

Sample Group Supervision Agreement and Agenda

Agreement between _____ (Supervisor) and _____ (Supervisees) at _____ School

This agreement is designed to be a working tool to underpin the development and maintenance of a good supervision relationship. The agreement should be:

- Reviewed at least once a year.
- It will be reviewed in _____.

The expectations in providing group supervision are that the overall management of staff remains the headteacher's responsibility. Should there be performance, well-being or safeguarding concerns, the Supervisor will ask group members to follow their set safeguarding guidelines. Any children discussed will be kept anonymised.

Practical Arrangements

The group will meet on the following dates:

Duration

Venue

Content

The process for agreeing the agenda will be shared at the start of each session. There will be a brief reminder of themes discussed in the previous session.

Preparation for supervision will include each person thinking about what they may wish to talk about. Everyone will be invited to share how they are feeling at the start/end of each group.

Particular priority areas to be discussed regularly will be the impact of their workload on their emotional well-being.

Making Supervision Work (including confidentiality)

Structure we use

Task	Function	Outcome
Introduction	Clarifying roles and confidentiality. Reminder of last group's themes.	Agreed expectations.
Experience	Sharing experience, what is working well and what would benefit from further exploration?	Agenda making – which issues have priority and who has reflective space today (up to 3 x 20-minute discussions/ sometimes it's only 1 focus).
Reflection	How the protagonist feels, who else is affected and how are they feeling? Different levels of reflection. Opportunity to check what assumptions have been made?	Assessment of impact.
Analysis	What understanding of the issue can be reached? Which theories/policies or procedures assist with making sense of the experiences?	A range of options and meanings explored with likely consequences considered.
Action planning	What needs to happen next? Who should do it and what support/ training is needed?	Decision making and responsibility assigned.
Review of group process	Assessing the impact for others of discussion and supporting in meeting emotional needs.	Concluding group with summary of learning and actions required by whom, with timescales agreed and summary recorded.

Adapted from Sturt & Rowe (2018)