



CCN are proactive in their buddying and mentoring support of new and existing staff and this project will formalise the good work undertaken already in Curriculum Services. The plan to work with staff is supportive and progressive.

### Enhancement of Learning Support (ELS)

The ELS project is a national project aimed at supporting the training and development needs of support staff and those who manage them; involving all nine regions.

CCN has been working together with three other colleges to promote Alternative Approaches to CPD.

Curriculum Services have fully embraced alternatives to CPD to enhance the students' needs and aspirations.

Allie O'Brien, Project Director, LSIS funded Enhancement of Learning Support Programme  
When we asked Learning Support Staff what training they found useful, practitioners often told us that what they valued was learning from others within their own organisations, for example, through approaches such as buddying, shadowing and mentoring. Typically, however, this was often only available at induction or was simply not on offer to learning support staff.

These resources are intended to help you to implement alternative approaches to CPD, if they're not already in place within your organisation. They have been designed to help you to tap into the expertise which exists within your organisation and to provide you with simple guidance to support you in sharing knowledge and developing effective practice amongst staff.

I think most practitioners would agree, mentoring, buddying and shadowing are effective ways of both developing and engaging your staff. And some of you may well already be using these, but for those of you who would like introduce them or perhaps are doing it informally but would like to get more from the process, these materials can help.

Izzy Mair, Head of Curriculum Services

Our strategy is to find ways for staff members to be more confident and be able to perform their duties in an improved and efficient manner, which also proves to be cost effective; to this end we think CPD is key. The focus of the LSIS project was to provide a supportive environment for staff to enhance their personal professional development and to encourage the art of sharing excellent practice. The whole Centre is currently participating in CPD activities to draw on guidance of staff and have a greater understanding of roles and differences of provision. As part of 'Delivering Sustainability' the Centre has created a structure to meet the growing demands and aspirations of all stakeholders. Also, many of the staff are either new to Centre or role. With this in mind City College has been able to fully embrace the LSIS project 'Alternatives to CPD' and fully anticipate its roll out in other functions across the college.



### Mentoring

44 staff are currently being mentored.

“Good progress in some areas of work I was finding difficult”

“An invaluable method of achieving objectives”

### Mentoring

Hatty Pratt, Senior Curriculum Services Support

I think the most beneficial thing about doing the LSIS ‘Mentoring Project City College Norwich’ has been getting to know the new staff really well, seeing what their strengths are and how you can give them a progression route.

Teresa Burleigh, Senior Curriculum Services Support

It’s been a really good experience. It’s given me a chance to get to know Jemma on a one-to-one basis and provide her with support and use my experiences that I’ve gained over the last thirteen years in college to assist her. It’s also given me chance to find out about her training needs.

Jemma Boyd, Curriculum Services Support

This has really helped me as a new member of staff. It’s good to discuss any issues I’m having with students. It also gave me the opportunity to ask about any relevant training to develop my own skills and knowledge. This is also very beneficial because I’m giving students the most effective support possible to suit their needs.

Sara Holmes, Senior Curriculum Services Support

I’ve been a Mentor and a Mentee in the LSIS project at City College. As timetables can be busy, it has been great to have time set aside to talk about future progression and development while working here.

Freddi Albone, Senior Curriculum Services Support

And my experience as a Mentee has been very positive, as it has allowed me to be able to support staff better and with more understanding and confidence. My Mentor, Sonia, has had many years’ experience working with people with many different situations and is able to bring these skills to the mentoring process.

Vicki Gates, Senior Curriculum Services Support

I’ve been mentoring James since he started in October and it’s been a really good opportunity for him to be more competent in his role and me to get to know James and help him with his progression through his career at college.

James Gray, Curriculum Services Support

Yeah, it’s been brilliant so far, when actually I’ve gained a lot from this mentoring experience and obviously I’ve gained more opportunities, one such opportunities coming up is I’m now being a buddy for a new CSS that’s starting so it’s really the Mentee becoming the Mentor really. So



that's going to be a really good experience, I'm really looking forward to and really want to grab it with both hands!

### Buddying and Shadowing

28 members of staff are buddying their experienced peer.

“Sharing excellent practice”

“Supportive environment for staff and students”

50 members of staff are shadowing their experienced peers.

“Improved efficiency”

“Development of tasks and content has helped my induction”

“Draw on guidance of experienced staff”

### Buddying & Shadowing

Jeff Dale, Specialist Adviser - ADHD

I have been buddying a new member of staff and I have found this experience to be, not only beneficial for the new member of staff, but also for myself, as explaining and demonstrating how the job works, has given me a better insight into my own working practices. It's also given me greater confidence for buddying and inducting other new members of staff.

One of the benefits of having a buddy is that it allows a colleague to learn the job with a peer; allowing for a good understanding of the job role as both colleagues are performing the same job. Since then, this staff member has had the opportunity to grow in confidence with the working practices of this educational environment and is now a real asset to the team and often now helps me with my student case load. Having a buddy has helped me to forge a strong working relationship with this new colleague and we now often work together with students. I am looking forward to buddying with another new member of staff, who starts today.

Tamara Rampley, Specialist Adviser – Mental Health

From my point of view the LSIS project as far as my workload and my job description goes was very timely and very helpful. Being mental health it's always been quite heavy and quite busy and timed this with the restructure and it gave me a really good framework for reviewing my, I guess the boundaries and responsibilities and the way I work really, my working practices, which always felt, because there was just so much to do a little bit chaotic, so it's quite a privilege to have a chance to talk those through in parallel with all the other changes and just think, actually you know, I can do this and I don't need to do this and so it was very timely.

### Learn & Share

150 members of staff across the whole centre are taking part.

“A way of removing barriers”

“A chance to gain insight into my own skills”

“Building professional trust”

### Learn & Share

Gareth Davies, Team Leader – Curriculum Services

Learn and share has always been a central pillar at City College Norwich for promoting cohesion and good practice amongst staff. The LSIS project has given a renewed emphasis to this; members of support staff are invited to talk about their specialist role and, in this way, the staff



were not only able to share their expertise but they got to know each other, got to know the areas and the remit, and it worked really well, certainly in an area where there's been a lot of development recently.

#### Diversity

The changing responsibilities and accountabilities of the team means we recognise a greater need to support those new to role and for existing staff to share practice.

#### Quality

We need to share skills to maximise resources to support student demand.

#### Excellence

Highlighting the importance of collaborative learning, developing capacity, developing leadership and creating a learning culture.

#### Jill Smith, Team Leader – Curriculum Services

I think the LSIS project has been an excellent opportunity for us to formalise and recognise the mentoring, shadowing and buddying activities that we already do at City College Norwich.

#### Vicki Plowright, Team Leader – Curriculum Services

I think actually one of the really good things about the mentoring is that we got the documentations from LSIS but then we were able to adapt it to what we wanted at the college and a lot of the mentoring sessions, I think we've kind of fitted it into the college strategy so we're doing the personal development of individual CSSs but we're also directing it towards the strategy and the overall goals of the college.

#### Sonia Freezer, Team Leader – Curriculum Services

And through that process colleagues have become much more empowered in taking ownership of their CPD.

The support of the focus meetings that we've had and they've then had with their teams has allowed them to increase their confidence in the role of managers but also their confidence in the daily work activities and it's been an invaluable method of them achieving their goals and objectives.

Perhaps Staff are becoming much more qualified and much more engaged in what they're doing. It's not only that we're looking back on the things that we maybe didn't do so well but we're looking back on the things that we have done really well and working out what it was that was good so we can replicate that in other areas.

For further information on CPD alternatives and sharing good practice contact Curriculum Services

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