



Holden Knight Recruitment Ltd

Tutor Supervision Policy

Human Resources v1.2

Review Date: November 2027



Tutor Supervision Policy

1. Purpose

- 1.1 The purpose of supervision is to ensure tutors are supported, accountable, and equipped to deliver safe, high-quality provision to children and young people. Supervision provides a structured opportunity to discuss safeguarding and welfare concerns, review pupil progress and engagement, reflect on practice and professional boundaries, support tutor wellbeing, and monitor training compliance and development needs. Supervision is a key safeguarding measure and forms part of HKIS's duty of care to both tutors and learners.

2. Scope

- 2.1 This policy applies to all tutors and mentors delivering home tuition, school-based support, community-based provision, and online tutoring.

3. What is Supervision?

- 3.1 Supervision is a planned and recorded professional discussion between a tutor and their allocated supervisor (e.g. Partnership Manager, DSL, or senior staff member). It is not solely performance monitoring — it is also a supportive process that promotes safe and reflective practice.
- 3.2 Although the scope of supervision is essentially to review work, delegate specific tasks, set priority activities and to assist and review personal development, it is also important that supervision encompasses an element of pastoral support. The work we undertake can be highly pressured dealing with challenging behaviours as well as dealing with verbal and physical confrontation.

4. Frequency of Supervision

- 4.1 Supervision will usually occur as follows:

New tutors (first 3 months): Monthly

Tutors with active learners: At least once every half term (6–8 weeks).

Tutors supporting high-risk or complex cases: More frequently, as required

Tutors with no current placement: As needed or prior to next assignment

- 4.2 Supervision can be more or less frequent, longer or shorter by prior arrangement, if either supervisor or Tutor feels this is necessary to achieve performance objectives or targets.

5. Format of Supervision

- 5.1 Supervision may be conducted online (video call), by telephone, or face-to-face where appropriate. Each session will be recorded and securely stored in line with data protection requirements.
- 5.2 Supervision is a partnership between the Tutor, their supervisor and Holden Knight. Effective supervision should support a learning environment that enables Tutors to evaluate their practice and reflect on the provision of education that young people receive. Supervision should:
- Ensure that staff are fully aware of their roles and responsibilities in accordance with curriculum and stakeholder requirements;

- Ensure that the quality of education young people receive is continuously reviewed, in order to provide them with opportunities to achieve positive, sustainable outcomes;
- Recognise good practice and any personal achievements, which may inform any performance management review;
- Be confidential, subject to the safety of service users or staff whistleblowing

5.3 Supervision should be a continuous process that encourages and involves the employee. It should be structured and focused, be planned and take place in private and whilst being a two-way process, it should focus on the employee's individual needs.

6. Core Areas Covered in Supervision

6.1 Safeguarding:

Any safeguarding concerns, disclosures, or observations; professional boundaries; lone working safety; online safety issues.

6.2 Learner Progress:

Attendance and engagement, emotional wellbeing, barriers to learning, feedback from parents, carers, or professionals.

6.3 Tutor Wellbeing:

Workload, stress levels, emotional impact, support required.

6.4 Professional Practice:

Session planning and delivery, communication and reporting, timekeeping and professionalism.

6.5 Training & Development:

Status of mandatory training (safeguarding, Prevent, online safety), CPD needs, skills development.

7. Safeguarding Responsibilities

7.1 Supervision does not replace immediate safeguarding reporting. If a safeguarding concern arises, it must be reported immediately via the safeguarding procedure and then discussed in supervision for follow-up and oversight. The Designated Safeguarding Lead (DSL) retains overall safeguarding responsibility.

8. Responsibilities

8.1 Supervisors must hold regular supervision sessions, maintain accurate supervision records, provide guidance and support, escalate safeguarding or conduct concerns, and monitor tutor training compliance.

8.2 Tutors must attend scheduled supervision sessions, share updates honestly and professionally, raise concerns promptly, and follow up on agreed actions.

8.3 If there are specific performance concerns, the Supervisor will be clear about these. Objectives and targets will be set and agreed to enable the Tutor to meet the required standard within acceptable timescales.

- 8.4 Training and development needs will be identified and reviewed during supervision sessions.
- 8.5 The content of supervision sessions will contribute to the Tutor's Annual Performance Appraisal.

9. Confidentiality

- 9.1 Supervision discussions are confidential unless there is a safeguarding concern, a risk to a child or young person, or a serious conduct issue requiring escalation.

10. Record Keeping

- 10.1 Supervision notes will include the date of supervision, key discussion points, safeguarding updates, agreed actions, and review dates. Records are stored securely in line with GDPR and safeguarding record-keeping requirements.
- 10.2 Each supervision session will be recorded by the Supervisor. The supervision notes can be handwritten and then scanned and sent electronically to the Tutor or typed by the supervisor during the session and subsequently sent electronically to the supervisee. The Record will provide an accurate reflection of the issues discussed and agreed actions, with timescales.
- 10.3 Any disagreement of the content will be discussed as soon as possible. If it is not possible to resolve the dissension then a note of the differing views should be added to the Supervision Record.