



## **APEX EDUCATION ALTERNATIVE PROVISION STAFF TRAINING & SUPERVISION POLICY**

Policy approved by: **Directors**

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### **Contents:**

- 1.Introduction
- 2.Induction
- 3.Statutory/Required Training
- 4.Probationary Periods
5. Team Meetings
6. Supervision
7. Training and Development
8. Succession Planning

### **1.Introduction**

The aim of this policy is to outline how the Apex Education approaches staff supervision and development.

### **2.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.

### **3.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 Apex Educationl 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.

### **4.Probationary Periods**

All new staff, and any staff undertaking new roles within the company, 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 should be completed before the meeting, reviewed with the new staff member in the meeting, and the review meeting form 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.

### **5. 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 board 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.

## 6. 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 Apex Education, 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 Leadership, a peer and/or external supervision system may be 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. 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

## **7. 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 Leadership Team assesses and prioritises training across the company. Apex Education 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 us. 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 Apex Education and/or necessity for the training.

## **8. Succession Planning**

Succession planning aims to secure effective leadership throughout Apex Education, 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 company as they arise.