Context

• Aim of SES to provide a fully integrated service with clear practices and common priorities for all teams
• Investment in staff development key to achieving this
What are we trying to achieve?

- Increased support for staff during this period of transition
- Ensuring managers and leaders at all levels are equipped to do their role effectively
- Breadth of skills and experience in our staff which are transferable across the Service
- Greater transparency of career pathways across as well as up the Service
The story so far

• Student support staff programme prioritised

• Needs analysis exercise – survey and focus groups

• Pilot programme delivered in 2011-12: now part of ongoing provision.
Student Support Staff Programme

http://www.leeds.ac.uk/student_education_service/training/index.html

- Confidentiality and Information Security
- Cultural Awareness for Supporting Students in an International Learning Environment
- Disability Equality
- Essential Skills for One to One Support
- Mental Health Awareness
- Mental Health – what support is available for students?
- Providing a Quality Student Support Service
- Supporting Disabled Students
Impact of the programme

- 758 members of staff booked onto courses to date

Feedback on the programme as a whole

“I have really enjoyed all the training sessions I have attended. They have all been hugely useful to me in my current role and beneficial for helping me to progress my career.”

Feedback on Reflective Practice Groups

“This is a great time/space for really sharing experiences and thoughts and sometimes feelings too. This ensures that for staff in a student support role (which at times is a very difficult role) you really understand that you're not alone in doing what you're doing and also that you can communicate about it with others who understand.”
What would you like to do?

- Access an overview of professional development opportunities for all staff
- Find courses and online resources appropriate to my grade/career stage
- Access guidance on developing my career at the University
- Find out about mentoring and how to find a mentor
- Access University staff networks
Next steps

Priorities over next 3 months:
• Training needs analysis via staff survey and SRDS
• Focus groups with staff
• New FESM induction

Priorities over next 3-6 months:
• Induction pilot for those new to role and process for managers to cascade to existing staff
• Start to develop clearer career pathways
• Pilot team leadership and management programme
Your involvement

• Input to survey and focus groups
• Contribute to shaping the training and development for the Service and engage in its delivery
• Contact Caroline Pearman c.pearman@adm.leeds.ac.uk
• Your feedback on great training within and outside UoL and reasons why
Any questions?
AUA Professional Behaviours

- Achieving results
- Managing self and personal skills
- Delivering excellent service
- Finding innovative solutions
- Embracing change
- Using resources
- Providing direction
- Developing self and others
- Working with people

Professional Behaviours