



THE UNION FOR SCHOOL SUPPORT STAFF

CPD Seminars for School Support Staff

Supporting, Empowering, and Developing the Backbone of Our Schools

Are you a teaching assistant, pastoral worker, or part of a school's essential support team?

Join us for a series of high-quality online **Continuing Professional Development (CPD)** webinars designed specifically for school support staff.

With a growth mindset, you know that challenges are opportunities for growth. Don't be afraid to take on new and difficult tasks. Step out of your comfort zone, set goals, and watch yourself grow.

Why join a GMB webinar?

The **GMB** are THE union for school support staff. We organise support staff in schools and (unlike some other unions...) can negotiate with employers and government to improve members pay and conditions. We are led by our members, and we know the vital role you play in pupils' success. These seminars ensure you receive the recognition, training, and tools you deserve.

This series of webinars has been designed especially for school support staff and will focus initially on the R9 Behaviour Model and the Effective Use of AI.

What you'll gain

- **Practical strategies for supporting pupils effectively**
- **Confidence in key areas such as behaviour, safeguarding, SEND support, and wellbeing**
- **A chance to reflect on your role, skills, and professional growth**
- **Networking with colleagues from other schools**

Who should attend?

All school support staff—both classroom-based and non-classroom roles.
No previous training required.



Places are limited. Register today!

Session 1

Wednesday 8th July 2026. 4.30–6.00pm on Zoom

The R9 Model of Behaviour Part 2

If you missed Part 1, you can watch the recording of it [here](#) and see the slides and resources [here](#). The password to view the recording is #gM^5MrJ.

Click [here](#) to register.

Session 2

Monday 13th July 2026. 4.30–6.00pm on Zoom

Demystifying SEMHN in the Classroom – Making a Difference to Pupils with Low Self- esteem and/or Attachment Related Needs

Click [here](#) to register.

After registering, you will receive a confirmation email containing information about joining the webinar.

These webinars are funded by the GMB National Lifelong Learning Fund.

The R9 Model of Behaviour for School Support Staff

Part 2

Wednesday 8th July 2026. 4.30–6.00pm on Zoom

This two-part webinar explores the R9 Model of Behaviour Leadership, which acknowledges that **everyone who works in a school is a leader of behaviour**. While targeted mainly at **cover supervisors and teaching and learning assistants** the sessions will benefit anyone who works in a school in a support role.

If you missed Part 1, you can watch the recording of it [here](#) and see the slides and resources [here](#). The password to view the recording is #gM^5MrJ.

Overview

When educators consider behaviour, it is often in the context of trying to 'manage' it after inappropriate behaviour has occurred. Whilst behaviour management is important it is only part of the picture, and frequently the most reactive. A narrow focus on managing behaviour can therefore lead to support staff following behaviour, rather than leading it.

The R9 Model of Behaviour Leadership is a proactive approach centred around nine areas:

- Relationships and Readiness;
- Rights & Responsibilities;
- Routines & Rules;
- Recognition and Responses; and
- Reflection.

We will review each of these during the sessions, and consider the challenges of using such a proactive, relationship-based approach to behaviour.

The R9 Model of Behaviour for School Support Staff

Part 2

Wednesday 8th July 2026. 4.30–6.00pm on Zoom

Aims & Objectives

- To understand the distinction between 'behaviour leadership' and 'behaviour management';
- To understand, and be empowered to use, the R9 Model for Behaviour Leadership;
- To explore some practical strategies which embody and exemplify the nine areas;
- To share the good practice you already use with other Support Staff colleagues.

What to Expect

Participants will be encouraged to engage, via the webinar Chat and Polls functions, with key prompts and questions that will be posed throughout the sessions. The aim is to share ideas, experiences and solutions with other support staff members.

As this is a pilot focused on the needs of school support staff, we will also be asking you what CPD you would find beneficial in future webinars.

Tutor Biography – Jake Mansell

Jake Mansell is director of Narrowing the Gaps Ltd. He has been delivering CPD on Teaching and Learning and Behaviour for over two decades, and believes that making relatively small changes to the way we work can make a vast difference to how well learners can be included in our classrooms. He has recently developed, in collaboration with colleagues, the R9 Model for Behaviour Leadership to promote a more robust, coherent and accessible approach to behaviour.

Demystifying SEMHN in the Classroom – Making a Difference to Pupils with Low Self-esteem and/or Attachment Related Needs

Monday 13th July 2026. 4.30–6.00pm on Zoom

Overview

Supporting pupils with SEMHN has become one of the biggest challenges for support staff. Quite often, such needs can feel complex and at times overwhelming, leaving staff unsure as to how best to respond. Indeed, it's not uncommon to feel that you take one step forward and three back!

This webinar will help develop your understanding of two of the main SEMHN categories:

- low self-esteem
- attachment related needs

In both instances, some easily understandable theory will be shared, providing a strong foundation to then look at proven, practical strategies you can add to your toolkit. Included will be:

- supporting pupils who a) refuse help (even though they so clearly need it); b) become overly-dependent upon adult help (even when they don't actually seem to need it!)
- providing feedback that makes a genuine difference to a pupil's self-esteem, building their confidence and independence.

Tutor Biography – Steve Russell

With over 30yrs experience working in education, Steve counts himself as fortunate that he has managed to carve a career where he has lost none of the passion that first led him into working in schools. From class teaching to working in behaviour support, leading a Behaviour and Attendance team and going on to provide interim leadership for schools in very challenging circumstances, all these experiences have culminated in an expertise around relational practice and SEMHN. He has developed a strong reputation for providing professional development that is highly informative, grounded in the practical realities of working in the classroom, and doing so with enthusiasm and passion.