



## Section Nine

### Staff Qualifications, Training, Support and Skills

- Performance Management Cycle
- Staff Appraisal Form
- Staff Appraisal
- Supervision Guidance
- Staff Induction Policy
- Staff Meetings
- Supervision Record



## Performance Management Cycle

### Aim of The System

To assure continued business success by ensuring that all staff are clear about their role in the organisation and are resourced, both in terms of training and development and management support, to make an optimum, and personally fulfilling, contribution.

### Objectives

- To ensure that staff understand how their role and behaviour contributes to the successful accomplishment of our targets.
- To ensure clarity of purpose for staff.
- To develop staff within a continuous improvement culture.
- To encourage individuals to contribute to, and take ownership of, their own work objectives and development targets.
- To identify the training and development needs of individuals in order to achieve their performance targets and/or career development objectives.
- To conduct effective evaluation, by staff and Line Managers, of the impact of training and development invested in individuals and teams.

### The Performance Management Cycle

Staff should be provided with a clear and concise job description upon commencement of their employment detailing their roles and responsibilities.

**Induction** - supports the EYFS requirement 3.18; providers must ensure all staff receive induction training to help them understand their roles and responsibilities. Induction training must include information about emergency evacuation procedures, safeguarding, child protection, the providers' equality policy and health and safety issues.

**Supervision** - supports the EYFS requirement 3.19; providers must put appropriate arrangements in place for the supervision of staff that has contact with children and families. Effective supervision provides support, coaching and training for the practitioner and promotes the interests of the children. Supervision should foster a culture of mutual support, teamwork and continuous improvement which encourages the confidential discussion of sensitive issues (such a safeguarding).



**Appraisal** - supports the EYFS requirement 3.22; providers should ensure that regular staff appraisals are carried out to identify any training needs, and secure opportunities for continued professional development (CPD).

Practitioners should meet with their line manager once a year to look at their job description and set tasks and targets for the year. Targets should be agreed for improvement and staff training should be discussed and agreed as necessary. The performance management cycle should consist of an interim review, within 6 months to discuss performance against set targets and the job description.

### **Appraisal Guidance**

Appraisals are an integral part of employing staff. They are a very useful tool for evaluating staff performance and identifying areas for development. When conducting an appraisal staff should have a reasonable period of notice to enable them to complete the relevant sections of the appraisal form and think about celebrating their successes and raising any concerns that they may have.

During the appraisal the appraiser should consider the following: -

- Explaining the purpose of the appraisal, using positive language
- Strengths
- Achievements against the job descriptions and annual targets
- Areas for development and/or improvement
- Training requirements
- How they view their relationship with others including children and parents/carers



### Staff Appraisal

Name:

Position Held:

Period of Review:

Date of Appraisal:

From:

To:

What have been your key strengths / achievements during this review period?

Appraiser's comments

**What do you consider to be your key areas for further development / improvement?**

**Appraiser's comments**

**What areas of your job:  
Do you most enjoy?**

**Do you find most challenging?**

<b>Do you feel that you need further support with?</b>	
<b>Appraiser's comments</b>	
<b>Training attended this year (include dates)</b>	
<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>	
<b>Copies of certificates obtained for staff file? YES / NO</b>	
<b>How do you feel the training has impacted on your practice?</b>	
<b>Which training is needed to help you fulfil your job description?</b> <b>First Aid, Safeguarding, Food hygiene, SENCO, Behaviour Management etc.</b>	
<b>What training would you like to attend for your personal development and why?</b>	

<b>Any other comments</b>		
<b>Appraisers Comments</b>		

<b>Professional Development Targets</b>		
<b>Action</b>	<b>By when</b>	<b>Who</b>
<b>Arrangements for next supervision / interim review</b>		
<b>Date</b>	<b>Time</b>	<b>Venue</b>

**Signed by Employee:**

**Signed by Appraiser:**

**Date**



## Supervision Guidance

Supervision provides a framework to provide direction and guidance to individual staff members on a regular basis. Effective supervision provides support, coaching and training for the practitioner and promotes the interests of children. Our supervision framework fosters a culture of mutual support, teamwork, and continuous improvement that encourages confidential discussion of sensitive issues. (3.10 - EYFS 2012)

Supervision provides opportunities for practitioners to:

- Discuss any issues - particularly concerning children's development or well-being
- Identify solutions to address issues as they arise; and
- Receive coaching to improve their personal effectiveness
- Receive feedback on their work performance
- Clarify roles and responsibilities
- Discuss career progression
- Have a documented record of their individual progress
- The benefits of supervision for the setting are:
  - Improved communication with staff
  - Problems identified at the earliest opportunity
  - Faster more effective solutions to any problems and concerns
  - Improved time management due to reduced 'ad hoc' discussions/meetings
  - Written records of discussions/meetings

### Format of supervision meetings

Supervision meetings should take place every (6 weeks) and should be conducted one-to-one in a confidential environment and should last approximately one hour.

The standard agenda items for a supervision meeting should be:

1. Work activity (roles, responsibilities, current and planned activity)
2. Progress and performance (feedback on the implementation of the role, identification of training needs/requirements, career progression)



3. Issues and concerns (specifically in relation to the safeguarding duty, discussing concerns about the behaviour of adults both colleagues and parents. This section can include issues in relation to the employee's poor time keeping, attitude to work, relationships with others etc.)

4. Support (discuss what support the practitioner might need for personal issues and resources needed to fulfil current work activity).

Supervision meetings should be recorded on a standard supervision meeting record and a signed copy kept by the practitioner, the practitioner's supervisor and the original record is retained on the employee's personnel file. This should either be hand-written at the time of the meeting or typed up after the meeting.

Supervision meetings should be a two-way process, where both the practitioner and the practitioner's supervisor have the opportunity to raise items for discussion and are a constructive and supportive tool to allow practitioners and the practitioner's supervisor time to reflect on current work activity and identify any issues or concerns at the earliest opportunity.



## **Staff Induction Policy**

At Pillarwood Farm Pre-school and Children's Woodland Adventures we recognise that the first few weeks of employment are vital to the success of any appointment and that a comprehensive induction plan is essential to enable new starters to meet their full potential and become an effective member of our team. (EYFS 3.18 page 16).

Our induction plan is designed to help new team members to become familiar with the requirements of their post, adapt to their new working environment as quickly as possible, and provide them with a foundation for future professional development.

### **The induction plan covers the following:**

- Mission statement, values and aims
- Roles and responsibilities (Job description & person specification)
- Safeguarding and child protection
- Equality policy
- Staff handbook
- Health and safety procedures
- Premises - including toilet and staff facilities
- Location of fire exits and 1st aid equipment
- Fire drills and building evacuations
- Premises security
- Information on probationary periods, appraisal interim review and supervision systems
- Policies and procedures

All new staff members and volunteers will be given a copy of their induction plan and assigned a mentor to help them to settle in and familiarise themselves with our practice and routines.

During the induction period new staff members will be made aware that their probationary period is for 3 or 6 months (whichever is applicable) and that the probationary period may be extended if performance fails to reach the required standard. The induction plan will help to identify any continuous professional development needs and will be used to identify tasks to be completed within a set time frame and will be



followed up with regular one to one supervision during the agreed probationary period to ensure that the individual is settling into the team and meeting the requirements of the post. (EYFS 3.19-3.20 page 17).

The induction plan will be tailored to individual needs and take into consideration previous experience and qualifications.

This policy has been adopted by Pillarwood Farm Pre-school and Children's Woodland Adventures

Signed on behalf of the setting by:

.....Manager/Owner

Reviewed date: March 2024 .....Reviewed date: March 2025.....

Review due: March 2026 .....



### **Guide to staff meetings**

It is recommended that a staff meeting takes place on a monthly basis, in order to keep up to date and plan ahead. Meetings should have structure; an agenda will provide this and help the person who is chairing the meeting to stay focused on the agenda items and keep the meeting running to agreed time-frames. Discussions and decisions that take place at meetings should be recorded; the notes of the meeting are formally recorded as 'minutes'.

Taking minutes - points to remember

Minutes are a written account of a meeting. They are important because they are the legal records of decisions made. It is difficult for the minute taker to note down who said what and this should be avoided; only those making major contributions are usually named.

Anyone at the meeting can take the minutes but the minutes remain the responsibility of the chairperson/owner/manager, who should sign each page of the minutes to verify that they are a true account of the meeting.

The minutes should include

- The place, time and date of the meeting.
- Those present (or apologies), who chaired the meeting and who the minute taker was.
- A note saying that the minutes of the previous meeting were adopted and signed.
- The same items, in the same order, as the items on the agenda.
- The main points leading to decisions and any decisions made.
- Those responsible for implementing decision.
- The time the meeting ended (it may be significant later to know whether discussion lasted 15 minutes or 6 hours!).
- The date, time and place of the next meeting.



### Remember

To mark items for action or attention so that people remember what they agreed to do. Write or type up the minutes as soon as possible after the meeting ensuring that all pages are numbered and get them checked by the manager



**Supervision Record**

Name of Practitioner:	Name of Practitioners Supervisor:
Practitioners Role:	Date:
<b>Summary of discussion:</b>	
<p align="center"><b>1. Work activity</b></p> <p>(Roles, responsibilities, current and planned activity)</p>	
<p align="center"><b>2. Progress and performance</b></p> <p>(Feedback on the implementation of the role, identification of training needs/requirements, career progression)</p>	
<p align="center"><b>3. Issues and concerns</b></p> <p>(Specifically, in relation to the safeguarding duty, discussing concerns about the behaviour of adults both colleagues and parents. This section can include issues in relation to the employee's poor time keeping, attitude to work, relationships with others etc.)</p>	

<p><b>4. Support</b></p> <p>(Discuss any support the practitioner might need to support personal issues or to fulfil current work activity etc.)</p>

Action	By When	Who

<b>Arrangements for next supervision</b>		
Date:	Time:	Venue:
<b>Signatures</b>		
Practitioner's supervisor:	Date:	
Practitioner:	Date:	



## Recruitment Policy & Procedure

### Policy

Pillarwood Farm Pre-school and Children's Woodland Adventures recognises the need to meet the requirements of the EYFS for child care in relation to safe recruitment. In order to achieve this, we will ensure all vacant job descriptions are reviewed and amended to accurately reflect the job role and to meet current legislation.

All advertising and recruitment processes will be in accordance with our Equal Opportunities Policy. Advertisements will state that the position is subject to the DBS enhanced disclosure and that the position is exempt from the Rehabilitation of Offender's Act 1974. This includes any convictions considered as "spent" under the Act.

In accordance with Equal Opportunities, a curriculum vitae and covering letter will not be accepted as part of the application process. An appropriate application form will be used by all applicants. In line with the EYFS statutory requirements, applications will only be sought from persons over the age of 17 years.

References will be sought and checked as evidence of the applicant's suitability for the position. The interview process will ensure fair selection of the most appropriate candidate. Each new member of staff will be given a job description, a staff induction pack, staff handbook, staff record sheet, and (statement of particulars) contract of employment.

### Procedure

- As part of the recruitment process the application form, job descriptions and person specification will be reviewed.
- A job application form will be sent to interested parties, on which full employment history, qualifications, references and previous experience will be detailed. A job description and person specification will be also be sent, which will outline the responsibilities of the role.





- Potential candidates will have the opportunity to visit the setting during the recruitment process.
- As part of the short-listing stage, applicant's qualifications will be checked to ensure that they are full and relevant as defined by the Teaching Agency (qualification checker).
- Face to face interviews of potential candidates will take place where they will be required to bring proof of their identity and qualifications. The interview will further explore a candidate's suitability for the post.
- Suitable references (a minimum of 2, one of which is from the applicant's current or last employer) and a health declaration check (if required) will also be sought prior to commencement of employment.
- All manual handling requirements are clearly identified during recruitment so that appropriate medical advice can be taken as part of pre-employment health screening.
- The successful candidate will be required to complete a CRB form prior to starting at the setting. If the disclosure is not returned in time for the candidate to commence work, then they will NOT be left unsupervised with children and a written risk assessment will be completed.
- Continued employment is subject to a satisfactory enhanced CRB disclosure.
- DBS information will be recorded in accordance with the DBS code of practice.
- A written statement of employment particulars (employment contract) will be issued within 2 months of taking up of the post.
- A full induction will be completed and documented.
- A full job description for the role will be given to and discussed with the new employee.
- A staff file will be established which will maintain copies of the application form, qualification certificates, the staff record sheet containing necessary personal details, next of kin and emergency contact information as well as any subsequent performance management records.
- Performance reviews will take place with the new employee at regular intervals during the specified probationary period to ensure that they are settling into the team and meeting the requirements of the post.
- An appraisal and review system (supervision) is in place to support continued performance management.



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Signed on behalf of the setting by:

..... Manager/Owner

Reviewed date: March 2024 .....Reviewed date: March 2025.....

Review due: March 2026 .....