



Early Childhood Supervision and Mentoring Policy

Policy Owner:	Head of Early Childhood
Formally Endorsed By:	Educational Leadership Team
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Next Review Date:	September 2026

Human connection in all we do

Early Childhood Supervision Mentoring Policy

Purpose

Supervision is a formal and recorded process through which the professional actions of staff are examined and regularly reviewed. It provides a recorded system of decision making that is audited to improve practice and to improve the service that is provided to children and parents. In Early Childhood at Michael Hall, supervision involves mentoring and peer-mentoring, advisory visits, appraisals, individual self-reflection, and team sharing. Supervision acts as a means for ensuring that members of staff have access to the support, training and procedures they require for professional growth and development. Supervision enables supervisors and supervisees to examine and reflect on the quality of their practice and to facilitate discussion.

Legal Requirements

EYFS Requirements Supervision is a legal requirement of the Early Years Foundation Stage framework 2025 for group and school-based providers (para. 3.34 and 3.35): “Providers must put appropriate arrangements in place for the supervision of staff who have contact with children and families. Effective supervision provides support, coaching, and training for the practitioner and promotes the interests of children. Supervision should foster a culture of mutual support, teamwork, and continuous improvement, which encourages the confidential discussion of sensitive issues.

Supervision provides opportunities for staff to:

- discuss any issues - particularly concerning children’s development or wellbeing, including child protection concerns
- identify solutions to address issues as they arise
- receive coaching to improve their personal effectiveness.”

The actions agreed at supervision meetings will be the starting point for providing evidence of the effectiveness of staff supervision and impact on children’s wellbeing, learning and development. Induction, training, peer-mentoring, professional development, self-reflection, learning walk visits, compliance checks and appraisals will form part of the evidence. Record keeping will be reviewed and any necessary changes will be agreed and implemented.

During all supervision meetings members of staff are able to discuss any concerns they have about inappropriate behaviour displayed by colleagues. During supervision meetings staff are reminded of the need to disclose any convictions, cautions, court orders, reprimands and warnings relating to themselves (or anyone in their household) which may affect their suitability to work with children that have occurred during their employment with the setting. Any new information is referred immediately to the Head of Early Childhood.

Supervision:

In Early Childhood at Michael Hall, supervision involves learning walks, mentoring and peer-mentoring, appraisals, individual self-reflection, and team sharing. Supervision acts as a means for ensuring that members of staff have access to the support, training and procedures they require for professional growth and development. Supervision enables supervisors and supervisees to examine and reflect on the quality of their practice and to facilitate discussion. Each full-time faculty member will have one check in per half term. Each part time faculty member will have a once half termly Mentoring session with the Group Leader from their setting.

Appraisal:

Annual one to one appraisal meetings take place for all staff with a staff members line manager. In Early Childhood Appraisals take place with the Head of Early Childhood. Appraisals are an integral part of management and development processes, underpinned by regular dialogue between the School Leadership Teams and staff to discuss issues of importance to the individual and the school.

[See the Appraisal Policy](#)

Peer Mentoring:

Once each year teachers will receive a visit from a teaching colleague for at least a half hour with a focus agreed prior to the visit between the teacher and the ECAP. This will be followed by a feedback session. The Mentoring Form (Appendix 2) will be filled in and signed by both teachers.

Early Childhood Group Leaders take the role of mentors for their assistants, and meet for feedback and discussion (Appendix 1). The timetable for co-mentoring visits is organised and held by the Early Childhood Lead, review meetings are organized by group leaders. Where concerns are raised, the supervisor and supervisee must seek to identify solutions and identify further actions that need to be taken.

In the case where there is a staff investigation taking place or a PIP (Performance Improvement Plan), peer mentoring will be suspended and individualized support from the Early Years Lead will take place.

Teacher-Assistant review

Once a term, Kindergarten teachers arrange a review meeting with each teaching assistant they work with. Each meeting should last no more than an hour. Thoughts and questions may be documented prior to the meeting to make the meeting time efficient. One person will complete the review form below during the meeting and submit to the Early Childhood Lead who will scan the document and store a copy in the Early Childhood Assistant's file. The original should be stored in a folder in the locked cabinet of the setting they primarily work.

New Colleague Mentoring

New teachers will be allocated a mentor who will work with them throughout their first year at Michael Hall Early Childhood.

Spring/ Summer Term	An applicant is selected after an interview process. A formal induction is arranged with relevant leaders throughout the school. A mentor is appointed.
Autumn Term	<p>A mentor is appointed. Arrangements are made - if appropriate - for parents evenings, induction sessions, email access etc. Employment contract for the new teacher begins, and induction sessions take place. These should not take place on INSET days, preventing the new colleague from participating in group activities. Mentor and mentee plan for the coming school year. Towards the end of the month the mentor makes contact to ask if there are any questions.</p> <p>The new teacher is introduced to staff. Inductions have taken place. In the case of a new Early Childhood teacher the mentor should make time for daily communication with the mentee for about a week before and a week after the beginning of term. This can be friendly and informal but should be on offer. The mentor visits within the first week and follows up in the second.</p> <p>The mentor meets weekly for the first term. At the end of the term a review of the process takes place.</p>
Spring Term	<p>The new teacher “confirmation of post” appraisal takes place. It is conducted by the Head of Early Childhood. A review meeting follows the appraisal within a week and areas for development are identified. The mentor is given feedback from the Early Childhood Lead as they are responsible for guiding the follow-on process.</p> <p>Mentoring sessions continue once every two weeks.</p>
Spring- Summer Term	<p>The new teacher is confirmed or alternatives are actively being discussed. A permanent contract is offered and accepted before the end of the probationary period.</p> <p>All future development is treated from now on the same basis as with all other staff, with the exception that the mentor remains in place until the end of the school year.</p> <p>Mentor meetings reduce to once a half term with the ability to increase if needed.</p>

A mentor will provide tailored support for the new teacher such as tools for self-reflection, guidance with creating rhythms, communication support, classroom management advice and resources. A mentor aims to guide the teacher in identifying areas of their work that need strengthening, based on their experience and drawing on the [Steiner Waldorf Teacher’s Standards](#), [Steiner Waldorf Teaching Qualities](#), the [EYFS](#) and the [Independent School Standards](#).

Appendix 1

Teacher-Assistant Review Form

Staff Present	
Date	

Assistant Ladder Goals

Ladder Goal from last half term:

What went well?

What could have been better?

What is the new Ladder Goal for the upcoming term:

Curriculum intent and implementation: curriculum plans, preparation, responsibilities, activities, communication, festivals, mood, gesture, parental involvement...

What went well?

What could have been better?

Children: impact of the curriculum, progression, development or wellbeing, child protection concerns, behaviour, solutions and plans

What is going well?

Any issues or concerns?

Solutions and plans