



achieving
for children

Youth Justice Service Learning and Development pathway September 2020

Introduction and context

Continuing professional development is essential to ensure that all staff remain up-to-date with changes in their profession, have the right skills and knowledge and can adjust their practice in line with new evidence, sector updates and theory. Learning can, and does take place in a range of different ways across Achieving for Children (AfC). It is not always associated with a 'centrally based course' and the development need may be met through a range of different activities. It is recommended that staff access a minimum of 12 professional development opportunities per year which links in with the Personal Development Scheme. However, to ensure that there is a consistent approach and that identified needs are met, the following learning pathways have been developed.

Please note that whilst the pathway identifies individual training courses, it is the responsibility of the practitioner (in liaison with their line manager) to determine the priority levels. If practitioners can clearly demonstrate that they have met the skills and knowledge via alternative learning and development routes, then there may not be a need for them to access the centrally based training offer – especially in the sequential route identified here. Where possible, the Workforce Development (WFD) Service will challenge and scrutinise these decisions, to ensure that the practitioner is accessing the most appropriate level of learning. The WFD Service does recognise that the practitioner and their manager are the most appropriate people to really identify the practitioners learning needs and how this meets service and business needs –whilst improving the practitioners practice and the outcomes for the young people and families they work with. Therefore, the WFD Service ask that practitioners consider their professional development frequently in; 121 meetings, reviews and supervisions and request that they;

- ensure that CPD has contributed to the quality of practice and service delivery;
- ensure that CPD benefits the service user; and
- demonstrate that CPD activities are a mixture of learning activities relevant to current or future practice.

Learning and career development routes for YJS practitioners have been developed by the Workforce Development Service in collaboration with managers, and where possible and appropriate mirroring the provision that is available across the region. Following the appointment of the Interim Youth Justice Strategic Manager , and additional training gaps audit as part of supervision was conducted . The training required for these gaps can be seen in Appendix 3. Much of the identified provisions is already offered as part of the centralised programme, other provision is currently being commissioned by the WFD team as bitesize sessions. The programme should also reflect the feedback from

practitioners, professional bodies and needs identified through local and national initiatives. AfC offers a comprehensive annual CPD programme via the programmes outlined in Table 1 . Following the announcement of lockdown due to Covid 19 in March 2020 all face to face provision was converted to virtual classroom provision, webinars or e learning . This has ensured that practitioners are still able to actively engage with provision at flexible times during these unprecedented times. The current CPD programme includes the following training opportunities;

- Supervision skills
- Aim III *
- Child protection processes locally
- Interviewing Vulnerable Children & Families
- Special Educational Needs
- Unconscious Bias

*Aim III training which has been highlighted as a learning gap across both operational areas was originally scheduled for May 2020. The training provider for this course only has a face to face version and therefore due to social distancing restrictions has now been rescheduled twice, first for July 2020 and now until November 2020. The WfD team continues to closely work with the provider who is working to provide a virtual version early in the academic year.

Programme of learning	Training will ensure that;
Communication skills	Practitioners are able to communicate effectively with parents, carers and young people
Curriculum Networks, Meetings and Conferences	Practitioners across children services and partner agencies are able to share information and best practice in a coordinated and professional way from a number of different local sources and national speakers.
Curriculum support	Practitioner are aware of the EYFS and schools curriculum from KS1 through to KS5

Emotional wellbeing and mental health	Practitioners are able to identify, create, and embed the foundations for healthy behaviours whilst having the right skill set to recognise and be aware of the ages, stages and ways in which children and young people develop.
Governor Support	Governors meet their statutory responsibilities
Health and safety	Practitioners meet statutory requirements in the workplace
Induction	Practitioners make an effective transition into a new role, (including ASYE and NQT)
Business and Management Skills	Leaders and managers have access to the right support in order that they are able to deliver their role more effectively
Safeguarding and Child Protection	Every practitioner working with children and young people are aware of their role to safeguard and protect the children, young people they work with
Practitioner processes (recording, analysing, reporting)	The right tools and skills are available to support front line practitioners deliver their role effectively
SEND, inclusion and behaviour	Those working with children with additional education needs and disability (including ASD, ADHD) are best supported

Table 1: AfC Programmes of centrally based CPD

Research tells us that the characteristics of a good employer include establishing high quality, effective training and development opportunities for staff. We are continually working to raise awareness of learning opportunities. The WFD team supports staff to undertake relevant learning and development needed to maintain their registration and also encourage them to move beyond this.

Pathway of learning

See appendix 1, this lists the pathway of learning identified for social workers working in Early Help and Youth services. Ensuring workers have the knowledge, skills and experience to fulfil individual and organisational needs and ambitions is a fundamental part of the offer.

Methods of learning

The Learning and Development Team manages a web based system called CPD Online where staff can search and book training opportunities, track historic training and maintain a comprehensive list of their own CPD. Practitioners will need to access this site to register for training offered locally, this will also provide them with a good record should they want to ensure that their CPD portfolio is kept up to date. For example, social work staff will need to evidence their learning when they re-register with awarding or governing bodies (e.g. HCPC). For more information visit: www.afccpdonline.co.uk The site is host to a selection of training programmes covering a wide choice of specialist subject matters. Practitioners within the service will need to review the pathway to ensure they are meeting local requirements. However, as noted above face to face training is not the only method of learning accessible to social work staff. The table below outlines this further.

Method	1. Classroom based courses and events	2. Bite Size learning	3. Programmed of planned experiences	4. Formal educational courses and qualifications	5. Peer support on the job	5. Desktop/distance or mobile learning
Explanation	Access to courses and events that engage the learner in their own practice and technical skills development. Used as refreshers, generally formal with a multidisciplinary audience and facilitated by a trainer	Access to short bitesize events that encourages sharing key messages or challenges practice. Used to ensure statutory requirements are clear and met, often more informal and at accessible venues.	Access to a programme of learning that is tailored to a service/ team need and enables the learner to put learning into practice in between sessions. Summative assessment methods employed.	Access to funding to enable colleagues to undertake learning through an accredited body. The events are generally spread over a longer period of time, encouraging the practitioner to put theory into practice.	Access to colleagues within and outside of the organisation to facilitate learning conversations and develop practice. Generally short and easily accessible, clear links to adaptive potential in the workplace.	Access to technology and technology-enabled content to enable learning within the workplace and at a time that is suitable to the learner. Generally a self-directed, work-based process.
Type of	<ul style="list-style-type: none"> One day and half 	<ul style="list-style-type: none"> Staff briefings 	<ul style="list-style-type: none"> Cohort based 	<ul style="list-style-type: none"> Accredited 	<ul style="list-style-type: none"> Coaching 	<ul style="list-style-type: none"> Elearning

learning	days skills based/ knowledge transfer events <ul style="list-style-type: none"> • Statutory updates • Conferences 	<ul style="list-style-type: none"> • Breakfast meetings • Lunch and learn/ Leadership insights • Whole service events • Team meetings 	learning <ul style="list-style-type: none"> • Talent management • Sabbaticals/ Organisational raids/ rotations 	university/ college/ provider provision <ul style="list-style-type: none"> • Apprenticeships 	<ul style="list-style-type: none"> • Mentoring • Shadowing • Observations • Reflective learning sessions • Action learning • Lesson learned 	(gamification) <ul style="list-style-type: none"> • Webinars • Action Research • Reflective journals/ logs
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(Table 2: Methods of learning. Information sourced from: Workforce Development)

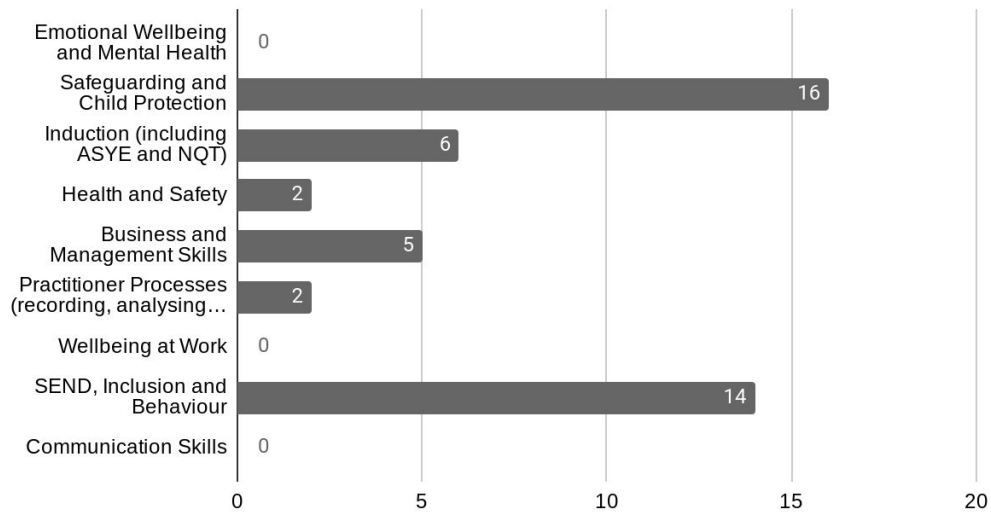
Attendance to date

Table 3 below illustrates attendance by team members from September 2017 through to August 2020, as well as just in the last academic year September 2019-August 2020. In total, 100% of workers have attended at least one face to face provision in the period and overall this equates to practitioners in the youth offending service having attended on average 5.8 courses over the 3 year period and 3.5 courses over the last one year period. This statistic illustrates AfC's commitment to ensure that all practitioners who work with our children, young people and families are well equipped to deliver the expected outcomes for the groups.

YJS practitioner attendance at training	Attendance at face to face provision
% of YJS staff that have participated in at least 1 face to face training session between September 2017-August 2020	100%
% of YJS staff that have participated in at least 1 face to face training session between September 2019-August 2020	100%

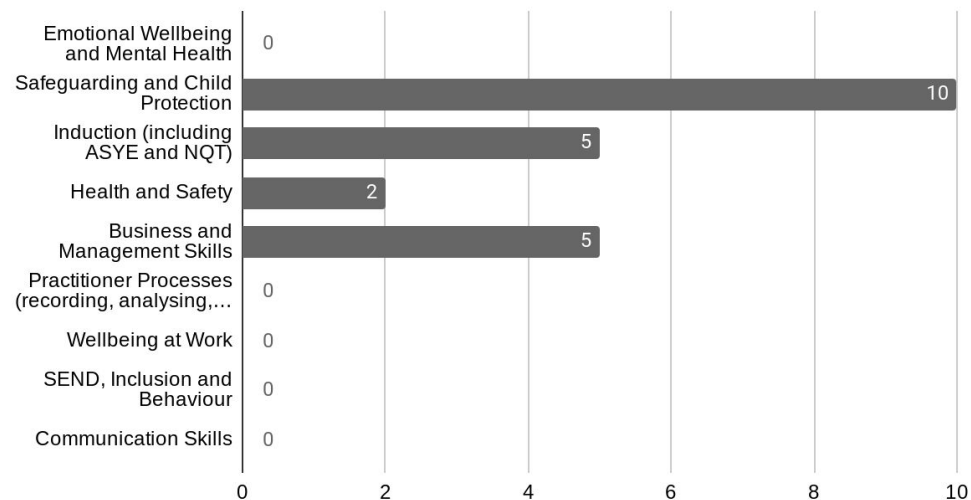
(Table 3: Statistic based on workers across the YJS team Information sourced from: Workforce Development)

Attendance at Courses by Programme 2017-2020



(Chart 1 :Attendance by course category 2017-2020. Information sourced from CPD online attendance download)

Attendance at Courses by Programme 2019-2020



(Chart 2 :Attendance by course category 2019-2020. Information sourced from CPD online attendance download)

- Chart 1 identifies the breakdown of face-to face training that practitioners have accessed since September 2017, and Chart 2 highlights the training attended since September 2019. Provision within the Safeguarding and Child Protection programme is the most highly attended overall, as would be expected, as courses from these two categories feature highly in the pathway and mandatory requirements. SEND, Inclusion and Behaviour programmes was the next most highly attended provision over the last 3 years.
- Within the last year, courses in the Induction and Business and Management Skills programmes also feature in Chart 2. This is again, to be expected, as almost half of the team have joined the organisation within the last year. This highlights AfC’s commitment to inducting new staff, and encouraging new staff to attend training.
- This data only makes reference to attendance at AfC training, colleagues who have accessed training outside of AfC will not be shown here. (eg Youth Justice assetplus training). Despite the commitment required to attend the Signs of safety training that was introduced

during this period this chart demonstrates AfC commitment to providing learning for their employees and practitioners as they have been able to still attend provision from other categories as well .

- The most popular courses have been Assessing Contextual Safeguarding within AfC and Signs of Safety - 2x Day Foundation. This is to be expected as it would have been mandatory for all practitioners to attend the 2 day Signs of Safety to ensure compliance with AfC’s methodology.
- 87.5% of permanent practitioners have attended courses from the Safeguarding Child Protection programme ensuring safeguarding compliance within the team. Some practitioners will have moved to AfC during this period and will have a current safeguarding certificate from their previous employment, which will not show on our booking system.

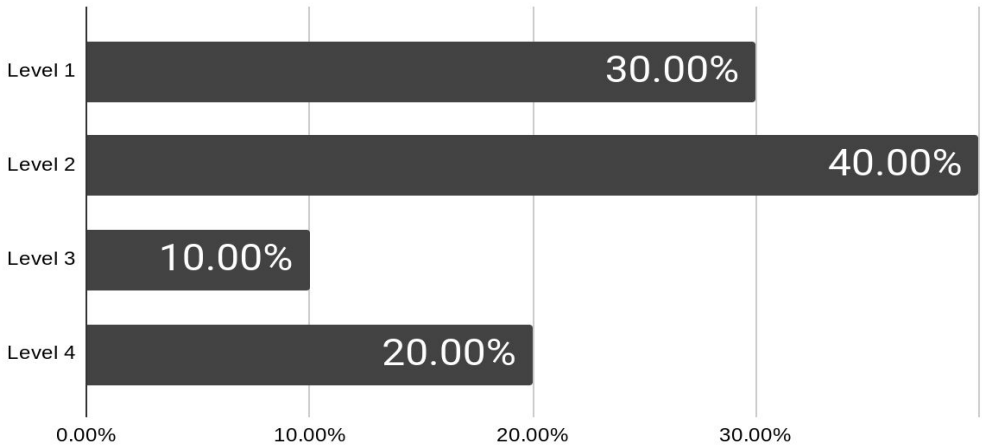


Chart 3: Percentage of compliance by team against pathway

Chart 3 illustrates practitioners compliance against the pathway (shown in more detail in Appendix 1) over the period from September 2019 until August 2020. Level 1 represents Induction courses, Level 2, Initial Skills and knowledge, Level 3 core skills and knowledge whilst Level 4 is

extended skills knowledge. Any event featured in level 4 would be based on the individual's need, events in level 1, 2 and 3 would be prioritised first.

- Priority 1 (30%) consists of the sessions that would be included in the onboarding (induction) process. This really only takes into account new starters.
- Priority 2 (40%) is made up of mainly our statutory training. It includes training that meets our Safeguarding responsibility and information laid out in Working together to Safeguard Children 2018.
- Priority 3 (10%) consists of more advanced sessions from Priority 2 and is aimed at colleagues who are still in their first year of employment in AfC.
- Priority 4 (20%) is made up of a variety of sessions focusing on different specialisms and social workers have three years to complete this provision. We would expect that length of service and AfC's commitment to staff development ensures our workers have ample opportunity to meet compliance criteria.
- 15 courses have been attended from the compliance courses illustrating AfC's commitment to the pathway model.
- Chart 3 covers the period in which the Covid lockdown occurred so therefore we would expect slightly reduced access training whilst the team adapted to the pressures of the new way of working.
- All members of the team have been assigned and completed the newly commissioned Unconscious Bias training.
- Quarterly the Director of Social Care hosts a Whole Service Event which consists of a mixture of presentations and workshops. This is for all services under the directorate and includes the Youth offending team. The agenda is designed by Senior management of all services based on business needs and consistent across the services . The last event in July 2020 covered the launch of the Practice Standards, Social Graces and Family Network Meetings.

Half of the team have been with the organisation for 6 years or more, and some of their attendance at compliance courses may not be reflected in this report. The remainder of the team have been with the organisation for around one year or less, and therefore would be expected to have completed courses within Level 1, 2 and 3.

Level 4 is made up of series sessions and practitioners have three years to complete this provision. However, not all provisions in Priority 4 will be relevant to all staff. In conjunction with their manager practitioners will elect which courses are most relevant to the families they are working with, the direction of their career progression and current business needs.

AfC also offers staff the opportunity to apply for funding for any external course which can be linked in to the AfC business plan, service improvement plan and enhance the work they do with children and young people. This has included the following courses:

- Best Interest Assessor
- Attachment Narrative Therapy
- Systemic Family therapy
- Achieving Best Evidence Interviewing

Identify Learning

Learning Needs analysis feedback

Annually in January of each year the Workforce Development service carries out its Learning needs analysis in order to inform the commissioning process for the following years provision. Achieving for Children use the following sources to build data for LNA:

- Inspection reports (Ofsted, CQC etc)
- Supervision
- Personal development plans
- Professional Institute membership requirements eg HCPC etc
- Statutory requirement eg safeguarding

- Competency frameworks
- National and Local legislation
- Organisational Priorities
- Improving outcomes for families , children and young people
- Serious case Reviews
- Feedback from previous training offer

Feedback from the recent learning needs survey provided positive results. Practitioners reflected on their attendance at learning events and were able to evidence its impact on their practice. Out of the practitioners who responded to the training needs survey, the vast majority (89.2%) had accessed training between January 2019 and January 2020. This suggests that there is good practice within the organisation for allowing staff to attend learning events.

The key themes that emerged across the whole survey were as follows:

- Overall, it appears that the current training offer is good and fulfils the needs of many staff. 84.8% of those who responded either agreed or strongly agreed that the training that they accessed through the WFD Team in the last year had made a difference to their practice.
- The majority of staff have Personal Development Plans and are working towards their priorities. However, a number of responses highlighted that staff were unclear on what this was, and there is a need for clarity around this.
- The vast majority of staff (92%) feel that they have the skills and knowledge to carry out their job. Managers also feel confident overall in their management skills, with the average confidence rating being 3.5 out of 5

Where respondents said that they found all the training they had accessed to be valuable, the reasons given were that they had had an impact on their job role and impacted their practice in work. The majority of respondents feel they have the relevant skills for their roles.

To further develop their skills, many practitioners requested further in depth training on the following topics;

- Safeguarding and its wider impact

- AIM III training
- SEND
- Mental Health awareness

Evaluating Learning

The evaluation process adopted by the WFD Service is based on Kirkpatrick's four levels of training evaluation model. Learning and development relates to all methods of learning interventions the Service provides or promotes. Access to any intervention is designed to improve performance, whether it be a course, on the job training, team meeting briefings, a secondment, having a mentor/ coach or studying for a qualification. Different types of learning and development should be evaluated at different frequencies.

- For an individual- every learning and development opportunity should be evaluated during professional supervision. This will establish how it has improved individual performance.
- For a team- all learning and development that is designed to improve processes, performance or leadership capability should be evaluated to see how it has improved team performance. It is suggested that this should become a regular quarterly review during a team meeting.
- The Workforce Development team will evaluate 'reaction' and 'learning' before and after a programme of activity and will also follow this up 3 months after the course. They will look back to delegates and their managers to encourage and ensure participation in this feedback.

Evaluation data

As noted above, feedback from learning events is captured in a number of different ways, see appendix 2 for the collation methods.

The evaluations on courses attended by the YJS team has been positive overall. Chart 4 below shows the percentage of evaluations that rated the courses as having met the objectives described in the course outline (99.4%). Chart 5 shows the overall rating given to these courses, with

94.7% of evaluations rating them as 'Good' or 'Excellent'. Both of these statistics speak to the quality of courses that have been commissioned by the Workforce Development team to support practitioners' development in their roles.

Courses attended by staff that met objectives

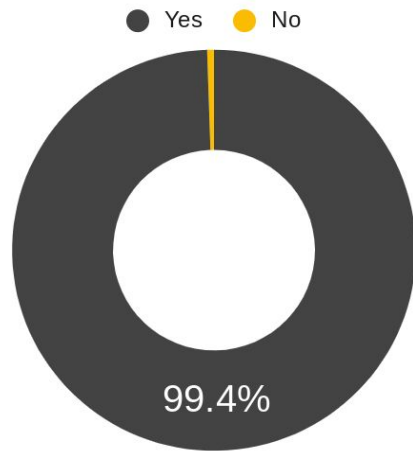


Chart 4: Percentage of courses attended by teams that met objectives. Both sourced from: CPD Online download data

Courses attended by staff - Overall Rating

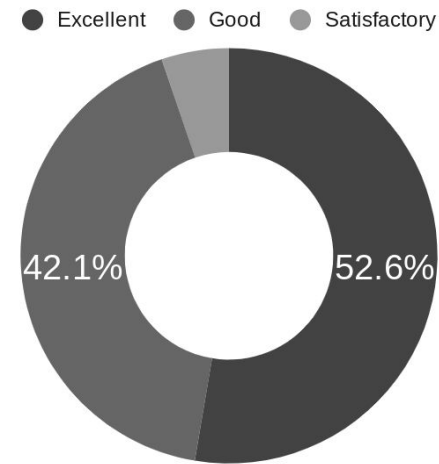
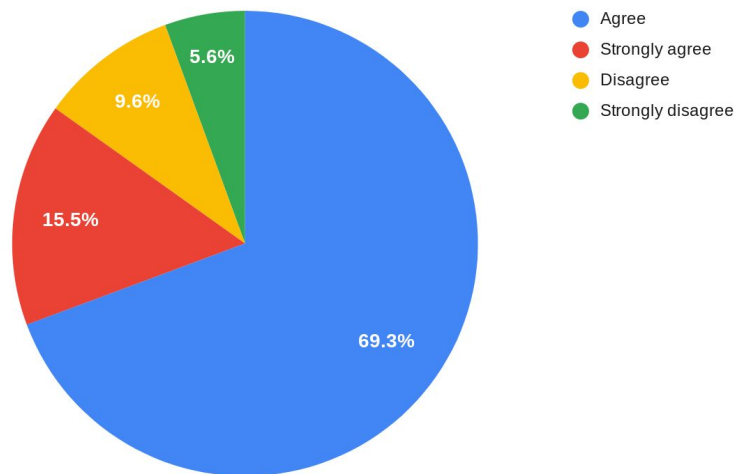


Chart 5: Overall evaluation ratings of courses attended by team

Some of the feedback from learning needs analysis included information on impact of training. For those who had accessed training in the last year, 84.8% of respondents agreed or strongly agreed that the training they accessed has made a difference to their practice. This is encouraging, and shows that the majority of learning interventions are having a positive impact upon practice.



(Chart 6 : Perceived impact on practice from training accessed through AfC's WFD service in 2019. Sourced from: Learning Needs Analysis survey data)

Some of the reasons given for why they found the training valuable are as follows:

“I have accessed a lot of training this year as my role has changed and felt it has been vital to up skills using courses that are relevant to this role. Additional to management knowledge and experience there has been a need to access courses that were a benefit to the individual service delivery...These have enabled me to drive the service and support the staff team .”

“The majority of the training I have attended has been beneficial to my role. At the beginning, safeguarding Children and Working With Difficult To Engage Parents really helped. They gave me the skills I needed to work confidently in supporting families.”

- Working with Autistic Spectrum Conditions in the Youth Resilience Service - “- It was well [though] out as Ive had alot of training in this area and new materials were added...definitely, some very good strategies how to work with people with [Austic] traits, also live cases were discussed which helped my understanding of the complex needs presented.
- Understanding Harmful Sexual Behaviours (HSB) displayed by Children and Young People - “It has helped to recognise the areas that I need to be aware of to keep the young people in my care safe.”
- Signs of Safety - “ Excellent training, very relevant and involved practice with tools that will be used in our work, use of simpler language and a more 'common sense' approach should increase participation and input from CYPs and their families.”
- Assessing Contextual Safeguarding within AfC - “This training makes a big difference in how we work and operate on our project. It provides insights and the need to highlight the different risks that a child/young person poses in their daily life. Instead of just focusing on how to safeguard the child/young person it takes the focus away and looks at the bigger picture of who the child/young person's network of associates, areas they hang around, school and at the home.”

The majority of respondents (92%) feel they have the relevant skills for their roles. To further develop their skills, they requested more training on the following topics;

- Project Management
- Special educational needs and disability (SEND)
- Parental Conflict
- Mental health

Impact evaluation data

The following section provides examples of progress and impact from the range of workforce development opportunities that are available within AfC. The following section provides examples of progress and impact from the range of workforce development opportunities that are available within AfC.

→ **Classroom based courses and events: Induction**

In April 2020 we launched a new streamlined induction process to improve the onboarding of new starters. This is based on a fixed start date scheme which means all new employees join on the same day each month. They join the corporate induction on their first day and are set up on their new equipment so that when they join their teams they are in the best position to begin working.

- This has significantly improved the attendance rate at corporate induction with all new starters joining the event and beginning their mandatory elearning.
- Induction resources are available and accessible on the intranet to support line managers and new starters or agency workers during their first six months.
- Further resources have been developed for internal induction to support staff as they change roles.

Feedback has been positive in helping us refine the offer and resolve the areas that are causing concern i.e. time it takes to get a ID card.
Feedback from new starters:

“Being new to an organisation can be daunting, and having an induction programme that is also focused on the corporate company and not just my team was really useful as it provided me with a insight into the bigger picture or what else goes on across the company, and gave me a chance to meet other new starters in different parts of the company.”

“It was really good to meet with people who we can then go back to with any queries in the future. I felt it was really well done online and really clear communication in the lead up to the day. Really enthusiastic and knowledgeable presentations.”

→ Programme of learning: Leadership Summit

The Leadership Centre of Excellence focuses on strengthening the capability and capacity of our managers in order to maximise the potential of our employees. The LCoE delivered two SUMMIT events this year bringing together all our leaders and managers and refreshing their knowledge on key areas of management. In February 2020, we held a two week event which targeted core people management challenges: such as recruitment, induction and managing sickness absence. This was followed up with a virtual event in June. Managers were able to share learning, deepen their understanding of processes and explore their soft skill development through a series of webinars, discussions and activities. 83% of our managers have attended 1 or more of these workshops, with 60% attending all the mandatory sessions. The impact evaluations show that managers now feel more confident when dealing with these challenges and have seen a positive change in their absence and retention rates. Managers reflected on the impact the training has had on their ability to deal with challenging conversations with staff and how that has improved overall staff performance.

→ Practice Models: Signs of safety

AfC has adopted the Signs of Safety as its primary practice model as part of the Partners in Practice (PIP) funding. Achieving for Children started implementing Signs of Safety (SoS) from June 2017. The Signs of Safety model promotes strong relationship building and enables practitioners across different disciplines to work in partnership with children and families to maintain a focus on building safety within the family.

An Impact Evaluation survey was sent to all AfC trained Practice Leads. Overall the findings are very positive and reflect a high level of Practice Lead engagement with SoS. 94% of social workers who responded to the survey scaled their use of SoS as 5 or more on a scale of 1-10 (10 representing consistently and all the time and 1 not at all) and 68% scaled their use at a 7 or higher. Feedback from AfC colleagues on how they use SoS suggests that the scaling tool (96%), danger statements and goal statements (76%) are powerful tools that they are implementing into their practice. Part of the development of this model is the training of our practitioners. Over 80 staff from across our Early Help and Social Care teams have been trained as a Practice Lead (14 within RBWM). The impact evaluation survey highlighted that by using SoS practitioners were able to progress towards building constructive relationships with family members.

The Practice Lead role includes driving the development of the practice model throughout our workforce to improve the way our workforce engages and work with our children, young people and families using the signs of safety model. In a recent evaluation of the progress of Practice Leads implementation, the following examples of practice were developing:

- *576 staff completed the 2 day foundation course (% of the workforce)*
- *131 staff received the Signs of Safety briefing.*
- *Child protection conferences are all delivered in a Signs of Safety way to strengthen the voice of the child and family engagement, with 69 members of staff taking part in mock Signs of Safety conferences.*
- *Practice Leads are applying Signs of Safety scaling approach within their practice with examples including peer supervision, direct work with children and families.*
- *There has been an increase in the use of the 3 columns model being used across the service in a varied number of ways i.e. team meetings, individual supervision, direct work, ASYE*
- *100% of managers who have undertaken observations of staff have noted an improvement in practice through implementation of the tools*
- *The Signs of Safety training is now delivered by internal staff.*

→ Virtual Classroom Training: Assessing Contextual Safeguarding

Achieving for Children have recently appointed an Adolescent Exploitation and Missing Manager - Contextual Safeguarding Lead. Part of the responsibility of this role is to support colleagues in the understanding of Contextual safeguarding. From April 2020 the L&D team in conjunction with the Contextual Safeguarding Lead rolled out a series of 21 virtual sessions. In total 161 delegates attended . The sessions aim to support practitioners within AfC to recognise the skills they possess and to implement them to a new area of practice.

The outcomes for the session were as follows:

- Explain how AfC is addressing concerns to extra-familial harm and developing the response to Contextual Safeguarding & Exploitation

- Recognise that the skills they have for risk assessing, intervening and providing support in relation to intra-familial harm are transferable to risk assessing, intervening and providing support in relation to extra-familial harm.
- Identify resources and tools to support them in their role whilst working with young people who are at risk of extra-familial harm.
- Implement and consider how this may change their response to extra-familial harm.
- Demonstrate an increased understanding and use the improvements being made within the technology which will support them in more robust assessment of extra-familial harm.

After only a couple of weeks of completing the course, a delegate demonstrated the following impact of the training:

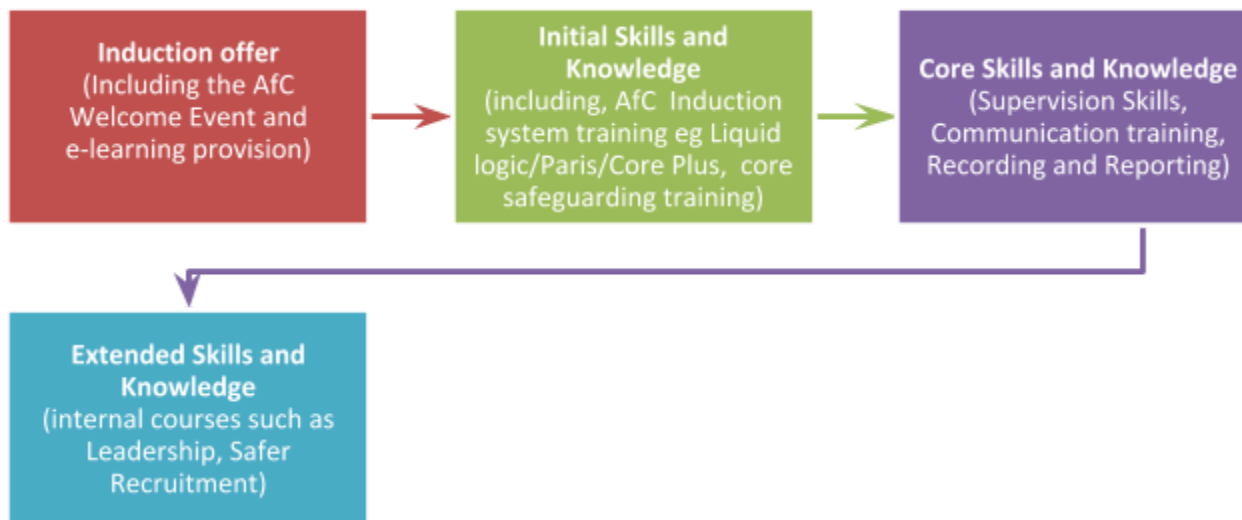
“Attending the Contextual Safeguarding course taught me to look at a safeguard concern to a wider approach to understand and respond to young people’s experiences of significant harm beyond their families. The course highlighted the need for partnership agency work to help address the risk. This course widened my knowledge looking at Extra Familial risks which include criminal exploitation of children including into gangs. and county lines, child sexual exploitation, harmful sexual behaviour, modern. Slavery and serious youth violence all these considerations when within the criminal justice system

At a recent risk strategy meeting we used contextual safeguarding . A vulnerable young person’s house was being targeted and used by a group of youths known to the YJS for substance misuse., In conjunction with the Safer Neighbourhood team discussed how to use different appointments and activities would disrupt the activity. It did work as the young people moved on from targeting and using this young person's house .”

Appendix 1: Training pathway

YJS: Learning and Development pathway

The following pathway has been identified for practitioners working in YJS. The following page outlines the pathway in further detail with course titles.



Priority Level	Training pathway	Proposed learning programmes
1	Induction to be completed within 4 weeks of employment	E-Learning: Data Protection and GDPR E-Learning: Equality and Diversity Awareness E-Learning: Health and Safety E-Learning: Basic Fire Safety Awareness Induction: one day Corporate Welcome Induction Signs of Safety Briefing
2	Initial Skills & Knowledge to be completed within 3 - 5 months of employment (or when appropriate or completion of probation)	Safeguarding Children: A Shared Responsibility Level 2 Safeguarding Children: Child Protection Process Level 3 Child Sexual Exploitation Signs of Safety - 2x Day Foundation Toxic Trio: Impact upon Outcomes for Children Encouraging the voice of the child during engagement & assessment Domestic Abuse Awareness PREVENT Awareness

		<p>What's new in Child Development - informing excellence when working with children & young people?</p> <p>First Response and Personal Safety for Lone Workers</p> <p>Introduction to ADHD – Level 1</p> <p>Attachment: An Introduction - Level 1</p> <p>Introduction to Autistic Spectrum Conditions - Level 1</p>
3	<p>Core Skills & Knowledge to be completed within first year of employment (Staff should liaise with their line managers to determine the priority levels. If staff can clearly demonstrate that they have previously attending training this will be accepted)</p>	<p>Trauma informed Practice</p> <p>Domestic Violence & MARAC</p> <p>Understanding and Managing Childhood Neglect</p> <p>Supervision Skills: Making the Most of Supervision</p> <p>Restorative Practice</p> <p>Bouncing Back: Supporting Resilience in Practitioners</p> <p>Voices, Rights & Choices</p> <p>Working with Autistic Spectrum Conditions - Level 2</p> <p>Working with ADHD – Level 2</p> <p>Attachment: Impact on Practice - Level 2</p>

4	Extended Skills & Knowledge to be completed within 3 years of employment (or when appropriate). To be discussed with line manager - the training on offer will include all of the other face to face events designed and commissioned by AfC, as well as any other learning (action learning sets, observations, working lunches and workshops) from the service.	Impact of Parental Mental Health
		Safer Recruitment
		Signs of Safety 5x Day Practice Lead Training
		Impact of Parental Substance Misuse
		Online Safety & risky Behaviour
		Sex, Drugs and Alcohol
		Signs of Safety - Mock Child Protection Conference
		Self Harm & Suicide Awareness in Children & Young People
		* ADHD Specialist Programme - Understanding and Working with ADHD
		*Autism Specialist Programme - Understanding and Working with ASD
Attachment: Use in assessment - Level 3		

*The Specialist Programmes are due to be combined ready to be rolled out in the academic year of September 2020 - July 2021

Appendix 2 :Methods of evaluation

Ensuring workers have the knowledge, skills and experience to fulfil individual and organisational needs and ambitions.

Method	Reaction (level 1)	Learning (Level 2)	Behaviour (level 3)	Results (Level 4)
Explanation	At the first level we measure the participants' initial reactions to the training they receive. This enables us to gain insights into the material, quality and facilitator expertise.	At this level we measure how much information was effectively absorbed during the training and map it against the learning objectives set out at the start of the event.	At this level we measure how much the learning event has influenced the behaviour of the participant. Has the participant actually used those new skills in their day-to-day job, i.e. incorporated it into their behavior.	Finally, we measure and analyse the impact the learning has had on the business. For example what did the changed behavior result in? For example, if you had a management training, have your managers improved?
Type of evaluation	A common way to measure this is a survey after a training – what did the participant think of the training they received? Did they find it useful?	Common ways to measure this are post-tests or hands-on assignments that demonstrate the person learned a new skill.	Common ways measure this are in-field observations or evaluations from participants' managers or other professionals.	Have employee surveys shown an improvement in manager effectiveness, thereby reducing retention?

Appendix 3- Identified Gaps

These charts highlight the gaps identified by the Interim Youth Justice Strategic Manager during supervision for both the team as a whole and individuals that are due to be addressed during this year's CPD provision. Many are an integral part of the centralised AfC provision . Some sessions are being coordinated for the team specifically as bite size sessions . Please note some sessions will be delayed due to Social distancing requirements for the Covid Pandemic.

Topic	Arising from	Scheduled date
SEND and SLC	Audits	Various dates
Developing Holistic Outcomes in EHCP	Gap	Wednesday 16 September 2020
Trauma Informed Practice	Gap	Wednesday 25 November 2020
AIM 3	Gap	24/25 November 2020
Modern Day Slavery – National Referral Mechanism	Gap	E learning available through KRSCP
Signs of Safety	Mandatory	Wednesday 4 November 2020

Toxic Stress, Toxic Trio, Cumulative Harm, and the Brain	Mandatory	Tuesday, 20 October 2020
Encouraging the Voice of the Child During Engagement & Assessment	Mandatory	Friday 26 February 2021
Domestic Abuse Awareness	Mandatory	Monday 30 November 2020
KRSCP: Workshop to Raise Awareness of Radicalisation and PREVENT (WRAP) Training Webinar	Mandatory	Wednesday 30 September 2020 Tuesday 6 October 2020
What's new in Child Development - informing excellence when working with children & young people?	Mandatory	Tuesday 9 March 2021
Introduction to ADHD Level 1	Mandatory	Tuesday 26 January 2021 Wednesday 5 May 2021
Attachment - Level 1	Mandatory	Wednesday 13 January 2021
Introduction to Autistic Spectrum Conditions - Level 1	Mandatory	Thursday 17 September 2020
Desistance, Good Lives and Effective Planning	Audits	Date TBC
Challenging Behaviour: working with young people in distress	Gaps	Date TBC

Social Media – risks and challenges	Gaps	Monday 22 March 2021
Improving Court skills and confidence	Audits	Monday 8 March 2021
Disproportionality and Youth Justice	Gap	Date TBC
How to engage and motivate young people (using motivational interviewing techniques)	Gap	Thursday 17 September 2020 Wednesday 25 November 2020
Elective home education	Update	Date TBC
Exclusions	Update	Date TBC
Alternative provision- (Malden Oaks)	Update	Awaiting for term to commence
Constructive resettlement and identity development	Gaps	Tuesday 18 August 2020
Intervention planning - outcome focussed and child friendly plans	Audits	Date TBC
Assetplus Quality Assurance for Managers	Audits	Date TBC
Coaching in Assetplus application.	Audits	Date TBC

RJ refresher training	Kitemark	Date TBC
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YJS Bitesize Briefings Timetable	Date
YJS Risk Policy and Practice Guidance	1/9/20
Trauma Informed Practice	15/9/20
Health and Wellbeing Feedback from Peer Review/Inspection	22/9/20
Education Pathways and YJS/Education Protocol	29/9/20
Effective Participation and Engagement	6/10/20
Health and Wellbeing Pathways to Specialist Services	13/10/20
Systemic Sculptors (YJS case formulation and psychologically informed approaches to working with adolescents and risk)	20/10/20
Family Plans and Family Network Meetings	27/10/20
Systemic Listening and Formulations (YJS case formulation and psychologically informed approaches to working with adolescents and risk)	3/11/20

Genogram (YJS case formulation and psychologically informed approaches to working with adolescents and risk)	TBC
FIT Formulation and Sentence Planning (YJS case formulation and psychologically informed approaches to working with adolescents and risk)	TBC