

# Supervision in Education

## Quality Standards Framework

Supervision in Education Network

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# 1. Introduction to the Supervision in Education Quality Standards Framework

## Who is the Framework for?

Professionals working in education and training settings from early years to Post-16 are the most valuable resource in ensuring learners leave education having reached their full potential. Effective supervision can play a key role in supporting professionals in their work. This Supervision in Education Quality Standards Framework (referred to below as 'the Framework') provides guidance for supervisors, commissioners<sup>1</sup> of supervision, training providers, senior leaders and managers in education settings to help them to plan, implement and participate in effective supervision.

## Context of the Framework

Other than for early years professionals,<sup>2</sup> supervision is not currently a requirement of the education profession. English education has no formal tradition of supervision for educators. It is not, for example, embedded in the Teachers' Standards or teacher development programmes. Nevertheless, Educational Psychologists (EPs) have a long tradition of providing professional and/or reflective supervision to educators at individual schools, multi-academy trusts (MAT), college and at local authority level. More recently, professionals such as counsellors, psychotherapists and play therapists are providing supervision in education settings.

To date, there has been no national guidance as to what 'good supervision' should consist of in education settings or what minimum level of qualifications and training is required of a professional who offers and delivers supervision in early years, schools and colleges. Moreover, few training routes are open to educators (without retraining) to gain a recognised qualification in supervision.

Based on available evidence and learning from existing practice, this Framework provides an ambitious vision for supervision in education. It aims to:

- (i) inform a developing common language and understanding of supervision in education;
- (ii) raise awareness of the importance of supervision to professional wellbeing;
- (iii) support commissioners of supervision, such as senior leaders and managers who receive supervision, to understand what good supervision might look like in their setting;
- (iv) provide supervisors in education with a shared understanding of the knowledge and skills of the role and
- (v) inform training providers who offer supervision courses about best practice in the content and delivery of courses for supervision in education.

The Framework provides guidance on the following:

- Quality standards for supervision in education
- Knowledge and competences framework for supervisors in education
- Qualification and training pathways for supervisors in education
- Planning for a register of approved supervisors in education and supervision courses.

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1 Commissioners of supervision include for example, headteachers, local authority professionals, managers and multi-academy trust leaders.

2 Department for Education (2025) Early years foundation stage statutory framework. Section 3. Early years foundation stage (EYFS) statutory framework – GOV.UK

## How has the Framework been developed?

The Framework has been developed by members of the Supervision in Education Network, a multi-disciplinary network of professionals involved and concerned with providing supervision in education. The Network has used government funding to focus its symposiums, meetings and work over the past two years to draft this guidance. The Network clearly demonstrates the diversity and high quality of supervision currently being delivered in education settings. Inevitably, for the purposes of writing accessible, practical and ambitious guidance, there has been some distillation of the heterogeneity and complexity of the debates held in the many discussions. Therefore, not all educators, commissioners of supervision, supervisors and training providers will agree with every aspect of this guidance – as would be the case for other professions where supervision is provided.

There will inevitably be a transition period from current practice to incorporate the provisions as set out in the Framework. However, it is hoped that this guidance will contribute to the plurality of understandings and further debate and innovation around supervision in education, as well as offer a common reference point for the education sector, supervisors and organisations that train supervisors. The content of this Framework will be regularly reviewed as part of the work of the Supervision in Education Network. A revised version is planned for 2028.

## What is the aim of Supervision in Education?

Even in professions where supervision is well established, there is no universally agreed definition of supervision. Models and frameworks have been developed within various traditions to describe the typical function/s of supervision. This Framework uses the following working definition of supervision to inform the guidance and is influenced by the Inskipp and Proctor (1993)<sup>3</sup> model common to other professions.

*Supervision aims to provide a reflective space for a safe, non-judgemental, collaborative and learning dialogue with a trained supervisor that supports the supervisee's practice, development and wellbeing. In so doing it contributes to the development and learning of colleagues, children and young people.*

Figure 1 presents the three main functions of supervision and how, in practice, the functions can and do overlap



At its most effective, supervision is a shared responsibility between the supervisor, supervisee and the leadership of the education setting. It is a collaborative activity with both the supervisor and supervisee actively engaging in the joint process of supervision.

3 Inskipp, F. & Proctor, B. (1993) *The Art, Craft and Tasks of Counselling Supervision, Part 1. Making the Most of Supervisors*. Twickenham: Cascade Publications.

## What is the evidence of the benefits of supervision in education?

Based on available evidence, it is not yet possible to reach confident conclusions about the benefits of supervision provision in education. However, existing studies indicate that supervision is associated with self-reported benefits for educators:

- Participants report benefits in health and wellbeing including reduced levels of stress, increased ability to manage work-life balance, feeling re-energised and having a greater sense of empowerment in their role
- Through regular supervision participants feel less isolated and feel greater camaraderie and collegiality within their staff teams
- Participants appreciate the structure of supervision that facilitates a guided process for in depth exploration of complex challenges and allows time to explore options and next steps
- Participants feel supervision provides the space and support to develop meaningful reflection skills within and beyond formal sessions
- Participants report building better interactions with learners and colleagues, report safer practice and ability to develop new approaches that improve their practice.<sup>4,5,6,7,8,9,10</sup>



- 4 Schools in Mind. Supporting staff wellbeing in schools. <https://www.annafreud.org/media/7026/3rdanna-freud-booklet-staff-wellbeing-final.pdf>. Anna Freud Centre.
- 5 Reid, H., & Soan, S. (2018). Providing support to senior managers in schools via 'clinical' supervision: a restorative and purposeful professional and personal space. *Professional Development in Education*. ISSN 1941-5257
- 6 Willis, J., & Baines, E. (2018). The perceived benefits and difficulties in introducing and maintaining supervision groups in a SEMH special school. *Educational Review*, 70(3), 259-279.
- 7 Lawrence, N. (2020). Supervision in Education–Healthier Schools For All. Barnardo’s Scotland report on the use of Professional or Reflective Supervision in Education. [https://www.barnardos.org.uk/sites/default/files/uploads/Supervision%20in%20Education%20-%20Healthier%20Schools%20For%20All%20-%20Executive%20Summary\\_0.pdf](https://www.barnardos.org.uk/sites/default/files/uploads/Supervision%20in%20Education%20-%20Healthier%20Schools%20For%20All%20-%20Executive%20Summary_0.pdf)
- 8 Forbes, C. (2021). Reflective Supervision in Oldham: An Evaluation Report. <https://oldhamopportunityarea.co.uk/wp-content/uploads/2022/02/Reflective-Supervision-Evaluation-Report.pdf>
- 9 Hurry, J., & Russell, T. (2022). An evaluation of professional supervision for teachers. <https://discovery.ucl.ac.uk/id/eprint/10153935/1/Final%20report%20Professional%20supervision%20for%20teachers%20-%20Jan%202022.pdf>
- 10 Julings, M., & Cowen, G. (2023) Evaluation of the School Leader Mental Health and Wellbeing Service Research report. [https://www.yorkconsulting.co.uk/uploads/pdfs/Evaluation\\_of\\_the\\_School\\_Leader\\_Mental\\_Health\\_and\\_Wellbeing\\_Service\\_Oct\\_23.pdf](https://www.yorkconsulting.co.uk/uploads/pdfs/Evaluation_of_the_School_Leader_Mental_Health_and_Wellbeing_Service_Oct_23.pdf)

## 2. Quality Standards for supervision in education

The following Quality Standards provide guidance to support the provision of ‘good supervision’ in education settings.

**Table 1: Supervision in Education – Quality Standards**

Quality Standards		
1	Professional backgrounds, qualifications and training of supervisors in education settings	<p>Supervisors may come through two routes:</p> <p>Route 1: Professionals from an education background, (with Qualified Teacher Status or equivalent experience),<sup>11</sup> who have completed a recognised Supervision in Education qualification (minimum Level 2). The course should be a minimum of one year in length and comprising of at least 20 hours of delivered supervision and five hours participating in their own supervision, spread across the length of the course.</p> <p>Route 2: Professionals where there is a strong tradition of supervision, such as educational psychologists, counsellors, psychotherapists, play therapists, art therapists and social workers, and who are trained and registered by other professional bodies, including (and not exclusively) the Health and Care Professions Council, the UK Council for Psychotherapy, the British Association for Counselling and Psychotherapy, the British Psychological Society and the British Association of Play Therapists, and who have experience of the education sector.<sup>12</sup></p>
2	Who, in an education setting, can receive and benefit from supervision?	<p>All professionals who work in education, whether or not they work directly with learners.</p> <p>Wherever possible, it is recommended that:</p> <ul style="list-style-type: none"> <li>senior leaders or managers in education settings receive supervision from an external supervisor to the organisation</li> <li>within an education setting the supervisor is not a line manager of a supervisee.</li> </ul>
3	Types of supervision in education	Supervision can be delivered individually, in groups and between peers who are both trained in supervision. Any of these types of supervision can be delivered either face-to-face or remotely.
4	Amount of supervision recommended	<p>Supervision will have the most benefit when it is a regular and ongoing activity.</p> <p>Six sessions per academic year of 50 to 60 minutes for 1-1 supervision and 60 to 90 minutes for group supervision, can allow for the regularity of a strong working supervisor/supervisee relationship to develop and to maximise the supervisee’s use and experience of supervision.</p>
5	Contracting supervision	<p>A written contract between the commissioner and the supervisor.</p> <p>A written agreement between the supervisor and supervisee at the start of a working relationship.</p> <p>The supervisor should have their own supervision with a suitably qualified supervisor on a regular basis throughout the contract period.</p>

11 The level of evidence required for some of the criteria to be agreed when the Register is established

12 This will include professionals who are both education and clinically trained

6	Review of supervision	Contractual written arrangements should include the frequency, methods to be used to review supervision and any priorities for supervision. This will help to maximise the supervisee’s use of and experience of supervision and provide feedback to the commissioner about its impact.
7	Governance and complaints	<p>Any supervisor commissioned by an education setting should be registered with a professional association. How and where they are registered will depend on the professional background and qualification route of an individual supervisor.</p> <p>Route 1: Supervisors from an education background will be able to register on the planned Register of Approved Supervisors in Education from 2027/2028.</p> <p>Route 2: Professionals such as educational psychologists, counsellors, psychotherapists, art therapists, play therapists and social workers who are trained and registered by other professional bodies follow their professional body’s complaints process.</p>

### 3. Knowledge and Competences for supervisors in education

In addition to setting out the Quality Standards, the Framework seeks to promote qualities of a ‘good supervisor’ in education. The practice of supervision is growing within the education sector and, specific guidance for the sector is only just beginning to emerge.<sup>13,14</sup> Moreover, the Framework aims to open up and inform the development of new training and qualification pathways for education professionals who wish to become a supervisor in an education setting.

Table 2 sets out guidance on the specific knowledge and competences<sup>15</sup> seen as best practice in supervision. It is intended to inform the content of new and established training and qualification routes for supervision in education as well as evidencing competences for professional registration purposes.

The guidance consists of nine core competences and one optional competency. Each competency is broken down into a series of sub skills and attributes (Table 3). Table 3 presents the indicative knowledge necessary to develop the competences. The authors recognise that there is often overlap in theory and in practice between the competences and the knowledge that underpins each of the competences. Various relevant documents from other professions and organisations were reviewed in preparing this Knowledge and Competences element of the Framework.

13 Edwards, H. (2023). Reflective Supervision in Education: Using Supervision to Support Pupil and Staff Wellbeing. Jessica Kingsley Publishers.

14 Sturt, P., & Rowe, J. (2023) Using Supervision in Schools: A Guide to Building Safe Cultures and Providing Emotional Support in a Range of Education Settings. Pavilion Publishing.

15 Competences are defined as the skills, attributes and ethics required of ‘good’ supervision



**Table 2: Supervisors in Education – Knowledge and Competences (Overview)**

<b>Competences</b>	
<b>Skills of the supervisor</b>	1 Manages the supervision contract and process (Core)
	2 Facilitates the supervisee’s development (Core)
	3 Provides support for the supervisee’s wellbeing (Core)
	4 Enables the supervisee to maintain appropriate professional standards (Core)
	5 Facilitates group supervision (Core)
	6 Facilitates specialist supervision relating to the mental health and wellbeing of learners (Optional)
<b>Attributes of the supervisor</b>	7 Demonstrates self-awareness (Core)
	8 Demonstrates relationship awareness (Core)
	9 Demonstrates systemic awareness (Core)
<b>Ethical practice in supervision</b>	10 Demonstrates ethical practice in supervision (Core)

**Table 3: Supervisors in Education – Knowledge and Competences**

Competences			Indicative supervision and education knowledge	
Skills	1	<b>Manages the supervision contract and process</b>	Engages in a dialogue about the purpose and benefits of supervision in education	<ul style="list-style-type: none"> <li>• Common models and theories of supervision</li> <li>• Similarities and differences between supervision, coaching, mentoring and line management in education</li> <li>• Understanding and establishing boundaries in the contracting and agreement stages of supervision</li> <li>• Understanding of safeguarding practices and regulations</li> <li>• Challenges the education system (early years, schools and Further Education might present to the delivery of supervision (e.g. ratios, key stages, timetables/rotas, non-contact time, safeguarding responsibilities and cover for colleagues)</li> <li>• Adapting the delivery of supervision to the context whilst not adversely affecting quality of supervision</li> <li>• Planning for and ending the supervisory relationship including a change in role of the supervisor and the supervisee</li> <li>• GDPR and cyber safety legislation</li> <li>• Using technology to support supervision</li> </ul>
			Explains what supervision is and is not in education	
			Describes and articulates the supervision models and theory used by the supervisor	
			Recognises and supports an education setting’s current culture of supervision	
			Recognises and works with the potential barriers to providing/ accessing supervision in education	
			Ensures safeguarding procedures are agreed for staff and learners	
			Agrees and reviews, through a formal contract or agreement, with a commissioner/individual: <ol style="list-style-type: none"> <li>i. Who is to receive supervision and the purposes of supervision</li> <li>ii. Practicalities of supervision including duration, frequency, cost, location and exit criteria (supervisor, commissioner and supervisee as appropriate)</li> <li>iii. How supervision sessions are to be recorded (e.g. brief written records)</li> <li>iv. Informal and formal approaches to reviewing and eliciting feedback on the process and impact of supervision</li> </ol>	
			Ensures the supervision processes follow relevant appropriate GDPR and cyber safety legislation	
Uses technology effectively for virtual supervision				

Competences			Indicative supervision and education knowledge	
Skills	2	Facilitates the supervisee's development	Creates the conditions where a supervisee feels safe to explore and be challenged on their areas for development and areas of greater vulnerability	<ul style="list-style-type: none"> <li>• Creating safe spaces in supervision</li> <li>• Engaging in and supporting critical reflection</li> <li>• How children, young people and adult learners develop and learn</li> <li>• Theories of pedagogy and andragogy</li> <li>• The wellbeing and mental health of children, young people and adult learners</li> <li>• Equity, diversity and intersectionality, especially around own implicit and unconscious biases and prejudices</li> <li>• Understanding and working with diversity and intersectionality and children, young people, adult learners, families and colleagues</li> <li>• Leadership and change management theories relating to education</li> <li>• Overview of the national curriculum including the assessment model</li> <li>• Overview of the learning and development, assessment and safeguarding and welfare requirements in the EYFS (Early Years Foundation Stage)</li> <li>• 16-19 study programmes guidance<sup>16</sup></li> <li>• Training and qualification routes in education</li> <li>• Approaches to continuing professional development in education</li> <li>• Performance management systems in education</li> </ul>
			Knows how to facilitate critical reflection	
			Supports the supervisee to have a balanced picture of themselves in their role	
			Supports the supervisee to develop their awareness and understanding of equity, diversity and intersectionality and to challenge themselves as it relates to their practice as educators and interactions with children, young people, adult learners, colleagues and families	
			Signposts to resources as appropriate	
Skills	3	Provides support for the supervisee's wellbeing	Creates a safe, reflective space for the supervisee	<ul style="list-style-type: none"> <li>• Education Staff Wellbeing Charter – Department for Education</li> <li>• Causes and symptoms of burnout and stress, including compassion stress and moral injury (general and specific to education)</li> <li>• Understanding of the 'additional workload' of racism that is experienced by teachers and school staff from Black, African, Asian and ethnic minority backgrounds</li> <li>• Wellbeing as a shared responsibility in education settings – see the Education Staff Wellbeing Charter and the Improve Workload and Wellbeing Service for Schools</li> <li>• Models of teachers' mental health and wellbeing<sup>17</sup></li> <li>• Early years practitioner wellbeing support<sup>18</sup></li> <li>• Mental health and wellbeing guides for FE staff and leaders<sup>19</sup></li> </ul>
			Supports the supervisee to maintain their wellbeing, safety and resilience	
			Works with the supervisee to manage challenging situations in the workplace	
			Recognises signs of stress in the supervisee and discusses these concerns sensitively	
			Demonstrates belief in the supervisee's potential and resourcefulness	
			Supports the development of the supervisee's professional identity	
			Explores and offers signposting to options for additional support, when necessary	

16 [16-19 study programmes guidance](#)

17 [Supporting staff wellbeing : Mentally Healthy Schools](#)

18 [Early years practitioner wellbeing support](#)

19 [Mental health and wellbeing guides for FE staff and leaders](#)

Competences			Indicative supervision and education knowledge
Skills	4	<p><b>Enables the supervisee to maintain appropriate professional standards within education</b></p> <p>Engages the supervisee in a process of critical reflection regarding their practice in relation to the relevant professional standards/legislation and statutory guidance in education</p> <p>Works with the supervisee in managing and resolving ethical dilemmas that might arise in relation to the relevant professional standards, legislation and statutory guidance in education</p>	<ul style="list-style-type: none"> <li>• Early years foundation stage statutory framework</li> <li>• Teachers' Standards</li> <li>• Headteachers' Standards</li> <li>• Professional Standards for Teachers and Trainers</li> <li>• Professional Standards for Leaders</li> <li>• Professional Standards for Teaching Assistants</li> <li>• Keeping Children Safe in Education and Working Together to Safeguard Children</li> <li>• Special Educational Needs and/or Disabilities (SEND) Code of Practice</li> <li>• Equality Act 2010</li> <li>• Nolan Principles of Public Life (for those in public office)</li> </ul>
Skills	5	<p><b>Facilitates group supervision</b></p> <p>Agrees with the supervision group on the creation of a safe space for all members including agreeing the responsibilities of the group supervisor and members</p> <p>Works for the group as a whole as well as the individuals within it, clarifying, purpose, mandate and boundaries</p> <p>Supports the supervision group through the stages of its development</p> <p>Adapts supervision process according to the dynamics of the group</p> <p>Manages conflict in a group</p> <p>Encourages all individuals to contribute to the group</p> <p>Supports the group with recognising the effect of 'parallel process'</p> <p>Manages time effectively throughout the supervision session, including start and finish times</p>	<ul style="list-style-type: none"> <li>• Awareness and understanding of Group theories, e.g. Group Relation, Bion's theories (the alpha function, the group as container), Group Analysis, Case Discussion groups and Balint groups</li> <li>• Ethical practice in group supervision</li> <li>• Power dynamics in groups e.g. line manager and supervisee in the same group</li> <li>• Awareness and understanding of anti-oppressive practice within group dynamics</li> </ul>



Competences				Indicative supervision and education knowledge
Skills	6	Facilitates specialist supervision relating to the mental health and wellbeing of learners (for professionals with specialist qualifications/training in child and adolescent mental health)	Works with the supervisee to understand what the mental health and wellbeing needs of learners	<ul style="list-style-type: none"> <li>The causes of poor mental health and wellbeing in learners</li> <li>The different forms of mental ill health in learners</li> <li>Adultification bias and how it impacts relationships between learners and educators</li> <li>Assessing and assessment pathways for learners experiencing poor mental health and wellbeing</li> <li>The impact of poor mental health and wellbeing for learners, families, educators and education settings</li> <li>Evidence informed strategies to support the prevention, management and recovery of mental ill health in learners</li> <li>Child protection</li> <li>Gillick competence and Fraser guidelines</li> <li>Professional and legal frameworks</li> <li>Multiagency working</li> </ul>
			Works with the supervisee to identify approaches in the setting that might be adopted to support learners experiencing difficulties with mental health and wellbeing	
			Works with the supervisee to identify approaches beyond the setting that might be available to support learners experiencing difficulties with mental health and wellbeing	
			Supports the supervisee to maintain their wellbeing, safety and resilience	
Attributes of the supervisor	7	Demonstrates self-awareness	Makes appropriate use of 'self as instrument' in their supervision practice	<ul style="list-style-type: none"> <li>Different ways of using 'the self' in supervision</li> <li>Knowledge and understanding of anti-oppressive and inclusive practice in supervision and in education settings</li> <li>Working with ambiguity and complexity</li> </ul>
			Is aware of their own bias/lived experience and the implications for supervision practice	
			Commitment to anti-oppressive and inclusive practice	
			Seeks guidance (beyond their own regular supervision) when required	
			Works with ambiguity, uncertainty and complexity as a supervisor	
Attributes of the supervisor	8	Demonstrates relationship awareness	Creates a supervision climate that is non-judgmental, collaborative and one of a learning relationship	<ul style="list-style-type: none"> <li>Beginning and ending the supervision relationship</li> <li>Boundaries in supervision</li> <li>Intentions for supervision</li> <li>Listening and questioning skills</li> <li>Parallel processes in supervision</li> <li>Power dynamics in supervision including historical, societal and in their role</li> <li>Theory – the therapeutic frame/brain v mind acting out/defences/splitting/transference and counter transference/ primacy of feelings</li> <li>Loss and change cycles</li> </ul>
			Before embarking on supervision, works with a supervisee to identify if the supervisor is an appropriate/good fit for the supervisee	
			Supports a supervisee with agreeing intentions at the start of supervision	
			Establishes and maintains clear boundaries at the start, during and the end of supervision	
			Demonstrates strong listening and questioning skills	
			Recognises and works to address issues relating to power within the supervision relationship	
			Adapts the style and structure of supervision to the individual needs of the supervisee	
			Identifies and works with parallel process in the supervision	
			Plans for the ending of supervision with a supervisee	

Competences			Indicative supervision and education knowledge	
<b>Attributes of the supervisor</b>	9	<b>Demonstrates systemic awareness</b>	Recognises the impact of systems on the supervisee and supervision relationship	<ul style="list-style-type: none"> <li>• Systems thinking frameworks</li> <li>• Cultures and systems of educational contexts</li> <li>• Families as stakeholders in the education of their child and the education system more broadly</li> <li>• Knowledge and understanding of the influence of power and privilege for a supervisees own practice</li> <li>• Knowledge and understanding of structural inequality and discrimination faced by learners and their families</li> <li>• Awareness of whole early years/school/college approaches to mental health and wellbeing guidance</li> <li>• Policies and procedures that support systems</li> </ul>
			Supports the supervisee's awareness of systems in which they operate	
			Identifies with the supervisee the influence of power and privilege and the influence of these issues on how supervisees may relate to colleagues, learners and families	
			Identifies with the supervisee, the effects of power and privilege and relationship within the system/s	
			Identifies with the supervisee the influence of culture within the system/s	
<b>Ethical practice in supervision</b>	10	<b>Demonstrates ethical practice</b>	Models the Seven Nolan Principles of Public Life in the contracting and supervision relationship	<ul style="list-style-type: none"> <li>• Nolan Principles (for those in the public sector) - Selflessness, Integrity, Objectivity, Accountability, Openness, Honesty and Leadership</li> <li>• Similarities and differences between ethical practice in education and supervision</li> <li>• Cultural sensitivity, anti-discriminatory and anti-oppressive practice in education and in supervision</li> <li>• Relevant supervision professional bodies, regulation and complaints processes</li> </ul>
			Commits to ongoing updating of supervisor's own supervisory skills	
			Ensures supervision of own supervision	
			Knows own limitations and when to signpost a setting and/or supervisee to other support/service	
			Responds appropriately and confidently to any legal, safeguarding, duty of care and ethical issues that might arise during supervision	
			Models cultural sensitivity, anti-discriminatory and anti-oppressive practice	
			Regularly seeks feedback from colleagues/supervisees/commissioners	
			Recognises and discusses conflicts of interest that may arise in supervision	
			Maintains their own self-care, support systems and fitness to practise	



## 4. Qualification and training pathways for supervision in education

The knowledge and competences demonstrated by a skilled supervisor in education (Section 2) require relevant training and assessment. One of the purposes of the Framework is to open up and inform the growth of new training and qualification pathways for professionals in education (or from other professional backgrounds) who may wish to train as a supervisor in education.

An education professional may train and qualify as supervisor in education at level 2 or above on the National Qualifications Framework. Qualifications can be offered at Levels 2, 3 or post graduate certificate level, but these quality standards suggest that qualifications should all include as a minimum:

- full coverage of all competences described in Section 3
- a student delivering a minimum of twenty hours of supervision in an education setting, delivered across the time of the course
- a student taking part in a minimum of five hours of their own supervision across the course, received across the time of the course
- written and practical assessments demonstrating that the competences have been met.

## 5. Planning for a Register of Approved Supervisors in Education and Supervision Courses

As the Framework becomes embedded within the education sector, it is envisaged that planning will take place to establish a Register of Approved Supervisors in Education and Supervision courses. Details of possible registration requirements have been included in this guidance to inform and support planning for supervisors and training providers who might wish to register in future.

The Register will be a public record of supervisors in education who have met or exceeded the quality standards covering – training, supervisor competences, delivery of supervision in education settings and ethical practice. It will be to support commissioners/individuals by helping them to find and choose a supervisor who is vetted and competent. Supervisors from other professional backgrounds, such as play therapy, will be registered through their own professional bodies, an independent assessment of their competence and fitness to practise. These professionals can complete a process of dual registration for the Register of Supervisors in Education and if they meet the proposed criteria (Table 4).



**Table 4: Proposed registration criteria for the Register of Approved Supervisors in Education and Supervision courses**

Criteria		Proposed minimum requirements of a registered supervisor <sup>20</sup>
1	Minimum level of qualification and experience	Qualified Teacher Status and/or clinical qualifications and professional association membership and/or recognised equivalent education experience  Level 2 Supervision in Education qualification (or working towards Level 2) from a recognised provider or evidence of training in supervision as part of another professional qualification, or evidence of successful supervision of professionals in education settings <sup>21</sup>
2	Safeguarding	Evidence of regular participation in relevant safeguarding training and CPD that includes reference to Keeping Children Safe in Education training
3	Supervision	Be in regular supervision with a registered supervisor (from any professional background)
4	Criminal Record	Written declaration of no history of criminal (spent or unspent) convictions
5	Public liability insurance	All supervisors should have their own public liability insurance cover or be insured through their employer  Registration with the Information Commissioner’s Office (if applicable)
6	Continuing Professional Development	Evidence of annual participation in supervision related CPD
7	Testimonials	Testimonial from a commissioner and a supervisee

Similarly, the Register, will be a public record of courses that have met or exceeded the Supervision in Education quality standards and registration criteria including:

- the course content meets the criteria including the hours of supervision to be delivered
- procedures for quality assurance meet the criteria
- procedures to assess students’ progress and final attainment meet the criteria
- the course is directed and taught by appropriately qualified professionals
- processes are in place to assess students’ progress and their final level of attainment.

The Register will be overseen by a Registration Board. The Registration Board will have responsibility for overseeing any complaint that is made against a supervisor named on the Register. Table 5 summarises proposals for how the complaints process will be managed.

<sup>20</sup> The level of evidence required for some of the criteria to be agreed when the Register is established.

<sup>21</sup> There needs to be a transition period to (1) allow professionals who have taken courses in Supervision in Education that do not meet the criteria to qualify through portfolio assessment (2) allow supervisors from other professional backgrounds without a supervision qualification, but already providing Supervision in Education settings to register should they wish and (3) agree a date from which all those new to Supervision in Education should have a qualification in supervision.

**Table 5: Proposed process for complaints against a supervisor on the Register of Approved Supervisors in Education**

1 Who to contact to make a complaint?	All complaints are overseen by the Chair of the Register of Approved Supervisors in Education Registration Board
2 Who can make a complaint?	Any professional who has used the services of the respondent (the person about whom the complaint is made) or is complaining on behalf of a professional with whom the respondent has worked
3 On what basis can a complaint be made?	<ul style="list-style-type: none"> <li>• The respondent is registered on the Register of Approved Supervisors in Education</li> <li>• The senior leadership of the setting is aware of and have considered the complaint</li> <li>• The complaint concerns a breach of the Supervision in Education Code of Conduct and Ethical Practice policy</li> <li>• The breach of the Code has occurred within the previous three years</li> <li>• A complaint is not investigated if it is currently under investigation by the police, the courts, tribunal or the Teaching Regulation Agency</li> </ul>
3 What to do if the supervisor is not on the Register of Approved Supervisors in Education	<ul style="list-style-type: none"> <li>• Establish if supervisor is registered with another professional body and if so, follow its complaint procedure</li> <li>• If the supervisor is not registered, the leadership of the education setting will need to consider any next steps</li> </ul>
4 What are the complaints procedures?	<p>Stage 1: Submission and acknowledgements</p> <ul style="list-style-type: none"> <li>• Submission of a written complaint</li> <li>• Chair of the Registration Board to acknowledge receipt of the complaint and inform the respondent within 14 working days</li> </ul> <p>Stage 2: Early resolution (within 21 working days)</p> <ul style="list-style-type: none"> <li>• Chair of the Registration Board and one other member to investigate, if appropriate, whether an early resolution can be found through mediation. Possible options include: complainant to provide an explanation/issue a formal apology/take remedial action where appropriate/Board to make recommendations regarding future practice.</li> </ul> <p>Stage 3: Professional Conduct and Ethics Review Board (within three months)</p> <ul style="list-style-type: none"> <li>• If the complaint is not resolved, a Professional Conduct and Ethics Review Board, including the investigation is initiated</li> <li>• If the complaint is upheld by the Board one or more of the following sanctions may be used: (i) monitoring of the supervisor's practice by an experienced registered supervisor (ii) suspend membership for a period of time to allow for practice development (iii) terminate membership for a set period of time to allow for retraining (iv) consider if permanent suspension is appropriate (v) consider if legal action is required.</li> </ul>

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St Mary's  
University  
Twickenham  
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Heads**  
supervision



**Centre for  
Inclusive Education**



St Mary's  
University  
Twickenham  
London

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St Mary's University  
Waldegrave Road  
Twickenham  
London TW1 4SX

[www.stmarys.ac.uk](http://www.stmarys.ac.uk)