
Our training



We are a national provider of specialist expertise, support and training to transform the lives of vulnerable children, individuals and families.

Contents

Welcome from the Managing Director	<u>3</u>
About us	<u>4</u>
Who we are	
What we do	
Our values	
Credibility	
Innovation	
Introduction to our Training	<u>4</u>
Accredited qualifications	
Level 4 Certificate: Working with Children, Individuals and Families	<u>5</u>
Level 5 Leadership and Management Certificate: Working with Children, Individuals and Families	<u>7</u>
Level 6 Coaching Qualification	<u>8</u>
Skills-based practitioner training	
Course list	<u>9</u>
Trauma Informed Practice	<u>11</u>
Early Help/Family Hub Practitioner Programme	<u>12</u>
C-Change - Capacity to Change	<u>14</u>
Staff Support and Reflective Supervision	<u>14</u>
Leadership Skills Training	
Leadership Development Programme	<u>15</u>
Developing effective teams	<u>16</u>
Coaching skills	<u>17</u>
Other support	<u>19</u>



Click on the section headers throughout the document to visit the relevant pages on our website.

Our mission is to improve the lives of vulnerable children, individuals and families.

Our vision is to be recognised as a leader in providing coherent models of practice and transforming the way services are delivered.



A note from the Managing Director

Welcome to our training brochure. This will hopefully give you a flavour of the training support we can provide.

Over the last 14 years we have developed a huge range of courses and programmes both accredited and skills based. We are passionate about our training making a real difference to the workforce and therefore every programme we deliver will be tailor made to suit your needs.

I am very blessed that I have an amazing team of experienced and hugely credible trainers and course creators. They are experienced practitioners/managers and therefore understand the issues facing families and the workforce. This gives them enormous credibility as trainers, and they bring every course to life with their extensive knowledge and passion.

What keeps us going is the impact we have on individuals, teams and organisations. Nothing makes us happier than getting feedback like this from our learners:

“ There is training, and then there is Interface training.”

“ This has been the highlight of my career so far I am totally inspired by the trainer to do the best job I can possibly do for families.”

“ Interface colleagues are responsive, excellent communicators with us, partners and staff. We have been really pleased with the outcomes. I would use them again and recommend to others.”

We are always happy to talk to you to help shape your thinking and explore ways in which we can help you. You will not hear any sales talk from us! Just a real drive and interest.

Who we are

We are a national provider of specialist support, training, evaluation, information and resources for those working to transform the lives of vulnerable children, individuals and families.

We were initially established in 2010 by members of the former Families at Risk Division at the Department for Education (DfE) and have been joined by team of people with a wealth of skills, knowledge, and experience around services for vulnerable children and families and how to design and deliver impactful training.

What we do

We are recognised nationally as a provider of high-quality training. Our mission is to make a real difference and our courses are therefore tailored to meet your specific needs.

Our team are extremely experienced and credible, and we pride ourselves on our deep understanding of the workforce and sector. Our materials are excellent quality, always up to date and based on best practice, supported by our research team.

We have a team of specialist trainers and writers. We have a strong capacity and knowledge base to draw on to meet training and development needs.

We provide a wide range of courses to develop understanding and skills as well as regulated qualifications.

Our Values

We are driven by our values. Our overall aim is to enhance capacity and expertise across priority areas. We want to make a real difference to the lives of children and families through our training and wider support offer. These values and drivers are reflected in the quality of our work, the strength of our relationships and our commitment.

Credibility

We have an excellent reputation as a customer-led organisation, and this is really important to us. We know that our work is exceptionally well received and that is down to our approach and fantastically experienced and credible team.

We are ISO 9001 accredited, are extremely professional, pragmatic and flexible. Importantly we are 100% committed to support you to make a difference.

Innovation

As leaders in our field we are finely tuned to the emerging needs of practitioners and leaders. We have continually responded to this by creating new and innovative solutions including our OFQUAL and CPD accredited qualifications which have been designed specifically for the workforce.

Our training

Meeting the specific training and development needs of organisations and their staff is central to our training, which is linked to our broader support and development provision. We are ISO 9001 quality accredited and all our training follows a rigorous quality assurance process.

We provide:

Accredited programmes

We offer full training, assessment and certification with fully qualified and experienced tutors and assessors.

All our trainers are extremely competent and experienced in the specialist areas they train in. They have also, through either their current work or previous professional experience, assisted organisations to build the capacity of their staff and share learning on aspects of professional practice.

Skills training

We provide a wide range of practical skills based training courses to support the workforce to work effectively with children, individuals and whole families and managers and leaders to supervise, support and lead the workforce to meet organisational and partnership goals.

We are always looking ahead and responding to the needs of the workforce and we develop courses and programmes to meet these emerging needs. We have an excellent reputation as leaders in the field.

We have many existing programmes that we tailor to the specific needs of the organisation we are supporting and we also create bespoke packages as required, drawing on the knowledge and skills base of our team, trainers and specialist writers. All our training is based on the latest research and best practice.

All our training is designed to engage the learner through a range of learning styles:

- Using the experience of the participants
- Creating learning experiences on the course
- Introducing ideas in ways that help participants integrate new understanding into their existing knowledge, skills and values

In practice this will be a combination of activities that involve exploring values, principles and emotional responses, developing and practising skills and competencies, listening to, reflecting on, evaluating and remembering new ideas.

Accredited Qualifications

Level 4 Certificate

Working with Children, Individuals and Families



This is a **15 credit Level 4** qualification which consists of **3 units**.

We have developed a comprehensive professional guidance resource and a reflective workbook to support and embed learning. It is delivered by experienced training professionals either face to face over 6-days or virtually over 9 live sessions.

The course will equip workers with the understanding, ability and confidence to go out and work effectively with children, individuals and families with complex and multiple needs.

The qualification fits latest policy and practice and meets the needs of the current workforce.

It comes with a comprehensive professional guidance resource and a reflective workbook to support and embed learning.

Units

Engagement and Communication - Building Effective Relationships

This covers the core fundamentals of working with all members of the family. Learners will develop knowledge, understanding, skills and practice around engagement, challenge and safe relationship building.

The sessions will explore working with boundaries and challenge staff to get a deeper understanding and knowledge base on working with individual need and equal opportunities.

This will create a core knowledge base around attachment and the impact it has. It will ensure confidence in working with and moving families towards change.

Learning outcomes

1. Understand the principles and values that underpin work with families
2. Understand the nature of effective relationships with individuals and whole families
3. Understand personal and professional boundaries within relationships with individuals and families
4. Understand how to address barriers to participation for families and individuals with complex needs
5. Understand why it is important to be aware of family relationships and function when working with families and individuals
6. Understand non-judgemental practice in working with families and individuals

Assessment, Tools and Planning

This unit gives learners understanding, skills and tools to use in practice to gain assessment information throughout their working with individuals and families.

Learners explore, in depth, the process of gaining assessment information and working with families and multi-agency professionals to develop clear plans and support packages.

We will develop SMART plans in partnership with families. We will develop skills and practice in attending and chairing team around the family meetings.

Learners explore the benefits of case consultation and carry out critical thinking with regard to assessment needs and integrating plans.

Learning outcomes

1. Understand the process of an effective whole family assessment of needs
2. Understand the use of strengths-based and child-centred approaches when working with families
3. Understand why it is important to have an understanding of child development when completing family assessment of needs
4. Understand how to use assessment tools to identify risk and assess needs of families
5. Be able to complete a whole family needs assessment
6. Be able to create a family plan based on the assessment of needs
7. Be able to reflect on own practice in completing a whole family needs assessment and family plan

Supporting family members towards independence and self-reliance

This unit provides learners with the opportunity to explore origins and cycles of why individuals and families may need support services. They will develop a clearer understanding of how entrenched needs can present. They will develop their questioning skills and consider good practice in motivating families and individuals into education and learning.

Learners will explore good practice around outcomes and the need for sustainable change and encouragement for individuals to link with universal services and become a stronger part of their community.

Learning outcomes

1. Understand the importance of supporting individuals and families towards independence and self-reliance
2. Understand the reasons behind lack of opportunities such as education, learning, training and employment in individuals and families
3. Understand how to address barriers to education, learning, training and employment within families
4. Be able to reflect on own practice when supporting families towards independence and self-reliance



“ I loved the course; the training days were interactive and so useful to my role in Early Help. We have already started to change practice in our team and wider service.” Southside Bath

“ The course was so relevant to my role and has made me remember why I love it so much; Thank You, I’m looking forward to putting all my new skills into practice.” Leeds City Council

Level 5 Leadership and Management Certificate

Working with Children, Individuals and Families

This course equips leaders with the understanding, ability and confidence to go out and manage effectively teams who support children, individuals and families with complex and multiple needs.

It is a **22 credit Level 5** qualification which consists of 3 units. To achieve the full 22 credit certificate, learners must complete the training, assessment and accreditation for all three units.

The course is either run as:

- Facilitated virtual training with 10 half day interactive training sessions and a comprehensive assessment process over 11 months OR
- A 6-day face to face training course and a comprehensive assessment process over 11 months

The programme is particularly suited to:

- Anyone who leads teams working with individuals, children and families as a core part of their roles
- Anyone looking to step up into a leadership role in this environment for the first time
- Experienced practitioners looking for a regulated qualification

Unit 1: Leadership, Management & Supervision

This unit covers the difference between leadership and management, principles of good leadership and management, change management, supervision, case management, performance management, building resilient teams and interpersonal communication.

Learners will explore their own leadership styles, core values and drivers and learn how to build resilience and growth in themselves and others.

Unit 2: Building effective relationships

This unit is designed to enhance relationships between all stakeholders working with children, individuals and families.

Learners will consider barriers to effective relationship building and how to gain commitment from others by understanding, influencing and negotiating. They will evaluate how they actively use their interpersonal skills to remove or overcome challenges or work towards change.

Learners will identify measures to evaluate the success of a range of stakeholder relationships.

Unit 3: Evidencing outcomes and embedding improvements

This unit explores the use of data and quality measures in demonstrating outcomes and driving improvement. Learners will consider the use of data, how to identify and manage risk, benchmarking and evidencing performance.

It supports learners to understand and respond to a variety of national/ local agendas around working with children, individuals and families. These will include the political environment and local and national drivers.

Learners will produce a real-world work project and create a personal plan to drive performance improvement and quality.

“ I think every manager should go on this course. It provided an opportunity to learn, think and reflect. Having to write assignments made me think about what I needed to take away and put into practise. I have changed my approach as a result. Fab trainer, fab training and excellent support.”

“ Being new to a leadership/line manager role I have taken something helpful and thought provoking from every session.”

Level 6 Coaching Qualification



We have an OFQUAL approved and accredited **27 Level 6** Certificate in Coaching and Mentoring over 3 units:

Unit 1: Principles and practices of coaching and mentoring

This unit aims to develop knowledge and understanding of coaching and mentoring, their application and the principles and practices which can be used in coaching and mentoring situations. This will develop skills to use in practice.

Unit 2: Personal development for coaches and mentors

This unit aims to support learners in identifying their own development needs in the context of coaching/mentoring and to plan to meet those needs. It also emphasises the need for continuing professional development and review of own activities that will lead to continuous improvement.

Unit 3: Coaching for business/organisational improvement

This unit aims to develop coaching practice (min 20 hours). This will support increased knowledge, understanding and skills needed for the personal and the professional development of the coachee and to facilitate institutional success.

Skills-based practitioner training

For those working with children, individuals and families.

A range of training and development support can be offered. All courses will be tailored to meet your precise needs. We outline a few examples of our training below but most of our work is created bespoke after liaising with you to ensure that it fully meets your needs and creates impact.

We are recognised nationally as a provider of high quality training. We pride ourselves on our deep understanding of the workforce combined with the credibility of our trainers in their respective fields. We always match the best trainer with the right skills to meet your needs for each course. Meeting your specific training and development needs is central to our training role, which facilitates our broader support and development role.

All our training is designed to engage the learner through a range of learning styles and activities. Learners will explore values, principles and emotional responses, develop and practice skills and competencies, and listen to, reflect on, evaluate and remember new ideas.

Our website is always our most up to date resource. For more detailed information on each course, please visit www.interfaceenterprises.co.uk

Or contact us for a no obligation conversation about how we could help you.

Advanced Assessment skills

Advanced Safeguarding

Adverse Childhood Experiences (ACEs)

Attachment - Understanding

Attachment & Developmental Trauma

Brain Development - Understanding

Baby, Child and Teenage Brain

C Change - Capacity to Change

Child and Adolescent to Parent Violence & Abuse (CAPVA)

Child Criminal Exploitation (CCE)

Child Development

Child Observations

Child Sexual Exploitation

Children and Young Peoples Mental Health

Contextual Safeguarding

Courageous Conversations

Cultural Competence; working with faith, religion and beliefs

Domestic violence - understanding domestic violence and abuse

Early Help and Family Hub Practitioner Programme

Effective engagement and communication with families

Effective SMART plans and Family Meetings

Emotional abuse

Emotional wellbeing across the workforce

Engaging difficult to engage families

Enhanced Professional Curiosity

Family Group Conferences

Family Hub and Early Help Practitioner Programme

Mediation

Mental health issues and their impact on families

Motivational Interviewing

Multi-agency working

Neglect - working with neglect

On-line Safety for Young People

Restorative Approaches

Risk and resilience in children and young people

Safeguarding

Serious Case Reviews - Learning from serious case reviews and dangerous care

Staff Support & Reflective Supervision

Substance Misuse - Impact on Families

Supporting Young People impacted by violence

Tools to support work with families

Trauma Informed Practice

Violence against women and girls (VAWG)

Voice of the Child

Vulnerable Adolescents

Whole Family Working

Working Effectively with Young People – Understanding Adolescent Development and Contextual Safeguarding in Families

Working with men and fathers in families

Working with Risk - Assessing, Managing, and Holding Risk when working with children and families



The following courses are CPD accredited:

The following popular courses have been independently accredited by the CPD Certification Service, the country's leading independent CPD accreditation institution.

Enhanced Professional Curiosity

Family Group Conferences

Motivational Interviewing / Conversations

Neglect - working with neglect

Staff Support & Reflective Supervision

Trauma Informed Practice

Trauma Informed Practice



We have an excellent national reputation for our knowledge and support around training and providing embedding support. We have a highly experienced team who are able to provide bespoke support packages.

We provide a range of bespoke training packages from a 1-day introduction to a 3-day programme and follow up workshops to ensure staff engage in programmes which best meet their level of responsibility for identifying and responding to the impact of trauma.

Training covers:

- Understand what Trauma Informed Practice is
- Understand the values and principles that underlie Trauma Informed Practice
- Gain awareness of how trauma manifests
- Explore the four principles of TIP – Recognise, Respond, avoid Re-traumatisation, build Resilience.
- Consider what constitute Adverse Childhood Experiences
- Explore the impact of ACE's and how these contribute to the need for Trauma Informed Practice
- Understand why Trauma Informed Practice is important for services, children and families
- Understand what Trauma Informed Practice looks like
- Learn about tools and techniques to support understanding trauma and respond
- Explore how trauma affects staff specifically considering compassion fatigue, secondary and vicarious stress
- Understand secondary and vicarious trauma and how to respond to it and prevent it
- Consider how to build resilience in ourselves and our team
- Develop practice skills and techniques to come alongside the client in a trauma informed way

Consultancy Support options

In addition to our comprehensive training programmes we can provide tailored support packages to help you to:

- Achieve change to develop a trauma informed culture across organisations
- Inform and support the development of trauma informed policies, systems and approaches to build organisational and individual resilience.
- Consider how to create and work within a trauma informed framework – Recognise, Respond, Avoid re-traumatisation, Build Resilience.
- Build systems and processes to support you work with clients
- Support staff and leaders to create a culture change using a trauma informed lens
- Identify and reduce secondary stress
- Create systemic and trauma informed approaches to building resilience
- Create systemic and trauma informed approaches to building resilience.

Early Help/Family Hub Practitioner Programme



This is one of our most popular courses which has been created to meet the needs of the expanding early help workforce.

The content and focus has been developed based on what has proved to be the most effective in the workplace.

The course is constructed in a way that can be adapted to respond to local specific criteria and needs.

This is a comprehensive **4 day** skills based training programme specifically developed for the Early Help/ Family Hub workforce.

The course fits latest policy agendas and practice and meets multi agency and early intervention workforce needs. It supports learners to work effectively with children, individuals and families and provides them with an understanding of strong multi-agency and integrated working across partnerships.

The training is practical with a focus on skills and strategy development, backed up by an understanding of what works and why. It will produce more confident and competent practitioners who are able to deliver positive and effective support.

We will always create a bespoke programme to include your local approach. We will also incorporate any tools, processes and systems to support effective working.

Content

Effective Engagement and Communication

Learners consider engagement skills and practice. They will develop working in partnerships, the importance of trust, communication styles, boundaries, engaging family members who may be difficult to engage, challenge and safe relationship building.

They will explore strategies to adapt and change communication styles to meet the needs of clients and situations. They will consider family function and support the workforce to move families towards change.

Skills to complete Family and Individual Assessments, Tools and Planning

Learners will practice using skills and tools to gain assessment information, consider how to use different tools and when they are most appropriate to provide effective support.

Practitioners will learn skills and strategies to hear the voice of the child and recognise and manage risk.

Learners will develop clear SMART plans and support packages and develop skills and practice in attending and chairing 'Team Around the Family' meetings.

They will practice questioning techniques to reflect and consider their appropriateness in differing situations.

We will introduce tools and ideas to support engagement and address lack of progress including direct work tools for use with children and young people.

Supporting individuals and families towards independence and self-reliance

Learners will explore the barriers for individuals and families in becoming independent and self-reliant and they will gain an understanding of how to address barriers to learning, education and employment.

They will think about case drift and stuck cases and how to motivate families as well as the importance of endings and closures and the need to build appropriate exit strategies.

They will consider how to build on their own resilience and understand how this can improve their work with individuals and families.

Learning outcomes

1. Understand the values and principles that underpin work with children and families
 2. Consider personal relationships within families and why they impact on family function
 3. Understand the nature of effective relationships with individuals and whole families
 4. Consider professional boundaries
 5. Ability to address barriers to involvement
 6. Understand the concept of unconditional positive regard and non-judgemental practice
 7. Understand worker resilience and self-management
 8. Be able to build effective relationships
 9. Be able to reflect on own practice
-

Learning outcomes

1. Understand the process of an effective whole family assessment
 2. Consider strengths-based and child-centred approaches
 3. Understand why it is important to understand child development
 4. Understand how to use assessment tools to identify risk and assess needs of families
 5. Ability to create a family plan based on the assessment of needs
 6. Be able to reflect on own practice in completing a whole family needs assessment and family plan
-

Learning outcomes

1. Understand the importance of supporting individuals and families towards independence and self-reliance
 2. Understand the reasons behind lack of opportunities such as education, learning, training and employment in individuals and families
 3. Ability to address barriers to education, learning, training and employment within families
 4. Be able to reflect on own practice when supporting families towards independence and self-reliance
-

C-Change - Capacity to Change

C-Change is a flexible approach to assessing parents' capacities to change where the children are in need or at risk of maltreatment. It is of interest to social workers and other practitioners working with children and families in these situations. It may be used, for example, to assist decision-making when care proceedings are being considered; in planning to reunite children who have been in care with their parent(s); and in providing support through Early Help services.

C-Change focuses specifically on parental capacity to change, with the aim of improving practitioner skills and better informing future planning and decision-making. It is designed as a complementary process, to be used alongside standard methods of assessing children and their families, such as the Framework for the Assessment of Children in Need, Signs of Safety, or other equivalent approaches.

There is very limited availability of good quality assessment methods for practitioners regarding parental capacity to change, and C-Change fills an important gap.

Problems it may help to address include delays in deciding to remove a child; decisions about removing a child from parents who might reasonably have been able to continue with the child's care; and working with cases that appear to be 'stuck'.

Staff Support and Reflective Supervision



Supervision is a vital part of effective working with individuals and families. It enables the manager and organisation to identify risks, manage worker stress and supports reflective practice.

We have a CPD accredited programme created based on our work with multiple organisations and practitioner feedback. The course supports senior staff and managers to feel able to address issues and supervise staff.

The programme is reflective with participants considering their own experiences. It will improve confidence and equip participants to provide effective supervision on completion of the programme.

The course will cover:

- Understanding the need for regular and high-quality supervision
- Knowledge of reflective practice and critical thinking
- Explore a range of approaches and strategies to effectively manage difficult situations arising through management
- An opportunity to feel confident in the use of the systemic model of supervision to inform practice
- The skills to create a supervision atmosphere that can safely be challenging, exploring, reflective and analytical whilst ensuring the staff members well-being
- The importance of supporting staff in identifying and managing potential future risks
- Tools that help facilitate critical decision-making and help workers to analyse information and potential risk

Leadership Skills Training

Leadership Development Programme

Managers and leaders need to have good relationships between themselves internally and with partners externally to meet objectives and achieve outcomes. They need to influence, engage and work collaboratively with others to maximise resources, reduce overlap, share knowledge and supportively challenge to ensure the right services are provided in the right way.

This programme supports managers to learn about themselves and develop in their leadership/management role. It is tailored to individual needs whilst capitalising on the value of learning together. It helps managers/leaders get under the skin of what leadership is about where there never seems to be time to think.

This programme is different...

The learning is experiential – this is a development programme, not the same as a taught course.

We create a safe space for everyone to learn about themselves, their strengths, and their skills and aptitudes for leadership.

Participants will develop as individuals as well as in their leadership/management role and jointly following the same journey to meet organisational goals.

They try out approaches and apply their learning to their work environment, reflecting on experiences and practices.

We encourage them to be open and to develop trusting relationships with each other.

“ This hasn’t just been a programme it’s been a game changer for me”.

“ This provided me with the opportunity to reflect on and improve in my practice and always think about what good looks like”.

“ I loved every session, couldn’t wait for the next one. I have learnt such a lot that I have already used in my leadership role”.

The programme covers:

What is leadership?

Differentiating leadership from management, principles of effective leadership, individual, team and organisational leadership theories, relationship management, strategic contexts, managing stress and building resilience.

The context

Organisational culture, policy environment –partnerships, resources, accountability, political, innovation, integration, characteristics of leadership in top performing areas, organisational values, quality and performance management.

Leadership style

Personal values, behaviours, emotional intelligence, personality preferences, leadership styles, influencing/ negotiating, adaptive leadership, the leadership environment.

Leading for change

Change theory and models, vision setting, using data for improvement and quality, engaging others/collaborative advantage and co-production, dealing with resistance and measuring change.

Leading improvement

Priority setting, data and quality assurance, developing business cases, self-awareness and insight, influencing strategies, performance improvement, managing up, coaching conversations, stakeholder engagement and multi-agency working.

Leading people

Supervision, staff support, managing performance, team roles, communication styles, feedback, performance management, making choices, delegation, responsibility and accountability and coaching conversations.

The course often includes an aspect called Co consulting. This is a method of working used in Action Learning Sets where:

- A group work on a problem or a dilemma brought by one individual to a group of other people
- A framework is provided on which to present, analyse and discuss this problem or dilemma

The programme is suitable for first line managers, practice leaders, project and innovation leaders and middle managers in a wide range of public services supporting children individuals and families in a multi-agency context. including:

- Children social care
- Adult social care
- Health Sector – Band 5/6
- Police

- Early help services
- Voluntary and community sector
- Education (schools and colleges)
- Housing providers

We have successfully delivered leadership development programmes to support:

- Newly formed teams following restructures
- The development of family hubs through supporting individuals to develop as leaders across the system and creating the culture and system change needed to deliver on the family hub agenda.

Developing effective teams



We recognise that staff are having to manage constant change and ever-increasing demands. Purpose and energy can get lost along the way and teams get stuck and frustrated.

We can offer external tailored support and challenge to re-focus and enhance team function. Our evidence shows that this improves motivation, builds effective teams and re-energises the workforce.

We will talk to you about your blocks and issues, what's going well and less well, and design a workshop or training to suit your specific needs. For example, this could include:

- Vision and aims of the service
- Focus and value base
- Moving forward after change
- Roles and responsibilities
- Individual and whole team resilience
- Communication strategies
- Decision making
- Team and individual strengths
- Exploring challenges
- Developing healthy, effective and practical habits to build a safe team ethos

Research shows dramatically improved results in organisations where leaders and managers using coaching approaches to support development and improve performance.

Our coaching training options include:

Level 6 Coaching Qualification

Our OFQUAL approved Level 6 Certificate in Coaching and Mentoring over 3 units covering:

Unit 1: Principles and practices of coaching and mentoring

Unit 2: Personal development for coaches and mentors.

Unit 3: Coaching for business/organisational improvement

The course is provided over 5 full face to face days followed by 2 further workshops and a comprehensive assessment process. It is:

- Highly interactive with plenty of practice
- Fully supported by an accredited Level 7 experienced Coach/Tutor
- Supported by 1-1 tutor support and peer support throughout

Skills-based courses

4-Day Manager as Coach Course

Day 1 & 2

- What is coaching/mentoring/negotiation/influencing? –the differences and the skills needed for each
- Where does coaching fit into your role?
- How does coaching relate to performance?
- Principles of coaching
- Building and keeping rapport
- Body language – confidence, matching and pacing
- Creating and maintaining rapport
- Reflective listening
- Questioning – open questions, hypothetical, leading, multiple, probing, critical enquiry, comparative and content free questions
- Challenge – why challenge? Challenging questions
- Model of coaching GROW– Goal, Reality, Options, Will do

Day 3 & 4

- Additional Tools – ladder of accountability, SPACE
- Providing challenge through coaching
- Handling strong emotions
- Giving and receiving feedback
- Procrastination
- Thinking Errors
- Self-limiting beliefs
- Emotional intelligence
- Reviews and measuring the impact
- Feedback
- 3 way contracting
- Perceptual positions



2-Day Coaching Skills Course

The course covers:

- What is coaching/mentoring/negotiation/influencing? – what's the difference- what skills are needed for each role?
- Where does coaching fit into your role?
- Principles of coaching
- The essential skills
- Contracting and boundaries
- Building and keeping rapport
- Effective listening/reflective listening
- Questioning – open questions and powerful questions
- Models of coaching
- Using tools – ladder of accountability, cost/benefit/decisional balance tool
- Providing challenge through coaching
- Giving and receiving feedback
- Opportunity to practice

1-Day Coaching Skills course

Our 1-Day programme provides an overview of what coaching is, outlines the skills and provides a useful model for practice. It covers:

- What is coaching?
- What is mentoring?
- What are coaching conversations?
- What makes a good coaching conversation?
- Effective and reflective listening
- Open questions
- Collaboration
- Style and spirit of coaching
- The GROW method
- Powerful questions
- End of Day Practice

“ The trainer was superb; she created a safe space for our managers to coach each other to explore difficult topics”.

“ Insightful doesn't go far enough! What a change this has made to my own thinking. I will definitely change the way I talk to staff going forward. It's helped massively”.

“ I loved this and think every manager should learn these skills. It has made such a difference already. Why didn't we do this training earlier?”.

Other Support

Our training links closely to our wider support role. We provide a range of consultancy support for services working with complex children, individuals and families. They include:

Talk to us about your requirements and we would be happy to help you.

- Research and evaluation
- Developing effective teams
- Early help support
- Service redesign and review
- Facilitation
- Family Hub support
- 1-1 and team coaching
- Supervision for staff
- Motivational speaking
- Performance improvement
- Vision setting and action planning
- Strategic challenge and support



Please pick up the phone or email us to chat through your needs as we are sure that we can find a way to help you.

We look forward to supporting you to make a real difference to the lives of vulnerable children and families.



For more information about all our services, please visit us at www.interfaceenterprises.co.uk

Contact us at training@interfaceenterprises.co.uk

Or call 01603 251730



Office
01603 251730

Wendy Weal
Managing Director
07900 808099

training@interfaceenterprises.co.uk
www.interfaceenterprises.co.uk

All content © Interface Enterprises Limited 2024.