



Roar Staff Supervision Agreement



Agreement between Joe Bloggs (Supervisor) and Bloggs Joe (Supervisee)

This agreement is in place and designed to be a tool that will underpin and maintain a good supervisory relationship. It will be completed in partnership between supervisor and supervisee and should be completed at the start of any new supervisory relationship, and reviewed annually. The quality of any supervisory relationship relies heavily on the conversation, and so this tool is designed to provide an effective foundation for discussions within supervision. The points below should help with setting this.

Practical Arrangements

Frequency	Once a term
Location	Staff meeting room away from my classroom
Duration	Minimum 30 mins max 1 hour.
Cancellation agreements	Supervision a priority, only cancel if urgent safeguarding need arises, and always reschedule asap.
Availability of supervisor for ad-hoc discussions	Available for ad-hoc discussions, but anything that can wait for supervision, please do so, but any safeguarding concerns always bring to me prior to supervision.

Content

Process for agreeing on agenda	We will recap each supervision session on the last supervision, and both add to the shared agenda, ensuring priority points fit into the time scale.
Prep for supervision should include	Prior to supervision, both supervisor and supervisee to book in at least 15 minutes to recap on last supervision notes and think about agenda points they'd like to bring.
Priority areas for regular discussion	Staff wellbeing, job satisfaction, pupil caseload/managing pupil behaviour in class, upcoming events, i.e. parents' evenings.

Making it work

Purpose of supervision	To look at workload, help with managing if it feels too much, any CPD areas of need now that I have taken on assistant head of year responsibility, support for me and my own wellbeing, reflect on job satisfaction and areas I am proud of / need support with.
What should the supervisee bring to the relationship?	Open and honest approach, be willing to learn and explore options to support the workload, take time to reflect throughout their working day on areas they are proud of, and be open to working with other colleagues to resolve situations.
Supervisee expectations of supervisor?	To help where they can and if not refer on to the correct people. To be honest, if you haven't got the answer, stick to the timescale to honour the agenda items I'd like to bring.

Supervisor expectations of supervisee?	See supervision as an open safe space to talk about the demands of the role. To trust me as your supervisor to do the best that I can do. To be open to feedback and help when needed.
Any factors to acknowledge prior to the development of a supervisory relationship?	N/A
Agreed permissions	Adhoc discussions, to link up with other colleagues when necessary, that it isn't a to-do list session, supervisor won't give all the answers, it's up to supervisee also and working together.
What methods will be used if any difficulties in the relationship arise?	To talk about these between supervisor and supervisee in a safe space without confrontation where possible. If required and unable to resolve, another supervisor can sit in the meetings, or alternatively, another supervisor in school may be offered to the supervisee.
All areas below covered with supervisee?	Yes

1. **Confidentiality:** This supervision session is confidential between the Supervisor and Supervisee. The supervision session should not be discussed, with a third party, unless with prior agreement of both parties. The exception to this is if an issue is unresolved and has to lead to procedures being implemented, such as discipline or grievance procedures.
2. **Regularity:** Good practice is that supervisions should be held every half term, when possible, but discuss with school around your capacity as supervisor.
3. **Location:** All supervision sessions will take place on school premises. It will take place in a quiet place with no interruptions and ideally away from the workplace, i.e. classroom and not a communal space.
4. **Length of Session:** Good practice is that each supervision session will be of no less than 60 mins and no longer than two hours. However, as in point 2, this is to be discussed in terms of your capacity.
5. **Cancellation:** Supervision is integral to our school's wellbeing policy for staff and will only be cancelled when there is no other option, e.g. illness, or a crisis situation. If cancelled, then another date to replace a missed session should be booked in asap and in accordance with the regularity of supervisions.
6. **Preparation:** The supervisee and supervisor are responsible for preparing for the session and contributing to a shared agenda.
7. **Equality and Diversity:** Any relevant equality issues will be discussed, and ways to address them sought.
8. **Recording:** The supervisor will keep a written record of the sessions, which will be agreed upon and signed by both Supervisor and the Supervisee.

Signed: (Supervisor) and(Supervisee)

Date:

STAFF SUPERVISION

The aim of supervision:

- To ensure that all staff within the school feel valued and supported, professionally and emotionally.
- To contribute to staff's continued professional development and ensure their job satisfaction.
- To create a safe space within the school, where structured conversations can take place, and staff have the protected time to have these discussions.

OBJECTIVES:

1. Accountability objectives:

- Reviewing and managing workload
- Setting objectives and targets for key pieces of work
- Evaluating effectiveness and efficiency of work carried out, including achievements.
- Monitoring availability of resources to do the job
- Ensuring Schools Policies and Procedures are understood and adhered to.

2. Professional development:

- Development of reflective practitioner skills
- Critical incident analysis
- Case reviews/safeguarding concerns of children and young people
- Problem-solving
- Identifying training needs
- Celebrating and highlighting areas of good practice and work.

3. Support objectives:

- Exploring professional boundaries
- Exploring supporting personal needs when directly impacting ability to work effectively
- Availability of additional resources to support wellbeing, internal and external to school.