Employee Handbook, Staff Code of Conduct, Appraisal Policy and Procedure


Endorsement

Full endorsement is given to this policy by:

Name: Joel Chalfen

Position: Cambridge Steiner School Trustee

Signed:



Date: April 2020

Aim

The aim of this policy is to outline how the Cambridge Steiner School (the School) approaches staff supervision and development.

Induction

A line manager/supervisor (hereon referred to as manager) will be agreed for all new joiners (staff and volunteers). The Education Manager is responsible for ensuring that the manager has the correct induction paperwork in advance of the new joiner starting, and the manager is responsible for ensuring that the new joiner completes all the required induction sessions within the given timescales. Inductions will be tailored to the new joiner's role, but will always cover key areas such as safeguarding, health and safety, roles and responsibilities, classroom rules, building familiarisation, and the core policies.

Statutory/Required Training

Members of staff and volunteers may be required to undertake training in order to be able to undertake their role effectively and to ensure that the School meets legal and statutory requirements. Examples include food hygiene, manual handling and safeguarding, including prevent training. Training may be delivered on training/inset days, or individual staff members may be asked to complete the training within or, where this is not possible, outside of their normal working hours.

Probationary Periods

All new staff, and any staff undertaking new roles within the School, have a probationary period built into their contract of employment. This is usually six months. During that period, the manager will meet regularly with the member of staff to ensure that their induction is completed effectively, that they receive feedback, any training needs are identified and any issues discussed. There will be at least two formal review meetings during the probationary period – one half-way through the probationary period and one before the end of the probationary period. The probationary review form at Appendix A should be completed before the meeting, reviewed with the new staff member in the meeting, and the review meeting form at Appendix B completed during the meeting. Copies should be signed by everyone present and retained by the manager and the member of staff, and a copy should be given to the Education Manager for the staff member's file.

Whilst volunteers are not usually subject to the same probationary procedures, managers are responsible for ensuring that the volunteer's induction is completed effectively, that they receive feedback, any training needs are identified and any issues discussed.

Team Meetings

Staff and volunteers will be required to attend (or may be invited) to team meetings as appropriate for their role. These may include class meetings, department meetings, management meetings and trustee meetings. Meetings provide an opportunity for discussion with others, support and guidance. However, it should be noted that meetings will have agendas, so items should be sent to the meeting chair in advance wherever possible.

Faculty Meetings

Faculty meetings are every Thursday during term time from 3.30pm – 5.00pm. It is a compulsory meeting for teaching staff working over 20 hours per week, but any other member of staff/volunteer is welcome to attend. However, a regular commitment to attending must be made in order to ensure that the group runs effectively. Faculty meetings focus on the School's pedagogy as well as offering a chance for individual reflection and self-development.

Supervision

Supervision is an opportunity to meet at regular intervals to discuss and provide support and empowerment to staff, and to make sure they feel equipped and happy to fulfil their job effectively. The meeting needs to foster a culture of open discussion where staff have the time to discuss any concerns, worries and constraints within their role and the setting as a whole. The key elements of supervision are coaching, training, personal development and the focus on children and their well-being. Within Cambridge Steiner School, we usually refer to supervision meetings as one-to-one or review meetings and these are normally held between a manager and staff member. For members of School Leadership Team, a peer and/or external supervision system is used. It is recognised that managers will also have regular informal discussions with staff regarding specific issues as they arise and that it is good practice to do so.

Good Practice in One-to-one/Review Meetings

Effective meetings are commonly characterised by the following features.

1. Confidentiality

Issues of trust need to be thoroughly explored and the importance of confidentiality emphasised.

There should be a joint commitment to openness and clarity about what may be treated as confidential by both parties (or a supervision group). Any matters discussed in a review meeting can be treated as confidential when it is agreed that it is unnecessary to discuss them elsewhere. However, openness requires all parties to be sensitive to those occasions when difficult issues will have to be discussed elsewhere, and to be transparent about when and why this will be necessary and how it will be done. Managers should always ensure notes of meetings are stored securely.

2. **Commitment to preparation**

Both the manager and staff member should come prepared for a review meeting, including a review of previous actions and consideration of points for discussion. The structure of the agenda can be jointly agreed by both parties at the beginning of each meeting, allowing prioritisation of topics and flexibility to reflect current needs. Topics for discussion may include:

- review of last meeting and tasks undertaken
- well-being check (always included)
- positive feedback and recognition
- concerns, issues and problems
- training and development needs
- individual children's progress
- interactions with families, colleagues and other professionals
- recent or upcoming changes
- safeguarding, equality, and health and safety issues.

However, all topics cannot be covered each time and will need to be jointly prioritised at the beginning of supervision sessions.

3. **Agreed frequency and duration of meetings**

Review meetings should be scheduled in advance and, as a minimum, should be once per term for an hour. Managers should avoid postponing meetings. Where cancellation is unavoidable, it is the responsibility of the manager to arrange an alternative time as near as possible to the original time. It is best practice and courteous to discuss pertinent issues with staff as soon as possible, so managers should always remain flexible with the meeting schedules and meet more frequently if needed. For further advice and guidance in this respect, managers should speak to the Education Manager.

4. **Appropriate physical environment**

Meetings should take place in an agreed confidential, comfortable setting where interruptions are minimised.

5. **Recording the review meeting**

The prompt recording of review meetings is necessary to provide an accurate record of decisions made and actions required. An Employee Review Meeting Form (Appendix B) should be used for this. Often the manager takes responsibility for documenting the discussion during the session, formally agreeing actions at the end and providing the member of staff with a record shortly following the meeting. Any safeguarding decisions will be clearly stated and recorded in case files (in accordance with safeguarding standards). The member of staff will check the notes upon receipt and send any additions/amendments to the manager.

Copies should be signed by everyone present and retained by the manager and the member of staff, and a copy should be given to the Education Manager for the staff member's file.

6. **Supervision of volunteers**

Ideally, volunteers need to take part in regular supervision in line with their role and hours of work.

External Advisors

We recognise that having external advisors who are experienced in Steiner Waldorf education and/or other specialist areas, and who can come into school to observe staff and offer feedback, is very important and beneficial. As such, we organise regular visits from advisors from the Steiner Waldorf Schools Fellowship, SEND specialists, Steiner Waldorf teachers and others as appropriate. External advisors may be asked to provide feedback reports on individuals, and these should be reviewed by the manager and the staff member as soon as possible after receipt, and any actions needed agreed as a result. Actions should be reviewed in the following review meeting, and all feedback reports should be reviewed in the annual appraisal.

Appraisals and Lesson Observations

Please refer to the Appraisal Policy and Procedure.

Link Trustee Meetings

All members of the School Leadership Team will be allocated a link trustee at the start of each academic year. Trustees should arrange a termly meeting with these staff members. This is not a supervision meeting, but rather a chance to discuss the previous term and the term ahead and to offer support where needed.

Training and Development

Training needs are usually identified through the recruitment, induction and probationary processes, within review meetings, and in appraisal meetings. Training needs are collated on an annual basis following the appraisals, and the School Leadership Team assesses and prioritises training across the School. The School has a limited training budget, so it should be noted that not all training and development needs will be approved. Compulsory/statutory training will always be funded by the School. Other approved training needs may be funded, part-funded or some other financial incentive offered e.g. travel costs covered. We may require staff to sign and observe a 'Training Agreement', which provides for an amount of the money invested in the development opportunity to be paid back if the member of staff leaves within an agreed timeframe. Decisions on funding will be made based considerations such as cost, time involved, the employee's role, benefit to the school and/or necessity for the training.

Succession Planning

Succession planning aims to secure effective leadership throughout the school, with a plan extending into the future to cope with anticipated and potentially unexpected changes in staff. Staff are encouraged to discuss their career development aspirations with their manager during their review meetings so that opportunities for formal and informal learning can be considered and facilitated in order to help staff gain the necessary skills and experience to be able to move into different roles within the School as they arise.

Requirements of the Early Years Foundation Stage (EYFS)

From September 2012, the EYFS set out a statutory requirement that all early years' settings have arrangements for staff supervision in place. In the revised EYFS 2017, 3.21 and 3.22 points out the requirement for supervision of staff. The new EYFS places an increased emphasis on welfare and safeguarding standards, stipulating that regular staff supervision is now a statutory requirement. It improves practice and maintains effective early years' provision. The framework highlights the importance of good supervisory practice throughout the EYFS in the context of a supportive professional culture to ensure the highest standards of safeguarding for both children and staff.

“Effective supervision provides support, coaching and training for the practitioner and promotes the interests of children. Supervision should foster a culture of mutual support, teamwork and continuous improvement which encourages the confidential discussion of sensitive issues.”

(Statutory framework for the Early Years Foundation Stage 3.21)

Our staff supervision procedures, as outlined above, comply with the requirements of the EYFS.

Appendix A – Probationary Review Form

Your observations and comments will be used along with all other information to review the new staff member's performance and continuing employment in the school. This information will be used as part of the probation period at the end of which the employee will either be told they have successfully completed their probation, their probationary period will be extended, or their contract will be terminated.

From what you have seen, how well is the new staff member fulfilling his or her duties?

Comment on such things as: Relationship with pupils, management of the environments, behaviours, personal qualities etc.

With what further support could/should the new staff member be provided?

Please provide actions with deadlines/timeline. Indicating who and how this will be achieved.

After completing this form please meet briefly with the new staff member to discuss your observations and give feedback, completing an Employee .

Appendix B – Employee Review Meeting Form

Date of Meeting:		Staff Member:	
People Present:		<i>If you have comments that do not fit easily into the given format please continue overleaf.</i>	
Items discussed, observations and comments:			
Response/Comments:			
Wellbeing check (any concerns/difficulties, workload, ability to take breaks, work-life balance etc):			
Actions agreed with timescales:			
Date of next review meeting:			
Please sign below to show that you agree that the above record is an accurate summary of the meeting.			
Signature of staff member:			

Signatures of all people present:	
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Appendix C – Appraisal Preparation Guidance

The Appraisal framework in the School is designed as a two-way process. It is about you and your place in the School, your strengths, ambitions and at the same time any areas for development. A chance for reflection and review, but very importantly about discussion and drawing up an agreed action plan going forward, setting objectives and agreeing aims. It is also an opportunity to identify what support and learning you may need to achieve your potential. To get the most out of your appraisal, please take the time to prepare. There are a few prompts below to help you think about what you want to get from your appraisal.

Start with the Past Year:

Your Objectives and Achievements

Take time to reflect and be honest:

List your major objectives for the previous year (from last review meeting) and evaluate your performance

To what extent have you met or did not meet your previous objectives?

What might you have done differently?

What helped you to achieve your objectives or what prevented achievement

Take time to recognise and celebrate your achievements. (We don't take enough time for this in everyday life!)

What was it inspired you? What skills and strengths did you show?

Review the Job Role and Description

Does the job description still reflect the true nature of the role?

Are you spending the right amount of time on the right thing or are some things taking too much of your time?

Are there things you no longer do (for example due to changes in technology, legislation or procedures)

My comments on my overall performance / Topics I wish to discuss in the meeting

Look at what you have included in your achievements and past objectives and consider your job description and teaching standards.

What can you learn?

What skills and strengths does this illustrate?

What development or support needs does it reveal?

What do you want to take forward into planning your coming years objectives and aims.

Think about behaviours, how you did things, skills, attitudes, skills, team-working etc

Your line manager will also give their comments on your performance, this should be constructive and honest.

The Now and the Future:

Objectives - Steps to achieve, evidence to assess progress, and timescales

Set yourself objectives for the coming year, do not set more than 3 or 4 and make them SMART – Specific, measurable Achievable, Realistic and Timely. Then break them down into smaller actions with a timeline. That way you are much more likely to achieve them.

Standards

Think about which standards or particular teaching qualities you would like to develop/focus on. Think about evidence to assess progress and timescales.

Training and Development

Think about training and development in its widest sense – include training courses, conferences, workshops but also mentoring, buddying, observations, working in other classes/kindergartens, visits to other organisations. Be creative and think widely – small things can make a big difference
Put in definite actions to ensure these are achieved and a timeline.

My Future Development

Think about career development, future aspirations. Where do you want to be in 1, 3, 5 or 10 years. What challenges do you want in your career and how do you want your career to develop. Are you challenged in your role now? Or do you want more opportunity? It is really useful to discuss this at your appraisal so that this can be considered for your future in the school.

After your appraisal

You will be able to make your comments on the appraisal and in general. Your manager/appraiser will also give their comments. It is often that these sections can be the most revealing and constructive following the appraisal and having had time to digest and reflect.

Lastly, prepare, make the most of the actual appraisal and use it for the future.

So what happens then?

Your appraisal should be a 'living document', don't just put it away and not think about it. It guides your future work and helps you focus on what you want to achieve and how you want to develop.
It is just part of the bigger picture and will link to the overall School Vision, aims and School Improvement Plan. It will also link to your advisory sessions, department meetings and other meetings that you have with your colleagues or manager.

Remember essentially it is for you, so make best use of it.

Please Note: Attached is information from our Staff Handbook concerning Appraisal, Induction and Development, which relates to your Appraisal and this guidance. Pages 11 and 12

Taken from The Cambridge Steiner School – Employee Handbook

Performance Review

It is our practice to monitor performance on an on-going basis, in the belief that minor issues can be identified at a very early stage and rectified either by retraining or by informal counselling. In this way, we feel we can create a positive approach to problem solving and improve efficiency. However if there is deemed to be an unacceptable volume or quality of work produced in relation to agreed targets, or by general comparison to other employees, this will be the subject of further investigation. Whilst such investigation may lead to referral

to the disciplinary process, we might also consider whether training or other forms of assistance would be a more appropriate remedy.

Career Appraisal

In addition to the informal performance review, for dealing with day to day issues, we also have in place a structured mentoring and appraisal system. The process is two-way and provides an opportunity for you to express your ambitions and identify any obstacles which you feel may be slowing your development. It is also an opportunity for us to highlight and maximise areas of strength and, at the same time, areas requiring improvement or development can also be identified and plans laid to achieve these aims.

The prime objective of the appraisal system is to draw up an agreed action plan, to place you where your contribution is most effective and to overcome difficulties by the provision of appropriate support or training in order to maximise potential. The action plan document also provides a benchmark for the future, so that improvement and/or development can be measured and ensure that career direction is on the right path.

Development Training

We will discuss and agree your participation in internal and external training activities in advance. We will meet agreed costs incurred in such training. We also encourage you to undertake training appropriate to your development. We will consider this on the basis of mutual benefit. In particular we examine the relevance to your role, development and our organisational needs. We cannot afford to fund every request we receive. Where we do support a development opportunity, we may require you to sign and observe a "Training Agreement." This is to protect our investment in your future. It covers, for instance, extra costs we incur in facilitating your training opportunity.