



Supervision in Education Policy

Policy Number	New or Reviewed	Date of next Review	Responsibility
HCP034	February 2020	March 2022	Principal

Empowering learners to shape their future

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SUPERVISION IN EDUCATION POLICY

1. Supervision in Education Policy Statement

- 1.1. Effective professional supervision can play a critical role in ensuring a clear focus on a learner's welfare. Supervision should support professionals to reflect critically on the impact of their decisions on the learner and their family. Any professional working with vulnerable young people or vulnerable adults should always have access to a manager to talk through their concerns and judgements affecting the welfare of the learner. (Working Together 2013)
- 1.2. All staff working in Horizons College have a responsibility to safeguard Horizons College learners in their care. Horizons College staff can only achieve this effectively if they:
 - a. Are clear about what is expected of them.
 - b. Have the skills, knowledge, behaviours, values and attitudes to carry out their role.
 - c. Are fully supported in their role and managed effectively.
- 1.3. Supervision is one of the ways in which this can be achieved. This Policy sets out how Horizons College staff can expect to be supervised and provides Horizons College management with the key elements needed to supervise Horizons College staff effectively.

2. Definition of Supervision

- 2.1 Supervision is best described as **an accountable process that supports, assures and develops the knowledge, skills and values of an individual, group or team** (taken from **Providing Effective Supervision – Skills for care / CWDC 2007**).

3. Functions

- 3.1 Management:
 - a. This function should include discussion about:
 - The manager's work plan and priorities, including current workload;
 - Key achievements;
 - Previous actions identified at the last supervision meeting;
 - Individual case/s, which have been identified by the manager.
- 3.2 Learning and Development:
 - a. This function is to encourage Horizons College staff to reflect on their own performance, identify their own learning and development needs and develop plans or identify opportunities to address those needs.

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3.3 Support:

- a. The role of Horizons College staff working to keep Horizons College learners safe can sometimes be demanding and emotionally draining and requires resilience, determination and courage. This function recognises this and offers opportunity to reflect on the impact of the work upon them and prevent issues adversely affecting them and their work.

4. Frequency of Supervision

- 4.1 As a general principle and where possible, there should be opportunity for formal supervision three times a year (approximately every twelve weeks).
- 4.2 It should also be recognised that due to the pace of the work and change and the frequency of supervision, there may be times when Horizons College staff have to check something out with a manager, obtain a decision or gain permission to do something before the next planned supervision session. This form of supervision is, of course, a normal and acceptable part of the staff / manager relationship.

5. Agenda and Structure

- 5.1 Both parties should agree the agenda items at the start of the session to make the most effective use of time. Formal supervision sessions should last approximately thirty minutes. Where individual cases are discussed, reference to this will be added to the Horizons College learner's individual chronology.

6. Confidentiality

- 6.1 Supervision is a private but not a confidential process. From time to time, the manager will need to discuss the content of the meeting with others. This should always be with the knowledge of the person being supervised.

Signed Principal

Signed Chair of Governors

Date

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