



CPD at JEP Youth Engagement

Young people and staff at **JEP YOUTH ENGAGEMENT** deserve the best.

Our key drivers at **JEP YOUTH ENGAGEMENT** are to:

- Develop core skills
- Develop emotional well-being
- Improve attendance and engagement
- Responsiveness

The CPD programme has been purposefully designed to meet the requirements of the provision's overarching key targets as well as to support colleagues through their professional development in achieving our key aims.

The CPD programme has been categorised into four main areas:

- Pedagogy and curriculum development
- SEND
- Pastoral and Behaviour Management
- Professional Development

On the page below is an overview of the CPD programme content. CPD sessions will be delivered in a variety of formats throughout the year, and we always look to utilise our working day throughout the week to deliver these sessions:



Pedagogy & curriculum development	Pastoral/SEND	Pastoral/ Behaviour management	Professional Development
Retrieval & Recall	SEMH (SALT)	First Attention Best Conduct	Invigilation
Quality First Teaching & Adaptative Teaching	SEND Need meets	Calm Consistent Adult Behaviour	GDPR*
Elklans (SALT)	Teach meet	Positive Framing	Team Teach Level Level 1&2
	Role of Ed Co/ teacher	Restorative Conversations	Emergency first aid
	CCE and County Lines	Deliberate practice	Fire Safety Awareness
			Mental health first aid
			Lone Working
			Safeguarding Children
			Preventing Radicalisation and Extremism
			Safeguarding Adults
			Sexual harassment at Work
			Diversity and Inclusion
			Cyber Security
			UK Equality and Legislation
			Fire marshall training

1. Pedagogy & curriculum development

Ensuring high quality learning and teaching in all areas is a **JEP YOUTH ENGAGEMENT** priority. To support colleagues in further developing T&L strategies to increase the level of progress in lessons, JEP have highlighted several key principles to be an integral part of our curriculum intent:

- **Knowledge.** Our Young People need knowledge to provide context to their learning. Without knowledge, YPs will not be able to think critically.
- **Deep knowledge.** To achieve this, YPs will need shallow knowledge first and new learning is always connected to old learning.
- **Memory.** By thinking hard about things, students are more likely to remember.
- **Practice.** To achieve deep knowledge, students must practice. Alongside this, we must also test how proficient students are becoming.
- **Intelligence.** This can be changed through sustained hard work. Successes and failures need to be discussed in terms of effort, not ability, meaning that all can achieve. This is our JEPWAY model.

These principles will aim to extend the current thinking of staff, encouraging them to implement some of the approaches within their practice. CPD training will look at:

- Retrieval & Recall
- Quality First Teaching/ Adaptative Teaching
- ELKLNAS (Speech and Language)

So greater time can be spent on embedding each principle not all principles will be delivered on this year's CPD programme.

2. SEND

Young people with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school. Our SEND CPD will focus around 5 key areas highlighted in the Education Endowment Fund report:

- Creating a positive and supportive environment for all YPs without exception
- Building an ongoing, holistic understanding of all YPs and their needs
- Ensure all YPs have access to high quality teaching
- Complement high quality teaching with carefully selected small-group and one-to-one interventions
- Work effectively with Education Coordinators

3. Pastoral and Behaviour management

Developing the emotional resilience and regulation of our Young People is an essential **JEP YOUTH ENGAGEMENT** driver. Staff at JEP will be expected to follow identified strategies designed to modify learner behaviour; denying attention to negative interactions, placing emphasis on choice and reducing perceived threats. Staff will be trained in:

- **FIRST ATTENTION BEST CONDUCT** is staff praising compliance to indirectly tackle off task behaviour. Direct interventions are done calmly and in a non-confrontational way, giving children 'thinking time' to respond with requests.
- **CALM CONSISTENT ADULT BEHAVIOUR** - “Calm is strength, upset is weakness” (Jones, 2007). By remaining calm and consistent, many behavioural issues are eradicated over time. Once young people learn that the teacher is not going to lose their cool, and that they are going to stay firm in their expectations, there is no fight to be had.
- **POSITIVE FRAMING** refers to the ways we help students stay positive. We narrate what's working, focus on the way out of past problems, and assume the best about students. Precise praise helps us see the difference between acknowledgement and praise and reminds of the importance of private correction.
- **RESORATIVE CONVERSATIONS** allow the adult to demonstrate empathy, teach young people how to resolve conflict, and most importantly, allow young people to have a voice. It's an opportunity for both the adult and young person to express their feelings about what's going on in the classroom while setting high expectations.

These strategies will be delivered through a strategy of deliberate practice. This is a general concept practice means preparing. It's the act of repeatedly performing certain activities with the intention of improving a specific associated skill. We rehearse what to do in low-pressure situations, so we'll be better when we use a skill in situations where something is actually at stake, such as in a competition or in the workplace.

Deliberate practice concentrates on specific elements and breaking down the skill even further with the ultimate goal of improving and becoming more consistent in our performance.

4. Professional Development

These are compulsory sessions for all staff at **JEP YOUTH ENGAGEMENT**. Through these priority sessions, staff have been provided with time to develop key areas of good practice.

Several CPD training is accessed remotely and one day will be allocated in our CPD programme for staff to access remote training in the following areas:

- GDPR
- Lone Working
- Safeguarding Children
- Preventing Radicalisation and Extremism
- Safeguarding Adults
- Sexual harassment at Work
- Diversity and Inclusion
- Cyber Security
- UK Equality and Legislation
- Fire Safety Awareness

Staff will also receive training in:



- **TEAMTEACH** - New staff will be expected to complete 2 days of level 1 and 2 training during the first week of the academic year. Other staff will be expected to complete a one-day refresher training session during the first week of the academic year.
- Emergency First Aid
- Fire Marshal
- Mental Health First Aid
- Invigilation
- **Safeguarding** – Staff will receive annual updates training on KSCSIE act in September. There will also be regular half term training every half term based on contextual data from CPOMS reporting.