

POLICY AND PROCEDURES ON STAFF SUPERVISION FOR EARLY YEARS FOUNDATION STAGE

REVIEWED: June 2026
NEXT REVIEW DATE: June 2028

This policy applies to all EYFS practitioners.

1 Introduction

- 1.1 Effective supervision provides support, coaching and training for the practitioner and promotes the interests of the children. At Leicester Grammar Junior School supervision fosters a culture of mutual support, teamwork and continuous improvement which encourages discussion of sensitive issues.
- 1.2 The aim of supervision is to discuss and provide support and empowerment to staff to make sure they feel equipped and happy to fulfil their job effectively. These meetings provide an opportunity for open discussion where staff have time to discuss any worries, concerns or constraints within their role and the school as a whole.
- 1.3 The key elements are coaching, training and personal development and the focus on children and their well-being. It is a two-way process to enable both parties to develop a positive and mutually supportive discussion and ongoing provision.
- 1.4 Not all supervision is planned. Unplanned supervisions may also occur during the course of the year to identify solutions to address issues as they arise. An 'open door' culture is encouraged.
- 1.5 Supervision is a termly one-to-one meeting.

2 The Purpose of Supervision

- 2.1 Supervision is designed to support EYFS staff, including in their role as key person, in supporting their children and families with the problems they encounter, particularly concerning the child's personal, social and emotional development, their wellbeing and any safeguarding concerns.
- 2.2 Supervision has several purposes and forms part of the continuing professional development and staff support system at Leicester Grammar Junior School.

- 2.3 It aims to support personal achievements of EYFS Practitioners, enabling them to understand the aims of LGJS and how they can contribute to these aims. It provides an opportunity to respectfully challenge individual and team practice for the benefit of the setting, improving communication between staff.
- 2.4 It provides an opportunity to discuss individual roles and responsibilities and to discuss future professional development. It provides an opportunity to reflect on, analyse and evaluate practice. It will support the setting of targets for the EYFS setting and enable best practice to be explored within the appraisal process. It will promote safe working practices and ensure a thorough understanding of safeguarding issues.
- 2.5 Meeting notes are not usually formally recorded, but practitioners may request a copy of the matters discussed at the close of the meeting.

3 Frequency of Supervision Meetings

- 3.1 Meetings will take place once a term with the Deputy Head Pastoral and should last for about half an hour. The schedule for meetings is shared with all staff at the beginning of each academic year. However, further meetings are always available and an open-door policy is encouraged.
- 3.2 For newly appointed members of staff meetings may take place more regularly.