

Staff Supervision and Development Policy February 2019

Reviewed by: Isla Lunan

Reviewed on: February 2019

Next review: August 2019

Related Policies/Documents: Employee Handbook, Staff Code of Conduct, Appraisals and Mentoring (Lower School) document

Endorsement

Full endorsement is given to this policy by:

Name: Claudia Goodbrand

Position: Cambridge Steiner School Trustee

Signed: 

Date: February 2019

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 Resources 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, role and responsibilities, classroom rules and 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. 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 Resources 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 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 the School Coordination 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 Resources 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 Resources 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.

Teaching Observations

Observations form a crucial part of the supervision and development process within the School. The School Coordination Team will ensure that there is an annual plan in place to facilitate termly observation sessions for all teaching staff, wherever possible.

The observation/feedback reports 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.

In the Lower School, each teacher has a manager who is a more senior teacher (except for the Senior Teacher who is appraised by an external adviser). The manager observes lessons on a regular basis to give feedback and to ensure that the quality of teaching is good. They also check the quality of the children's work and of the marking and assessment on a half-termly basis. Children also take standardised tests in numeracy and literacy. An Observation Form template for use in the Lower School can be found at Appendix E.

If we find that the quality of teaching is below standard and/or that the children are not making sufficient progress, we will seek to address the issue using our Capability or Disciplinary Procedures (please refer to the Employee Handbook). Clear targets are set and a support plan is put in place to help the teacher to make the necessary improvements. Measures may include, but are not limited to, extended visits from external advisers, weekly observations by the manager or further training.

Appraisals

Appraisals should take place at least annually for all staff, and the review meeting that takes place in the summer term will usually be an appraisal meeting. The appraisal is an opportunity to review the previous year and to look forwards to the year ahead. Training needs for the next academic year will be collated from appraisals, so it is important to identify, as far as possible, any training needs and whether they are compulsory/statutory, required or desirable. Appraisal preparation guidance and the Appraisal Form can be found at Appendices C and D.

Link Trustee Meetings

All members of the School Coordination 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 Coordination 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 eg. 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:			

Appendix C – Appraisal Preparation Guidance

The Appraisal and Mentoring 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 four or five of your major objectives for the previous year 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).
- What was it that inspired you? What skills and strengths did you show?

Review your Job Role and Description

- Does your job description still reflect the true nature of the role?
- Are you spending the right amount of time on the right things 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)?

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:

- 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 year's objectives and aims?

Think about behaviours, how you did things, skills, attitudes, skills, teamworking etc

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

The Now and the Future

My future objectives/goals and improvements

Set yourself objectives/goals for the coming year. Do not set more than three or four 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.

Learning and Development

Think about learning 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 etc. 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 one, three, five or ten 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 Development 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.

Below is information from our Employee Handbook 2016-17, which relates to your appraisal and this guidance.

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.

Appendix D – Appraisal Form

PART 1: PAST

Employee information			
Name		Date of review meeting	
Job title			
Reviewer name			
Reviewer's job title			

1.A Objectives (This section is to be completed by the staff member before the review meeting.)
 To what extent have you met your **previous** objectives? List four or five of your major objectives for the previous year (from last review meeting) and evaluate your performance.

Objectives	Key comments

1.B My achievements over the last year	Reviewer's comments

PART 2: PRESENT

2.A Review your 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 etc)?

2.B My comments on my overall performance/topics I wish to discuss in the meeting (to be completed before the review meeting)

2.C Reviewer's comments on staff member's overall performance (to be discussed during the review meeting and completed after the meeting)

PART 3: FUTURE

My future objectives/ goals and improvements		
<i>Objectives/Goals (Make them SMART)</i>	<i>Actions to achieve objective (Breakdown into achievable steps with a timeline)</i>	<i>Timeframe</i>

PART 4: LEARNING AND DEVELOPMENT PLAN

Learning and Development Plan		
<p>Think about learning and development in its widest sense – include training courses, conferences, workshops but also mentoring, buddying, observations, working in other classes/kindergartens, visits to other organizations etc. Be creative and think widely – small things can make a big difference.</p>		
<i>Development Opportunity</i>	<i>Details and actions</i>	<i>Timeframe</i>

PART 5: COMMENTS

5.A My future development

Think about career development, future aspirations

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My general comments (To be completed by the staff member after the review meeting)

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5.B Reviewer’s managers comments (Reviewer’s manager to complete this section)

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5.C Post review actions

Reviewer to send:
 Original to Reviewee
 Copy to Resources Manager

Signed Staff Member		Date	
Signed Reviewer		Date	

Appendix E – Peer Observation Form (Lower School)

Teacher:	Class:	Subject:	Date:
Observer:			
<i>This form should serve as a basis for a reflective and supportive conversation between the observer and the teaching colleague. It is a tool for maintaining and developing the quality of teaching & learning.</i>			

QUALITY STANDARDS	Needs attention	Meets basic expectations	Good practice; many good elements	Excellent/ outstanding
1 Lesson plans and differentiated work				
2 Teacher's relationship with class				
3 Authority and respect				
4 Behaviour and discipline				
5 Teacher's delivery of new content and pupils' response				
6 Quality of teaching				
7 Pupils' motivation to work and participation in class activities				
8 Work assigned; challenge				
9 Ability to work independently				
10 Differentiation during teaching				
11 Recall				
12 Quality of Artistry in work of pupils				
13 Work habits				
14 Quality of learning – new knowledge, skills, ideas and understanding				
15 Use of assessment to improve planning and learning				
16 Balance of listening/doing – rhythm & breathing of the lesson				

Recommendations:
Date for Review:

Teacher:	Signed:	Date:
Observer:	Signed:	Date:

Needs attention	Meets Basic Expectations	Good Practice; many good elements	Excellent/ Outstanding
1 Lesson plans & differentiated work (<i>Thoroughness of the teacher's preparatory thinking</i>)			
Little detail is to be observed in plans, which are unsystematic in layout. Unclear aims and objectives. No consistent differentiated work recorded.	Plans are sketchy but adequate for nurturing WFT. Aims and objectives included.	WFT all clearly addressed. Aims and objectives clear. Individual needs identified and differentiated work included.	Detailed plans (yearly, termly, daily) included. Clear aims & objectives (WFT). Learning differences and work assigned evident. Reviews included.
2 Teacher's relationship with class (<i>Feeling realm</i>)			
Teacher is clearly not at ease with class and a strained relationship is observable.	Teacher is developing a positive relationship with the class. Pupils accept guidance.	Teacher relates well, showing interest and care for pupils. There is evidence of humour.	Excellent relationship where teacher is warm, encouraging and understanding of all pupils.
3 Authority and respect (<i>Pupil response to the Will of the Teacher</i>)			
Pupils may be rude, answer back and are slow to do what the teacher has asked. Teacher struggles to get the children to conform to expectations of behaviour.	Most pupils usually listen to the teacher and respond positively to what is asked of them.	Pupils generally demonstrate a positive attitude to their teacher. They clearly accept the teacher's authority.	All pupils show high level of respect for their teacher.
4 Behaviour and discipline (<i>Interaction of the wills</i>)			
Significant effort is exerted in managing behaviour. Some pupils behave poorly and disrupt learning of others. Teacher has difficulty with implementing disciplinary procedure.	Pupils generally know boundaries, conform positively to expectations and behaviour is generally appropriate. Discipline procedure is applied when required.	Pupils' behaviour is very good and disciplinary measures are rarely required.	Behaviour is consistently appropriate and very positive. There is no significant disruption to learning.
5 Teacher's delivery of new content and pupils' response (<i>The story we give</i>)			
Delivery of new content lacks significant substance and/or imagination. There is no obvious variation in use of voice, pace, or change of mood. Pupils are restless, interrupt teacher's narration and are unfocused.	Teacher delivers appropriate content with elements of artistry and imagination. Pupils are mostly attentive.	Teacher presents significant content in an imaginative and artistic way. There is a clear variation in dynamic and mood. Most pupils listen well.	Imaginative and artistic delivery of substantial and meaningful content is excellent. All pupils are deeply engaged and focused on the lesson.
6 Quality of teaching (<i>Teacher as Artist</i>)			
Teaching fails to capture interest and imagination of many children.	Teaching is focused and clear.	Teaching also includes imaginative and artistic elements.	Teaching is consistently stimulating, artistic and imaginative.
7 Pupils' motivation to work & participation in class activities (<i>Strength & direction of the will</i>)			
Pupils are not engaged or motivated to work. They may disrupt class activities, do not participate and show negativity and boredom.	Pupils' motivation is variable with some good aspects. They participate in class activities.	Pupils' motivation for work is good. They participate with enthusiasm.	The great majority of pupils show a high level of motivation. They contribute positively in class activities, taking initiative.

8 Work assigned; pupil response to challenge			
Many pupils need reassurance and are unhappy when challenged due to lack of confidence. Teacher's sights are set too low. Work is not always age appropriate; pupils underachieve.	Pupils carry out age appropriate set work with good will. They are used to being challenged and respond fairly well. The standard of work achieved is satisfactory.	Pupils enjoy being challenged and achieve a good standard and quality in their work. Teacher employs different strategies, for example paired or group work.	All pupils, regardless of ability, are keen to work and are sufficiently challenged. Teacher uses different strategies appropriately. There is high pupil achievement and an excellent standard of work attempted.
9 Ability to work independently and with others (<i>Independence and socialisation of will</i>)			
Teacher does not encourage independent work. Pupils show little effort or initiative in tasks set.	Pupils share responsibility for completing group tasks; they work independently as required.	Pupils consistently work with a degree of independence at material suited to their level of ability. They collaborate well on group tasks.	The great majority of pupils demonstrate appropriate level of independence and initiative and they work with enthusiasm in group tasks. They use time well.
10 Differentiation during teaching (<i>Teacher's sensitivity of will</i>)			
Little or arbitrary differentiation to be observed. Learning differences are not addressed.	Teacher is aware of varying needs in the class and attempts to teach accordingly. Some differentiated independent work is given.	Differentiation is a strong aspect of the teaching and learning process.	Differentiated work is varied, interesting and age appropriate ensuring that pupils work positively to their abilities and strengths.
11 Recall (<i>Quality of use of factor of sleep in deep learning</i>)			
Methods for recall are ineffective and fail to engage the whole class. Relationship with previous content is not extended or deepened.	Methods for recall are effective and engage the class. Relationship with previous content is extended or deepened.	Recall is thorough and creative and forms a clear link between previous content and new work.	Recall is used effectively and innovatively, in a manner that stimulates all children to be active. Recall creates strong link between previous content and new work.
12 Quality of Artistry in work of pupils (<i>ML books; music; handwork; craft; movement etc</i>)			
Teacher accepts a low standard of work and carelessness is evident in presentation. Pupils give little attention to detail. Artistic work is rushed/ immature; in movement lessons, movement is sloppy.	Teacher is directing pupils towards good standards. Presentation and artistic work are approached with care. (e.g. Neat writing and colourful and artistic drawings are evident.)	Teacher and pupils consistently set good standards with regard to presentation and artistry of the work done by pupils.	The great majority of pupils consistently work to high standards and take pride in their excellently presented work.