Deployment and Impact of Support Staff in Schools and the Impact of the National Agreement

Results from Strand 2 Wave 1 – 2005/06

Peter Blatchford, Paul Bassett, Penelope Brown, Clare Martin, Anthony Russell and Rob Webster with Selma Babayigit and Naomi Haywood

Institute of Education, University of London

**department for
children, schools and families**

Deployment and Impact of Support Staff in Schools and the Impact of the National Agreement

Results from Strand 2 Wave 1 – 2005/06

*Peter Blatchford, Paul Bassett, Penelope Brown,
Clare Martin, Anthony Russell and Rob Webster
with Selma Babayigit and Naomi Haywood*

Institute of Education, University of London

Table of Contents

Executive summary

1. Background

In the past few years there has been a huge growth in the range and number of support staff in schools but previous research provides only limited information on the deployment and impact of support staff in schools.

The DISS project comprises two Strands. Strand 1 is providing comprehensive and reliable information on support staff in schools in England and Wales over a key five year period (2003-8). It involves three biennial questionnaire surveys, and results are described in earlier reports.

This report provides results from Strand 2 Wave 1 (with some additional material from Strand 1 Wave 1) and describes findings on:
1. The deployment of all categories of support staff in terms of a description of activities across the whole school day (a 'macro' level description based on 'timelogs' completed by support staff), and a description of the deployment of classroom based support staff (a 'micro' level description based on systematic observations of pupils and support staff).
2. The impact of support staff on:
   a. *Teachers and teaching*: in terms of teaching, teacher job satisfaction, stress and workloads (from teacher views); and teacher and support staff interactions with pupils (from systematic observations of individual attention, classroom control, amount of teaching and amount of interaction with teachers);
   b. *Pupil learning and behaviour*: in terms of pupil engagement in class and active classroom behaviour and interactions with teachers (from systematic observations); pupil positive approaches to learning in terms of confidence, motivation and ability to work independently and complete assigned work (from teacher ratings); and pupil learning and behaviour (teacher views);
3. The impact of the National Agreement (NA) on pupils, teachers and support staff (based on case studies and headteacher views).

2. Methodology

Strand 2 Wave 1

2.1 Research design
Strand 2 Wave 1 used a multi method approach, combining quantitative and qualitative methods. It had three main components: the Main Pupil Support Survey (MPSS), a Systematic Observation Component, and a Case Study component. It focused on pupils in Years 1, 3, 7 and 10 during the academic year 2005/6. The overall Main Pupil Support Survey took place in a sample of 76 schools. A sub-sample of MPSS schools also took part in case study visits, whilst others took part in systematic observation visits.

2.2 Main Pupil Support Study (MPSS)

The main purpose of the MPSS was to allow quantitative analysis of whether support provided for pupils was impacting on pupil attitudes to learning, controlling for other possibly confounding factors (such as pupil prior attainment and SEN status). Multilevel regression statistical analyses were used. Information was collected from teachers on the percentage of time additional support was provided for each pupil in core subjects in total e.g., by a Teaching Assistant (TA), Learning Support Assistant (LSA).

Teachers were asked near the end of the school year to assess whether pupils' approaches to learning had changed. The dimensions were distractibility, task confidence, motivation, disruptiveness, independence, relationships with other pupils, completion of assigned work, and follows instructions from adults. For each dimension, teachers rated whether pupils had 'improved', 'stayed the same' or 'deteriorated'. The analysis involved 304 pupils in Y1, 195 in Y3, 197 in Y7 and 205 in Y10.

2.3 Systematic Observation Component (SO)

Systematic observations were carried out over 2005/6 in 49 primary and secondary schools. Two year groups were generally observed in each school, either Year 1 and Year 3 or Year 7 and Year 10. The observations were on a sample of six pupils per class, two in each of three categories. In statistical analysis comparisons were made between pupils with SEN and School Action Plus, pupils on School Action, and pupils who were neither School Action nor SEN. There were 686 pupils observed in total. Visits lasted 4 days and observations were made in maths, English, science and Welsh lessons. The observation schedule provided a moment by moment description of each pupil's behaviour. Observations were conducted on each 'target' child in turn in blocks of 10 ten-second time intervals and in terms of categories describing interactions with adults, other pupils and when on their own. There were 34,420 ten-second observations in total. Multilevel logistic regression analyses were used to assess the effect of the amount of support of observation variables, controlling for other possibly confounding factors

2.4 Case Study component

The case studies added a qualitative element to the DISS project, to complement data from surveys and systematic observations in classrooms. The main purpose was to provide an interpretive and grounded analysis of factors relating to support staff deployment and impact in schools. The case studies focused on the school rather than individual classrooms, and on all support staff in schools, not just those with a direct role in relation to pupil learning. There were 47 schools in total, in England and Wales, 21 primary, 12 secondary and 14 special. Visits took place between June 2005 and July 2006. Each case study visit lasted three days and involved semi-structured interviews and observations in teaching and non-teaching contexts. Interviews were conducted with headteachers, teachers, support staff and pupils. There were 496 in total. These were augmented by field notes, comments and summative judgements by researchers. All of these were organised in terms of main headings or themes.

Strand 1 Wave 2

2.5 Timelogs
In this report we also include data from Strand 1 Wave 2 timelogs. The timelogs were sent out as part of the second Support Staff Questionnaire (SSQ) in 2006. The aim was to build on the earlier results presented in the Strand 1 Wave 1 report and provide a more precise account of time spent on 91 tasks. Staff ticked which tasks were carried out in each 20 minute period across one school day. In order to include all possible hours worked by support staff the 20 minute periods extended from 7am to 7pm. A total of 1670 responses were used in analysis, which equated to 62% of the total SSQ responses.

2.6 Headteacher views on the National Agreement: The (MSQ) Question 6.
The Strand 1 Wave 2 Main School Questionnaire (MSQ) was sent to schools in the autumn term, 2005. At the end of the questionnaire, headteachers were asked to provide any information on changes to the employment and deployment of their support staff since the summer term of 2004 - the point at which the National Agreement began its second of three phases of implementation. They were asked to give details on the range of tasks taken on by support staff, and any new staffing appointments or roles that had been created as a result of meeting the policy. Of the 2071 questionnaires returned, 868 (42%) contained a response to this open question.

2.7 Teachers' views on pupil learning and behaviour, teaching, and level of job satisfaction, stress and workload. Strand 1 Wave 2 Teacher Questionnaire (TQ)
The Strand 1 Wave 2 Teacher Questionnaire (TQ) contained open questions about how support staff had affected pupil learning and behaviour, and their teaching, and how support staff had affected the teacher's level of job satisfaction, stress and workload. Questionnaires were sent in 2006 to four teachers in each school who responded to the MSQ A total of 1,297 questionnaires were returned, a response rate of 16%, a little down on the 20% response rate from the Wave 1 questionnaire.

3. Results

3.1 Deployment of support staff

3.1.1 'Macro' description of all support staff
In this report we provide a fine grained analysis of the deployment of support staff in terms of two different forms of methodology. The first provides a 'macro' analysis from timelogs completed by all categories of support staff. It provides a detailed account of the length and frequency of activities covered over a whole day (and not just their occurrence). The range of tasks were grouped into six categories, according to who was supported and in which way:
1. Support for teachers and/or the curriculum;
2. Direct learning support for pupils;
3. Direct pastoral support for pupils;
4. Indirect support for pupils;
5. Support for the school (administrative/organisational);
6. Support for the school (physical environment).

Most time was spent on support for the school in two ways: administrative/communicative activities (1.7 hours on average per day), followed by support for the school's (physical environment (1.4 hours). Overall, support staff spent more time supporting the school than pupils (3.1 vs.1.7 hours). Support staff varied in how many of the six task categories they covered; pupil welfare staff covered all six types of activity, while facilities staff covered just the two categories. Administrative staff had the longest day (7 hours) while the shortest time was for 'other pupil support' staff (2.4 hours).

TA Equivalent staff covered five of the task categories, indicating they carried a wide range of activities, but in contrast to the picture for support staff as a whole, they spent by far the greatest amount of time of all categories of support staff on direct learning support for pupils. This was followed by support for teachers/curriculum. These results are consistent with those from the systematic observation component, the case studies and headteacher accounts (see below), and show conclusively that classroom based support staff now have a distinct pedagogical role, supporting and interacting with pupils, and that overall this exceeds time spent assisting the teacher or the school.

Not surprisingly the tasks carried out by administrative staff were primarily classified in the support for school (administrative/communicative) category (six and a half of the 7 hours) They also spent a little time in support for the school (physical environment) and support for teachers and the curriculum.

3.1.2 'Micro' description of activities of classroom based support staff
The second form of analysis of deployment of support staff provided a 'micro' analysis of the activities of classroom based support staff, this time not through self report but detailed systematic observation analyses. There were two types of analysis. The first recorded broad activities of all support staff in the classroom at the same time as the child based observations and these were divided in broad terms into those involving contact with pupils, whether working with individuals, groups or the whole class, and those when the support staff was not directing working with pupils, e.g., when working on materials, marking or talking to the teacher. We found that classroom based support staff were twice as likely to be working with pupils in comparison to not working directly with them.

The single most common individual activity overall was working with one pupil (29%). This was particularly true of secondary schools. The next most frequent activity was listening to the teacher teach (20%), followed by working with different pupils by 'roving' around the class (16%) - again most true of secondary schools. The next most common activity was working with a group of pupils (15%) and this was much more common in primary schools. At secondary level, classroom based support staff therefore tended to work with individuals and walk around the classroom, while at primary level support staff worked with groups of pupils.

The second type of analysis of deployment also came from the systematic observation analysis but this stemmed from the moment by moment descriptions of individual pupils. These results showed pupils were six times more likely to be the focus of attention with support staff compared to teachers. Conversely, with teachers pupils were more often in 'audience' mode, i.e., listening to the teacher talk. The main group of pupils without SEN

interacted more with teachers, while the pupils with SEN and School Action spent more time interacting with support staff. The amount of individualised attention from support staff increased with level of pupil need but all received more from support staff than teachers. Pupil interactions with support staff were also more active and more sustained, and it was the SEN pupils who engaged in most of this kind of behaviour.

Overall, then, with teachers pupils are more likely to be one of a crowd, and this applies particularly to the no SEN group, while with support staff they tend to be the main focus of attention, and have more active and sustained interactions with them, and this applies particularly to pupils with higher levels of need. Given that we also found in the systematic observation results that the amount of contact with teachers tended to decline when support staff were present, there are grounds for conceiving of interactions between support and pupils as an *alternative,* as much as an *additional,* form of support.

3.2 The impact of support staff on teachers and teaching

3.2.1 The impact of support staff on teaching
Analysis of over 1000 questionnaires from teachers showed that they were mostly positive about the impact of support staff on teaching. The main ways that teachers felt that support staff affected teaching were by bringing specialist help; allowing more teaching overall; affecting the curriculum/tasks/activities offered; and taking on specific pupils.

We also found that support staff had led to positive effects on teacher's job satisfaction, and decreases in stress and workload. There was a good deal of overlap between outcomes in the reasons for the beneficial effect of support staff - mainly benefits for teaching and teachers and reducing workloads. From a teacher's point of view, support staff have led to a decrease in workloads, mainly through taking over clerical and routine tasks. In their own words, this allowed teachers to be 'released' to focus on pupils and teaching. This is in line with results from Strand 1 Wave 2 on the extent to which teachers still carried out a list of 26 routine clerical and routine tasks. In a minority of cases support staff have led to more work through teachers feeling they have to do more planning and preparation.

3.2.2 Impact of support staff on adult pupil interactions: systematic observations
We also addressed the impact of support staff on teaching through the use of detailed systematic observations. These results indicated that the presence of support staff had a beneficial effect on pupils. First, support staff allowed more *individualisation of attention*, as seen in the greater amount of individual attention ('focus') from adults and the reduced amount of whole class teaching. Second, there seemed to be benefits in terms of *classroom control*, with reductions in the amount of talk dealing with negative behaviour as a result of support staff presence.

In primary schools all pupils seemed to benefit from support staff presence in terms of: more individualised attention for pupils, and better classroom control. At secondary level all pupils benefited again in terms of better classroom control and also more overall teaching. For School Action/SEN pupils there was more individualised attention for pupils.

However, the presence of support staff also led to supported pupils having less overall contact with the teacher and less individual attention from them (at secondary level), showing that individualization of attention was provided by support staff but at the expense of teachers.

3.3 Impact of support staff on pupils

3.3.1 Impact of support staff on pupil engagement and active interaction with adults: systematic observations
The presence of support staff had a beneficial effect on pupils in terms of allowing pupils to have a more *active role in interactions with adults*, as seen in the extent of beginning interactions, responding to adults and sustaining interactions over 10 seconds. There was also evidence that the presence of support staff increased the amount of *classroom engagement*, as seen in the increase in on task, and the reduction in off task, behaviour.

In primary schools all pupils seem to benefit from support staff presence in terms of a more active pupil role in interaction with adults. Children with no SEN showed more classroom engagement. For secondary schools there was more total on task behaviour for School Action and SEN groups, and less total off task behaviour for the SEN group only. There is therefore a strong suggestion that the presence of support staff at both primary and secondary school is of particular benefit in improving the attention of children in most need.

However, as with results on individual attention, the amount of active interactions with teachers was reduced as a result of support staff presence, showing that it was support staff who were involved in active interactions, at the expense of interactions with teachers.

3.3.2 Impact of support staff on pupil behaviour and learning
Teachers were mostly positive about the impact of support staff on pupil behaviour and learning. They felt that support staff affected learning/behaviour through taking on specific pupils; bringing specialist help to the teacher & classroom: e.g., technology skills, counselling, careers advice; having a positive impact on the pupils' behaviour, discipline, social skills or behaviour; and by allowing individualisation and differentiation.

It was noticeable that teachers and headteachers tended not to refer to pupil attainment and learning when addressing the benefits and effects of support staff, even when they were considering classroom based support staff and were specifically asked to consider effects on pupil behaviour and learning. Instead comments were more about effects on teachers and teaching than pupil outcomes.

3.3.3 Impact of support staff on pupils' approach to learning
The results showed a generally positive effect of support on improvements in pupils' approach to learning behaviour for the youngest age group (Year 1). Increases in the amount of support led to improvements over the school year in: pupil distractibility, motivation, disruptive behaviour (SEN group only), working independently (for a medium level of support), completing assigned work and following instructions from adults. Thereafter results were not so clear or consistent.

3.4 Impact of the National Agreement: results from the case studies

3.4.1 Teacher workload
The case studies found that in many schools the 25 tasks had been largely transferred to support staff. Some tasks were being retained by teachers for professional as well as pragmatic reasons – classroom displays being the most frequently reported example. However, teachers' work/life balance had been improved more through the introduction of Preparation, Planning and Assessment (PPA) time than through task transfer, since it reduced the need for them to work in their own time. The great majority of instances reporting workload decrease were in primary schools. The provision of cover for absent teachers – the second strand of the National Agreement – was found to be largely done by support staff, with a much smaller proportion still in the hands of teachers.

Teachers were clearly appreciative of support staff help in reducing workloads. However, the impact varied across types of school and across individual schools within each type. Primary, secondary and special schools were each at different stages of moving in the direction of the reforms, before they became statutory. Individual schools had often made changes as part of their own attempts to improve the management of the school, so when the reform was introduced, they were already some way down that road. The Agreement had also been implemented alongside other policies connected with remodelling and workforce restructuring.

One particular aspect of the changes was the increasing involvement of teachers in taking charge of the day to day deployment of support staff who worked with them and being responsible for the formal aspects of their line management or their performance reviews or appraisals. This had added new tasks to the workload of teachers, which by their nature were more demanding of skills and knowledge than the mainly administrative tasks removed from them in the first phase of the National Agreement.

3.4.2 Pupil outcomes
Improvements to pupil outcomes - in terms of attainment, behaviour and attitudes - was the second broad aim of the National Agreement and the case studies attempted to address them through observations and interviews. The overall impression created by the interviewees and the observations recorded by the researchers was that some support staff had many opportunities to have an impact on the intended pupil outcomes, but most of the evidence available was indirect, impressionistic and consequently hard to interpret. The view in schools was that support staff did have an impact on pupil attainment, behaviour and attitudes; the problem the headteachers faced was proving it.

3.4.3 Support staff outcomes
Results revealed the wide range of experiences support staff were having across the schools included in the case studies. One common theme was change in support staff roles but the nature and the rate of the changes varied enormously and there was still a lot to be done in adjusting to such things as job descriptions, contracts, hours of work, inclusion of support staff and role definitions.

The case study results supported those from Strand 1 Wave 2, by showing that teachers' workloads in terms of routine and clerical tasks, which the National Agreement

addressed, had largely shifted from teachers to administrative staff. Class based support staff were found to have with work in excess of their paid time, as they became more drawn into lesson planning, preparation and feedback, in direct and indirect support of the teachers with whom they worked. This expanded role, whilst welcomed by many individuals, was not often matched with higher rates of pay, increased hours of paid work, inclusion in meetings and decision-making, or opportunities for training in preparation for their new roles. In practice, the goodwill of support staff was indispensable in making the policy work.

It was in classrooms where the issues of role clarity, boundaries, overlap, collaboration and sharing were seen most sharply, as a consequence of deploying support staff to work directly, rather than just, as in the past, indirectly with pupils.

Teachers were largely left to define their own roles and those they assigned to the support staff deployed to work with them in lessons. Practice was approached in a pragmatic way, rather than on the basis of pedagogical considerations, and varied widely, with responsibility levels and degrees of autonomy ranging across a wide scale.

The redistribution of tasks had left some administrative and technical staff unsure over their responsibilities. For some support staff, confusion over role clarity, had led to a reduction in their self-confidence and sense of value within the school team.

3.5 Headteacher views on the deployment of support staff in the context of the National Agreement

Headteachers' accounts showed that the process of role change had produced a range of outcomes in schools. These also showed there had been a shift since Wave 1 from supporting teachers by helping with practical tasks (e.g. preparing materials and clearing away), toward more help for teachers by working directly with pupils. Furthermore, there had been a growth in the deployment of some support staff to lead whole classes alongside their work supporting lower ability pupils and those with SEN. The widening of support roles has also extended to pastoral responsibilities.

A comparison of headteachers' views in Strand 1 Wave 1 and 2 suggests that much of the goodwill and enthusiasm regarding the National Agreement has been reduced over the course of its implementation. Of clear concern to headteachers is the means by which to finance remodelling and sustain new staffing and management structures.

4. Future plans for the DISS project

The second wave of Strand 2 will include a replication of the MPSS study on impact (i.e., collecting information from schools on support for pupils and relating it to measures of pupils' approaches to learning (and academic progress), but the systematic observation and case study components will be adjusted to provide more detailed analysis of 1. the interactions between support staff and pupils, to better understand how pupils' errors are dealt with, how much and what kinds of 'scaffolding' take place, and how the adults assess pupils' difficulties/ misunderstandings; and 2. the wider pedagogical role of support staff in terms of lesson and curriculum delivery. It will focus in particular on

classroom based support staff because with a few exceptions the results from other parts of the study suggest most key issues relate to such staff.

The other remaining component of the DISS project is the third wave of Strand 1 (i.e., the third MSQ, TQ and SSQ) which, together with the first two waves of Strand 1, is providing a solid baseline, in the context of which developments in the deployment and impact of support staff can be better understood.

The two Strands together are providing much needed, comprehensive and systematic information on the deployment and impact of support staff on pupils and teachers.

Chapter 1: Introduction to the Strand 2 Wave 1 report

In this report we describe findings on:

1. The deployment of all categories of support staff in terms of a description of activities across the whole school day (a 'macro' level description based on 'timelogs' completed by support staff), and a description of the deployment of classroom based support staff (a 'micro' level description based on systematic observations of pupils and support staff).

2. The impact of support staff on:
   a. *Teachers and teaching*: in terms of teaching, teacher job satisfaction, stress and workloads (from teacher views); and teacher and support staff interactions with pupils (from systematic observations of individual attention, classroom control, amount of teaching and amount of interaction with teachers);
   b. *Pupil learning and behaviour*: in terms of pupil engagement in class and active classroom behaviour and interactions with teachers (from systematic observations); pupil positive approaches to learning in terms of confidence, motivation and ability to work independently and complete assigned work (from teacher ratings); and pupil learning and behaviour (teacher views).

3. The impact of the National Agreement (NA) on pupils, teachers and support staff (based on case studies and headteacher views).

1.1 Background

The two main aims of the Deployment and Impact of Support Staff in Schools (DISS) project are:

   a. To provide an accurate, systematic and representative description of the types of support staff in school, and their **characteristics and deployment** in schools, and how these change over time;

   b. The **impact or effect of support staff** on teaching and learning and management and administration in schools, and how this changes over time.

The aim of Strand 1 was to provide comprehensive and reliable information on support staff in schools in England and Wales. It involves three biennial questionnaire surveys - the Main School Questionnaire (MSQ), the Support Staff Questionnaire (SSQ), and the Teacher Questionnaire (TQ) – which aim to provide a systematic account of basic information on support staff in schools and changes over a key five year period (2003-8). Information collected from Strand 1 addresses characteristics and deployment of support staff, including details of all support staff in schools, numbers and type, age, gender, ethnicity, salary levels, experience, qualifications, turnover, hours and duties, deployment in schools, how they support teaching and learning, and training. Information has also been collected to provide a detailed account of staff perceptions of their job satisfaction and conditions of employment. Results from Strand 1 Wave 1 are provided in Blatchford, Bassett, Brown, Martin, Russell, Webster & Haywood (2006) and results from Strand 1 Wave 2 in Blatchford, Bassett, Brown, Martin, Russell and Webster (2007).

This report describes results from Strand 2 Wave 1. It extends information gathered in Strand 1 and provides a more detailed study of the deployment of support staff in schools the impact of support staff on pupil outcomes and teachers, and the impact of the NA in schools and changes to the deployment of support staff. Some additional information in this report comes from Strand 1 Wave 2, i.e., in terms of the impact on teachers' workloads, job satisfaction and levels of stress, and also an analysis of open ended answers to a question in the MSQ asking for headteachers' views on changes in the deployment of support staff, but most analyses on the impact of support staff have been conducted for Strand 2, and are based on teachers' assessments of pupil behaviour, data from systematic observations and intensive case studies in schools.

1.2 Deployment of support staff in schools

Up to date information was needed on the deployment of all categories of support staff in terms of their activities and how time was spent. There have been studies of Teaching Assistants, and of learning support staff connected to pupils with special educational needs (SEN), but information was needed on the deployment of all categories of support, and account would need to be taken of newly created categories, such as Higher Level Teaching Assistants (HLTAs), and support staff who have taken up administrative activities given up by teachers as part of the National Agreement. Information on the deployment of support staff employed to support pupils with SEN was needed, especially given Audit Commission concerns about effective monitoring of expenditure on SEN in schools.

More information was needed, in the case of those staff with a direct role in relation to pupil learning, on how in reality they support teaching and learning, and how activities augment teacher activities. It was found in the Class Size and Pupil Adult Ratio (CSPAR) KS2 study that teachers saw the main benefits of teaching assistants (TAs) in relation to teaching and themselves, rather than directly to pupil learning and outcomes (Blatchford, Russell, Bassett, Brown and Martin, 2004). Information from teachers and from systematic observations showed that TAs' main task was supporting certain children, in particular, those with SEN, low ability or difficult behaviour. Only rarely were support staff used to work with children of all abilities, or high ability children. If the TA role in relation to pupils can be seen in two ways - direct, in the sense of interacting directly with pupils, and indirect, in the sense of aiding the teacher - then the TA's role was found to be predominantly a direct one and in this sense their role was predominantly pedagogical (Blatchford, Russell, Bassett, Brown and Martin, 2004). But this earlier data is relatively limited and a more thorough fine grained and up to date description is required.

Results from Strand 1 Wave 2 of the DISS project showed that just over a half of support staff spent all or most of their working time directly supporting pupils, compared to 15% of staff who spent all or most of their time directly supporting teachers. 'Other pupil support' and TA Equivalent support staff spent most time directly supporting pupils. Conversely, facilities, administrative and site staff spent very little time directly supporting pupils. TA Equivalent support staff were most likely to directly support teachers, but technicians spent the most time supporting teachers. Secondary school support staff were less likely to support pupils, when compared with their counterparts at primary level. The results indicated that teachers have experienced much more contact

with support staff in Wave 2 compared to Wave 1, but once again the descriptions so far are at a relatively general level and based on self report; it would be valuable to obtain a more objective description from observations and detailed diaries kept by staff.

In research described in this report we address the deployment of all categories of support staff in terms of two kinds of description: a 'macro' level description of activities across one school day, based on 'timelogs' completed by support staff, and a 'micro' level description based on systematic observations of pupils and classroom based support staff. These results can be found in Chapter 3.

1.3 Impact of support staff

A main aim of the DISS project was an assessment of the impact of support staff on pupil academic and behavioural outcomes. This is one of the most important yet problematic aspects of research in this area. Lee (2002) has concluded that "relatively few studies provided good evidence on which to base conclusions about impact." Some studies paint a largely positive picture (e.g., HMI, 2002; Mortimore et al., 1992; HMI, 2001; HMI, 2002) but for the most part, evidence is only based on teachers' reports. The CSPAR KS1 and KS2 studies also found that teachers were largely positive about the contribution of TAs in schools (Blatchford, Russell, Bassett, Brown and Martin, 2004, 2006). This was seen in terms of:

a. Increased attention and support for learning (e.g., more one to one attention, support for children with SEN and support for teaching of literacy);
b. Increased teaching effectiveness (e.g., in terms of productive group work, productive creative and practical activities, lesson delivery and curriculum coverage);
c. Effective classroom management;
d. Effects on children's learning outcomes.

Findings from Strand 1 of the DISS project suggest a positive impact of support staff on teachers and teaching. They showed that half of teachers said that support staff had led to a decrease in their workload (Blatchford, Bassett, Brown, Martin, Russell, Webster and Heywood, 2006). At Wave 1 there had been very little transfer of administrative and routine tasks from teachers, but by Wave 2 most tasks were not now being performed by all teachers (Blatchford et al, 2007). Administrative staff were most likely to perform tasks previously undertaken by teachers. Support staff had a positive effect on teachers' level of job satisfaction. Two thirds said that there had been an increase in satisfaction, and only 5% said that support staff had decreased their job satisfaction. There was also a positive view on the effect of support staff on teacher stress. Two thirds of teachers said that support staff had led to a decrease in stress.

However, evidence from studies that have addressed the effects of TAs on pupil outcomes in a more systematic way, e.g., by a numerical analysis of connections between support staff provision and pupil attainment test scores, are not conclusive. Schlapp et al (2001) were forced to conclude that they could not say whether a recent Scottish initiative to increase support staff in schools had led to improvement in pupil outcomes. A systematic review (Howes, Farrell, Kaplan and Moss, 2003) identified the CSPAR KS1 study (Blatchford, Bassett, Goldstein and Martin, 2003) as one of only a very few studies

of sufficiently high quality to warrant inclusion, but it found no appreciable effect of the presence of TAs in classrooms on pupils' academic progress in primary schools. Other studies report similar results; for example, Finn, Gerber, Farber and Achilles (2000), on the basis of data from the often-cited Tennessee STAR project, found that there was no compensatory effect of having extra staff in larger ('regular') classes. This negative finding is also found in other recent research (Muijs and Reynolds, 2002). However, observation results from the CSPAR KS2 study were clear in showing that TAs have an indirect effect on teaching. The presence of a TA in the classroom helped maximise pupils' and teachers' attention to work. Pupils had a more active form of interaction with the teacher and there was more individualised teacher attention. This supported teachers' views that TAs are effective in supporting them in this indirect way (Blatchford, Russell et al, 2006).

There are a number of limitations to previous studies that make it difficult to draw clear conclusions. Evidence is patchy and often weak with claims often based on anecdotal and informal comments. Though valuable, the accounts of teachers, support staff and others about influences cannot be taken on their own as clear evidence for effects. There are huge challenges for research seeking to measure effects of TAs on pupil outcomes in the context of normal school conditions. One limitation of the analyses conducted for the CSPAR KS2 study was that they examined relationships between TAs and outcomes for the whole class. It was recognised that future research in this area would need to target more precisely the connections between TAs and the specific pupils they support, though this would not be an easy task. One would also need to cover cognitive and non-cognitive areas, that is, address the impact of TAs in terms of pupil learning and attainment, but also in relation to aspects like confidence, concentration, working independently and the ability to complete assigned work, as well as interactions between teachers and pupils in the classroom. Once again, there is only relatively anecdotal evidence, and so we also wanted, on the basis of systematic observations, as well as questionnaires completed by the key parties involved, and case studies, to provide a more reliable account of the effect of TAs on pupil interactions involving pupils and teachers in the same classrooms.

In this report we address the impact of support on two main types of outcome: on *teachers* i.e., on teaching and teacher job satisfaction, stress and workloads (based on teacher views); on teacher and support staff interactions with pupils (such as individual attention, classroom control, and the amount of teaching) based on systematic observations; and on *pupils* in terms pupil engagement in class and active classroom behaviour and interactions with teachers (based on systematic observations); pupil positive approaches to learning in terms of confidence, motivation and ability to work independently and complete assigned work (from teacher ratings); and the effect of support staff on pupil learning and behaviour (from teacher views). Results on impact on teachers are shown in Chapter 4 and impact on pupils in Chapter 5.

1.4 Impact of the National Agreement

Information from the DfES[1] (DfES, 2006) and the Strand 1 Wave 1 and 2 reports (Blatchford et al, 2006; Blatchford et al, 2007) show that there has been a huge increase in numbers of support staff in schools. Surveys by UNISON (2002, 2004, 2007) also show the increasing number of support staff, and their widening role. In the reports for

---

[1] Now the DCSF

the Strand 1 Wave 1 and 2 surveys we described the main reasons for the recent growth in the range and number of support staff in schools. In particular, a major context for policy and resourcing involving support staff in schools was the introduction in January 2003 by the Government, local Government employers and the majority of school workforce unions of the National Agreement: 'Raising Standards and Tackling Workload'. The NA set out a number of measures designed to raise pupil standards, tackle teacher workload including a concerted attack on unnecessary paperwork and bureaucracy, and create new support staff roles (see Blatchford et al, 2006, for a fuller account).

In brief, the National Agreement set out three phases of reform tackling teacher workload through changes to the School Teachers Pay and Conditions Document (STPCD). These took place in September 2003, September 2004 and September 2005. In September 2003, amendments were made to the STPCD which meant that from that date teachers could no longer routinely be required to carry out administrative and clerical tasks; all teachers and headteachers should enjoy a reasonable work/life balance; and those with leadership and management responsibilities must be given a reasonable allocation of time in which to carry out their duties. Since September 2004 there has been an annual limit of 38 hours on the time that teachers can be expected to spend covering for absent colleagues. Finally, with effect from September 2005, teachers were guaranteed at least 10% of their timetabled teaching time for planning, preparation and assessment (PPA); and no longer required to invigilate external examinations and tests. Headteachers, with effect from September 2005, were also now entitled to a reasonable amount of dedicated headship time.

Remodelling can be seen as part of a much wider and ongoing process of modernisation in schools – for example, schools have had to implement new staffing structures in response to the Education (Review of Staffing Structure) (England) Regulations 2005 (SI 2005 No. 1032). These Regulations require the staffing structures of all maintained schools and pupil referral units in England to have been reviewed by the end of 2005, and that any resulting changes to schools' staffing arrangements be implemented in full by the end of 2008.

One aim of Strand 2 Wave 1 was an analysis of processes within schools that accompanied the implementation of the NA and the increase in support staff numbers and how these impacted on pupils, teachers and support staff themselves. This was addressed in intensive case studies in a sample of schools and was supplemented by headteachers' accounts of changes in the deployment of support staff between Strand 1 Wave 1 and Wave 2, which had accompanied the implementation of the NA. These results are shown in Chapter 6.

Chapter 2: Methodology

As described above, in this report we describe results from Strand 2 Wave 1. Some selected data from Strand 1 Wave 2 are also included and methods are described below.

Strand 2 Wave 1

2.1 Research design

Strand 2 Wave 1 used a multi method approach, combining quantitative and qualitative methods, to obtain a detailed and integrated account of the deployment and impact of support staff. It combined numerical data on connections with pupil and teacher outcomes, with qualitative, interpretive analysis of processes in schools connected to the effective deployment of support staff.

It had three main components: the Main Pupil Support Survey (MPSS), a Systematic Observation Component and a Case Study component. It focused on pupils in Years 1, 3, 7 and 10 during the academic year 2005/6. The overall Main Pupil Support Survey took place in a sample of 76 schools. Some of the MPSS schools also took part in case study visits, whilst others took part in systematic observation visits. Some schools had both case study and systematic observation visits. Figure 1 describes the numbers of schools in each component.

Fig.1: Strand 2 Wave 1 samples
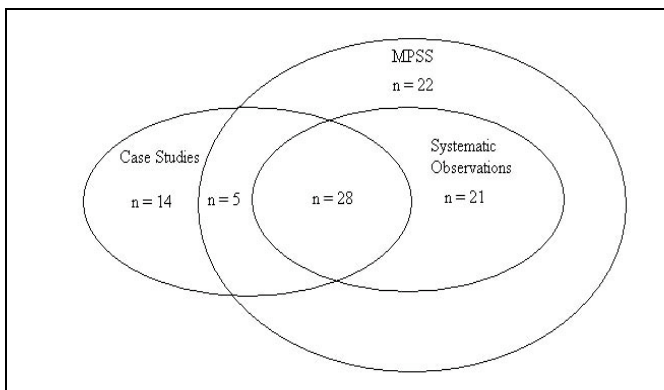
2.2 Main Pupil Support Study (MPSS)

The main purpose of the MPSS was to allow systematic, quantitative analysis of whether support provided for pupils was impacting on pupil attainment and attitudes to learning, controlling for other possibly confounding factors (such as pupil prior attainment). Owing to the difficulty of dealing with attainment data from special schools, it was decided not to include them in this analysis. Details of year groups and data collection are shown in Table 1.

Table 1: MPSS sample and data collection: number of schools per year group

	UPN / Pupil Details	SENCO Form (e.g. amount of support)	Teacher Ratings of Pupil Behaviour and Support	Start of Year Attainment	End of Year Attainment
Primary Year 1	33	27	18	20	31
Primary Year 3	22	28	19	23	33
Secondary Year 7	26	17	19	30	21
Secondary Year 10	27	18	22	32	22
Total	**108**	**90**	**78**	**105**	**107**

2.2.1 Information on pupils

Data on pupil characteristics was obtained through PLASC (Pupil Level Annual School Census) supplemented by information from schools. The following variables were used in analyses:
- Free School Meal (FSM) status of each pupil in the year
- Gender
- Ethnicity
- English as a first or additional language
- Unique Pupil Numbers (UPNs)

2.2.2 Amount of support

Teachers were asked (on the same forms used for the behaviour ratings – see below) to note the percentage of time additional support was provided for each pupil in core subjects in total (expressed in terms of percentages: 0%, 1-10%, 11-25%, 26-50%, 51-75% and 75%+) e.g., by a TA, Learning Support Assistant (LSA) etc.

2.2.3 Pupil outcomes

As described above, one reason for investment in support staff is the expectation of benefits in terms of raising levels of attainment. The project also addressed support received by pupils in relation to pupil outcomes such as behaviour and motivation to learn. Effects on different outcomes may vary. It is interesting that Schlapp et al (2001) identify the benefits of Classroom Assistants more in terms of the range of learning experiences provided and effects on pupil motivation, confidence and self esteem, and found less effect on pupil behaviour. In line with what has been said above, however, these results were based on the views of teachers rather than objective measures of pupil outcomes. It seemed to us important to set out a model of the kinds of pupil 'outcomes' thought to be connected to support staff, and to then make use of reliable measures of the

dimensions identified. This could then be complemented by more qualitative analysis of the views of teachers, support staff, and pupils.

One possible model is that used in the evaluation of effective group work in classrooms (SPRinG) project, one of the ESRC Teaching and Learning Research Programme Phase 11 projects, co-directed by Professors Blatchford, Galton and Kutnick (see Blatchford, Galton, Kutnick and Baines, 2005). The SPRinG project was designed with a three component model of expected pupil outcomes. These were, first, learning and attainment outcomes; second, pupils' motivation and attitudes to work; and third, interactive and dialogic features of classroom engagement and interaction (addressed through systematic observations – see below). To this can be added pupils' attentiveness in class.

2.2.4 Numerical data on academic outcomes

The effect of support staff on pupils' attainment was assessed in relation to progress over the school year. Progress was assessed by analysing effects on end of year attainment controlling for start of year scores. Start of year attainment scores came from Foundation Stage Profiles (for start of Y1) or end of previous year SATs scores (for Y3, 7 and 10). Attainment scores at the end of year came from assessments already being used in schools and for the most part were teacher rated National Curriculum levels, but for Y10 were predicted GCSE grades. Data on the impact of support staff on pupil attainments will be given in future reports when results on Strand 2 Wave 2 are available.

2.2.5 Pupil positive approaches to learning

Teacher completed rating scales were developed, based on previous research in the CSPAR and pupil completed questionnaires, developed as part of the SPRinG project. Use was made of an amended version of the Pupil Behaviour Rating Scale, as developed in the CSPAR (Blatchford, Edmonds and Martin, 2003). This is a teacher completed instrument that in its most complete version comprised over 50 items rated on a three-point scale ('certainly applies to this child', 'applies sometimes to this child', 'does not apply to this child'). Scores on conceptually and empirically linked items that make up a set of factors were then added. One problem with this instrument was the length of time taken to complete forms for each pupil. For the purposes of the DISS project the form was therefore adapted to produce one item and scale for each dimension. These were representative of the scales previously developed, which had proven reliability. The dimensions were distractibility, task confidence, motivation, disruptiveness, independence, relationships with other pupils, completion of assigned work, and follows instructions from adults. Teachers were asked after half term in the summer term (i.e., the end of the school year) to describe change over the year on each of the dimensions in terms of:

A = improved over the year;
B = stayed the same;
C = deteriorated over the year.

Characteristics of the pupils entered into the statistical analyses of effect on approaches to learning are given in Table 2. Note that these results consist only of those pupils for

whom ratings were provided, and so numbers may differ from those stated in other parts of the report. Further pupils were included in the MPSS study. Information for pupils in Year 1 was not provided by PLASC.

Table 2: Characteristics of pupils in the analysis of positive approaches to learning

Characteristic	Category	Year 1	Year 3	Year 7	Year 10
Number	-	304	195	197	205
Gender	Female	122 (48%)	71 (47%)	72 (42%)	69 (43%)
	Male	130 (52%)	79 (53%)	100 (58%)	92 (57%)
SEN status	None	132 (66%)	104 (69%)	74 (43%)	69 (43%)
	SA/State	68 (34%)	46 (31%)	100 (57%)	91 (57%)
First lang [*]	English	-	104 (83%)	146 (92%)	143 (95%)
	Not Eng	-	21 (17%)	12 (8%)	7 (5%)
Free School	Not Elig.	-	116 (77%)	127 (73%)	135 (85%)
Meals	Eligible	-	34 (23%)	47 (27%)	24 (15%)
Eth group	White	-	115 (77%)	157 (90%)	150 (94%)
	Other	-	23 (21%)	17 (10%)	10 (6%)

(*) Information not available for schools in Wales

2.3 Systematic Observation Component (SO)

A schedule was devised based on previously used and well established systems, as used in the CSPAR and SPRinG studies (e.g., Blatchford, Bassett and Brown, 2005). It provided a quantitative account of the frequency of pre-specified high frequency and reliable categories of behaviour, including the amount of time pupils spend with their teachers, support staff, other pupils, and when not interacting, and main types of behaviour involved, e.g., related to work, procedure or off task. The basic purposes of the SO study were to provide detailed systematic information on:

i. The *Deployment of Support Staff* in terms of their behaviour and interactions with pupils, and contrast this with teachers and other adults, and also compare the three sub groups of pupils.

ii. The *Impact of Support Staff* on teacher and pupil behaviour.

Systematic observations were carried out in 49 mainstream schools. This number fell short of the 60 schools that originally agreed to take part because pressures on schools meant they had to withdraw (for example, schools involved in Ofsted visits; difficulties and disruption arising within schools, e.g., disputes over pay for support staff, staff turnover; and involvement in other initiatives). It was often possible to reschedule visits

24

in the first or second term, or sometimes replace them with schools from a reserve list, but nearer the end of the school year it was not always possible. However, two year groups were generally observed in each school, either Year 1 and Year 3 or Year 7 and Year 10, and we therefore conducted observations in 88 year groups. The observations were on the smaller sample of three categories of pupils in each class, that is, 1. pupils with SEN (statemented or registered as School Action or School Action Plus), 2. pupils with some support (i.e, get extra help but who are not in the SEN group, e.g, children with EAL), and 3. pupils selected at random from the class list. (Please see below concerning the groups actually used in statistical analyses.) Two pupils in both the SEN and some support groups, and four pupils in the random group were chosen by the teachers. Additional pupils were chosen as reserves. There were 686 observed pupils observed in total. These visits lasted 4 days except when observations were only possible in one year group (such as infant or junior schools) – they then lasted 2 days. Observations were made in maths, English, science and Welsh lessons. Details on schools are shown in Table 3 and on pupil characteristics in Table 4.

Table 3: Systematic Observation Component: Sample by Country and School Type

Schools Visited	England	Wales	Total
Primary	20	2	22
Infant	4	0	4
Junior	1	0	1
Middle deemed Secondary	1	0	1
Upper	3	0	3
Secondary	16	2	18
Total	**45**	**4**	**49**

Table 4: Systematic Observation Component: Summary of pupils in systematic observations

Characteristic	Category	Number	Percentage
Year	1	200	29%
	3	183	27%
	7	152	22%
	10	151	22%
Gender	Female	335	49%
	Male	351	51%
SEN status	None	319	55%
	School Action	141	24%
	School Action +	57	10%
	Statement	68	12%
First language [*]	English	284	87%
	Not English	44	13%
Free School Meals [*]	Not Eligible	302	79%
	Eligible	81	21%
Ethnic group [*]	White	300	79%
	Other than White	81	21%

(*) Missing values for a relatively large number of pupils

The observations provided a moment by moment description of each pupil's behaviour when in interaction with teachers and support staff, when interacting with other pupils and when working on their own. The basic principle was to observe when classroom based activities took place, and to provide a representative and systematic account of pupils' behaviour and that of teachers and support staff. Observations were conducted on each child in turn in blocks of 10 ten-second time intervals, with gaps of twenty seconds between observations to allow recording of what took place in the previous ten seconds. There were 34,420 observations in total.

Systematic Observation - Key Variables (see Appendix 1 Table 1 for the full schedule)

Basic Characteristics of each pupil

- Level of special need - none, School Action, School Action Plus, Statement
- Level of attainment - high, medium, low
- Amount of support received
- Year
- Gender

Support Staff Activity (across each block of 10 pupil observations)

- Not working with pupils (listening to teacher teach, talking to teacher, working with materials, marking)
- Working with pupils (one to one, group, walking the class, teaching part of the class, teaching the whole class)
- Task information (task the same as the class, task related/differentiated, task different)

Class and work characteristics (every 10 second observation)

- These gave a moment by moment description of the classroom context for each child.
- Number of pupils in class
- Number and type of adults in class
- Subject
- Class work setting - individual, group, whole class
- Target pupil work setting - individual, group, whole class
- Target pupil supervision - one to one, group, whole class
- Size of group

Interactions in the classroom (every 10 second observation)

The observations showed whether the pupil was not interacting, interacting with other pupils or whether interacting with an adult. This was coded every ten seconds.

- **Target Not interacting**
  – on task, off task (active or passive), procedure/routine
- **Target Interacting with adult**
  – role of pupil (focus short or long, audience)
  – adult's behaviour (on task, task prep, procedure, monitor/observe, deal with negative behaviour, social)
  – target to adult (begins, responds, sustains, attend, not attending)
  – pupil behaviour to adult (on task, procedure/routine, social, off task (active or passive)
- **Target Interacting with Pupil** (on task, procedure/routine, social, off task, uncodeable)

2.3.1 Systematic Observations - Additional Information on Pupil Support

Schools taking part in the systematic observations also supplied additional information on how much support the systematic observation pupils received over the last year, which was used to supplement teacher ratings when data were missing.

i. Pupil characteristics forms - these were completed by SENCOs or class teachers at time of visit. The forms showed the number of hours each week that pupils were supported in maths, English, science and Welsh at the time of the visit. The reasons for support, level of ability and SEN status were also given.

ii. Systematic Observations - Support Survey - completed during the visit by members of staff observed supporting pupils. They asked how much time the member of support staff spent supporting the observed pupils.

iii. From the SO themselves.
It was possible to calculate several measures of the amount of support received by individual pupils, each representing different degrees of closeness to the pupil. They included the presence of support staff in the classroom at the time of the observations on a pupil and the amount of times a target pupil was actually interacting with support staff. These measures are not used in this report, but will be a central part of the analysis of pupils' academic outcomes.

2.3.2 Statistical methods and analysis of Systematic Observation data

A feature of the analysis of the observation data was the way that it was conducted with the 10-second observation interval as the unit of analysis. This allows a greater accuracy and flexibility than simple, but more commonly used, total frequencies of behaviours for each pupil. In particular it provides the basis for powerful and useful analyses of the co-occurrence of behaviours - for example, whether certain behaviours occurred more when a TA was present or not. This kind of analysis is not possible when simple totals for each pupil are used. The observation variables took the form of binary variables, in the sense of each either being performed, or not being performed, during one time interval. A further feature of this observation study, in contrast to previous research, is that it used multilevel logistic regression. Multilevel statistical models were required, as it is likely that observations from pupils in the same class will be more similar than two observations from pupils in different classes. Similarly, two observations from the same pupil are more likely to be similar than two observations from differing pupils. If this clustering of observation is not taken into account then estimates of relationships between variables can be affected. The basic structure involved three level models with repeat observations contained with pupils, which were nested within classes.

2.4 Case Study component

2.4.1 Introduction

The DISS study was designed to provide data on the deployment of support staff, their impact on pupil outcomes and teacher workloads, and how impact is affected by management and communication within schools. The case studies added a qualitative element to the DISS project, to complement data from surveys and systematic observations in classrooms. This report presents findings from case study visits carried out in English and Welsh schools as part of Strand 2 Wave 1 of the project between June 2005 and July 2006.

The main purpose of the case studies was to provide an interpretive and grounded analysis of factors relating to support staff deployment and impact in schools. Selected aspects of support staff deployment, classroom learning and school management were defined on the basis of pilot visits, and in relation to main headings from other methods of data collection, provided data organised around a set of key themes. The case studies focused on the school rather than individual classrooms, and on all support staff in

schools, not just those with a direct role in relation to pupil learning. Numbers of primary, special and secondary schools in England and Wales are shown in Table 5.

Table 5: Case study sample by country and school phase

School phase	England	Wales	Totals
Primary	21	0	21
Secondary	10	2	12
Special	13	1	14
Totals	**44**	**3**	**47**

2.4.2 Data collection

Each case study visit lasted three days and involved observations in teaching and non-teaching contexts and interviews. Observations were of the whole class and also selected child observations in terms of event sampling of significant events. Semi-structured interviews were conducted with headteachers, teachers, support staff and pupils. These were also augmented by field notes, comments and summative judgements by researchers. All of these were organised in terms of the main headings or themes. Each case study was written up by researchers using an agreed template.

During observations, the researchers made a written record of any significant events which related to one or more of the themes. A record sheet was used to record basic information about the school, observation context, date and time, plus the classroom, year group, number of pupils present, lesson or subject and the number and status of the adults present. The rest of the sheet had space for a record of the time and the events that occurred over the observation period, including the roles of the people involved, the tasks they undertook and any significant interaction.

Classroom observations focused on a sample of six pupils in Years 1, 3, 7 and 10 in each of the following categories selected by the teachers:

- pupils with statements of SEN or who were included in the School Action or School Action Plus programme
- pupils who were supported at times by in-class support staff
- pupils who were chosen at random.

Ideally, all the lesson observations were to be carried out in English/Welsh, maths and science, but at times lessons in other subjects were observed, as the timetable arrangements made core subject observations unfeasible. The other focus of the classroom observations was the deployment of any support staff present during the lessons.

Classroom observations were followed up by interviews with teachers, support staff and the small sample of pupils. This enabled researchers to clarify and probe observation instances and, through the use of a schedule of questions targeted at each group, explore the opinions and attitudes towards support staff deployment, interaction and impact.

Interviews with headteachers gathered data on policy implementation and provided context at both the local and organisational level.

Interviews were also conducted with non pupil based support staff, on occasions following an observation of their work. Researchers attempted to interview as wide a range of support staff types as possible, including those in new and emerging roles, and conducted a total of 496 interviews across 47 schools (see Table 6).

It is worth noting that some interviewees held multiple roles (a number of TA Equivalent staff, for example, doubled-up as midday supervisors) and they were asked about all their roles and functions in school. Such interviewees were only counted once in the table below according to their predominant role.

Table 6: Interviews conducted in the Case Studies: numbers of schools

Interviewee type	Number of interviews
Headteachers	46
Teachers	79
TA equivalent support staff	87
Pupil welfare support staff	23
Other pupil support staff	5
Administrative support staff	45
Technical support staff	9
Facilities support staff	6
Site support staff	8
Pupils	188
Total	**496**

Data from the individual case study reports on the schools in England were analysed theme by theme. Material for each theme was broken down and prevalences calculated using a coding frame developed by two researchers. The tables of data this produced helped identify emergent issues within each theme, which were written up in detail, supported by numerical information from the tables and extracts from interview transcripts and observation records.

Strand 1 Wave 2

Additional data are presented here from three aspects of Strand 1 Wave 2.

2.5 Timelogs

In this report we also include data from Strand 1 Wave 2 timelogs. The timelogs were sent out as part of the second 2006 Support Staff Questionnaire (SSQ). The aim of the time logs was to build on the earlier results presented in the Strand 1 Wave 1 report, in which we collected data on the extent to which support staff carried out tasks from a list of 91 tasks. The original list was used as the basis for classifying support staff post title holders into the seven support staff groups. They showed the most common tasks performed by each support staff category. Though useful they were limited in giving an

account of the number of support staff in each category who performed a given task rather than the frequency or amount of time taken up by a given task over a normal working day.

For the second SSQ we therefore designed a form to be completed by members of each support staff category which listed the most common tasks and on which we asked staff to tick which tasks were carried out in each 20 minute period across one school day. We did not send out the full list of 91 tasks to all support staff categories as this would have been unwieldy and it was clear from Wave 1 that different support staff categories carried out different (though sometimes overlapping) tasks. The TA Equivalent group, for example, were sent out a list of 22 tasks. This means in some cases there may have been activities not on the list which were conducted that day; however, respondents were free to add tasks not on the list. Responses from these additional tasks were categorised as one of the main list of tasks where appropriate. In order to include all possible hours worked by support staff, e.g., those who arrived early like cleaners or caretakers, through to those working late or on extended school services, the 20 minute periods extended from 7am to 7pm.

A total of 9811 questionnaires were sent out, each one specifically targeted at a particular support staff post. A total of 2693 SSQs were returned. Not all staff who completed the SSQ filled in the timelog, but it was completed by 1873 staff, 70% of the total SSQ responses. A small number of other staff also returned the timelogs, but their responses were not judged to be adequate for analysis, usually caused by ticking all tasks for all time periods.

In some cases the SSQ was filled in by a different category of support staff to that to which it was directed. Responses from support staff whose category did not agree with that on the timelog were omitted from the analysis, as it unlikely that the tasks listed would be appropriate for these staff. After omitting these responses, 1670 responses were considered for analysis, which equated to 62% of the total SSQ responses.

2.6 Headteacher views on the National Agreement: The (MSQ) Question 6.

The Strand 1 Wave 2 Main School Questionnaire (MSQ) was sent to schools in the autumn term, 2005. At the end of the questionnaire there was an invitation to headteachers to provide any information on changes to the employment and deployment of their support staff since the summer term of 2004 -– the point at which the National Agreement began its second of three phases of implementation. As with the corresponding open ended question from Wave 1, they were asked to give details on the wider range of tasks taken on by support staff, any new staffing appointments or roles that had been created as a result of meeting the policy, particularly to undertake work that was formerly done by teachers. Given that the question in the second MSQ referred to changes since September 2004, it was anticipated that a greater number of responses would relate to the second and third phases of the Agreement: delivering cover supervision and time for PPA.

Of the 2071 questionnaires returned, 868 (42%) contained a response to this open question. This was a lower figure than for Wave 1 (57%; 1331 responses from

2318 questionnaires). There were 740 responses from English schools (85% of the total responses) and 128 responses from schools in Wales (15%).

2.7 Teachers' views on pupil learning and behaviour, teaching, and level of job satisfaction, stress and workload. Strand 1 Wave 2 Teacher Questionnaire (TQ)

As part of Strand 1 Wave 2, the Teacher Questionnaire (TQ) contained open questions about how support staff had affected pupil learning and behaviour, and their teaching, and how support staff had affected the teacher's level of job satisfaction, stress and workload. Questionnaires were sent to four teachers in each school who responded to the MSQ (via the contact person appointed by the school). For primary schools, two questionnaires were sent to teachers from each key stage. For secondary schools, questionnaires were sent to two core subject teachers (English, maths or science) and two non-core subject teachers (all other subjects). For special schools, questionnaires were sent to any four teachers. Information on specific teachers working within each school was unknown, so the decision as to exactly which teachers received the questionnaires was made by each individual school. The sample consisted of 8,056 questionnaires distributed to 2,014 schools.

A total of 1,297 questionnaires were returned a response rate of 16%, a little down on the 20% response rate from the Wave 1 questionnaire, and less than the MSQ and the SSQ.

Chapter 3: Deployment of support staff

Key findings

- Timelog data showed that most time was spent on support for the school in two ways: administrative/communicative activities (1.7 hours per day on average), followed by support for the school's (physical environment (1.4 hours). Overall, support staff spent more time supporting the school than pupils (3.1 vs 1.7 hours). Support staff varied in how many of the six task categories they covered; pupil welfare staff covered all six types of activity, while facilities staff covered just the two categories.

- TA Equivalent staff covered five of the task categories. By far the greatest amount of time (3.84 hours per day on average) was spent on direct learning support for pupils, and this exceeded work directly supporting the teacher.

- Systematic observations showed that classroom based support staff were twice as likely to work with pupils as not. At secondary level classroom based support staff tended to work with individuals and work with pupils as they walked around the classroom, while at primary level support staff worked with groups of pupils.

- When interacting with adults, pupils tend to be in a passive mode - attending to them rather than interacting in an active way. But pupils were six times more likely to be the focus of attention with support staff compared to teachers. Conversely, with teachers pupils were more often in 'audience' mode, i.e., listening to the teacher talk to all pupils in the class or group, or singling out another pupil. With teachers, pupils were more likely to be one of the crowd, and this applied particularly to the no SEN group, while with support staff they tended to be the main focus of attention, and have more active and sustained interactions with them, and this applied particular to pupils with higher levels of need, especially those with SEN.

3.1. Macro analysis of deployment from time logs

In order to aid presentation of the data, the 91 tasks were grouped into six general categories, according to who was supported and in which way:

1. Support for teachers and/or the curriculum;
2. Direct learning support for pupils;
3. Direct pastoral support for pupils;
4. Indirect support for pupils;
5. Support for the school (administrative/communicative);
6. Support for the school (physical environment).

Appendix 2, Table 8 shows all the individual activities grouped into the six main task categories. For the most part in this section we concentrate on these six general categories.

Results for all support staff categories and tasks are presented in Table 7 in terms of the mean time in hours that each of the seven support staff categories spent on the six activity categories. Results relate to the day surveyed, so that, for example, we can see that when all the 20 second time periods were added up TA Equivalent staff were found to work 6.07 hours per day on average and that 0.27 hours of this was spent on indirect support for pupils. We also show the standard deviation (in brackets) to show the degree of variation. Tables 1 to 7 (in Appendix 2.) show the full breakdown of tasks for each of the support staff categories in turn, organised under the six main headings.

Table 7: Time spent on each group of tasks for each of the seven categories of support: data from time logs

Support Staff Type	Nature of task Mean (SD) Hours per day						
	Support for teachers/ curriculum	Direct learning support for pupils	Direct pastoral support for pupils	Indirect support for pupils	Support for school *Admin/ comm*	Support for school *Physical environm't*	Totals
TA equivalent	1.44 (1.06)	3.84 (1.30)	0.25 (0.46)	0.27 (0.37)	0.00 (0.00)	0.27 (0.43)	6.07 (1.63)
Pupil welfare	1.38 (1.02)	1.44 (1.58)	2.10 (1.67)	0.88 (1.05)	0.54 (0.72)	0.27 (0.74)	6.60 (2.01)
Other pupil support	0.17 (0.36)	1.52 (1.54)	0.40 (0.53)	0.00 (0.00)	0.00 (0.00)	0.29 (0.63)	2.39 (2.06)
Technicians	1.76 (1.51)	1.05 (1.46)	0.00 (0.00)	0.00 (0.00)	1.71 (1.90)	1.94 (1.64)	6.47 (1.96)
Administrative	0.14 (0.42)	0.00 (0.00)	0.00 (0.00)	0.00 (0.00)	6.48 (1.89)	0.38 (1.89)	7.02 (1.84)
Facilities staff	0.00 (0.00)	0.00 (0.00)	0.00 (0.00)	0.00 (0.00)	0.30 (0.49)	3.26 (1.95)	3.55 (2.09)
Site staff	0.13 (0.13)	0.00 (0.00)	0.00 (0.00)	0.00 (0.00)	0.21 (0.42)	5.57 (2.20)	5.91 (2.34)
All Categories	0.73 (1.10)	1.24 (1.78)	0.33 (0.89)	0.15 (0.47)	1.71 (2.78)	1.41 (2.14)	5.58 (2.54)

Table 7 is instructive as a general portrait of activities undertaken by each of the seven support staff categories. The row totals show for each support staff category the total average amount of time in hours spent by each category of support staff across all categories of activity in the selected survey day. It can be seen that administrative staff had the longest day (7 hours) while 'other pupil support' staff had the shortest (2.4 hours). This no doubt reflects the fact that administrative staff are more likely to work full time. The column totals show the average amount of time in each of the six activity types. Most time was spent on support for the school in two ways: administrative/communicative activities took up the most time - 1.7 hours, followed by support for the school's physical environment - 1.4 hours. Direct learning support from pupils was next in length (1.2 hours) followed by support for teachers/curriculum (0.7 hours). Indirect support for pupils and direct pastoral support for pupils took up relatively less of the day (0.2 and 0.3 hours respectively). Taken together therefore we

see that support for the school outweighed support for pupils: in total 3.1 hours vs. 1.7 hours.

Table 7 also shows that support staff categories varied in how many of the six task categories they covered. Pupil welfare staff covered all six types of activity, while facilities staff covered just the two categories covering support for the school.

We now comment on the activities covered by each of the seven support staff categories, drawing on results in Table 7 and also those in Appendix 2, Tables 1 to 7.

3.1.1 TA Equivalent

TA Equivalent staff covered five of the task categories. The only activity not covered was support for the school (administrative/communicative). By far the greatest amount of time was spent on direct learning support for pupils (3.8 hours per day on average), followed by support for teachers/curriculum (1.4 hours). While classroom based support staff may once have assisted the teacher directly, it is now clear that they have a direct pedagogical role supporting pupils.

As might be expected, the individual tasks which the TA Equivalent staff were most likely to be spending more time on were those supporting pupils such as 'Support for pupils to achieve learning goals' (0.83 hours on average), 'deliver lessons / learning activities' (0.83 hours on average) and 'provide specialist pupil support' (0.49 hours on average). However, there is also wide variation in these activities, shown in the high standard deviations. Another measure of this variation is seen in the large minority of support staff who spent no time at all on the activities.

In terms of support for teachers and/or the curriculum, the most prevalent activities are class preparation, including displays, feedback to teachers, clerical and admin support and prepare/maintain equipment (average 0.31, 0.28, 0.27, 0.24 hours respectively). Support staff spent little time with teachers discussing feedback and for many this was done in passing, with 33% not feeding back to teachers at all whilst 64% did so for less than an hour. This latter result is consistent with other results from the study indicating the limited time available for feedback, and that it is most often done in passing rather than in dedicated, timetabled slots. Only 4% took more than an hour in their feedback sessions and it is difficult to imagine staff finding enough time to do it for this length of time. In terms of indirect support for pupils, TA Equivalent staff carried out little monitoring/recording of pupil progress and record keeping (pupil).

There was particular interest in the classroom based support staff because of their likely direct impact on pupils and so, in order to provide a fuller account of how different kinds of classroom based support staff are deployed, Table 8 shows the full list of the 22 activities sent to them, organised into the six main headings and shown separately for the six post titles that made up the TA Equivalent group. This should help explain some of the variation found for the general activity types of the TA Equivalent group and enables us to look more closely at the activities of particular post titles, e.g., the new one of HLTA. It is important to notice that once broken down into past titles the numbers in each group can become small, particularly therapists, and so results for this group should be treated with caution.

There is a lot of similarity between the post titles in the TA Equivalent group, but there also some ways in which post titles vary. We have not tested in a precise way the extent of these differences but comment here on some of the most obvious differences, when comparing post titles with each other. We look particularly at the two largest activity groups: support for teachers and curriculum, and support for pupils.

Classroom Assistants: In the case of support for teachers, CAs tended to do more 'classroom preparation, including displays' (10% of their time), and in the case of support for pupils they are more likely to 'deliver lessons/learning activities' (a mean of 1.17 hours, i.e., 22% of their time in school), 'help pupils achieve learning goals' (0.9 hours, 17%), and 'perform assessments of pupils' (4%). In comparison to other post titles they were relatively less likely to 'provide specialist pupil support' (3%).

HLTAs: In terms of support for teachers and the curriculum, HLTAs tended to be more likely to engage in 'IEP development/implementation' (0.87 hours, 12% of their time), and feedback to teachers (0.41 hours, 6%). HLTAs did not stand out as performing very different activities in support of pupils. They were relatively more likely to 'support learning strategies' (4%) and offer feedback to pupils (3%) but this was not a frequent activity for them (just .19 hours) or other post titles.

LSA (SEN): In comparison to other post titles, LSAs were in general more likely to provide learning support for pupils (3.84 hours = 68% of their time) but less support for teachers/curriculum (1.07 hours = 19%). As for individual activities, in the case of support for pupils they were more likely than the other post titles (except Therapists - see below) to 'provide specialist pupil support' (0.77 hours, 14%) and 'supervise pupils out of the class' (0.44 hours, 8%). On the other hand, they were less likely to 'deliver lessons and learning activities' (0.46 hours, 8%).

Nursery Nurse: In terms of support for teachers/curriculum, NNs were more likely to engage in 'classroom preparation' (0.58 hours, 9%) and 'prepare/maintain equipment' (6%) but less likely to engage in 'IEP development/.implementation' (1%) and clerical/admin support (2%), though neither of these were frequent activities for any of the post titles. In terms of learning support for pupils NNs were less likely to 'manage pupil behaviour' (3%) though otherwise they did not stand out as different.

TAs: This group did not appear to differ from the other post titles or the general picture, perhaps because they were the largest group (n=134).

Therapists: This was the most distinctive post title in the TA Equivalent group, though as said above there were very few of them and results should be treated with caution. They were far more likely than other post titles to provide support for teachers/curriculum through 'clerical/admin support' and by 'participating in lesson plans'; provide learning support for pupils through 'delivering lesson and learning activities' and provide indirect support for pupils through record keeping.

Table 8: Timelog Data: Mean hours spent per day on average on each task for each TA Equivalent post title (and percentages), arranged by general task category

	Class Ass (N=18)	HLTA (N=42)	LSA (SEN) (N=87)	Nursery Nurse (N=26)	TA (N=134)	Therapist (N=3)
Support for teachers/curriculum						
Feedback to teachers	.21 (4%)	.41 (6%)	.21 (4%)	.34 (5%)	.29 (5%)	.33 (4%)
Classroom preparation inc display	.55 (10%)	.27 (4%)	.20 (4%)	.58 (9%)	.30 (5%)	.33 (4%)
Prepare/maintain equipment	.26 (5%)	.30 (4%)	.14 (2%)	.37 (6%)	.26 (4%)	.22 (3%)
IEP development/implementation	.12 (2%)	.87 (12%)	.14 (2%)	.09 (1%)	.10 (2%)	.19 (2%)
Clerical/admin support	.15 (3%)	.26 (4%)	.24 (4%)	.13 (2%)	.31 (5%)	1.01 (13%)
Participate in lesson plans	.13 (2%)	.13 (2%)	.03 (1%)	.12 (2%)	.07 (1%)	.44 (6%)
Support and use ICT	.07 (1%)	.13 (2%)	.12 (2%)	.18 (3%)	.19 (3%)	.00 (0%)
Category Total	1.34 (25%)	1.60 (23%)	1.07 (19%)	1.82 (27%)	1.53 (25%)	2.54 (33%)
Learning support for pupils						
Help pupils understand instructions	.50 (9%)	.35 (5%)	.58 (10%)	.32 (5%)	.45 (7%)	.18 (2%)
Help pupils achieve learning goals	.90 (17%)	.71 (10%)	.81 (14%)	.98 (15%)	.85 (14%)	.00 (0%)
Managing pupil behaviour	.19 (4%)	.42 (6%)	.35 (6%)	.23 (3%)	.39 (6%)	.11 (1%)
Reward pupil achievement	.11 (2%)	.25 (4%)	.12 (2%)	.21 (3%)	.15 (2%)	.00 (0%)
Deliver lessons/learning activities	1.17 (22%)	1.24 (18%)	.46 (8%)	1.25 (19%)	.84 (14%)	1.22 (16%)
Provide specialist pupil support	.16 (3%)	.52 (7%)	.77 (14%)	.36 (5%)	.33 (5%)	2.18 (28%)
Feedback to pupils	.08 (1%)	.19 (3%)	.08 (1%)	.08 (1%)	.07 (1%)	.00 (0%)
Perform assessments of pupils	.19 (4%)	.10 (1%)	.12 (2%)	.07 (1%)	.09 (1%)	.33 (4%)
Support learning strategies	.03 (1%)	.25 (4%)	.10 (2%)	.15 (2%)	.19 (3%)	.00 (0%)
Supervise pupils out of class	.18 (3%)	.25 (4%)	.44 (8%)	.35 (5%)	.36 (6%)	.52 (7%)
Category Total	3.33 (62%)	4.27 (61%)	3.84 (68%)	4.02 (60%)	3.73 (61%)	4.55 (58%)
Pastoral support for pupils						
First aid/pupil welfare duties	.11 (2%)	.12 (2%)	.09 (2%)	.16 (2%)	.13 (2%)	.00 (0%)
Pastoral support for pupils	.09 (2%)	.20 (3%)	.13 (2%)	.11 (2%)	.14 (2%)	.00 (0%)
Category Total	.20 (4%)	.32 (5%)	.21 (4%)	.27 (4%)	.27 (4%)	.00 (0%)
Indirect support for pupils						
Monitor and record pupil progress	.12 (2%)	.18 (3%)	.12 (2%)	.24 (4%)	.12 (2%)	.19 (2%)
Record keeping (pupil)	.07 (1%)	.15 (2%)	.11 (2%)	.17 (3%)	.12 (2%)	.81 (10%)
Category Total	.19 (4%)	.33 (5%)	.23 (4%)	.40 (6%)	.25 (4%)	1.01 (13%)
Support for school (environ.)						
Maintain working environment	.27 (5%)	.28 (4%)	.22 (4%)	.27 (4%)	.30 (5%)	.06 (1%)
Category Total	.27 (5%)	.28 (4%)	.22 (4%)	.27 (4%)	.30 (5%)	.06 (1%)
Total time (all categories)	5.36	6.98	5.64	6.66	6.14	7.78

3.1.2 Pupil welfare staff

This group of support staff were the only group to carry out tasks that fell into all six of the task categories, indicating the variety and range of the tasks they undertake. Table 2 (in Appendix 2) shows that overall they spent most time in direct pastoral support for pupils (2.1 hours), including helping pupils making choices, developing one to one mentoring, first aid, pupil welfare duties and providing specialist pupil support, followed

by direct learning support for pupils (1.4 hours) and support for teachers/curriculum (1.4 hours). The single most prevalent task carried out by pupil welfare staff was record keeping of pupils (0.84 hours). In contrast to TA Equivalent staff, 80% of welfare staff carried out record keeping, and 37% were involved in this task for one or more hours, with 11% of these for more than two hours. This support staff category includes Learning Mentors, Connexions Personal Advisors and Home School Liaison Officers. This suggests that the paperwork they carry out does not relate so much to the teacher as their own roles, and does not thus reduce the teacher's load. However, it is also clear that these roles result in information being passed to the teachers because 69% of the support staff in this category spent time in feedback to the teachers, and 15% spent one or more hours. These staff also spent much of their time in one of the indirect support for pupils categories - interacting with parents or carers, with 69% doing this at some point through the day and 25% spending more than an hour with them.

3.1.3 Other pupil support

'Other pupil support' staff contributed to three of the task categories - direct learning support for pupils (1.5 hours), direct pastoral support for pupils (0.4 hours), support for the school (physical environment) (0.3 hours) and support for teachers/curriculum (0.17). The individual task which other pupil support staff were most frequently involved in was the direct learning support for pupils category - 'supervising pupils out of class' (0.58 hours); 81% did this at some point, though the majority spent less than an hour on the task. Other than supporting pupils out of the class there were no other tasks which this category of support staff were involved in to any great extent; indeed the next most frequently mentioned task was 'managing pupil behaviour' which took place for an average of 0.3 hours. For many staff this probably took place whilst supervising pupils outside, however only 58% of staff said that they did this at all. None of the other tasks were done by more than 52% of the staff.

3.1.4 Technicians

Technicians carried out four of the six main task categories, with support for the school (physical environment), support for teachers/curriculum, and support for school (administrative/communicative) about equal in the amount of time they took up (1.94, 1.76, and 1.71 hours on average respectively). They also spent 1.05 hours on direct learning support for pupils. Of the individual tasks, 'supporting and using ICT', one of the support for school (physical environment) categories, figured highly, with this taking up 1.18 hours; 57% of the staff spent at least some of their time doing this with 21% spending two or more hours on it. Given the fact that this support staff group included ICT technician, network managers and other ICT support staff, this is not surprising. The other individual tasks that technicians were most likely to be carrying out were another support for school (physical environment) category - 'maintain /check / repair equipment' (0.86 hours) and a support for teachers/curriculum category 'prepare and maintain resources /equipment / aids' (0.74 hours). However, about 40% of staff spent no time on these two tasks and approximately 30% spent less than an hour. For the rest of the tasks, there was a fairly even spread over those who spent between one and two hours on the tasks and those who spent two hours or more on them. Few technicians spent much time in direct learning support for pupils; of the five tasks in this category more than 70% of the technicians reported that they did not carry them out at all.

3.1.5 Administrative Staff

Not surprisingly the tasks carried out by administrative staff were primarily classified in the support for school (administrative/communicative) category. This took up 6.48 hours of the overall total of 7.02 hours for administrative staff. They also spent a little time in support for the school (physical environment) (0.38 hours) and support for teachers/curriculum (0.14 hours). The most prevalent individual task carried out by administrative staff was that of administration connected to payroll, budget etc (1.32 hours) followed by general school administration (0.88 hours), clerical/admin/office support (0.75 hours), and reception/telephone duties (0.68 hours). Consistent with these results, administrative activities connected to payroll and the budget took up the most extended time, with 29% spending more than two hours on it. However, for each of the four tasks a sizeable minority did not do the tasks at all (40%, 33%, 41% and 40%). These results highlight how much of the administrative life in a school is spent dealing with financial issues. Though dealing with school correspondence was only the sixth most common task (0.42), it was done by more administrative staff than any other task (74%).

These results might be compared with those from Strand 1 Wave 2 where we found that administrative staff had taken on 14 of the 26 administrative tasks previously done by teachers. Though on the face of it contradictory, in that these activities might be seen as support for teachers or the curriculum, there is not an exact overlap between the lists of tasks. The list of 26 tasks given to teachers was specially derived from indicative tasks given in the School Teachers Pay and Conditions Document, while the task types in the timelog list were at a broader level. Much of the work picked up by administrative staff would probably be included in the support for school (administrative/communicative) category in the timelogs.

3.1.6 Facilities Staff

Facilities staff spent the bulk of their time on supporting the school (physical environment) (3.26 hours) with a little time spent on support for the school (administrative/communicative) (0.3 hours). The most common individual task for the facilities staff was 'ensure standards of cleanliness are maintained' (1.13 hours). Almost all (89%) did this at some point throughout the day. The other tasks which took the most amount of time for the staff to complete were 'operate equipment' (0.49 hours); 'maintain a good working environment' (0.4 hours); and the somewhat general category 'carry out any other duties arising from the use of the premises.' (0.40 hours).

3.1.7 Site Staff

In a similar way to facilities staff, site staff spent by far the most time in support for the school (physical environment) - 5.57 hours on average. The most individual common task for site staff was 'maintain working environment (0.84 hours) followed by 'other duties from tasks associated with hire of school hall and premises for private use' (0.77 hours), 'carry out minor repairs' (0.67 hours) and 'security of premises and contents' (0.65 hours). The latter task, though not the most prevalent, was the one task conducted by almost all site staff, with 92% spending some time on it. However, the tasks that

generally took longest to complete were that of 'carry out any other duties arising from use of the premises' and 'maintain a good working environment', which both took 31% of staff more than one hour to complete.

3.2 Micro analysis of classroom based deployment from Systematic Observations

One section of the systematic observation forms required observers to code the general activity of support staff in the same classroom as the observed pupils. This was done at the end of each block of 10 observations. The data provide a systematic account of support staff activities when working and not working with pupils. Results are shown in Table 9. It was possible for more than one activity to be coded in any one observation (because it covered 10 observations and activities could change).

Table 9: Deployment of class based support staff: systematic observations (frequencies and percentages)

	Primary	Secondary	Total
Not working with pupils			
Listening to the teacher teach	406 17.2%	352 23.7%	758 19.7%
Talking to the teacher	109 4.6%	55 3.7%	164 4.3%
Materials	304 12.9%	62 4.2%	366 9.5%
Marking	16 0.7%	6 0.4%	22 0.6%
Other non-pupil based activity	65 2.8%	13 0.9%	78 2%
Total not working with pupils	38.2%	32.9%	36.1%
Working with pupils			
Working with 1 pupil alone	589 25%	532 35.8%	1121 29.2%
Working with a group	509 21.6%	71 4.8%	580 15.1%
Walking ('roving') whole class	220 9.3%	375 25.2%	595 15.5%
Teaching part class	4 0.2%	0 0%	4 0.1%
Teaching whole class	52 2.2%	1 0.1%	53 1.4%
Other pupil based activity	81 3.4%	20 1.3%	101 2.6%
Total working with pupils	61.8%	67.1%	63.9%
Overall Total	100%	100%	100%

At a general level, support staff were twice as likely to be working with pupils as not working with them (64% vs 36% of observations). The most common individual activities were working with one pupil (29% of all observations), listening to the teacher teach (20%), working with different pupils by walking or 'roving' around the classroom (16%), and working with a group of pupils and working with materials (10%). Support staff, at least during these observations, very rarely took the whole class or even part of the class.

There were some differences between primary and secondary schools. There was not much difference in the overall amount of time support staff spent working with pupils (62% vs 67%) and not working with pupils (38% vs 33%), but some differences in the individual activities. When not working with pupils, support staff in primary schools listened to teachers teach (17%) but also worked with materials (13%) while at secondary level support staff did little more than listening to teachers teach (24%). When working with pupils, support staff at secondary worked more with individuals (36% vs 25%) but at primary were much more likely to work with groups (22% vs 5%); secondary staff were more likely to work with different pupils in a roving role (25% vs 9%).

Other codes also noted whether the work of pupils supported by support staff was the same as the rest of the class or different. At secondary level the task was almost always the same as the class (94% of observations), with only 2% the same but differentiated and 3% a different task. However, at primary in only half (55%) of observations was the task the same as the class; in 35% the task was related to the rest of the class but differentiated, and in a further 9% of observations the task was different.

3.3 The deployment of support staff in classrooms: data from systematic observations

In this section we provide a description of how pupils behave in classes with support staff, focusing in particular on the interactions between pupils and support staff and teachers. We examine basic frequencies of the main observation categories, coded every 10 seconds, and the ways in which they vary between support staff and teachers.

For the purpose of these analyses, information on the level of pupils' special needs status (taken from the forms completed by teachers or SENCOs during observation visits) was used to classify them into three groups: 1. no special needs, 2. School Action and 3. School Action Plus/Statement (these last two categories were combined to help balance numbers of pupils in groups and also because by definition they were the highest level of special need. This classification into three groups was used because of the obvious way in which it affected the amount of support received, as well as its likely effect on learning and attainment. Perhaps the main alternative method would have been to classify the pupils into three groups of pupils: SEN, some support, and 'random', in line with the choice of pupils for observation purposes. However, it was felt that this classification was not as precise because some pupils in the random group would have had some levels of special need, and perhaps required individual support, and so it was felt more appropriate to identify a group who were known to not have any defined levels of special need. It might be noted that there was in any case a high degree of overlap between the 'random' group and the no special need group (84%) indicating that for practical purposes they were substantially the same pupils. More observations were made on the no special need group (16,295) compared to the School Action and School Action Plus/Statemented groups (7,427 and 6,952). Henceforth, for convenience, the three groups will be called 'no SEN', 'School Action' and 'SEN'.

3.3.1 General

School subjects
Most observations took place in English (44%) compared to maths (30%) and science (25%). Relatively few observations were made in Welsh lessons (2% of all lessons). There were no marked differences between the three pupil groups in the amount of time spent in the three main subjects: maths, English and science, i.e., no differences in curriculum coverage between the groups.

Pupil work setting
The bulk of pupils' time overall was spent in individual work (44%) and whole class sessions (45%), leaving very little time for any other learning contexts. As found in other observation studies (e.g., Tizard et al, 1988), very little time was spent overall in group work (6%).

Away from the classroom
For most of the time pupils were observed in their classrooms (96%) but in a few observations (4%) they were observed out of the classroom. SEN and School Action pupils were more likely to be observed away from the classroom compared to the random group (7%, 5% and 2% respectively). Pupils were more likely to be away from the classroom at primary than secondary level (5%, 6%,1% and 2% for Years 1,3,7 and 10 respectively)

3.3.2 The three 'social modes'

In any given observation a pupil could be in one of three 'social modes': 1. they could be interacting with an adult, usually the teacher or support staff, 2. interacting with other pupils or 3. they could be not interacting with anyone, e.g., when engaged in individual work. Though we concentrate on interactions with adults here we give general results for the other two modes. Most time in the first social mode - when not interacting - was spent on task (87% overall), though this decreased according to pupil level of need (90%, 85% and 80%, for no SEN, School Action and SEN groups respectively). There were two categories of off task behaviour: off task passive behaviour (i.e., when disengaged from work, e.g., when day dreaming) and off task active (i.e., when overtly doing activities other then the expected work activity). Off task passive was much more common than off task active behaviour (10% vs 1% of not interacting behaviour).

The second type of 'social mode' was interactions between pupils. Results showed much lower levels of on task behaviour, in comparison to the other two modes, that is, when working on their own, or, as we shall see, when interacting with adults. They were on task in 57% of interactions with other pupils, and off task in 32%. Very few observations were coded 'social' (<1%). This suggests that the bulk of non work talk was off task. It should also be noted that a relatively high number of observations were classified as uncodeable (10%), indicating that some talk between pupils was not accessible to observers (in contrast to that between adults and pupils, which tends to be more public and louder).

3.3.3 Adult – pupil interaction: differences between the three pupil groups and teachers and support staff

The third social mode was interaction between the pupil and adults. Teachers were present in almost all observations (95%; 32644 observations) and support staff in 52% of observations (17922). We combined all the other adults involved in interactions with pupils into a category of 'other'. These occurred in 12% of all observations.

There were overall differences between the three pupil groups in the number of interactions with different adults in the classroom (see Table 10). The no SEN group interacted more with teachers (91% of interactions with adults), compared with School Action and SEN pupils (80% and 76%), while the pupils with higher levels of SEN spent more time interacting with support staff (22%, 16% and 7% of all pupil adult interactions for SEN, School Action and no SEN groups respectively).

Table 10: Pupil type X type of adult: Number and percentage of observations

	No SEN	School Action	SEN	Total
Teacher	8663 90.7%	3794 80%	3388 76.2%	15845 84.5%
Support Staff	628 6.6%	756 15.9%	979 22%	2363 12.6%
Other	264 2.8%	195 4.1%	82 1.8%	541 2.9%
Total	9555	4745	4449	18749

Supervision setting
The category 'pupil supervision' recorded whether pupils were supervised by an adult and whether the context was one to one or in a group. It noted whether adults were seated near pupils and is a measure of proximity as well as supervision. A note was made of which type of adult was involved – teacher, support staff or other.

SEN and School Action pupils were more likely than non SEN pupils to be supervised in a group context (13%, 13% vs 7%). SEN pupils were far more likely to be supervised on a one to one basis (13%) compared to School Action (4%) and especially no SEN pupils (1%), though overall the amount of group and one to one supervision contexts was not high (10% and 4%).

As would be expected from the general results on adult-pupil interaction, support staff were more likely to supervise SEN and School Action pupils (22% and 14% of all times being supervised) compared to no SEN pupils (5%).

Adult attention: 'audience' vs 'focus' modes
There were two main sets of categories describing the interactions between adults and pupils. (There were also separate categories of behaviour to describe the pupils' interactions in relation to adults, described below.) The first noted the pupil's role in the interaction, i.e., whether the pupil was in 'audience' mode (i.e., listening to the adult address all the pupils or another pupil), or in 'focus' mode (i.e., the focus of an adult's

attention, whether on a one to one basis or when singled out as part of a larger group or class).

As seen in Table 11, when in interaction with an adult, pupils were much more likely to be in 'audience' mode, usually as a member of the whole class (78% of this set of behaviours) but also sometimes as a member of a group (4%), rather than the focus of attention (16%). When they were the focus of attention this was more likely to be 'long' than 'short', i.e., sustained for the length of the 10 second time interval as opposed to a brief occurrence no longer than 10 seconds (focus short 7%, focus long 9%, of this set of behaviours).

Table 11: Pupil role in interaction with adult pupil x type of adult

	Teacher	Support staff	Other	Total
Focus short	106 5.6%	37 19.4%	4 11.8%	147 6.9%
Focus long	95 5%	83 43.5%	6 17.6%	184 8.7%
Group audience	37 1.9%	32 16.8%	19 55.9%	88 4.1%
Class audience	1610 84.8%	37 19.4%	5 14.7%	1652 77.8%
Other	50 2.6%	2 1%	0 0%	52 2.4%
Total	1898	191	34	2123

Differences between teachers and support staff
There were marked differences in pupil interactions with teachers and support staff (also shown in Table 11). Pupils were far more likely to be the focus of attention of support staff compared with teachers. In 19% of interactions with support staff they were coded as 'focus short' compared to 6% for teachers. Moreover, 44% of support staff interactions were 'focus long' compared to 5% for teachers. This means that in nearly two thirds of all interactions with support staff, pupils were the focus of their attention (63%), while in only 11% of teacher pupil interactions were they the focus of attention. Put another way, pupils were six times more likely to be the focus of attention with support staff compared to teachers.

Conversely, in the vast majority (87%) of pupil interactions with teachers, pupils were in 'audience' mode (i.e., listening to the teacher talk to all pupils in the class or group, or singling out another pupil); in only 36% of support staff interactions with pupils were pupils in audience mode. In short, with teachers pupils are one of the crowd while with support staff they tend to be the main focus of attention.

Differences between pupil groups
The SEN group were particularly likely to experience sustained bouts of attention (focus long) (19% of codes in the audience/focus set for this group, vs 10% for School Action and 5% for the no SEN group). Focus short did not occur so frequently, as we have seen, though again the no SEN group experienced less of it than the other two supported groups (5%, 8% and 8%). Pupils with higher levels of SEN were therefore more often the focus

of attention and these contacts tended be sustained rather than short; only for the no SEN group did we find equal amounts of focus short and long (5% and 5%).

Conversely, the SEN group spent less time listening to the teacher talk to others or all in the class (i.e., they were in 'audience' mode) - 87% for no SEN, 80% for School Action and 70% for the SEN group.

Statistical interactions between pupil group and type of adult
We then brought the two separate sets of analyses together to see if there were any differences in interactions between type of adult (i.e., teachers or support staff) and pupils, according to pupil need (i.e., whether the pupil was in the no SEN, School Action or SEN group).

We found that the three pupil groups differed in the extent to which they were the focus of attention of different adults. There were no differences in focus short with support staff, but we found that the amount of extended one to one contact (focus long) with support staff increased with level of pupil need, so that the SEN group had by far the most contact of this sort, as a proportion of support staff interactions with pupils, and the no SEN group the least (56%, 34% and 20% for SEN, School Action and no SEN groups respectively).

Conversely, the no SEN group spent more time in audience mode with teachers (90%, 86% and 83% for no SEN, School Action and SEN groups) but also, interestingly, more time in audience mode with support staff (59%, 47% and 27% for no SEN, School Action and SEN groups). This suggests that no SEN pupils are more likely to be in groups within which support staff are focusing primarily on children designated as SEN or School Action.

3.3.4 Adult to pupil interactions: type of talk

The second main set of adult pupil interaction categories coded the type of adult behaviour in the interaction – whether it was concerned with teaching, task preparation, procedure/routine, monitor/observing, dealing with negative behaviour, social matters or other. It was noticeable that virtually all adult to pupil behaviour was coded as teaching (88%), i.e., dealing with the substantive nature of the topic through explaining, demonstrating etc. A further 6% of interactions were concerned with task preparation. Just 2% of interactions were about classroom procedures and routine, and a further 3% dealt with negative behaviour.

Differences between adults
There was little difference between teachers and support staff in the general type of adult to pupil task; teachers and support staff were as likely to be engaged in task interactions (i.e., engaging with the substantive nature of the topic) with pupils – 88% and 83% for teachers and support staff respectively), and dealing with negative behaviour (3% for teachers and 5% support staff). The 'other' group of adults were less likely to engage in task related talk with pupils (71% for on task and task preparation together) and more likely to engage in procedure/ routine (24% compared to 2% and 3% for teachers and support staff respectively), probably because the adults concerned – e.g., cover and

student teachers - were less likely to engage significantly in the lesson material and more likely to be giving instructions.

Differences between pupil groups
There was virtually no difference between the three groups in the amount of adult to pupil teaching (83%, 87 and 82% for no SEN, School Action and SEN groups respectively), nor the amount of task preparation (9%, 6% and 7% for the no SEN, School Action and SEN groups) and dealing with negative behaviour (4%, 5% and 6%).

Statistical interactions between pupil group and type of adult
There were no marked statistical interactions between pupil group and type of adult, that is, the three groups of pupils engaged in about the same amount of on task, task preparation, procedure and other behaviours with teachers and support staff.

3.3.5 Pupil talk to teachers and support staff

We also classified the pupils' talk to adults (see Tables 12 and 13). There were two main sets of categories. The first was the pupil activity level in the interaction, i.e, whether the pupil behaviour was coded 'begins', 'responds', 'sustained', 'attending', 'not attending', 'eavesdropping' and 'other'. Overall, most time was spent in attending (70% of this set), followed by not attending (13%). Active interaction with an adult was defined as the total of 'begins', 'responds' and 'sustains', and occurred in 14% of interactions with adults (3% begins, 6% responds and 7% sustains). Overall, then, pupils tend to be in a passive mode when interacting with adults - attending to them rather than interacting in an active way.

Table 12: Pupil to Adult interactions x type of adult

	Teacher	Support staff	Other	Total
Begins	47	20	1	68
	2.5%	10.1%	3%	3.2%
Responds	88	30	3	121
	4.6%	15.2%	9.1%	5.7%
Sustains	66	74	6	146
	3.5%	37.4%	18.2%	6.8%
Attend/listen audience	1294	51	9	1354
	67.9%	25.8%	27.3%	63.4%
Attend/ working	131	10	0	141
	6.9%	5.1%	0%	6.6%
Not attending	244	11	14	269
	12.8%	5.6%	42.4%	12.6%
Eavesdropping	26	2	0	28
	1.4%	1%	0%	1.3%
Other	9	0	0	9
	0.5%	0%	0%	0.4%
Total	1905	198	33	2136

Table 13: Pupil to adult type of interaction X type of adult

	Teacher	Support staff	Other	Total
On task	1610 84.3%	175 88.4%	22 64.7%	1807 84.4%
Procedure/routine	17 0.9%	1 0.5%	0 0%	18 0.8%
Social	1 0.1%	2 1%	0 0%	3 0.1%
Off task active	114 6%	11 5.6%	7 20.6%	132 6.2%
Off task passive	144 7.5%	8 4%	5 14.7%	157 7.3%
Other	23 1.2%	1 0.5%	0 0%	24 1.1%
Total	1909	198	34	2141

The second way of classifying pupil talk to adults was in terms of the type of behaviour. As with adult interactions with pupils, these were predominantly task related (84%), with 14% off task, either actively (6%) or passively (7%).

Differences between adults
Pupils' talk to teachers and support staff was very different (see Table 12). In terms of the pupil role in the interaction, they tended to 'attend' far more to teachers (75% vs. 31% with support staff). Conversely, they engaged in far more active interaction with support staff, i.e., the total of 'begins', 'responds' and 'sustains' (11% with teachers vs 63% with support staff). Particularly impressive was the much higher amount of sustained interaction with support staff compared to teachers (37% with support staff vs only 4% with teachers). This means that pupil interactions with support staff are more active and longer. It is also noteworthy that pupils were twice as likely to not attend to teachers as they did with support staff (13% vs 6%).

As for the kinds of behaviours in which pupils engaged when with teachers and support staff, there were again few differences. In the majority of observations pupils were engaged in task related behaviour (84% vs 88% teachers vs support staff). Pupils were slightly more likely to be off task with teachers (14% vs 10%), especially off task 'passive' (8% vs 4%), probably reflecting disengagement from whole class teacher led sessions.

Differences between pupil groups
In line with the results above for adult to pupil talk, it is the SEN pupils who engage in most active interactions with adults (i.e., begins + responds + sustains) compared to School Action and no SEN groups (25%, 17% and 10%). It is the SEN pupils who are most likely to engage in sustained interactions with adults and the no SEN group least (16% vs 9% vs 4%). As might be expected from the above it is the no SEN group who spent most time 'attending' to an adult (80% vs 60% for SEN and 71% for School Action).

There are no marked differences between the three groups in terms of on task behaviour with adults (90%, 87% and 83% for no SEN, School Action and SEN groups).The no SEN group were least likely to be off task, and the SEN group the most (9%, 12% and 15%). The differences between the three groups is most marked for off task passive, i.e., disengagement (5%, 8% and 10% for no SEN, School Action and SEN). The SEN group are therefore more likely to be off task in both senses, i.e., active and disengaged.

Statistical interactions between pupil group and type of adult
There were no marked interactions between type of pupil and type of adult in the amount of on task behaviour with adults, i.e., the three groups engaged in about the same amount with teachers and support staff. However, there were signs that off task behaviour was more prevalent with teachers in comparison to support staff, especially in the case of SEN pupils (for no SEN pupils 9% with teachers vs 7% with support staff, School Action 12% vs 7%, and for SEN 17% vs 7%). Given that most of the off task behaviour of SEN pupils with teachers is off task passive (66%), this suggests that such pupils are more likely to be disengaged from teacher talk to them in comparison to support staff talk to them. It may also be affected by the closer proximity to support staff in comparison to teachers.

Chapter 4: Impact of Support Staff on teachers and teaching

Key findings

- The main ways that teachers felt that support staff affected teaching were through:
  - 1.Bringing specialist help
  - 2.Allowing more teaching
  - 3.Affecting curriculum/tasks/activities offered
  - 4.Taking on specific pupils

- Workload, satisfaction and stress –
  - In line with numerical results from the TQ in Strand 1 Wave 1 and 2, teachers have a generally positive view about the effects of support staff on their job satisfaction and reduced levels of stress and workloads.

  - There is a good deal of overlap in the reasons for the beneficial effect of support staff – mainly benefits for teaching and teachers and reducing workloads. Pupil outcomes are rarely mentioned.

  - From a teacher's point of view, support staff have led to a decrease in workloads, mainly through taking over clerical and routine tasks.

  - In a minority of cases support staff have led to more work through teachers feeling they have to do more planning and preparation.

- Analysis of systematic observation data on adult- pupil interactions showed that in primary schools the presence of support staff led to more individual attention for pupils, less adult dealing with negative behaviour, and less interaction with teachers.

- For secondary schools the presence of support staff meant that there was less dealing with negative behaviour and more teaching by adults for all categories of pupils. There was more individual attention from adults for the SEN group only, and less interaction with teachers for the School Action and SEN groups.

4.1 Impact of Support Staff on teaching

We first draw on teacher views on the impact of support staff on their teaching. These came from the 2006 Strand 1 Wave 2 Teacher Questionnaire (TQ). As in the Wave 1 TQ in 2004, teachers were asked to select different types of support staff, rather than those who carried out similar roles. For each of these two support staff, teachers were asked an open question: 'Please describe how support provided by this type of support staff has affected your teaching, if at all.'

A coding frame was carefully developed to analyse responses to the question in 2004 and this was again used for the 2006 TQ (see Appendix 3 - please note that the same coding

frame was used for the question about effects on learning and behaviour, see Section 5.2).
Not all responses can be covered here, but a full list of responses is included in Appendix
3. Codes included here are the four most popular responses, the teachers could make
more than one comment. The numbers of teachers who commented on each support staff
category are shown in Appendix 3 Tables 3 and 4. There were 4,419 comments coded for
this question.

4.1.1 Brings Specialist Help

The most common category of responses to this question described ways in which
support staff, based within and outside the classroom, brought expertise or a specialism to
the teacher or pupils. This included technical and professional advice to teachers and
pupils, as well as dealing with equipment, repairs, preparing resources and other support,
which the teacher may previously have been expected to do. 940 responses were coded
in this category (21% of responses), and examples of teacher comments are given below.

> *My teaching is supported by having these children who have EAL working in
> small groups - language work can be developed and improved further and my
> time can be spent supporting other groups. (Bilingual Support Assistant)*

> *Midday Supervisors now take more responsibility for children at dinner time so I
> am not as involved in sorting out disputes, etc. Am only involved in most serious
> problems. (Midday Supervisor)*

> *Her excellent display and organisational skills enable one to focus on teaching.
> (Classroom Assistant)*

> *As well as discussing the children and teaching plans to improve my teaching, this
> TA has a vast experience of working with SEN children which proves an excellent
> resource. (HLTA)*

> *Impacted well on my teaching ensuring I am up to date with the latest
> developments and ICT runs smoothly in my classroom. (ICT Technician)*

> *I have the freedom to have resources at my finger tips rather than spending my
> planning time looking for these resources. (Librarian)*

> *I do not have to spend time at the end of the day restoring my classroom to order
> when we have tried to tidy up after a very messy DT/Art lesson. They rarely
> complain - so I don't worry about having fun with the children. (Cleaner)*

4.1.2 Amount of Teaching

The second most common category of responses to this question described ways in which
support staff affected the amount of teaching - making more time for teaching available
generally, or making more time available to teach more pupils or different pupils than
would otherwise be possible. There were 615 responses in this category (14% of
responses), and examples of teacher comments are given below.

Able to now spend more time with non SEN pupils which benefits everyone. (Classroom Assistant)

Has enabled me to concentrate on the other pupils who also may have problems but not as pronounced. (Classroom Assistant)

Enabled me to extend either SN or more able children depending on who the HLTA works with. (HLTA)

Because she is supporting a child with severe SEN it means that my time is not taken up with managing him, allowing me to focus on other children. (LSA)

Freed me up to work with other children. (LSA)

I can continue with teaching the class where Nursery Nurse can support individuals. (Nursery Nurse)

I have had more time to spend with the other children in the class without being interrupted by the less able group. (Teaching Assistant)

4.1.3 Affects Curriculum/Tasks/Activities Offered

The third most common category of responses to this question described ways in which support staff affected the curriculum, tasks or activities the teacher provided, for example, more practical work, more challenging work, more time for specific areas of the curriculum such as reading or other basic skills. Support staff may take on specific areas of responsibility which enable the teacher to focus on other areas of the curriculum. 282 responses were coded in this category (6% of responses), and examples of teacher comments are given below.

It has enabled me to become more adventurous when planning knowing that I have adequate help. (Classroom Assistant)

Provide more challenging activities where support is available. Some two-handed techniques eg modelling question and answer. (Classroom Assistant)

Able to provide more practical activities to children as someone is there to aid them. More flexibility to planning. Can focus on a certain target group with more ease. (HLTA)

I can structure lessons so that small group work is possible with an adult to help supervise games and activities. (LSA)

Made me be more adventurous with some activities, so more interesting for students. (LSA)

More adventurous. More intensive. More focused. (LSA)

Allows for more students to get assistance. Allows more complex work to be put into planning. (Teaching Assistant)

Has enabled me to tackle some things that would be difficult with only one pair of hands. (Teaching Assistant)

It allows for more coverage of the curriculum to take place and gives the children a wider choice of activities and learning experiences. (Teaching Assistant)

More practical work carried out by pupils. (Science Technician)

It has made me more willing to incorporate technology into my teaching because I know support is available should the technology malfunction! (Technology Technician)

4.1.4 Support Staff/Teacher takes on specific/particular pupils

The fourth most common category of responses described ways in which support staff either took responsibility for particular pupils (e.g., SEN, high or low ability pupils) or allowed teachers to take on specific pupils or groups of pupils while the support staff provided other support to the other pupils in the class. 275 responses were coded in this category (6% of responses), and examples of teacher comments are shown below.

Able to give guided work for less able pupils to CA. (Classroom Assistant)

By taking small groups of SEN this helps me to concentrate on other pupils who may need support. (Classroom Assistant)

Taking small group out to teach to their specific needs means I can concentrate on main curriculum targets for majority of class. (HLTA)

While the children are in booster groups, I can adapt my lesson to suit the average and less average children. (HLTA)

Her support allows me time to teach the other 30 pupils in my class. Without her all my tine would be taken supporting the 3 statemented children with reading and writing. Their needs would not be met and the other children would receive very little support. (LSA)

If assistant works with lower ability group I can spend more time with remainder of class. This is helpful in a class of 34. (Teaching Assistant)

This support ensures that disruption from an SEN pupil is minimal. He rarely affects others which means I am able to concentrate on teaching the whole class rather than supporting an individual pupil. (LSA)

4.2 Impact of Support Staff on Teachers' Job Satisfaction, Stress and Workload

Results from Wave 1 and 2 were consistent in showing that from the teachers' perspective, support staff had a positive effect on their workloads, their level of job satisfaction and reducing levels of stress (see Blatchford et al, 2007). Here we report complementary results from open ended questions in the 2006 TQ that gave more details on the reasons for this positive view.

Teachers were asked to identify a type of support staff they had worked with during the previous week and then requested to answer questions about how this particular type of support staff affected their levels of job satisfaction, stress and workload

4.2.1 Job Satisfaction

The vast majority of the comments made by teachers were positive about the impact support staff had on their job satisfaction (88%) whilst just 4% were negative. A further 8% of comments were neutral with general remarks about the teachers' level of job satisfaction or about the amount of work despite the help from support staff. A proportion of these comments (2% of all remarks) also stated that it very much depended on the quality of support staff; a good, well trained member of staff had the ability to raise the level of job satisfaction whilst those who were ill trained, lacking in initiative or difficult to work with could lower satisfaction in the job.

Many teachers wrote about more than one aspect of how support staff affected their job satisfaction. The majority of the teachers (54%) remarked on how they and their teaching had been affected personally, and most of them were positive (52% of the total). Some teachers reported increased job satisfaction as a result of the working relationship with other adults (12%), some (8%) said that teaching was easier, with such statements as "I couldn't do the job without her!" and others commented on the beneficial impact upon their stress, workload and pressures of the job (8%). A small minority of teachers (2%) were negative, with most of the comments on difficulties of working with other adults and how workload and pressures do not always reduce as a result. Some of the staff were ambivalent about the effect support staff had on their job satisfaction (3%).

A number of the teachers (28%) reported that their job satisfaction had been affected through the effect the support had on their pupils. All but one of these 224 comments were positive. A wide variety of reasons were given but the most common were the fact that the pupils were being better supported and given more attention (13%) and that their achievement was greater (10%).

A fifth of the teachers remarked that their job satisfaction had been affected by the support staff directly. The mix of positive, negative and ambivalent remarks were much greater in this category, with 17% of teachers citing the positive effects of the support staff upon their own job satisfaction. The most common comments (9% of teachers) cited the personal qualities of the support staff such as willingness to help, cheerfulness and honesty as well as ability to carry out the work involved. Six percent of the teachers were appreciative of the work the support staff carried out and gave descriptions of the tasks they did whilst 3% said that the support staff helped to improve the working environment

(either physical environment or ethos). A few teachers (3%) reported that their job satisfaction was less as a result of support staff - most commonly as a result of particular qualities of the support staff such as the amount of training or support needed as well reluctance to do tasks or a lack of initiative. A further 3% were neither positive nor negative about the effect support staff had on their job satisfaction, stating that it all depended upon the quality of the support staff in question.

4.2.2 Stress

The teachers were asked "Please describe how this type of support staff has affected your level of stress, if at all", 629 teachers gave 756 codeable responses. The range of answers given was extremely diverse falling into 33 separate codes, most of which could be classified as either positive or negative depending upon the comment. As a result, few of the categories had a large number of comments but there were definite trends. The issues which related to support staff and their effect on teachers' stress were very similar to the job satisfaction issues, and so a virtually identical coding scheme was used.

Out of the 629 teachers who responded to the question, 77% of them were positive about the impact support staff had had upon their stress levels and 18% were negative. A further 7% said that either the support staff did not make a difference or that it depended upon the situation or the member of staff involved. A number of teachers wrote both positive and negative comments, mentioning aspects of working with the support staff which decreased their stress levels whilst also citing others which increased them.

The majority of teachers' comments could be classified into three main groups; the effect of support staff upon pupils; the impact upon teachers and teaching; and the support staff themselves. Almost half of comments (44%) were about how the support staff had affected teachers and their teaching in a positive way, with 8% of the comments stating that the support staff had had a detrimental effect. The most frequent comment was about workload, with 16% of teachers saying that they were less stressed as a result of a reduced workload. However, 2% said that their stress levels were greater as a result of an increased workload and 3% said it was greater due to the increased amounts of planning and preparation needed. On the other hand, the presence of support staff had other positive effects: 5% of teachers said that the pressures and stress were upon them were less, 6% felt that their work was easier with the additional help and 5% appreciated the support they personally received.

The effect the support staff had on pupils was mentioned less frequently with far fewer citing a detrimental effect on the pupils, (just 1% of all comments) with 16% of remarks mentioning the beneficial effects. The largest proportion of these positive comments were made by the 9% of teachers who stated that they were less stressed because they knew their pupils were better supported with more of their needs being met and the 6% of teachers who felt that there were less behavioural issues as a result of the presence of support staff.

The impact of support staff on teachers' stress levels was sometimes as a result of the support staff themselves. Eleven percent of the comments were about the positive effect they could have whilst 7% were about the negative effect. The tasks carried out by the support staff and the way in which they were performed decreased stress levels for 8% of

the teachers but increased them for 2%. The personal qualities of the support staff also had an impact; the extent of their knowledge, experience, pleasantness and helpfulness amongst other traits were mentioned positively by 8% of teachers and negatively by 5%. It was clear that personality of the support staff with whom the teachers worked could have a great effect on teachers.

4.2.3 Workload

Teachers were asked "Please describe how this type of support staff has affected your workload, if at all". A total of 605 teachers responded, with 59% of them stating that their workload had decreased as a result of the presence of the support staff whilst 28% said that their workload had become greater. However, 6% of these same teachers made both positive and negative remarks.

It is clear from the teachers' comments that for many of them the presence of support staff in the classroom and in the school have had a positive impact on their workload. Some of the teachers (4%) merely stated that their workload had decreased, whilst 44% went into much greater detail often listing the tasks that they no longer had to perform or at least could carry out less frequently because the support staff were doing them instead. Such tasks included photocopying, administration, displaying work and dealing with resources. Some teachers (3%) stated that the support staff saved them time by not having to do the work themselves whilst 4% said that it resulted in them being 'released' or 'freed up' to focus on other areas of their work, particularly teaching and the pupils. For 6% of the teachers the impact of a reduction in workload had other effects as well: for some this was just the ability to do the job, whilst for others it brought about the pleasure of a good working relationship, a reduction in pressure and making the job easier.

For some teachers (28%), the presence of support staff had affected their workload in a negative way; 25% of the teachers explained that some aspects of their workload had increased as a result of having support staff work for them. Approximately half of this group of teachers stated that the reason was due to the increased amount of planning and preparation which was required in order for the support staff to be able to carry out their work - not only was additional planning needed but some teachers found it necessary to plan in much greater detail than was required for their own teaching. As mentioned previously, some teachers (6%) stated that certain aspects of their workload had increased but this was balanced by a decrease in other areas. In addition to this, 1% specifically stated that although their workload had increased, the benefits gained from the additional support were worth the extra work.

Not all the teachers felt that support staff had made a difference to their workload (11%), citing various reasons from always having had support staff in the past, to support staff having tasks and roles which did not impinge on the teacher a great deal.

4.3 Impact of support staff on adult pupil interactions in the classroom - Results from the Systematic Observation data

This section examines factors affecting adult pupil classroom interactions. It is particularly interested in whether the presence of support staff in classrooms has a measurable effect on several selected behavioural 'outcomes', that is, the amount of

individualised attention given to pupils, the extent to which adults have to deal with negative behaviour, and the overall amount of teaching. Multilevel regression analyses were used in which the main explanatory variable of interest was the presence of support staff in the classroom.

In addition to support staff presence, the following variables were also included in the analyses:

- SEN status of pupils (none, School Action, School Action Plus/SEN)
- Gender
- Number of teachers
- Subject
- Pupil attainment (low, middle, high)

The advantage of including these variables in the analysis is that the effect of support staff on the outcomes is adjusted to account for any effects that these variables might have on the outcomes, and any overlap with the effect of support staff. This therefore tells us whether the presence of support staff has an independent effect.

As with the analyses presented above, the School Action plus and SEN groups were combined together as a single group as there were relatively few pupils in each of the groups.

All of the observation outcomes were binary variables in the sense that they either occurred or did not occur in each 10 second time interval. As a result, multilevel logistic regression was used for the analysis. Three levels were used in the analysis, with individual observations contained within pupils, contained within classes. A potential fourth level - the 10 x 10 second observation sheet - was also considered. However, the results had more stability with only three levels, and so this option was not used. For each of the outcomes, the analyses were performed initially for all pupils combined. Subsequently the analyses were performed separately for primary and secondary schools. In addition to the main effect of support staff, the interaction (in the statistical sense) with the level of pupil SEN was also examined. This indicates if the effect of support staff on the outcomes varied for pupils with different levels of support.

In the analysis, each of the variables concerning interacting with an adult (Appendix 1 Table 1 question 3) had two categories. One response category was when a particular feature of interaction occurred (e.g. pupil focus of adult). The other response category was when the child was interacting with a child, but not in terms of the particular behaviour outcome (e.g., the child was attending), combined with situations when the child was not interacting with an adult. An advantage of including situations when the child was not interacting with the adult in the analysis is that the overall occurrence of the outcome is examined, not just the proportion of time it occurs when interacting with an adult.

4.3.1 Interaction with Teachers

The observation outcome was whether or not there was an interaction between pupil and teacher, or no interaction with a teacher (either by interacting with somebody else, or not interacting at all). See Table 14.

Table 14: The effect of support staff presence on interactions with teachers

Pupil group	Subgroup	Odds ratio (95% CI)	P-value
All pupils	No support	0.83 (0.76, 0.92)	**<0.001**
	School Action	0.51 (0.44, 0.58)	**<0.001**
	SA+ / SEN	0.52 (0.45, 0.60)	**<0.001**
Primary only	No support	0.76 (0.68, 0.86)	**<0.001**
	School Action	0.32 (0.27, 0.39)	**<0.001**
	SA+ / SEN	0.35 (0.28, 0.45)	**<0.001**
Secondary only	No support	1.05 (0.83, 1.32)	0.70
	School Action	0.80 (0.65, 0.98)	**0.03**
	SA+ / SEN	0.63 (0.52, 0.76)	**<0.001**

For all pupils, and for primary and secondary pupils separately, there was a significant interaction between support staff presence and SEN status, suggesting that the relationship between support staff and the amount of interaction with a teacher varied by SEN group. However, despite this, in almost all analyses there was a significant effect of support staff on the interaction with a teacher, that is, interaction with a teacher was almost always less likely with support staff present. The exception was for pupils with no support in secondary schools, where the presence of support staff did not affect the amount of interaction with a teacher. In general, the effect of support staff was strongest in pupils with a higher level of SEN status, and, though present, was less strong for pupils with lower levels of, or no, SEN.

4.3.2 Pupil focus of adult

The outcome was defined as whether or not the child was the focus of the adult (short or long, i.e., less than or more than 10 seconds in length). The alternative is either interacting with the adult and not the focus, or not interacting with an adult. A summary of the results for all pupils combined and for primary and secondary pupils is given in Table 15.

Table 15: The effect of support staff presence on individualised attention ('focus')

Pupil group	Subgroup	Odds ratio (95% CI)	P-value
All pupils	No support	1.31 (1.10, 1.56)	**0.003**
	School Action	1.61 (1.32, 1.96)	**<0.001**
	SA+ / SEN	2.47 (2.03, 3.00)	**<0.001**
Primary only	No support	1.33 (1.09, 1.63)	**0.006**
	School Action	2.09 (1.56, 2.70)	**<0.001**
	SA+ / SEN	1.98 (1.47, 2.68)	**<0.001**
Secondary only	No support	0.85 (0.55, 1.31)	0.46
	School Action	1.14 (0.84, 1.54)	0.40
	SA+ / SEN	2.43 (1.89, 3.14)	**<0.001**

The results indicated a significant interaction between SEN status and the presence of a member of support, suggesting that the effect of support staff varied by SEN status.

For all pupils combined, and for the primary pupils only (i.e., not for secondary pupils when analysed separately), the presence of support staff was associated with an increased occurrence of the pupil being the focus of adult attention for all three pupil groups. However, the effect of support staff was greatest in the School Action Plus / SEN group. For primary pupils, the presence of support staff resulted in the odds of the pupil being the focus of the adult increasing by over 30% for pupils with no support, whilst the odds of the outcome occurring doubled for the SEN and also for the School Action Plus group. For secondary pupils, there was no significant effect of support staff for the no support and School Action groups. However, there was a highly significant effect of support staff for the School Action Plus / SEN group. In this group, the pupil being the focus of adult attention was much more common when support staff were present, with the odds of the outcome occurring over twice as high with support staff present.

Separate analyses of the effect of the presence of support staff on being the focus of a teacher's attention (in contrast to 'adults', i.e., teachers plus TAs) showed that at primary level there was no effect of support staff presence, but that at secondary level there was in fact LESS teacher to pupil focus of attention when support staff were present. There were no interactions between SEN status and support staff presence.

4.3.3 Dealing with negative behaviour

The outcome was whether or not the adult interacting with the child was dealing with negative behaviour. The results are summarised in Table 16. The odds ratios represent the odds of dealing with negative behaviour with support staff present relative to the odds of dealing with negative behaviour when support staff are not present.

Table 16: The effect of support staff on adults dealing with negative behaviour

Pupil group	Odds ratio (95% CI)	P-value
All pupils	0.73 (0.60, 0.88)	**0.001**
Primary only	0.74 (0.56, 0.98)	**0.04**
Secondary only	0.69 (0.53, 0.92)	**0.01**

For all pupils combined, and for primary and secondary pupils separately, there was less dealing with negative behaviour when support staff were present in the classroom.

The effect of support staff on dealing with negative behaviour did not vary by SEN status.

Separate analyses of the effect of the presence of support staff on dealing with negative behaviour just from the teacher showed a similar trend though not quite reaching conventional levels of statistical significance at both primary and secondary level.

4.3.4 Amount of teaching

The outcome was whether or not the adult activity was 'on task' when interacting with the child (Appendix 1 Table 1, question 3c1). This category was coded when adults (teachers or support staff) were engaged in the substantive topic (e.g., by explaining and questioning). This was considered not to be occurring if the adult's activity when interacting with the pupil was something else other than on task (e.g., procedure), or if the pupil was not interacting with an adult.

Table 17: The effect of support staff presence on interacting with an adult

Pupil group	Odds ratio (95% CI)	P-value
All pupils	1.12 (1.05, 1.20)	**0.001**
Primary only	0.99 (1.10, 1.08)	0.84
Secondary only	1.33 (1.06, 1.66)	**0.01**

For all pupils together, and for secondary pupils, there was significantly more adult teaching when support staff were present in the classroom. For secondary schools the odds of adults teaching were over 30% greater when a member of support staff was present.

Separate analyses of the effect of the presence of support staff on teaching just from the teacher (in contrast to 'adults', i.e., teachers plus TAs) showed similar results, with more teaching from the teacher (at secondary level only).

The main results for adult pupil interactions are summarized in Table 18. They show some similarities across the school years but also some differences and so results are presented separately for primary and secondary schools.

Table 18: Summary of effect of support staff on adult pupil interaction (Primary and Secondary separately)

Behaviour	Primary	Secondary
Interaction with teachers	All Groups (less)	SA, SEN (less)
Pupil focus of adult	All Groups (more)	SEN only (more)
Adult deals with negative behaviour	All (less)	All (less)
Adult teaching	No effect	All (more)

Chapter 5: Impact of support staff on pupils

Key findings

- *Analyses of Systematic observation data showed that in primary schools the presence of support staff led to more pupil active interaction with adults. For the no SEN group only there was more total on task behaviour and less total off task behaviour. For secondary schools there was more total on task behaviour for School Action and SEN groups, and less total off task behaviour for the SEN group only.*

- *The main ways that teachers felt that support staff affected pupils learning and behaviour were:*

  1. *Support staff take on specific pupils*
  2. *Bring specialist help to the teacher & classroom (e.g., technology skills, counselling, careers advice)*
  3. *Positive impact on the pupils' behaviour, discipline, and social skills*
  4. *Allow individualisation / differentiation*

- *Even when asked to address pupil outcomes, teachers tend to see the positive effects of support staff on teaching and on themselves, rather than how pupil learning is supported by support staff.*

- *Results on the impact of support staff on pupils' positive approach to learning showed a generally positive effect for the youngest age group (Year 1). Increases in the amount of support led to improvements over the school year in: pupil distractibility, motivation, disruptive behaviour (SEN group only), working independently (for a medium level of support), completing assigned work and following instructions from adults. Thereafter results were not consistent.*

5.1 Impact of support staff on pupil engagement in class and active involvement with adults. Results from the Systematic Observation data

This section examines whether the presence of support staff in classrooms has a measurable effect on pupil on and off task behaviour, and the amount of pupil active learning when in interaction with adults. As in the analysis of adult pupil interactions above, multilevel regression analyses were used in which the main explanatory variable of interest was the presence of support staff in the classroom. The effect of support staff on the outcomes was adjusted by the inclusion of e.g., SEN status and prior attainment in order to account for any effects that these variables might have on the outcomes, and any overlap with the effect of support staff. School Action plus and SEN groups were again combined together as a single group as there were relatively few pupils in each of the groups.

5.1.1 Classroom engagement: Total On Task Behaviour

The total of all on task and off task behaviours was calculated by adding up on and off task behaviours, whether active or passive, in each of the three social modes (i.e., when not interacting, when interacting with other pupils and when interacting with adults).

We first examined total on task behaviour. The effect of the presence of support staff in the classroom was examined for all pupils and also separately for primary and secondary schools. A summary of results is given in Table 19. Where there was a significant interaction between SEN status and support staff, the effect of support staff is given for each SEN group. The figures are the odds of on task behaviour when a member of support staff was present compared to when support staff were not present. An odds ratio greater than one means that on task behaviour was more likely with support staff present, whilst an odds ratio less than one means that on task behaviour was less likely with support staff present. Also given are 95% confidence intervals for each odds ratio, as well as p-values indicating the significance of each result.

Table 19: The effect of support staff presence on total on task behaviour

Pupil group	Subgroup	Odds ratio (95% CI)	P-value
All pupils	No support	1.21 (1.05, 1.40)	**0.008**
	School Action	1.10 (0.94, 1.30)	0.53
	SA+ / SEN	1.54 (1.30, 1.83)	**<0.001**
Primary only	No support	1.30 (1.10, 1.54)	**0.002**
	School Action	0.84 (0.66, 1.06)	0.14
	SA+ / SEN	1.00 (0.76, 1.32)	1.00
Secondary only	No support	1.24 (0.92, 1.69)	0.16
	School Action	1.48 (1.15, 1.90)	**0.002**
	SA+ / SEN	2.01 (1.60, 2.53)	**<0.001**

For all pupils together there was a significant interaction between SEN status and support staff, suggesting that the effect of support staff varies depending on SEN status. The presence of support staff was associated with increased on task behaviour for pupils with no support and for those in the School Action Plus/SEN group, but there was no significant effect for the School Action Plus group.

For primary schools there was a significant effect of support staff for the no support group. Pupils in this group were more likely to be on task with a member of support staff present, with the odds of on task behaviour 30% greater with support staff. However, there was no significant effect for pupils in the other two groups.

For secondary schools there was no effect of the presence of support staff for pupils receiving no support. However, there was a significant increase in on task behaviour with support staff present for School Action pupils, and especially for the School Action Plus /

SEN group. For this last group the odds of being on task were around twice as high with support staff present.

5.1.2 Total off task behaviour

The effect of support staff on off task behaviour was also examined (see Table 20).

Table 20: The effect of support staff presence on total on task behaviour

Pupil group	Subgroup	Odds ratio (95% CI)	P-value
All pupils	No support	0.73 (0.62, 0.86)	**<0.001**
	School Action	0.92 (0.77, 1.09)	0.33
	SA+ / SEN	0.62 (0.52, 0.74)	**<0.001**
Primary only	No support	0.64 (0.53, 0.77)	**<0.001**
	School Action	1.09 (0.84, 1.41)	0.51
	SA+ / SEN	1.00 (0.75, 1.33)	1.00
Secondary only	No support	0.87 (0.62, 1.20)	0.38
	School Action	0.83 (0.64, 1.08)	0.17
	SA+ / SEN	0.47 (0.37, 0.60)	**<0.001**

As with on task behaviour, there was a significant interaction between SEN status and support staff for all three analyses. These results suggest that the effect of support staff on off task behaviour varied for different SEN groups.

When all pupils were considered together there was a significant effect of support staff for pupils with no support and also for the School Action Plus / SEN group. Pupils in these groups were significantly less off task with support staff present.

When only primary school pupils were considered, the group with no support was significantly less likely to be off task when a member of support staff was present. There was no effect of support staff for the other two groups of pupils.

The analysis for secondary pupils indicated a significant effect of support staff for the School Action Plus/ SEN group only. The odds of this group being off task with support staff present were around half of those when support staff were not present. There was no significant of support staff for the other two groups of pupils.

5.1.3 Pupil active interaction

The outcome was whether or not the target was active in the sense of beginning, responding to, or sustaining interaction with an adult (Appendix 1, Table 1, question 3d1 or 3d2 or 3d3). This was considered not to be occurring if the target to adult interaction was something else other than active (e.g., attending), or if the pupil was not interacting with an adult. The effects of support staff on this outcome are summarised in Table 21.

Table 21: The effect of support staff presence on pupil to adult active interaction

Pupil group	Subgroup	Odds ratio (95% CI)	P-value
All pupils	No support	1.32 (1.10, 1.57)	**0.002**
	School Action	1.45 (1.19, 1.77)	**<0.001**
	SA+ / SEN	2.51 (2.06, 3.06)	**<0.001**
Primary only	-	1.56 (1.34, 1.81)	**<0.001**
Secondary only	No support	0.86 (0.56, 1.32)	0.50
	School Action	1.13 (0.84, 1.53)	0.42
	SA+ / SEN	2.52 (1.95, 3.28)	**<0.001**

The results for all pupils combined suggested that the effect of support staff varied by SEN status. Nevertheless, for all groups the presence of support staff was associated with an increased occurrence of pupil active interaction. The effect of support staff was greater with increasing levels of pupil SEN.

For primary pupils the effect of support staff was not found to vary by SEN status. For all pupils there was an increased likelihood of pupil active interaction when support staff were present. The odds of pupil active interaction were over 50% higher when support staff were present.

For secondary pupils only, there was no significant effect of support staff on the occurrence of pupil active interaction for pupils with no support and also for School Action pupils. However, for School Action Plus / SEN pupils the presence of support staff was associated with an increased occurrence of pupil active interaction.

Separate analyses of the effect of the presence of support staff on pupil active interactions with the teacher only (in contrast to 'adults', i.e., teachers plus TAs) showed that at primary level there was no effect of support staff presence, but that at secondary level there was in fact LESS pupil to teacher active interaction when support staff were present. There were no interactions between SEN status and support staff presence.

A summary of results on the effect of support staff on pupil classroom engagement and active interaction with adults is shown in Table 22.

Table 22: Summary of effect of support staff on pupil classroom engagement and active interaction with adults (Primary and Secondary separately)

Behaviour	Primary	Secondary
On task: Pupil groups who were **more** on task with support staff present	• Pupils without SEN	• School Action • School Action Plus and SEN
Off task: Pupil groups who were **less** off task with support staff present	• Pupils without SEN	• School Action Plus and SEN
Active interaction: Pupil groups who showed **more** active interaction with support staff present	• Pupils without SEN • School Action • School Action Plus and SEN	• School Action Plus and SEN

5.2 Impact of support staff on pupil learning and behaviour

As in the analyses of effects on teaching, described in the last chapter, we draw on teacher views on the impact of support staff, in this case on pupil learning and behaviour. These came from the 2006 Strand 1 Wave 2 Teacher Questionnaire (TQ). As in the Wave 1 TQ in 2004, teachers were asked to select different types of support staff, rather than those who carried out similar roles. For each of these two support staff, teachers were asked an open question: 'Please describe how support provided by this type of support staff has affected pupil learning and behaviour, if at all'.

A coding frame was carefully developed to analyse responses to both of the 2004 questions and this was again used for the 2006 TQ. Not all responses can be covered here, but a full list of responses is included in Appendix 3 (as said in Section 4.1 the same coding frame was used as for the effects on teaching). Codes included here are the four most popular responses to each question. The numbers of teachers who commented on each support staff category are shown in Appendix 3 Tables 1 and 2.

There were 4519 comments coded for this question.

5.2.1 Support Staff/Teacher takes on specific/particular pupils

The most common category of response detailed ways in which support staff either took responsibility for particular pupils (e.g., SEN, high or low ability pupils) or allowed teachers to take on specific pupils or groups of pupils while the support staff provided other support to the other pupils in the class. 647 responses were coded in this category (14 % of all responses). Some examples of teacher responses are given below.

> *2 classroom assistants support special needs groups of 8 children. Work planned by teacher and closely over seen and supported. (Classroom Assistant)*

Extra support for less able children to access the activities undertaken by others, participate successfully in whole class teaching session, focusing attention of children to sustain attentive listening. (HLTA)

As her main role is to support learners with SEN and statemented pupil too, the effect of her support to them is very noticeable during class work and also helps with learners who have behavioural issues.
(LSA)

All the children have a chance to read aloud several times a week which helps to improve reading skills. She sits with an SEN maths group keeping them on task and helping them with their work. (Nursery Nurse)

The lower achieving pupils are supported by working in a small group. (Teaching Assistant)

5.2.2 Brings Specialist Help

The second most common category of responses described ways in which support staff, not just classroom based support staff, were able to bring specialist help to the teacher and to the pupils. This included technical and professional advice to teachers and pupils, as well as dealing with equipment, repairs, preparing resources and other support, which the teacher may previously have been expected to do prior to the NA in September in 2003. A total of 458 responses were coded in this category (10% of responses), and examples of teacher comments are given below.

Teaching Assistant utilises subject specific knowledge and experience (in Drama) in order to develop students' technical acting skills. (TA)

She has been able to take out pupils into a one to one environment to discuss issues at home or other issues pupils can't talk to myself about, etc. (Attendance Officer)

The learning mentor works individually with two pupils in my class on behaviour management and calming techniques. Both pupils are responding and working well as part of the class at present which is an improvement in behaviour. (Learning Mentor)

Maintaining the computers in my room - helping me load software, fix problems, advise on new equipment. EBD boys respond to ICT very well - massive impact on learning and behaviour. (ICT Technician)

Ensures correct apparatus available for science lessons and supports in lessons. Pupils' learning greatly enhanced by being able to observe/carry out experiments. Behaviour also improved by support of staff and kept interested by experiments which work. (Science Technician)

The third most common category of responses described how support staff had led to better behaviour, both inside and outside the classroom, or had improved social skills and social interaction between pupils overall. 303 responses were coded in this category (7% of responses), and examples of teacher comments are given below.

> *Actively provides support for SEN . Proactive in promoting positive behaviour and pre-empting inappropriate behaviour. Helps children with personal organisation. (Classroom Assistant)*

> *Increased range of activities provided for pupils of all abilities. Improved behaviour and motivation levels. (HLTA)*

> *She maintains calm and good behaviour at lunchtime. She is calm and patient and the children really like her and respect her, and so behavioural incidents have decreased. (Midday Supervisor)*

> *Behaviour better with cover supervisors than supply teachers because pupils know them well and treat them as teachers rather than strangers they may not meet again. (Cover Supervisor)*

> *The pace of learning has been enhanced. Standards of behaviour have been maintained and reinforced. (Teaching Assistant)*

5.2.4 Allows Individualisation / Differentiation

The fourth most common category of responses describe how support staff support the individualisation and personalisation of learning within the classroom. This may include more one to one support for pupils, working with smaller groups of pupils, or catering for a wider range of pupil ability. 294 responses were coded in this category (6% of responses), and some examples of teacher comments are given below.

> *Supported differentiation. Allowed teaching time to be shared more equally. Managing pupil behavioural as part of a team. (TA)*

> *In a huge way, positive and effective. It means more children can have individualised tasks. (TA)*

> *Learning can be more focused on individual children or small groups. (Classroom Assistant)*

> *Having HTLA Support means I can plan for clearly differentiated activities to benefit the children as we can focus ourselves on supporting specific groups at various times. (HLTA)*

> *Because we are able to target the support needed by the pupils more efficiently all of our pupils have shown clear progression and challenging behaviour incidents*

have been minimised. Pupils have all been involved and active in their learning. (LSA)

It helps SEN children as they are able to work in a smaller group with support and guidance and allow me to work with other groups. (LSA)

5.3 Impact of support staff on pupil positive approaches to learning (teacher ratings)

This section deals with an analysis of the effect of level of support received on pupil confidence, motivation and ability to carry out tasks and follow instructions etc. in Years 1, 3, 7 and 10.

5.3.1 Data Collected and Analysis Methods

Teacher Ratings
There were eight different dimensions, all of which were measured on the basis of teacher ratings near the end of the school year. The dimensions were as follows:

a) Distracted - "Pupil was not easily distracted"
b) Confident - "Pupil was confident about doing the tasks they are set"
c) Motivated - "Pupil was motivated to learn"
d) Disruptive - "Pupil was disruptive"
e) Independent - "Pupil worked independently"
f) Relationship - "Pupil had good relationships with other pupils"
g) Completed - "Pupil completed assigned work"
h) Instructions - "Pupil followed instructions from adults"

For each dimension teachers were asked to say whether the pupil's approach to learning had 'improved over the year', 'stayed the same', or 'deteriorated over the year'.

Level of support
As described in the method section there were several measures of the amount of support given to individual pupils. The main measure used was teacher estimates of the amount of support received, expressed as a percentage. When teacher estimates of the level of support were unknown, then the level of support as indicated by the SENCO forms or the support staff was used instead. In order to give compatible measures, the number of hours of support was converted to the percentage of time a pupil was supported. The percentage of time a pupil received support was originally measured as one of six categories. However, to increase the numbers of pupils in each category this was reduced to one of three categories, 0-10%, 11-50% and over 50% of time supported (low, medium or high support).

Explanatory variables
As described in the method section we controlled for:

- SEN status (grouped as no SEN, some SEN)
- Gender
- Eligibility for free school meals (apart from Year 1)

- Ethnic group (grouped as white, or other than white) (apart from Year 1)

For Year 1, there was insufficient data on FSM and ethnic group for these variables to be included in the analysis.

Statistical methods
A feature of the data is that it was collected from multiple pupils from the same school. As is well known, there are some similarities between pupils within the same school and this violates the assumptions of standard statistical methods that assume all the results from all pupils are independent of each other. To allow for the lack of independence of the results, multilevel statistical methods were used for the analyses. Two level models were used, with pupils nested within schools. This therefore controls for variation between schools in the analysis. The outcome measure was the change in behaviour over the course of the year, measured on a three point scale. This can be regarded as an ordinal outcome, and not a continuous measure, and due to the lack of possible values multilevel ordered logistic regression was used to perform the analysis.

The effect of support upon attainment was performed in a number of stages, and at each stage the effect of support was examined.

       Model 1: No adjustments
       Model 2: Additional adjustment for SEN status
       Model 3: Additional adjustment for gender, FSM and ethnic group
       Model 4: Additional interaction between SEN status & support

The final model examined the interaction between SEN status and the level of support. A significant interaction would imply that the effect of support upon the change in behaviour varied for pupils with and without special educational needs.

5.3.2 Results

Overall, the results showed a positive effect of support on improvements in pupils' approaches to learning for the youngest age group Year 1. Thereafter, results were less consistent.

Year 1
a) Distracted
Results on the effect of support staff on the distracted measure are given in Table 23. The figures reported are the difference between the medium and high support groups relative to the low support group. These take the form of odds ratios, and indicate the odds of being in the next highest category for each group relative to the odds of being in the next highest category for the low support group (highest category = improved behaviour, lowest category = deteriorated behaviour). An odds ratio of above 1 would mean that behaviour is increased in the medium/high support groups relative to the low support group, whilst an odds ratio of below 1 would imply that behaviour is decreased in the medium/high support groups relative to the low support group.

In addition to the odds ratios, a corresponding 95% confidence interval is also reported. Also given are the number of pupils included in the analysis and the p-values indicating if there is a significant effect of support is also reported.

Table 23: Effect of amount of support on distracted

Model	N	Support (M- L) Odds Ratio (95% CI)	Support (H- L) Odds Ratio (95% CI)	P-value
Model 1	297	1.72 (0.95, 3.11)	2.41 (1.07, 5.40)	0.05
Model 2	191	1.77 (0.80, 3.90)	2.80 (0.89, 8.83)	0.16
Model 3	171	2.13 (0.94, 4.85)	3.62 (1.06, 12.4)	0.08

The results for the majority of the three models show some evidence of support having a positive effect on whether the pupils were easily distracted, although the results were not quite statistically significant. The change in distracted behaviour over the year was higher for an increased amount of support. The final analysis (model 3) indicated that the odds of being in the next highest attainment category (deteriorated to no change, and no change to improved behaviour) were over 3 times higher for a higher level of support than for a low level of support.

b) Confident

There is no overall effect of support staff on change in pupil confidence, but there was a significant interaction between SEN status and the amount of support, with an effect of support only for the non-SEN group. The results for this group indicate that the medium group had the highest confidence with the lowest confidence for pupils in receipt of the highest amount of support. Given these contradictory results for a medium and large amount of support, some caution should be exercised when interpreting the results from this analysis.

c) Motivated

The results for all three models (see Table 24) indicated that increased support was significantly associated with a huge increase in pupil motivation. There was no significant interaction between SEN status and the level of support.

Table 24: Effect of amount of support on motivated

Model	N	Support (M- L) Odds Ratio (95% CI)	Support (H- L) Odds Ratio (95% CI)	P-value
Model 1	299	1.52 (0.76, 3.03)	4.41 (1.62, 12.0)	**0.01**
Model 2	197	1.77 (0.70, 4.47)	5.85 (1.52, 22.5)	**0.04**
Model 3	177	2.14 (0.80, 5.67)	5.97 (1.46, 24.5)	**0.04**

d) Disruptive
Similar analyses were performed to examine the effect of support upon the change in disruptive behaviour, and the results are summarised in Table 25.

Table 25: Effect of amount of support on disruptive

Model	N	Subgroup	Support (M- L) Odds Ratio (95% CI)	Support (H- L) Odds Ratio (95% CI)	P-value
Model 1	297		1.48 (0.82, 2.68)	2.58 (1.16, 5.75)	0.06
Model 2	199		0.90 (0.34, 1.83)	1.97 (0.64, 6.03)	0.30
Model 3	179		1.03 (0.38, 2.23)	2.47 (0.74, 8.26)	0.21
Model 4	179	No SEN	0.77 (0.29, 2.05)	0.76 (0.12, 4.66)	0.85
		SEN	5.50 (0.92, 32.7)	18.5 (2.68, 128)	**0.01**

For the first three analyses, when all pupils were considered together, there was no strong evidence of a significant effect of support on the change in disruptive behaviour. There was, though, a significant interaction between SEN status and support. There was no effect on the no SEN group, but increased support was significantly associated with an improvement (i.e., a decrease) in disruptive behaviour for the SEN group. The odds of being in the next highest outcome category were 18 times higher for pupils with a high level of support compared to those with a low level of support.

e) Independent
The results (see Table 26) indicated a significant effect of support for all analyses where all subjects were examined together. The last of these models (model 3) indicated that the group with a low level of support had the worst outcomes, while the best outcomes (i.e., increased independence) were found for the groups with a medium level of support.

Table 26: Effect of amount of support on independent

Model	N	Support (M-L) Odds Ratio (95% CI)	Support (H-L) Odds Ratio (95% CI)	P-value
Model 1	297	3.62 (1.53, 8.58)	2.28 (0.90, 5.75)	**0.009**
Model 2	199	4.35 (1.76, 10.8)	2.46 (0.77, 7.86)	**0.005**
Model 3	179	5.39 (1.89, 15.3)	2.28 (0.63, 8.22)	**0.007**

f) Relationship
There was no significant effect of the level of support on the change in the quality of relationship with other pupils.

g) Completed
There was a significant effect of support on the change in completing assigned work for the unadjusted model, but after adjusting for other characteristics of the pupils there was

no evidence of a significant effect. There was no significant interaction between SEN status and level of support.

h) Follows Instructions

There was a highly significant effect of support on the change in pupils being able to follow instructions, with increased support associated with improved behaviour (see Table 27). There was no interaction between SEN status and support, implying that the effect of support upon instructions did not vary for pupils with and without special needs.

Table 27: Effect of amount of support on follows instructions

Model	N	Support (M- L) Odds Ratio (95% CI)	Support (H- L) Odds Ratio (95% CI)	P-value
Model 1	294	2.57 (1.24, 5.35)	6.18 (2.38, 16.5)	**<0.001**
Model 2	196	2.31 (0.93, 5.74)	8.20 (2.32, 29.1)	**0.004**
Model 3	176	2.86 (1.09, 7.52)	8.54 (2.10, 34.7)	**0.008**

Years 3, 7 and 10

Results for Years 3, 7 and 10 were far less consistent than for Year 1. In Year 3, and contrary to findings for Year 1, we found that after adjusting for characteristics of pupils, pupils with the greatest amount of support were likely to make less progress in working independently (see Table 28) and were also less likely to complete assigned work (see Table 29).

Table 28: Effect of amount of support on working independently (Year 3)

Model	N	Support (M- L) Odds Ratio (95% CI)	Support (H- L) Odds Ratio (95% CI)	P-value
Model 1	191	0.89 (0.40, 1.99)	0.52 (0.16, 1.68)	0.55
Model 2	150	0.38 (0.10, 1.45)	0.06 (0.01, 0.47)	**0.03**
Model 3	150	0.41 (0.81, 1.36)	0.06 (0.01, 0.47)	**0.03**

Table 29: Effect of amount of support on completing assigned work (Year 3)

Model	N	Support (M- L) Odds Ratio (95% CI)	Support (H- L) Odds Ratio (95% CI)	P-value
Model 1	190	0.91 (0.40, 2.10)	0.78 (0.23, 2.64)	0.92
Model 2	149	0.30 (0.10, 0.93)	0.11 (0.02, 0.59)	**0.02**
Model 3	149	0.29 (0.09, 0.91)	0.10 (0.02, 0.61)	**0.02**

In Year 7 there was a mixed relationship between the level of support and pupil confidence when all pupils were examined together, with pupils with a medium level of support making most progress, whilst least improvement was made by those with the highest level of support (see Table 30). There was some evidence of an interaction between SEN status and the amount of support, the results indicating no significant effect for the no SEN group, whilst for pupils with SEN, those with most support showed less progress in confidence over the year.

Table 30: Effect of amount of support on confidence (Year 7)

Model	N	Subgroup	Support (M-L) Odds Ratio (95% CI)	Support (H-L) Odds Ratio (95% CI)	P-value
Model 1	186		1.10 (0.85, 3.88)	0.29 (0.12, 0.74)	**0.03**
Model 2	163		2.60 (0.51, 13.2)	0.16 (0.05, 0.52)	**0.001**
Model 3	161		1.45 (0.29, 7.19)	0.31 (0.10, 0.98)	**0.09**
Model 4	161	No SEN	3.63 (0.41, 31.9)	6.04 (0.18, 198)	0.32
		SEN	0.43 (0.06, 3.07)	0.17 (0.05, 0.64)	**0.03**

There was very slight evidence of an effect of support in Year 7 on pupil disruption, the quality of pupil relationships with other pupils and on completing assigned work, though the pattern of results between level of support groups were inconsistent.

There were no effects at all in the oldest age group - Year 10.

Chapter 6: Impact of the National Agreement

Key Findings

From case studies:

- *Teachers' workloads have been affected considerably in many schools as the 25 tasks have been transferred to support staff colleagues, mostly the admin staff, which had in turn increased their workload.*

- *Teachers' work / life balance has been improved more through the introduction of PPA time than through task transfer, since it reduced the need for them to work in their own time*

- *Most cover for absent teachers was provided by support staff, with a smaller proportion still provided by teachers*

- *More teachers were becoming involved in taking charge of day to day deployment of support staff and taking, or sharing, responsibility for their line management and formal appraisals. These additional, more demanding tasks, offset some of the gains in reduced workload.*

- *Generally, schools believed support staff had a positive impact on pupil attainment, behaviour and attitudes.*

- *Most of the evidence about the impact of support staff on particular pupils was indirect and impressionistic and consequently hard to interpret.*

- *The process of changing support staff job descriptions, contracts, hours of work, inclusion and role definitions was far from complete.*

- *The expanded role of in-class support staff had not always been matched with higher pay, increased hours of paid work, inclusion or training opportunities. Goodwill was clearly indispensable to the remodelling process.*

- *The increased pedagogical role of class based support staff was emerging and being defined through practice in individual schools. This was largely pragmatic, with little evidence of any theoretical considerations playing a part in deployment decisions.*

From MSQ Question 6:

- *In line with the implementation timetable of the National Agreement, the focus of remodelling had changed. The work of support staff had moved from supporting teachers with non-teaching administrative tasks, to working directly with pupils in teaching and learning contexts.*

- *Secondary schools had made notable advances in relation to examinations and clerical support for senior teachers and managers.*

- *There had been substantial developments in creating roles dedicated to supporting pupils' pastoral needs, particularly in secondary schools. This added to the continuing efforts to relieve teachers of excessive workload.*

- *The deployment of support staff to cover lessons for teacher absence and to create time for their PPA had increased.*

- *Primary headteachers in particular made more positive than negative comments about the use of support staff in direct pedagogical roles, where previously, they had shown the most opposition.*

- *Headteachers continued to face a similar number of problems in attempting to introduce changes in support staff deployment, but the overall picture of meeting their training needs appeared to be healthier.*

- *Financial issues were less dominant in number, but the detail of headteachers' responses revealed some serious concerns. This was a strong thread running through their general views on the National Agreement, which had hardened since the first wave. Optimism had given way to criticism.*

6.1. Analysis of the Strand 2 Wave 1 case study data

A set of 10 themes was developed during the pilot phase of the case studies and this became the framework for organising observation and interview data:

1. Interactions between support staff and:
   a. Teachers
   b. Pupils
   c. Other support staff

2. Meetings
3. Size of school and numbers of staff
4. Role clarity
5. Management of support staff
   a. Contracts and pay
   b. Life circumstances of support staff
   c. Leadership

6. Support staff not employed by the school
7. Budget
8. Training

9. Impact of the National Agreement
   a. The 25 tasks
   b. Cover supervision arrangements
   c. PPA arrangements
   d. Staff restructuring and the teaching and learning responsibilities (TLR) reviews
   e. General impact of the National Agreement

10. Impact of support staff
    a. Managing and monitoring impact
    b. Impact on teacher and pupil outcomes.

The data analysis was to collate all data under each of the themes. Material for each theme was then organised into sub-themes according to an agreed coding frame, and all prevalences were calculated. The coding frames were developed by two researchers through a process of independent coding of a sample of the texts, followed by a comparison of their analyses and the finalising of an agreed set of codes for each theme.

The tables of data produced for each theme are shown in Appendix 4. Figures presented throughout this report are drawn from particular cells in the tables.

During the analysis of themes and sub-themes, and as a result of continuous discussion between researchers about the emerging data, a set of issues arising from each theme were also identified. Themes and issues differed in that, while the themes were descriptive of the data collected and reflected the prevalence of material, the issues identified overarching points across the data within each theme. A detailed report was written on themes and issues, supported by numerical information from the tables and extracts from interview transcripts and observation records.

In the interests of space, in this report we organise material by a summary of the issues within each theme. The reader should note that there was a fair degree of overlap between issues and sub-themes, and description of issues is supported by results from themes and sub-themes, and illustrated by selected examples from the case studies.

6.1.1 Theme 1a: Interactions between teachers and support staff

This theme attempted to capture the extent and the nature of teacher contact with support staff across all the places where staff were deployed to carry out their particular roles. In the interviews we explored the frequency, timing, purpose, level of formality/established procedure, 'direction' and limits of the interactions from the points of view of the various participants in each school. Interactions between teachers and support staff were also a focus of observations in a variety of contexts. Analysis of the data is shown in Table 1 in Appendix 4. There were three main issues.

Deployment of support staff in classrooms

Support staff worked in a variety of ways in terms of the numbers of pupils and location, depending on the deployment choices of the teachers. One sub-theme (A - see Table 1 in appendix 4) dealt specifically with those support staff deployed to work with teachers, in support of teaching and learning, or pupil behaviour, and it accounted for 17% of all the instances in the theme. Teachers chose to use support staff to work in or out of the classroom, supporting individual pupils, groups of pupils, or with a roving brief which covered the whole class. Within any one lesson, the teacher could switch the mode of deployment from one to another, or keep the support staff working in one mode throughout. All these alternative modes were observed or reported in interviews. Overall, support staff were mostly deployed by teachers to support individuals and groups to roughly equal extents, both when working in and outside of the classroom.

In line with the results from the systematic observation component, group support, rather than individual support, was more common in primary schools than in secondary and special schools respectively. There were also far fewer instances of secondary support staff working with pupils out of the classroom compared with primary and special schools. A maths teacher at one secondary school explained how he deployed TAs in various ways, depending on the lesson, the class and the TA's competence:

> *"Where I'm confident that they are skilled enough and also competent - then they will take a significant part of the lesson. For instance, I might split the group in half; so the TA will teach a group, and I will teach a group. On many occasions in a term, the TA will actually deliver the starter, maybe. We look at all sorts of different ways of employing the TA. Sometimes we look at zoning, so that for instance, I would expect the TA to look after, let's say the last four desks in the classroom. So we look at zoning as a way of making sure that we don't both overlap with the same children".*

The teacher explained how he expected the TAs to prepare their own resources for their input. TAs who were not confident about lesson content or had concerns about pupil behaviour would refer to him during lessons, but the more experienced TAs were able to operate autonomously. He rarely intervened because of TAs carrying out tasks wrongly. At times, if he felt pupils would be less distracted and more settled, he would send part of the class out of the room to work with the TA in another room. He tended to keep the more badly behaved pupils with him. If a lesson was using computers, he might divide the class in two and send half with the TA to the IT suite.

Autonomy of classroom based support staff

Degrees of autonomy given to support staff by teachers varied tremendously (accounting for 29% of sub-theme instances), even within different classes in the same school. The great majority of instances recorded were of some or full autonomy in how TA Equivalent staff carried out tasks with pupils and/or which pupils they supported, and there were more such instances for special school TA Equivalents than for their mainstream colleagues. Some parts of the curriculum, in some schools, were being

planned and taught by support staff and support staff were being left in charge of whole classes. Pupil behaviour was another particular aspect of autonomy about which teachers had to make decisions.

There were clearly potential dangers in allowing support staff to make pedagogical decisions. Deployment in this regard boiled down to assessments of competence, in terms of being able to handle issues of pupil behaviour and to carry out the teaching tasks delegated to them. In addition, there was the notion of professional status and the appropriateness of asking staff who were generally not as qualified as teachers, or in many cases not trained specifically for their support role, to be given teaching tasks.

An English teacher at one secondary school felt that if the TAs were able to work with particular pupils over a sequence of lessons, then he would not need to give them additional instructions. If they appeared to be having difficulties in doing what he had expected, he would intervene:

> *"Basically, I would say that I want clear boundaries and maximum freedom within those boundaries".*

He was very careful to explain how pupils should behave with obedience and respect toward support staff in class. He made these expectations very overt at the start of the school year, with reminders later. He never sent pupils out of the room to work with TAs elsewhere. Summing up the work of TAs, he said:

> *"It's something that enriches the children's learning experience and I would say that it's generally an enabling thing. The way I see the danger of having TAs in school is that it encourages teachers to abrogate their own responsibilities and say, 'Right: there's somebody in here who knows how little Jimmy ticks, therefore I don't have to teach him; I don't have to teach him to read; I don't have to do this; I can leave it to the TA'. That is not at all my attitude, but I know that it does happen".*

Communications between teachers and class based support staff

This issue overlapped with sub-theme (B), which was substantial, accounting for 42% of all instances. Meetings out of lessons between teachers and TA Equivalent staff brought together issues of professional collaboration and the time aspect of support staff contracts. There were more instances of some type of meeting than of none at all, but virtually no meetings in primary and secondary schools were timetabled. Even in special schools instances were low in number. The main purpose of the meetings was briefing, but special school TA Equivalent staff had, in addition, more opportunities to exchange knowledge and expertise. Evidence relating to meetings is dealt with in more detail in Theme 2 below.

The case study visits revealed the many contexts in a school where pupils and support staff were brought into contact with one another. Some were clearly routine and planned for, whilst others seemed to be ad-hoc events arising from particular situations. All of these were a strong feature of the observations. Through the interview, it was possible to build up a rounded picture of what the interactions were, their purpose, and how they were experienced and evaluated. They also allowed observed interactions to be clarified and expanded upon by the interviewees, as a check on their meaning, normality and significance. Analysis of the data can be found in Table 2 in Appendix 4. One overriding issue emerged.

Support staff and pupil contact

Levels of contact between support staff and pupils varied across school types and support staff groups, depending on the roles of, and tasks performed by, specific support staff groups and individuals. Support staff deployed to work with pupils directly in support of their learning and behaviour (sub-theme A) were a particular focus of this theme and accounted for 55% of all instances. Most support staff-pupil interactions were in classrooms (41% compared with 16% out of class). Special school support staff worked more than their mainstream counterparts with designated individuals and they did the least roving. Primary support staff worked with groups more than did secondary and special support staff.

The three school types showed marked differences in the way TA Equivalent staff were deployed with pupils, as special schools have a long established pattern of one to one support for pupils, whilst in secondary schools support staff made a point of detaching themselves from individuals to whom they had been assigned. TA Equivalent staff were wary of how their presence could effect the way a pupil felt he/she was viewed by their peers.

One secondary LSA was typical of the way in which TA Equivalent staff across the phases felt that productive relationships developed over time, underpinned by their knowledge of pupils, their lives and their individual needs. She had worked with a core of pupils during which time effective strategies for learning had emerged:

> *"You get to know the pupils. A lot of my pupils are now in Year 10 or 11 and I've been with them since Year 7…They get to know how you expect them to work; you get to know all their problems; their weaknesses; their family backgrounds. There's consistency; because I think the pupils like consistency".*

> *"Whether you simplify the work, [making it] easier for them; perhaps withdraw them from the lesson and work one to one with them – some pupils don't like that - highlight words; make it simpler for them, you tend to work at their speed; and you know how they can work".*

The voice of pupils is often lacking in research on support staff, therefore the interviews with pupils provided an opportunity to seek their views on, and attitudes towards, this growing number of adults in their schools. The pupils at the school felt that while support from LSAs could *"help their grades go up"*, some acknowledged the risk of dependency (*"If we had them too much we wouldn't try to do the stuff ourselves")*, and how receiving extra support may require being withdrawn from other lessons. One pupil suggested that having an area within the classroom where those needing extra support could work with an LSA might avoid this.

The pupils all highlighted the "more personal" nature of their interactions with LSAs, explaining how they addressed them and other support staff by their first names. Asked who they preferred to receive support from - teachers or LSAs - they valued the approach adopted by LSAs:

> *"Sometimes I prefer to talk to an LSA because they're talking to you at the same level; but if it's the teacher they're still your teacher, telling you how to do stuff".*

An English teacher mentioned the "informal air" between pupils and LSAs and the way in which it differed to his relationship with pupils:

> *"I think if they were a bit like a teacher, possibly a bit more strict in their approach, they wouldn't get on so well".*

Interactions between pupils and support staff not deployed in lessons (sub-theme B) comprised 33% of instances. Specific administrative post holders had a large number of very varied interactions with pupils, at particular points of the day, most notably in primary schools, whereas secondary pupils had far more contact with technical support staff.

6.1.3 Theme 2: Meetings

Meetings - formal and informal, from headteacher's office to the classroom - were the forums in which school staff shared information and took part in decision-making affecting all aspects of school life. The extent to which support staff were included in meetings revealed a great deal about how they and their views were valued by teachers and managers. Analysis of the data is shown in Table 3 in Appendix 4. An additional table for sub-theme A [Table 4], detailing the frequency with which meetings were held, is also included. There was one overarching issue.

Inclusion and exclusion of support staff in meetings

A wide range of meetings across the school types and individual schools was recorded, involving groups composed of different 'mixes' of support staff types and teaching staff, with some attempts to include all support staff in whole staff meetings. There were more instances of content focusing on teaching/educational issues, with information and organisation making up the bulk of the remaining content.

Sub-theme B (18% of all instances) recorded instances of the inclusion and exclusion of support staff from meetings, and the payment or other remuneration (if any) they received for attendance. There were more than twice as many instances regarding exclusion from meetings (43%) than inclusion (21%). Exclusion had more significance for support staff in primary and special schools compared with those in secondary, where instances of payment or non-payment for attendance were dominant.

Despite examples of some inclusive school policies regarding meetings, many support staff readily gave up their own time to participate in meetings and this was associated with a sense of belonging and a desire to contribute to school life. One primary headteacher was among only a few who recognised how this goodwill and commitment underpinned a significant part of the meetings and liaison process:

> *"There's an awful lot of goodwill, and that's fine while we've got this team of people, but we might get somebody else in who would only be willing to work the hours they're paid, which would be fair enough".*

Support staff can be excluded from meetings as a result of personal commitments (e.g. childcare) or for reasons out of their control (e.g. their shift patterns do not correspond with meeting times). Formal and informal meetings, notably between a teacher and TA Equivalent can take place in the support staff's own, unpaid time. Mainstream support staff made the bulk of comments about the scheduling of meetings, emphasising the lack of opportunities, especially during the school day. This issue was closely tied in with contracts, pay and interactions between teachers and the support staff who worked alongside them in classes. Opportunities to participate in meetings varied across the phases, but support staff were positive about the value and effectiveness of meetings in which they were included.

6.1.4 Theme 4. Role clarity

Analysis of the data relating to this theme is shown in Table 5 in Appendix 4. Role clarity concerned the extent to which staff in teaching and support roles were clear about the demarcation of their responsibilities and duties, with the focus principally on those in classrooms (79% of instances in sub-theme A). Even where job roles were set out with limits and borders, overlap could occur. While such linkages could be positive, role ambiguity could have a less constructive impact. There were four main issues.

Role clarity and autonomy

Within each classroom the teacher granted the support staff particular levels of autonomy, sharing or not sharing some tasks (e.g. marking) whilst delegating others (e.g. routine procedures). The extent to which support staff contributed to enforcing discipline and challenging behaviour depended on the degree of autonomy they were afforded. The degree of clarity with which pupils perceived the roles of adults, in turn, impacted upon the effectiveness with which support staff carried out their work.

Sub-theme D grouped the perceptions, attitudes and views of support staff as experienced by headteachers, teachers, pupils and support staff themselves (27% of all instances connected to role clarity). Comments from pupils about both teachers and support staff

helped form a picture of how they were *able* to differentiate, and how they *chose* to differentiate between the roles of various adults and groups within school.

The headteacher at one special school for boys with emotional and behavioural needs explained how there was "an expectation" that teachers and support staff working together "negotiate…[and]…make very clear what their roles and responsibilities are within the classroom", in order to maintain behaviour, consistency and avoid confusion which might lead to power differentials that pupils could test:

> *"If a teacher, for example, wants to take on the management of all the behaviour difficulties and the learning support staff is then expected to keep out of that, then fine; that's agreed between them…But [some] staff will give a free rein to the learning support staff to challenge unacceptable behaviour in lessons, and impose any sanction that is appropriate within the school system".*

The maths teacher was one such teacher who believed that behaviour management was his responsibility:

> *"If a teaching assistant removes a pupil without consulting me, that can wreck the whole direction of the lesson. It may be that that individual is trying and hasn't been given the chance to work in the way he wants to. Doing things without consulting the teacher can be very disruptive. If a kid swears at a TA, the TA's reaction might be, 'That's it! You're removed', and try and take him out. Or they will say, 'Sir, I'm removing him', and I would say, 'No, please don't remove him. I want him to stay and work'".*

Support staff's role in behaviour consistency was vital in a school of this nature, yet while the outcome of role negotiation might be consistency between staff in individual classes, this could (and had) led to inconsistency in the wider context of the school, and furthermore, informed the way in which pupils addressed and interacted with support staff. As one TA described, their authority was routinely challenged:

> *"I sometimes think that my warnings are paid attention to less. Whereas a teacher's warnings - especially a male member of staff - are listened to directly and instantly…Because I'm an assistant and a female, they've got two reasons to think, 'Yeah, whatever. We don't actually listen to you'".*

Teaching, support and supervision

Traditional notions and perceptions of 'teaching' and 'support' can be affected by clarity in the demarcation of roles and responsibilities. There were many more instances relating to in-class roles, where the issue of teacher-support staff role demarcation was most acute, since supporting/teaching pupils was what both groups of staff were doing. The matter of 'supervision' as distinct from 'support' and 'teaching' was raised in interviews and classroom observations and it was the teaching/learning tasks element which produced far more instances than those concerned with behaviour management. The roles

of other support staff groups were clearly separated from teachers' and from one another and produced far fewer instances, with the great bulk of instances in the theme relating to in-class and other pupil based support staff, including the majority of perceptions, attitudes and views expressed by staff and pupils.

The way in which cover supervision was handled in primary and special schools was distinct from the models adopted by the majority of secondary schools. To reflect this, two examples are given below that summarise the key aspects and views on this issue.

Example A: primary school

The senior TA suggested that there was "a very fine line" between the teacher and TA roles, and that as the TA role had broadened, they were "getting more to do what the teacher does":

> *"The difference between a TA and a teacher is the TA has not had that qualification to say that you're teacher trained. However, you're quite capable of standing up in front of 30 children and delivering and teaching children, say, a science lesson. Doing it quite well, distributing the work, sitting with a group, and marking that work afterwards. You're quite capable of doing that…I find myself in the situation where I have done what the teacher has: I've planned this day; I've planned this session; I've delivered a lesson; I've taught these children how to do something that they couldn't do when they came in this morning. So I am teaching these children. I haven't got the qualification; I haven't had the training, but I'm able to do that".*

The senior TA felt that the blurring of the edges between the two roles risked TAs losing their hard-earned identity and value:

> *"TAs are very valuable. That line is going to be crossed - the TA - teacher line - and we've got to draw a line somewhere…We still need our TAs…An awful thing would be if TAs were taken for granted so much that they did take on a lot of the roles of teachers. And in all fairness they're not paid [the same]".*

Referring to contexts where TAs (including herself) covered for an absent teacher, her view as a parent of this type of deployment was marked:

> *"You've got to think about the children. If my son went to school and was taught by a TA for a week just before his SATS, I don't know how happy I would be about that. Because that TA - as much as I would like the TA, and I know that TA works well with groups - the TA hasn't got the experience and the knowledge to teach. And how would they cope with teaching?"*

Example B: secondary school

A number of cover or learning supervisors were uncertain how their role worked in practice or how - conceptually - it was separate from that of teachers. These support staff were used by many secondary schools to cover for short term teacher absence. Describing her job, one learning supervisor's comments were representative of what many school staff had said about the role, and how this new post blurred notions of 'supervision' and 'teaching':

> *"I think, if anything, that's the issue that caused me most grief when I first started: understanding exactly what my role is, and where I fit in. Because as a supervisor, I'm supervising the lesson; I'm not necessarily teaching, but supervising…A supervisor, as I see it, would be making sure the pupils understand what's required of them and going through the process of learning and helping them get to the other side, without necessarily actually saying, 'I'm going to teach you.' How can I put it: it's supervising their learning; supervising their behaviour; supervising the dynamics of the classroom. Not necessarily standing in front of the classroom and giving the lesson; talking about that subject".*

It was interesting to note that the headteacher of this school claimed that the extent of the overlap between teaching and support had left pupils "completely confused as to the roles of people", which he saw as an advantage in terms of maintaining standards of respect and behaviour towards all adults in school.

Ambiguity over responsibilities

Where responsibility for tasks or functions was uncertain, teachers and support staff could take on duties outside their role, increasing their workload. Whilst, some technical roles such as librarians involved ambiguity, it was those in administrative roles that were mentioned more than any others in terms of uncertainty regarding certain tasks. A high number of administrative staff in primary and special schools took on duties outside their role as a result of being the 'hub' of the school.

The view of one primary finance officer was typical of how becoming the default person responsible for tasks ranging from the small and ad-hoc (e.g. photocopying) to more time-consuming jobs such as organising school trips, had impacted upon workload:

> *"You can't write down every job that is carried out by the office staff…If there's something needs doing, you do it…Yesterday a teacher [took some photographs in her classroom]. She printed a roll of photos off; whereas another teacher will come and say, 'Will you print these off for me?' – which means cutting and pasting and trimming and all sorts".*

Self-confidence and sense of value

A lack of role clarity can impact upon the self-confidence and/or sense of value of pupil based support staff, and affect their ability to perform effectively and efficiently. All school staff expressed views about how they perceived one another and most were about pupil based support staff, the group most exposed to teachers, pupils and other support staff. Such perceptions, attitudes and views were of importance to the staff concerned and whilst many were positive and supportive, there were instances of support staff feeling undervalued, particularly by teachers.

6.1.5 Theme 5: Management of support staff

One of the aims of the DISS project was to gather data revealing how support staff are managed and how this relates to the twin policy objectives of addressing teachers' workload and improving pupil outcomes. Interviews with all three types of participants (the support staff, teachers and headteachers) were carried out and observations were made of situations where management decisions could be seen in operation. Analysis of the data relating to this theme is shown in Table 6 in Appendix 4. There were five main issues.

Contracts, job descriptions and rationalisation

A great variety of contracts were found across the schools and support staff categories (sub-theme A, see Table 6, Appendix 4). Few support staff reported having no job description, but some needed revision to cover the tasks added to the support staff's workloads. Contracts were very varied in type (full or part-time; term-time only; whole year).

A third of instances concerning various aspects of contract types showed that many schools were in the process of, or had recently carried out, a review of contracts for certain types of support staff, as they attempted to deal with role changes and the maximisation of their contribution to the work of the school. A process of rationalisation was underway in some schools and support staff expressed a range of opinions about the outcomes, some in connection with local authority initiatives. Nearly half of these cases were reported by secondary schools. The headteacher of one explained such a wholesale review, revealing some of the causes and the effects of the process:

> *"Take teaching assistants - originally the authority used to fund it…for so many hours - and with the establishment of the enhanced resource provision…we've also moved away from being hourly paid. So we said, as part of our own restructuring and county regrading and HLTAs and so on, actually we are going to employ you from half-past eight, because we want you here in the morning briefing so you know what's going on and you're part of the big family. And we want you to be here at break, because then you can share duties with us and make our life a bit easier; and also sort of enjoy that aspect of life. And in some senses improved their conditions of service by - I can't say improving their work/life balance, because they're probably working*

for longer - but try to sort of draw a line around, 'that's it and that's part of the package', kind of thing".

Support staff pay

Most references to pay dealt with underpayment, closely followed by the comparison of salaries across groups and schools. Again, it was staff in secondary schools who referred most often to underpayment (13% of instances compared with 6% each for the other school types), but staff in special schools led the way in referring to salary comparisons (11% compared with 6% each for mainstream schools).

Knowledge of pay scales was leading to comparisons and some support staff, particularly those left in charge of pupils in teaching and learning contexts, expressed feelings of underpayment for the tasks they were doing. School librarians, for example, were seen working with large numbers of pupils, not limiting their role to managing the stock and maintaining order, but engaging with pupils in support of their work and at times actually teaching groups or whole classes, without teachers being involved. It seemed that the librarian role had been expanded with the introduction of ICT and individual librarians had responded very positively and creatively to this new situation, seeing the library (renamed the 'learning resource centre' in some schools), as central to the work of the school.

However, in the opinion of some librarians, schools had not always dealt swiftly or fairly with the reality of their new, remodelled role, particularly in relation to pay. They seemed to be a special case which had been overlooked and the fact that a school generally only employed one such post holder, left them in a relatively weak position. The librarian at one secondary school summed up the situation:

> *"Within schools there is no legal requirement to have a school library. Most high schools do, but there isn't a requirement. [The guidelines] would recommend that all school librarians should be paid on SL1 and beyond, as a qualified librarian. Here they don't ask for a qualification and…I've managed to get scale 3 by the skin of my teeth. But she [the headteacher] wouldn't go beyond, because she said I wasn't responsible for a class of children. Actually I have significantly more children in here at break and lunchtime to supervise. But apparently I'm not supervising the children so I can't have more money…At the moment - again - it's not built into the curriculum that there are formalised library support lessons. I was with the governors yesterday debating that one. So I haven't a lot to stand on. At the moment I can just be seen as an assistant who is minding the space. Yes, they've been a bit backward".*

Unpaid work and the goodwill of support staff

A substantial portion of sub-theme A (19%) dealt with extra hours of work done and how schools had handled the matter. In line with results from Strand 1 Wave 2, the great majority of instances (41 out of 59) revealed that unpaid time, drawing on the goodwill of support staff, was widespread. This was particularly an issue for primary in-class support

staff and administrative staff in all schools, for different reasons: some TA Equivalent staff had such a strong sense of duty towards the pupils that they felt it necessary to complete tasks in their own time; and administrative staff had taken on most of the tasks removed from teachers, and their hours or number of staff had not always been increased to cope with the greater workload.

Only 4% of the sub-theme's instances reported time off in lieu for the extra hours, compared with 13% of instances which were unpaid. In several cases a less sensitive attitude towards the legitimate concerns of support staff was expressed by school leaders. Two TAs at one primary school, for example, confirmed that their contracted hours were from 8.30am to 4pm, yet the TA attached to the Year 1 class often worked beyond these hours. Asked why, she highlighted the need to balance her administrative workload with providing support to pupils:

> *"There are not enough hours in the day to do everything. It's like displays - this display should have come down and I should have put another one up - but you can't because they need you so much - they depend on you so much - you can't just leave them struggling with the work to do a display. So I tend to do that when everybody's gone home. So I am usually here until five o'clock, half-past five".*

The headteacher was aware that she needed to compensate support staff with time off in lieu on occasions when she required them to work overtime, yet this did not include the near-daily incidences of support staff staying beyond their contracted hours:

> *"They're very good at volunteering, which makes me think they can't be overloaded or they wouldn't have the time to volunteer".*

Line and performance management procedures

Matters of leadership in relation to support staff formed the largest of the three sub-themes (sub-theme C), with 47% of the theme's instances. There was variation in the scope, frequency and levels of consultation in relation to performance review processes for support staff. This was not established in all schools for all staff, but it was commonly being extended gradually to include more and more categories of support staff. Responsibility for carrying out such reviews was delegated very differently across school types and individual schools, with more instances of headteacher and deputy head-teachers in primary and special schools acting as line managers for support staff, than in secondary schools, where team leaders carried out the role most often.

Staffing and deployment decisions

Instances relating to decisions about the deployment and overall leadership of support staff comprised 28% of sub-theme instances. Headteachers applied a wide range of criteria when appointing and deploying support staff, and in some cases the personal qualities of an individual carried more weight than other factors (e.g. skills, qualifications and experience), especially for posts which involved working with pupils and in direct support of teachers. This backs up similar findings from the earlier CSPAR study (Blatchford et al, 2004). Qualifications mattered most for relatively few posts (e.g.

finance and technicians) and headteachers and senior management teams often considered personality when deciding how to match support staff with teaching staff working together in classrooms.

6.1.6 Theme 8: Training

Analysis of the data relating to this theme is shown in Table 7 in Appendix 4. Instances relating to schools' attempts to meet the training needs of support staff (sub-theme D) comprised 34% of all instances for this theme. Instances of general support for training and career development were spread fairly evenly across the phases, with greater support in terms of money than time more evident in mainstream schools. Schools across the phases relied on a mix of in-house training and that provided by external agencies, with internal opportunities more prominent in secondary schools. The fewest instances of promoting training were recorded in this phase (4% compared with 10% for both primary and special schools). Sub-theme B recorded instances of training linked to formal qualifications or accreditations, and accounted for 7% overall, suggesting only a small proportion of support staff were involved in professional development. Qualifications for pupil based support staff featured predominantly (91%), with experiences of HLTA accreditation and NVQs mentioned most frequently. There were two main issues.

Barriers to participation

Data under this heading (sub-theme E) accounted for only 6% of total instances which somewhat underplayed its significance in terms of the key messages that emerged from this theme. Across the phases, limited funding was identified as the main obstacle (28%). A skills shortage among support staff able to cover for colleagues absent through training underpinned its necessity. Awareness of this inhibited requests for training. A number of support staff in mainstream schools reported an absence of general support from head-teachers and managers (irrespective of time and money), leaving them feeling undervalued. Such instances revealed a marked contrast between attitudes of mainstream and special schools (primary (22%); secondary (33%); special (0%). Course organisation and application procedures (17%) provided a barrier beyond the control of schools, and the majority of these instances related to the HLTA accreditation process.

Quality and effect of training provision

The impact of training (sub-theme F) made up 8% of overall instances and revealed a great deal about the quality of training and its practical application. There were many more mentions of training for support staff being irrelevant, inadequate or new skills and knowledge being underused (33%), than of it being utilised efficiently (12%). This contrast was most noticeable in mainstream schools. Experiences of the HLTA accreditation process were mentioned often and were largely negative.

There was frustration at the lack of career structure and progression attached to training and qualifications. Some headteachers' deployment decisions following training/accreditation further restricted some support staff's career development. The headteacher of one primary school was typical of a number of school leaders who would not recognise the new HLTA status. She had told one TA:

"Even if you get it, I won't be employing you as an HLTA. I'll still only employ you as a teaching assistant. However, if you have that qualification - which I'm willing to put you through and support you through - if ever you want to go for another job as an HLTA, that's fine, but I won't be paying it here'".

Such decisions seemed partially fuelled by the increased staffing costs it would incur. Referring to the unions' stance that HLTAs should be paid consistently at a higher rate to reflect their skills, the headteacher said:

"There's a big jump between £11,000 and £17,000 [per annum], and I'm not prepared to pay that all the time".

6.1.7 Theme 9: Impact of the National Agreement

Data in this theme dealt with how the National Agreement – the backdrop against which this research project is set – had affected the deployment and impact of support staff. The extent to which they were involved in delivering its key aspects (the 25 tasks, cover supervision and PPA) suggested that, as a by-product of remodelling, the traditional role of the teacher was being affected, and support roles redefined sometimes in terms of functions and responsibilities that were once the preserve of teachers. Remodelling had eased the burden on a number of teachers but their willingness or opportunities to devolve these tasks had a sizeable bearing on improving their work/life balance. This theme explored the range of deployment decisions, often driven by financial imperative rather than pedagogical principle, and the challenges this presented to the perception of the professional roles and status held by teachers and support staff. Analysis of the data relating to this theme is shown in Table 8 in Appendix 4, and additional tables [Tables 9-12] are also included. There were six main issues.

Ease of transition

Two of the questions in the headteacher interview asked them to identify which of the three aspects of the National Agreement they found the smoothest and most problematic to implement. In addition to the analysis for this theme, a tally of the responses to these questions was made [Table 12]. References to the 25 tasks accounted for 44% of the total instances. A good proportion of schools in each phase had made a start on transferring tasks prior to September 2003 and as such they found this the most straightforward phase to implement. The delivery of PPA accounted for 41% of instances, and appeared to be the most testing aspect to implement, particularly for primary schools, despite the fact that instances of secondary and special school headteachers making reference to it were greater (49% and 43% respectively, compared with 35% for primaries). It is worth noting that there was too little data from special school headteachers to draw any strong conclusions in terms of their experiences of implementation. However, they had made slightly more progress in introducing PPA strategies prior to September 2005, when the last phase of the Agreement was introduced. Cover supervision made up the remaining 15% of instances. More secondary schools appeared to find implementation smooth, although again the data was not sufficient to draw any solid conclusions. A couple of schools in each phase, however, had brought in strategies to cover lessons prior to September 2004 - the date this was officially introduced.

A note on special schools

The evidence revealed a great deal of support for the aims of the National Agreement in terms of reducing workload, but the experiences of special schools were different. A number of headteachers had not engaged with it to the same degree as their mainstream counterparts, claiming it was not applicable and that they were not under the same obligation to enforce it.

Workload reduction and teacher choices

This issue overlapped with sub-theme A which concerned recorded instances relating to the transfer of the 25 clerical tasks. This accounted for 63% of instances overall, with notably more recorded in mainstream schools. Responsibility for the tasks was clear in most instances (instances of clarity outnumbered ambiguity by five to one), with reprographics, display and resources management tasks mentioned most frequently.

The impact task transfer had had on workload reduction depended on teachers' willingness or opportunity to delegate tasks. Ten percent of sub-theme instances concerned the choice of teachers to do some of the tasks. In fact, references to teachers carrying out some of these tasks were only slightly less (25%) than those for pupil based support staff (28%). In terms of the impact task transfer had had on their workload, 37% of instances were linked to a perceptible decrease, yet over half (53%) suggested there had been no change [see Table 10].

Issues of delegation, pragmatism and protection of professional role all impinged on teachers' choices to continue to perform some tasks, and nowhere was this more evident than with regard to classroom display - the task teachers were most reluctant to give up. The example from one infant school was typical of the situation in many other schools across the phases. The headteacher explained why she was happy to support the teaching staff's unwillingness to relinquish this task:

> *"They felt that in terms of the work/life balance they were gaining nothing because by the time they had drawn what they wanted it to look like, decided how they wanted it to look, they might as well have done it in the first place…They couldn't see any advantage in giving that task to a teaching assistant; they felt that a teaching assistant's time would be better employed in other ways, such as supporting a class, supporting a group, supporting an activity or doing some other tasks that would help with the smooth running of the class".*

A Year 1 teacher echoed these views and, in addition, explained how displays which were used as learning tools, or reflected the learning achieved through a class topic, required professional knowledge to put together. She also highlighted the sense of job satisfaction she and her colleagues gained from creating and managing their learning environment - another recurrent view from teachers across the phases.

Increased workload of administrative staff

Non pupil based support staff accounted for 47% of instances relating to the carrying out of clerical tasks, and the majority of this group were made up of those in administrative posts [see Table 9]. Task transfer had led to most of the 25 duties being added to the workloads of these staff. Evidence from the school visits revealed that many secondary schools had created new posts to handle examinations, attendance and reprographic tasks, while the roles of smaller clerical teams in primary and special schools had been remodelled around clerical and finance responsibilities.

The example from one secondary school was typical of those in this phase. Someone had been employed to take responsibility for reprographics, and pupil absence was followed up by the attendance officer. These posts were created specifically to relieve teachers and existing administrative staff of these tasks. Many clerical tasks and procedures had been automated using ICT for efficiency. The school's office manager explained that all the administrative staff had been allocated some hours each week to provide support to senior teachers, with the SMT getting more support than others. The choice of how to use the time was left to the individual teachers to decide:

> *"Will you copy this letter; can you type this; can you do that; can you put up a display; can you laminate this? It's up to them how they use administrative. It could be counting money, it could be anything…The office as a whole has been doing the majority of those tasks for a very long time, before this remodelling. But the teachers have now said they will not touch money; they will not do certain things…There is a lot of pressure on us…a lot of hassle with the money…People need to sit down and think about the impact that does have on staff".*

The headteacher echoed the view of many other school leaders, suggested that legislative backing had given teachers a green light to hand over their clerical duties wholesale, and that the monitoring of who did which tasks would need to be done more closely in future:

> *"They've been on the receiving end of most of the work…The teachers may well have made a point of saying: 'Well, of course, I'm not supposed to do this any more. Here it is!'".*

Teachers' work/life balance

Since September 2005, all teachers have had an entitlement to a guaranteed minimum of 10% of their timetabled teaching commitment for PPA; a contractual change with the potential to significantly impact on the twin aims of raising standards and tackling workload.

Fourteen percent of instances in sub-theme C related to the impact PPA had had on teachers' workload and work/life balance. Overall, 72% of instances across the phases were linked to a perceptible decrease in workload, while only 17% reported no change [see Table 11]. A comparison of data in Tables 10 and 11 suggested that the introduction of PPA had had a bigger impact on easing the burden on teachers than the removal of the

25 tasks (Strand 1 Wave 2 found that the transfer of the 25 tasks had improved the workload of some teachers). This contrast was most notable in primary schools. A number of teachers claimed that protected non-contact time had reduced the need for them to work in their own time and allowed them to improve the quality of their teaching. Many headteachers echoed these thoughts, yet several in charge of primary schools questioned the need for it all. The following quotations below demonstrate this dichotomy at one such school. The two teachers interviewed expressed similar views on the value of PPA time:

> *"The PPA time is very important because you can think more about what specific pupils need and how you can get it across to them in the lessons".*

However, the headteacher's opinion reflected some of the tension associated with the legislative power of the Agreement and the pressure to meet teachers' expectations and entitlements:

> *"I don't think teachers need PPA time…From my perspective PPA time is from 3:10pm until 5pm".*

The use of non-teachers to cover/take classes for teacher absence and/or PPA time

The National Agreement set a limit on the number of hours teachers could be expected to cover for absent colleagues. Sub-theme B recorded instances of lesson cover provided by both teachers and support staff, together with views on this issue (16%). Sub-theme C dealt with similar instances and opinions on the use of support staff to take classes in order to release teachers for their PPA time (13%).

Instances of teachers or support staff taking classes to free up PPA time were virtually equal in number, but for covering teachers' absences, there were twice as many instances for support staff as there were for teachers. Headteachers and others making strategic decisions about providing cover and PPA time had arrived at a wide range of solutions, but the pressure to deliver cost-efficient models conflicted with professional principles. They spoke of arrangements for covering absence and PPA interchangeably despite continued guidance provided by WAMG on the distinction between 'cover supervision for a teacher's short-term absence and timetabled strategies for providing teachers with guaranteed PPA time' (WAMG Guidance Note 17, June 2006). This may be partly influenced by the fact that delivering both contexts presented similar obstacles and evoked largely the same views concerning cost and educational principles, as the examples below demonstrate.

Example A: covering for teacher absence

The case of one primary school demonstrates the many, and sometimes conflicting, issues and views connected with deploying support staff to cover lessons in the absence of a teacher. As in many other schools, it was an emotive issue. On this issue the views of the headteacher (below) contrasted with those of her staff closer to the ground:

> *"[It] seems to be blatant from the documentation we've got, that TAs – or in fact anybody now – can stand in front of a class and teach. They can plan and prepare work – a Higher Level Teaching Assistant – and deliver to children. But that doesn't actually happen here: the teachers always plan it and provide the work, and the TAs cover".*

Across all the schools, headteachers, teachers and TAs alike recognised the cost-benefit of using TAs to cover absence instead of bringing in supply teachers, but as the school's senior TA explained, this raised further questions about competence and fairness:

> *"It's cost cutting in that you're not paying £100 a day for a supply teacher; the TA will do it without getting any extra pay…The TA goes in basically just to support those children. And I think that's peace of mind for the teacher, knowing that something that the teacher wanted to do with them, but they think the TA probably couldn't get it across in the same way because they've not had the experience of teaching. And also they look at the TA and think, 'this TA is paid at level TA2; they shouldn't be taking on board thirty children, two of them which are quite naughty at times'. They've got to sort those out, plus you have different levels of children working at different levels - so work has to be differentiated. It's a lot to take on - so they will make the work as simple as possible".*

The Year 3 teacher's comments were typical of concerns expressed regarding the potential for variation in the quality of cover provision:

> *"I think it depends on their experience and I think it depends on their grade as well, to be fair to them. It's a big responsibility…I don't want to sound as if I don't think that TAs are good enough to go in the classroom, because some of them are just amazing, and could teach; I've worked with TAs who could teach. But I've equally worked with some who I've been quite worried about leaving them with the children in the classroom, because they haven't got the experience and they haven't got the training".*

The senior TA suggested that this quality often depended on the direction and material provided by the teacher. The headteacher echoed this. TAs were better prepared for covering planned absences than for those due to sickness, where - in contrast to what the headteacher believed happened - TAs could end up organising class work.

> *"Sometimes you will come in in the morning and the teacher has rung in sick. In those situations you can either follow the planning of the teacher - if you're capable of looking at the planning and following it - otherwise there are cases where I have planned the day myself; prepared the work".*

As in many other primary schools, the headteacher claimed that TAs were paired up wherever possible to take classes, as many of them were apprehensive about taking on the responsibility on their own. However, the evidence from the TAs themselves suggested

that many covered classes single-handed. The Year 1 TA recounted a recent experience where she had to take the class for almost a full week:

> *"Very demanding, very demanding. Very tiring, very demanding, very stressful…It was being responsible as well, having the responsibility for all those children…But I had nobody else with me…It's harder, yes, because you literally are on your own. And it's hard enough, I think, for a teacher to be on their own, let alone a TA who doesn't even teach".*

Example B: PPA time

Comments regarding the use of support staff to release teachers for PPA time were similarly emotive, if not more so given the expectation that active learning, as opposed to just 'supervision', must take place over the period the teacher is away from the classroom. By and large, primary and special schools used more or less the same strategies to deliver PPA time and lesson cover, and seem to have been more affected by this aspect of the National Agreement than secondary schools, which were in a better starting position from which to deliver this reform. The following comment from one primary headteacher draws together the recurring issues and feelings shared and expressed by other school leaders with regard to PPA time:

> *"In the time of falling rolls, we got 5% extra for PPA agreements. My role fell 5% that year, so I got zero for PPA agreements…When we went to the county [council] and said, 'Look, we got zero for this…they turned round and said, 'So what', you know?...But I still have to employ the same number of teachers, even with 5% less children…But this year, my roll has raised by 12%, but I won't be given the extra funding again. It's a once-only payment to implement the PPA".*

> *"I was absolutely horrified that the county had got this headteacher to stand up and say: 'My caretaker will do football with them every Tuesday'. It just didn't professionally feel to be the right thing. It raised so many questions with health and safety, security, who was in charge, legal liability if something went wrong, that I wasn't really very happy with that. And also the idea that TAs would suddenly change from being TAs, or we'd have a 'Mum's Army' that came in and sort of did sewing…On the one hand we're being told, 'Standards, standards, standards; professionalism, standards; you must drive them up', and on the other hand you're saying, 'Well, it doesn't matter'…There is sewing on a Tuesday then you can have unqualified people doing that while teachers get the time off. Well, that seems crazy, doesn't it? It seems ludicrous. Yes, I do have people who teach the children some fantastic things, but for them to do it on a week by week by week basis without monetary recompense, it is just not on. You're not going to get the right sort of people.''*

Challenges to professional roles and status of teachers and support staff

As a result of a possible overlap between new or remodelled roles and the teaching and classroom management functions of teachers, the professional roles and status of teachers and support staff have become open to challenge. As seen above, the differences between 'supervision' and 'teaching', and the cost implications of the different approaches used, were points raised by some interviewees, as well as being noted during some observations. These were more or less matters of concern across the three school types, with teachers' and pupil based support staff status more often referred to in primary schools. They expressed professional and personal concerns regarding the way in which the work of support staff had bled in to the teaching and learning functions of teachers (see comments from the senior TA above). As one primary teacher put it:

> "If the TA can now teach without having a teaching qualification it
> does make me wonder about why I did all the training".

Evidence from a number of secondary schools suggested that the role and professional standing of teachers was subject to development in areas other than those concerning teaching and learning. The redistribution of clerical and routine tasks to an expanded administrative team has been well documented, but these schools had deconstructed the teacher's role further, separating out teachers' pastoral responsibilities and transferring them to other support staff. This appeared to be driven by wider reforms including restructuring around teaching and learning responsibilities (TLR).

Opportunities for support staff could be interpreted as an erosion of the teacher's traditional role and responsibilities, particularly where they coincided with the streamlining of management pay increments. Comments from one secondary head-teacher were typical of those seeking to redouble efforts around the core duty of raising educational standards and attainment, and how teachers' roles might be redrawn:

> "I would see in several years time not replacing some of those
> managers in a management role as teachers. Some, I think, need
> teaching qualities, so I would disagree, I think, with some people and
> the TLR where they've removed their pastoral hats and are converted
> from pastoral leaders into monitors of learning output. So, instead of
> just having pastoral support, they're there to monitor student
> performance, to identify underachievers. So I've converted that. But I
> would imagine that I wouldn't replace some people, possibly, in the
> future, should they leave. Because I feel that their management
> function is being fulfilled by non-teachers".

> "[There has been] very, very, very little oppositional questioning from
> the unions on anything we've done…There's a Key Stage 3 strategy,
> secondary strategy, coming in all the time…What you've got to look at
> is the time we've got for, for example, assessment for learning: where
> do people get the time from for assessment for learning? Well,
> actually, they're not following up absences any more [and] they're not
> required to put up displays in departments, so you've created some

time to actually consolidate some of the initiatives that have gone on.
So it's freed them up to do that. So whilst we might argue how has not
following up absences, not having to do your own typing in the
departmental system - what impact has that had? Well, actually, it's
given [teachers] time to plan and prepare. So we've just implemented
a common lesson pro-forma and scheme of work pro-forma, because
we feel now we can say to staff: 'Look: we've given you this time;
we're going to take it back to do this'".

6.1.8 Theme 10: Impact of support staff

The DISS project explored how support staff have been deployed since the introduction
of the National Agreement, and what their impact on teachers and pupils has been.
Theme 10 dealt with the second of these issues. Analysis of the data relating to this theme
is shown in Table 13 in Appendix 4. There were three main issues.

Measuring the impact of support staff: who and how

The means by which schools measured impact (sub-theme A) was the largest of three
sub-themes, containing 74% of all instances. There were two elements: the first covered
the formal measures (38% of the sub-theme instances), and the second covered the soft,
impressionistic measures (62%). Schools often reported using a mix of both types of
measure.

Twenty-two percent of sub-theme instances reflect the fact that some schools did not use
a formal measure of support staff impact. Taken together, instances of intervention
activities (e.g. booster programmes) (19%) and test data from national assessments (9%)
formed the largest formal measure of their impact on pupils. The formal processes of
individuals' performance review and whole school review were used to assess impact in
8% and 3% of instances respectively.

The second element contained the bulk of instances in sub-theme A and indicated the
emphasis placed by schools on the informal approaches to support staff assessment.
Across schools of all types, teachers' opinions was the most frequent element (34%),
followed by the views of headteachers (26%), then support staff themselves (20%).

Overall, the monitoring of support staff was largely confined to those who had direct
interactions with pupils. Logically, and in line with results from the Teacher
Questionnaire, they were the ones most likely to have impact on pupil and/or teacher
outcomes (e.g. pupil attainment, behaviour, teacher workload and job satisfaction). This
focus on certain categories of support staff tended to overlook the contribution of others.
Only a few teachers, such as the secondary teacher quoted below, made any reference to
this wider group:

> *[The transfer of the 25 administrative tasks] is designed to make*
> *teaching easier and I just wish that some teachers would remember*
> *that. Because I think there are some teachers who take everybody for*
> *granted. Maybe not at this school...From those doing the cleaning -*
> *which is a pretty thankless task at this school - through to the canteen*

staff who have to put up with all sorts of jostling and shouting and abuse at breaks – through to the girls in admin. They all do such a good job. And without meaning to sound gushing, it is appreciated and I think sometimes they don't know that. They don't get to hear that enough from teachers".

The use of indirect quantitative or subjective, qualitative measures

Sub-theme C recorded instances relating to the views of individuals' on monitoring, and accounted for 15% instances overall. A quarter of these instances referred to the multiple factors operating in a school context and the difficulties that this reality gave rise to. As noted above, most attempts to monitor support staff impact made use of indirect quantitative or subjective, qualitative measures, such as data from national tests, assessments of intervention programmes and/or performance reviews. For some head-teachers and others, this seemed to present no problems, with definite cause and effect relationships being confidently asserted. As one secondary headteacher put it:

> *"It comes out through performance management and through the neediest children; the ones that you do put the extra support in for. You look at how they were when they arrive, and then six months down the line you do a review and their reading age has gone up by four years or something like that. So yes, we can tie it down".*

Some headteachers and others, on the other hand, admitted the limitations of such data, highlighting how this was in fact an indirect measure of effectiveness. The view of one primary school headteacher introduces the caveat that TA input was properly seen as only part of the cause. It would be going too far to ascribe all changes in pupil performance to what the support staff had done:

> *"The overall attainment at pupils from this school has increased and I think this is definitely in part due to the support staff".*

Most responses dealt with soft, impressionistic data, in spite of it being collected and used in formal procedures. These were based on the perceptions, feelings, experiences, intuitions and opinions of various individuals and groups within the schools. For example, the teachers at the primary school above held differing views on the impact of TAs on pupil attainment. The Year 3 teacher linked impact to TA deployment:

> *"If you have a teaching assistant, she can work with the pupils who have more difficulties and I work with the others…If you separate them like this they are supported more exactly with what they need. And I think this has raised their attainment".*

However, the Year 1 teacher felt that TAs were most effective in terms of behaviour, enabling inclusion and pastoral care, helping to provide a suitable environment in which teachers could teach. This, she suggested, may in turn have a positive effect on attainment.

Measuring the impact of support staff: validity and necessity

Not all headteachers were convinced of the need for, or the validity of, measuring support staff impact on teachers and pupils. In terms of impact on teacher workload, the implementation of the National Agreement was initially more closely monitored for its effects, but this had lapsed in some schools as the changes had become established.

In addition to the sub-theme C instances noted above, 17% highlighted the practical issues of time and complexity attached to any monitoring process, and a further 17% referred to the view that it was not necessary, as their impact was so clear to all concerned. This meant that 59% of instances either cast doubt on the need for, or feasibility of, monitoring support staff impact.

As noted above, the lack of clear cause and effect relationships acknowledged by some was attributable to the fact that so many people in a school contribute to changes in pupil attainment, behaviour and attitudes. These soft, impressionistic measures were openly admitted to be all that were available in certain circumstances and some staff were aware of their limitations. Comments from a secondary learning mentor manager on how the various impacts of support staff's pastoral work were measured provided a useful illustration:

> *"The threshold form, for example, [required evidence of] pupil progress, impact on progress…so I actually put in that section that most of what we do is nigh on impossible to measure. I think to see a child walk down the corridor with a smile on their face and their head held up high, compared to how they were two months ago – miserable, depressed, not liking school – is as important as anything else in my opinion. Because if you have that, they're going to learn; if they're not focused, they're not going to learn. And just for their wellbeing, anyway. So their self-esteem, you can't measure. There's generally how they feel about things: there's the spiritual and moral beliefs that you can't measure, but you may have an impact; we do have an impact on. But in terms of impact that we have on things like attendance, we're looking roughly…an average through the Learning Support Unit is around 15% increase on attendance in a term, compared to the baseline term. And for the mentors, that varies, but once again it is very much a positive increase that they have on attendance".*

6.2 Strand 1 Wave 2 MSQ Question 6: Headteacher views on changes in deployment of support staff

As said in the methods section, at the end of Strand 1 Wave 2 Main School Questionnaire (MSQ), sent to schools in the autumn term 2005, there was an invitation to headteachers to provide any information on changes to the employment and deployment of their support staff since the summer term of 2004 – the point at which the National Agreement began its second of three phases of implementation.

The data were compiled and coded using the same coding frame as devised for the Strand 1 Wave 1 analysis, although several new criteria were added in order to accurately reflect the degree of change in schools.

The Wave 1 survey was conducted at a relatively early stage in the remodelling process and provided a sound baseline for subsequent analysis. The Wave 2 data gave researchers the opportunity to assess how schools had adapted to and managed the process of implementing the National Agreement at a point towards the end of the process.

In Wave 1, just over half of schools responded to this question and so the possibility that the views and experiences of these headteachers might have differed from non-respondents could not be ruled out. A similar caveat must apply to the Wave 2 analysis, indeed perhaps more so because the overall response rate was lower (42% compared with 57% for Wave 1).

An evaluation of the Wave 2 responses revealed that experiences and practice once again varied widely with regard to the type and degree of changes across and within school phases, and the views that headteachers' expressed about them. There was some convergence in these opinions, particularly in relation to financial issues, but there was no clear reason to assume that this sample was biased.

To maintain consistency with the Wave 1 analysis, results have been expressed in terms of the number and percentage of primary, secondary and special schools which gave a response that was allocated to a particular code. The respondents' answers could be coded in terms of more than one code; for example, they may have mentioned several different ways that tasks had been reallocated to support staff. This meant that the main and sub-categories were not mutually exclusive, and that subtotals of responses and percentages could therefore exceed the number of schools. This is why totalling percentages within a subset could exceed 100%. However, in order to give an account of the relative prevalence of the main categories, the percentage of all responses were also calculated (this too exceeded the number of schools). A table of the results, including the Wave 1 data for comparison, is presented in Appendix 5. In the interests of space, quotes from headteachers are not included here.

6.2.1 The degree of change since September 2004

The two main sets of responses to the open ended question for Wave 1 were evenly divided between references at a general level to how far the National Agreement had produced changes, and to details of tasks and roles which had changed (both 42%). For Wave 2, responses of these two descriptive types comprised 85% of the overall total - comparable with Wave 1 - but there was greater emphasis on the detail (57%) rather than the degree of the changes (28%). This underlined how, by this time, schools were much further down the road of implementation.

As for Wave 1, the fact that these constituted the bulk of responses was to be expected, as they covered aspects explicitly referred to in the question. The remaining 15% of responses detailed views on the role of support staff in schools (their teaching and learning, pastoral and other support tasks) and on the National Agreement in general, including the financial issues closely associated with it.

As could have been reasonably predicted, by the second wave of the MSQ survey, almost every school in the sample had fully engaged with the National Agreement and was either working towards or had established processes for relieving teachers' of their administrative workload, covering classes in their absence and creating PPA time. For most schools, the emphasis had shifted onto managing these latter aspects, as many of the 25 tasks had been transferred to support staff. Indeed, less contrast between the responses of the different school types seemed to confirm this, with the percentage figure for primary schools now almost equal to that for special schools compared with Wave 1.

The responses revealed that schools were continuing to remodel and evaluate roles, although there was less evidence of extending the working hours of support staff and more of creating new roles, filling them with either new people and/or existing staff, whose job descriptions and contracts were reviewed accordingly. Very few schools had stood still since the first wave.

In fact, schools across the phases were intending further change, and many headteachers outlined their future staffing needs and plans in the open ended question. This change centred mainly on the delivery of cover supervision and PPA time, but widening the pastoral role of support staff in a continuing bid to reduce teachers' workload was a prominent feature of the Wave 2 responses, particularly in secondary schools.

For Wave 1, only 6% of schools had begun to carry out the reviews which led to wholesale workforce reform. By Wave 2, the restructuring heralded by the National Agreement had been supplemented with a mandatory review of teachers' learning and responsibilities payments, yet this seemed to have little impact on the percentage of responses (9%). On the other hand, this figure may reflect how schools had changed the working patterns of staff prior to the first wave.

As with the comments from Wave 1, the detailed answers from headteachers in the second wave regarding their work reflected the magnitude of what they had undertaken, and they were often clearly proud of their achievements; many praised the valuable role of support staff in meeting their aims.

6.2.2 The nature of reallocation: roles and tasks undertaken by support staff

There was a greater percentage of responses indicating the nature of the reallocation of tasks and roles now undertaken by support staff (57%) compared with Wave 1 (42%).

Administrative roles and tasks
As was the case for the first wave, among the most common tasks mentioned were photocopying and displays; again, this was not unexpected. The Wave 1 report noted the success of the National Agreement's intention to tackle teachers' workload, and evidence that schools had either maintained or built upon this was clear in the data for the second wave. Tellingly, by Wave 2, headteachers were able to comment on the effects of task transfer.

Perhaps the most notable areas of change in the data for administrative roles and tasks was the greater proportion of responses among secondary schools relating to examinations; many headteachers referred to the creation of dedicated exam officers and invigilators, many of whom worked on a temporary basis. In addition, schools in this phase appeared to have given senior teachers and managers more administrative support.

Pedagogical roles and tasks
In Wave 1, more support staff were teaching groups of pupils (13%) and covering whole classes (15%) than any of the other learning support tasks. By Wave 2, the emphasis had clearly changed, in line it seemed with the Agreement's implementation timetable. By the second wave, 39% of responses indicated that support staff across the phases were covering classes and the percentage for group work had decreased (to 7%).

The Wave 1 report described how support staff in primary schools were the least likely to be allocated cover and take whole classes (12%). Yet, by the second wave, primary schools were the most likely to deploy support staff in this way (40%). The percentages for secondary and special schools were also higher than the first wave, again demonstrating the impact of the latter phases of the Agreement. The percentages of responses relating to group work were lower in each phase than for Wave 1, with primary schools showing the greatest decline. Group work was very low in secondary schools for both waves.

It was argued in the Wave 1 report that the greater use of support staff for whole class teaching meant that group work was less likely in this phase. However, by Wave 2, the evidence from many of these schools was that dedicated cover supervision roles had been created for the purpose; therefore, the explanation as to why this figure remains low may be a result of other factors undeterminable from the data.

There was a significant growth in the number of support staff involved in pastoral support (e.g., mentoring), with the greatest increase occurring in secondary schools (30% compared with 3% for Wave 1). Responses detailed a wide range of support roles in this area and suggest that teachers, in this phase especially, were subject to workload reduction via a reprioritising of their functions and tasks. The percentage of responses identified in the Wave 1 data relating directly to other pupil learning and teaching tasks taken on by some support staff (e.g. marking books and carrying out assessments) remained stable.

Other roles and tasks
The greater percentage of responses for Wave 2 regarding the other tasks and roles devolved to support staff was attributable to the introduction of three new criteria under this heading. These allowed the new and innovative ways in which schools had employed and deployed support staff in the period between the waves to be recognised and recorded. The differences in the other criteria since the first wave acknowledged the impact the extended schools and *Every Child Matters* initiatives have had on staffing.

6.2.3 Views on support staff's pedagogical and learning support roles

As for Wave 1, headteachers expressed opinions about the use of support staff in a direct pedagogical role. Again, the positive reactions far outnumbered the negative in special and secondary schools and, in contrast to the first wave, primary headteachers now shared similar views. This was perhaps an indication that the cover and PPA arrangements these schools had put in place - where support staff led classes - were not having the detrimental effect some might have anticipated.

Despite the fact that support staff in special schools have, for a number of years, routinely been involved in supporting learning (particularly on a one to one basis), the finding that the percentage of positive comments made by headteachers in this phase was less than for Wave 1 remains hard to explain. Deeper questioning about this issue was a feature of the headteacher interviews carried out as part of the case studies, and reported in the last section.

6.2.4 Financial and budgetary issues

The nature of headteachers' financial concerns seemed more acute than for Wave 1, but they were not generally common (3% and 4% for Wave 1 and 2). Many comments on finances were made in connection with broader criticisms of the National Agreement (see below).

6.2.5 Problems of, and resistance to, the National Agreement and workforce remodeling

About the same proportion of headteachers for Wave 1 had encountered problems in attempting to introduce changes in support staff deployment, with the absence of national standards for pay taking a slightly higher priority. This situation seemed to have strong linkages with the additional staffing reviews they were required to carry out.

6.2.6 Support staff training issues

There was a more positive picture of training and professional development for support staff in the second wave. As was the case previously, instances were fewest for secondary schools, although the assertion in the Wave 1 report that this might have been because there was less actual or perceived need for training may be open to question, as the growth in different types of support role were much greater for schools in this phase.

6.2.7 Views on the National Agreement and its impact on schools

Fewer headteachers expressed their views about the National Agreement in the second wave (n=96) compared with the first (n=209). It is possible that the passage of time had brought about an acceptance of what has arguably been a challenging and controversial policy. What was clear from the comments that were made was the extent to which these views had hardened. For Wave 1, more than half of headteachers had had some reservations about the Agreement's conception and/or its implementation; responses at the two ends of the scale – although far fewer – were more positive than negative. The timing of the Wave 1 survey was significant. At the time it was sent out, some schools

102

had begun to implement the final phase of the Agreement in advance of the September 2005 start date. It appeared that this apprehension was, at least in part, reflected in these reserved views.

However, for the second wave, with implementation nearing completion, the vast majority of responses were negative. Though few in number, all responses from secondary schools fell into this category. The process of realising the policy's aims had proved challenging, leaving headteachers with a number of problems, which were echoed rhetorically in their comments. Their criticisms bound together the interlinking issues of financial constraints, the practicalities of support staff deployment and their educational principles. Views expressed by headteachers in the case studies also made linkages between these factors when summing up their thoughts on the NA and the remodelling process.

Chapter 7: Conclusions and Discussion

7.1 Deployment

7.1.1 'Macro' description of all support staff

In previous reports we have described the deployment of support staff, e.g., in terms of activities undertaken, and this was the basis for a classification of support staff into seven categories. In this report we provide a more fine grained analysis of support staff deployment in terms of two different forms of methodology.

The first provides what we have called a 'macro' analysis in the sense that it stems from timelogs completed by all categories of support staff. This had an advantage over the earlier data in that it provides a detailed account of the length and frequency of activities covered over a whole day (and not just their occurrence). The range of tasks were grouped into six categories, according to who was supported and in which way:

1. Support for teachers and/or the curriculum;
2. Direct learning support for pupils;
3. Direct pastoral support for pupils;
4. Indirect support for pupils;
5. Support for the school (administrative/communicative);
6. Support for the school (physical environment).

The results showed that over all categories of support staff about twice as much time was spent supporting the school, either in terms of administrative or communicative activities, as was spent supporting the pupils in terms of direct learning support, direct pastoral support or indirect support.

Support staff activities also varied in a number of ways. They varied for example in how many of the six task categories they covered – at the extremes pupil welfare staff covered all six types of activity, while facilities staff covered just the two categories. They also varied in the amount of time they spent. Administrative staff had the longest day (7 hours per day) while the shortest time was for 'other pupil support' staff (2.4 hours).

Two support staff categories were of particular interest. TA Equivalent staff covered five of the task categories, indicating they carried a wide range of activities. However, in contrast to the picture for support staff as a whole, TA Equivalent staff spent by far the greatest amount of time of all categories of support staff on direct learning support for pupils, and this was followed by support for teachers/curriculum. These results are consistent with those from the systematic observation component (see Section 3.1.2), and show conclusively that the great bulk of TA Equivalent time is spent supporting pupils directly. This gives systematic expression to information also gained from visits to schools in the course of the case studies, the MSQ headteacher comments, and in previous data from Strand 1 (Blatchford et al, 2006) and the CSPAR (Blatchford et al, 2004). Classroom based support staff now have a distinct pedagogical role, supporting and interacting with pupils, and this exceeds time assisting the teacher or the school.

Not surprisingly the tasks carried out by administrative staff were primarily classified in the support for school (administrative/communicative) category. This took up six and a half of the 7 hours per day recorded for administrative staff. They also spent a little time in support for the school (physical environment) and support for teachers and the curriculum. In Strand 1 we saw that support staff had largely taken on the routine clerical and administrative tasks given up by teachers. These can be seen as more broadly supporting the administrative processes of the school and offering indirect support for teachers, as opposed to direct support for teachers in terms of curriculum-based activities.

The timelog data is a valuable resource on the detailed activities of all categories of support, and of the post titles that make up each of the seven categories. In this report we have reported on the detailed activities of the six TA Equivalent posts, and have commented on the new post of HLTA and this would be possible with other general support staff groupings and other new posts like cover supervisors in order to map out the activities they undertake now, which can then be contrasted with activities at a later point. This kind of analysis might also be used in service of developing current job descriptions for posts and identifying any gaps and overlaps in provision that may exist.

7.1.2 'Micro' description of activities of classroom based support staff

The second form of analysis of deployment of support staff provided what we called a 'micro' analysis in the sense that it described the activities of classroom based support staff, this time not through self report but detailed systematic observation analyses. There were two types of analysis. The first recorded broad activities of all support staff in the classroom at the same time as the child based observations and these were divided in broad terms into those involving contact with pupils, whether working with individuals, groups or the whole class, and those when the support staff was not directing working with pupils, e.g., when working on materials, marking or talking to the teacher. We found that classroom based support staff were twice as likely to be working with pupils in comparison to not working directly with them.

Though support staff were observed in a range of different activities, the single most common individual activity overall was working with one pupil (29%). This was particularly true of secondary schools. This again shows the extent to which the role of pupil based support staff has developed to that of having a distinct pedagogical function, directly supporting pupils, whilst indirectly supporting teachers by working in their place with particular pupils.

The next most frequent activity was listening to the teacher teach (20%), followed by working with pupils by walking around the whole class (16%) - what we have termed a 'roving' role – and again most true of secondary schools. The next most common activity was working with a group of pupils (15%) and this was much more common in primary schools. These results therefore give a more precise account of how support staff are directly supporting pupils. They show that at secondary level classroom based support staff tended to work with individuals and walk around the classroom, while at primary level support staff worked with groups of pupils. This is supported by observations conducted as part of the case studies. We found that headteachers were still generally positive about support staff being used in a direct pedagogical capacity, though the case studies showed there were still a number of differences in terms of the degree of

autonomy exercised by support staff in pedagogical decisions informing interactions with pupils, which we discuss below. Headteachers also tended to discuss the recent use of support staff to cover whole classes, especially in primary schools, though the systematic observation analysis actually found very few instances of this happening. This may be because this was a new role for support staff and headteachers may have wanted to address it in the interviews. We also know that schools were reluctant to allow systematic observations in classes covered by support staff.

The second type of analysis of deployment also came from the systematic observation analysis but this stemmed from the 10 second, moment by moment, descriptions of individual pupils (rather than the observations at the end of each block of 10 second observations). This recorded support staff activities in so far as they interacted with the 'target' pupils, and so provide a systematic and objective description of support staff behaviour as experienced by pupils. These results showed important differences in the interactions pupils had with teachers and support staff. Pupils were six times more likely to be the focus of attention with support staff compared to teachers. Conversely, with teachers pupils were more often in 'audience' mode, i.e., listening to the teacher talk to all pupils in the class or group, or singling out another pupil. The main group of pupils without SEN interacted more with teachers, while the pupils with SEN and School Action spent more time interacting with support staff. The amount of individualised attention from support staff increased with level of pupil need but all received more from support staff than teachers. Pupil interactions with support staff were also more active and more sustained, and it was the SEN pupils who engaged in most of this kind of behaviour.

Overall, then, we have found from detailed moment by moment observations that pupils have very different types of contact with teachers and support staff. With teachers they are more likely to be one of a crowd, and this applies particularly to the no SEN group, while with support staff they tend to be the main focus of attention, and have more active and sustained interactions with them, and this applies particularly to pupils with higher levels of need. Given that we also found in the systematic observation results that the amount of contact with teachers tended to decline when support staff were present, there are grounds for conceiving of interactions between support and pupils as an *alternative,* as much as an *additional,* form of support.

7.2 The impact of support staff on teachers and teaching

7.2.1 The impact of support staff on teaching

In the earlier CSPAR study we found that teachers felt that support staff had made a positive contribution to schools (Blatchford, Russell, Bassett, Brown and Martin, 2006). In Strand 1 Waves 1 and 2 we were able to assess more specifically the degree to which teachers felt support staff had made a significant contribution to their teaching and levels of job satisfaction stress and workload. Analysis of over 1000 questionnaires from teachers showed that they were mostly positive about the impact of support staff on teaching. The main ways that teachers felt that support staff affected teaching were by bringing specialist help; allowing more teaching overall; affecting the curriculum/tasks/activities offered; and taking on specific pupils. One can see that the benefits of support staff, from a teacher's point of view, stem largely from providing specialist skills, extending the curriculum and their function of taking on particular

pupils, usually those who have difficulties, and allowing more individual attention. This allows the teacher to spend more time with the rest of the class and devote more time to teaching.

We also found that support staff had led to positive effects on teacher's job satisfaction, and decreases in stress and workload. There was a good deal of overlap between outcomes in the reasons for the beneficial effect of support staff – mainly benefits for teaching and teachers and reducing workloads. From a teacher's point of view, support staff have led to a decrease in workloads, mainly through taking over clerical and routine tasks. In their own words, this allowed teachers to be 'released' to focus on pupils and teaching. This is in line with results from Strand 1 Wave 2 on the extent to which teachers still carried out a list of 26 routine clerical and routine tasks. At Wave 1 it was noticeable that most of the 26 tasks were still performed by the teachers, and that there appeared to have been very little transfer of tasks. However by Wave 2 (in 2006) there was a clear change with most tasks no longer being performed by teachers. Only record keeping, classroom displays, administering and invigilating examinations, and giving personal advice were still mostly done by teachers. The drop in numbers of teachers now performing these tasks was in many cases very marked, with a number more than halving.

Overall, then, teachers feel that support staff have had a beneficial effect. However, in a minority of cases support staff have led to more work through teachers feeling they have to do more planning and preparation. It is ironic that in some cases it is the presence of the support staff themselves which increases the workload for teachers with an increased amount of planning and preparation. Some teachers also said that personal qualities of support staff, such as a reluctance to do tasks and a lack of initiative, could cause problems for the teacher. However, whilst an increase in workload may have a negative impact on job satisfaction and stress the positive effects of support staff seem to far outweigh this.

7.2.2 Impact of support staff on adult pupil interactions: systematic observations

The results reported so far on the impact of support staff are systematically collected and analysed but still rely on the reports of teachers. While there is no reason to think the reports are unreliable they are still based on subjective judgements. We were also able to address the impact of support staff on teachers through the use of detailed systematic observations. These results indicated that the presence of support staff had a beneficial effect on interactions. First, support staff seem to allow more *individualisation of attention from adults*, as seen in the greater amount of individual attention ('focus') and the reduced amount of whole class teaching. However, when we looked separately just at teacher to pupil interactions we found that at secondary level the presence of support staff led to less contact with teachers and less individual attention from them. This suggests that the individual attention is provided by support staff but this is instead of individual attention from teachers.

Second, there seemed to be benefits in terms of *classroom control*, with reductions in the amount of talk from adults dealing with negative behaviour as a result of support staff presence. These benefits are similar to those found in studies of the effect of class size reductions on pupil behaviour (Blatchford, Bassett and Brown, 2005).

The logistic regression analysis showed several differences between primary and secondary schools and differences between pupils with and without SEN. In primary schools all pupils seemed to benefit from support staff presence in terms of: more individualised attention for pupils, and better classroom control. At secondary level all pupils benefitted again in terms of better classroom control and also more overall teaching. For School Action/SEN pupils there was more individualised attention for pupils. This last result probably reflects other results from the study which indicated that the deployment of classroom based support staff varied between the two sectors. While support staff in primary schools were more likely to be classroom based and interact with other pupils in a group, as well as those they were supporting, in secondary schools support staff tended to interact more exclusively with the pupil they were supporting. In such circumstances it is no surprise if the supported pupils showed most effects.

These observation results are valuable in that they provide systematic data on the effects of support staff on interactions, but results are still at a general level, necessary when conducting on-the-spot observations. It is also important to examine in more detail the dialogue between classroom based support staff and pupils, and contrast this with teacher–pupil dialogue. This would in a sense pick up where the on-the-spot analysis left off and would need to address, for example, the nature of adult questioning, how pupils' errors are dealt with, how much 'scaffolding' goes on and of which type, how the adults assess pupils' difficulties and misunderstandings and the strategies they use to address them. It is unlikely that on-the-spot recording techniques will be able to capture the degree of detail involved, and so it will be necessary to use recording techniques which will allow a detailed analysis of the interactions. This will better enable us to understand the pedagogical similarities and differences between support staff and teachers. Moreover, previous research has suggested that support staff vary a good deal in their effectiveness, though observations to date are again relatively general. Careful study of support staff dialogue with pupils will allow better understanding of effectiveness, and more guidance for training and development.

7.3 Impact of support staff on pupils

7.3.1 Impact of support staff on pupil engagement and active interaction with adults: systematic observations

These results indicated that the presence of support staff had a seemingly beneficial effect on pupils in terms of: 1.There was evidence that the presence of support staff increased the amount of *classroom engagement*, as seen in the increase in pupil on task, and the reduction in off task, behaviour. 2. There was also evidence that support staff seemed to allow pupils to have a more *active role in interactions with adults*, as seen in the extent of beginning interactions, responding to adults and sustaining interactions over 10 seconds. However, as with results on individual attention, when we looked separately just at teacher to pupil interactions we found that at secondary level the presence of support staff led to less active interactions with teachers. This suggests that the active interactions are with support staff but this is instead of active interactions with teachers.

As in the analysis of systematic observation results on adult pupil interaction, there were several differences between primary and secondary schools and differences between pupils with and without SEN. In primary schools all pupils seem to benefit from support

staff presence in terms of a more active pupil role in interaction with adults. Children with no SEN showed more classroom engagement. For secondary schools there was more total on task behaviour for School Action and SEN groups, and less total off task behaviour for the SEN group only. There is therefore a strong suggestion that the presence of support staff at both primary and secondary school is of particular benefit in improving the attention of children in most need.

7.3.2 Impact of support staff on pupil behaviour and learning

We analysed over 1000 questionnaires from teachers and they were mostly positive about the impact of support staff on pupil behaviour and learning. They felt that support staff affected learning/behaviour through taking on specific pupils; bringing specialist help to the teacher & classroom: e.g., technology skills, counselling, careers advice; having a positive impact on the pupils' behaviour, discipline, social skills or behaviour; and by allowing individualisation and differentiation. One can see again that the benefits of support staff, from a teacher's point of view, stem largely from their function of taking on particular pupils and allowing the teacher to spend more time with the rest of the class and devote more time to teaching.

It is noticeable that teachers and headteachers tended not to refer to pupil attainment and learning when addressing the benefits and effects of support staff, even when they are considering classroom based support staff and were specifically asked to consider effects on pupil behaviour and learning. Instead we found that three of the main factors concerning effects on pupils are more about effects on teachers and teaching than pupil outcomes. Even when asked to address pupil outcomes, teachers therefore tend to see the positive effects of support staff on teaching and on themselves. We also found in this study, and in previous research (Blatchford, Russell, Bassett, Brown and Martin, 2004, 2006), that teachers do not find it easy to articulate the benefits of support staff for pupil learning and attainment. This may be a part of wider phenomenon, in line with that identified by Moyles and Suschtsky (1997), who argue that teachers often hold 'tacit' rather than 'explicit' knowledge. They view teachers as 'experts' who, however, 'often do not recognise their own skills and rarely articulate this higher level of understanding.' (p99) But it looks as if there is an additional lack of awareness, or at least articulation, when it comes to the impact of support staff on academic outcomes. As discussed shortly, we also found from the case studies that the evidence collected by, and available to, schools on the effect of support staff on pupil academic outcomes was impressionistic and hard to interpret.

This shows the need for a systematic study of the effects of support staff on academic outcomes. In Strand 2 Wave 1 we have data on pupil academic outcomes, and it will be possible to examine relationships with a number of different measures of the amount of support individual pupil received. These results will be published in future reports from the project, along with results from Strand 2 Wave 2 in which we replicate the study of academic outcomes, and in which we will be addressing possible explanations of results in terms of, for example, support staff interactions with pupils, and curriculum coverage and delivery.

We addressed the impact of support staff on pupil approach to learning through a careful analysis of teacher ratings on their progress over the school year. The results showed a generally positive effect of support on improvements in pupils' behaviour for the youngest age group (Year 1). Increases in the amount of support led to improvements over the school year in: pupil distractibility, motivation, disruptive behaviour (SEN group only), working independently (for a medium level of support), completing assigned work and following instructions from adults. Thereafter results were not so clear or consistent.

Though it is impossible to be sure, there may be a developmental explanation for these findings in the sense that support is likely to be of most value in KS1 with the younger pupils, who are finding their feet, and where support staff can positively affect their motivation, concentration, ability to work independently and ability to follow instructions. It may be significant, as the case study interviews revealed, that pupils in Year 1 less often distinguished between adults in the classroom, most often referring to them all as 'teachers'. The similarities and differences between teachers and classroom based support staff were less clear to pupils of this age than to those in Year 3 and beyond.

7.4 The wider pedagogical role of support staff in terms of lesson and curriculum delivery

Overall therefore we have found that support staff have a beneficial impact on teachers and pupils in several different ways. Teachers felt that they had had a positive impact on teacher job satisfaction, stress and workload, and on teaching. Though it is not possible to be absolutely sure about causal direction, when dealing with correlational data, it seems fair to conclude from results presented here that support staff had a positive effect in terms of increased individualisation of attention, pupils' active role in interaction with adults, easier classroom control, and increased classroom engagement. With more support there was a beneficial effect for the youngest pupils studied (Year 1) in terms of pupil distractibility, motivation, disruptive behaviour, working independently, completing assigned work and following instructions from adults.

It seems likely that the positioning of support staff close to students they support is the reason for the positive effect, at least with regard to the outcomes considered so far. In this way support staff can help limit instances of negative behaviour and help pupils remain engaged without interrupting the flow of the teacher's delivery to the class. They can help to clarify and translate information and instructions being given by the teachers. This no doubt explains the positive effect on behaviour and participation. This is in line with studies of support provided for pupils with SEN, e.g., Werts et al (2001) and Loos, Williams and Bailey (1977) found that classroom engagement and on task behaviour increased when support staff were close to pupils (with disabilities). However, there are also concerns that proximity may have unintended consequences. It was found, for example, in the systematic observation study that the presence of support staff led to supported pupils having less contact with the teacher, particularly less individual attention and less active interactions with the teacher (at secondary level). There are also concerns that support can have negative effects on learning identity, e.g., in terms of interference with ownership and responsibility, separation from classmates, impact on

peer interactions, limitations on receiving competent instruction, loss of personal control, and interference with instruction of other students (Giancreco, Edelman, Luiselli and MacFarland, 1997). There is also some concern that increased support, though beneficial in some ways may not translate into better pupil learning (Ofsted, 2006; Loos et al, 1977). It is important therefore to examine the impact of support staff across a number of areas, behavioural, attitudinal and also learning and attainment before a general judgement about the impact of support staff on pupils can be made. To date, effects in the DISS project are largely positive but it will be possible to address the impact of support staff more broadly once effects on academic outcomes are also examined.

Apart from a detailed analysis of support staff and pupil interactions, as described above, the Strand 1 Wave 1 and 2, and Strand 2 Wave 1 findings suggest the value of more detailed study of what might be called the 'wider pedagogical role' of support staff. This would situate the interactions between support staff and pupils and teachers into a wider context, with particular attention to the support staff involvement in lessons and across the school day. Although results to date are informative, there is still a lot we do not know about the sequence of lesson planning, teaching, evaluation, feedback and further lesson planning, so far as teachers working with support staff is concerned. This would also include support staff understanding of the aims of lessons and tasks and pupil prior knowledge. This part of the study would therefore be informed by, and extend, findings so far, and seek systematic, coherent and linked data on the planning of lessons, the support staff role in the lesson, the support staff understanding of the purpose of the task and their role, their pedagogical and subject knowledge in relation to the lesson, and communication and feedback between support staff and teachers. A main task will be the identification of good practice, with which to inform future deployment and training of support staff.

7.5 Impact of the National Agreement: results from the case studies

The case studies summarised in this report clearly demonstrate a number of things related to workforce remodelling, some of which were included in the twin aims of the policy –tackling workload and raising standards – and others which appear to have arisen as a consequence of the changes brought about by its implementation.

7.5.1 Teacher workload

Teachers' workloads were the first target of the policy and the case studies found that they had been affected considerably in many schools as the 25 tasks had been transferred to support staff colleagues, mostly the administrative staff. As we also found in Strand 1 Wave 1, this process of transfer was found to have been started in some schools well before the statutory obligation was introduced in 2003, whilst in others the process was recent and, to an extent, on-going. Some tasks were commonly being retained by teachers for professional as well as pragmatic reasons – classroom displays being the most frequently reported example. However, teachers' work/life balance had been improved more through the introduction of PPA time than through task transfer, since it reduced the need for them to work in their own time. The great majority of instances reporting workload decrease were in primary schools. The provision of cover for absent teachers – the second strand of the National Agreement – was found to be largely done by support staff, with a much smaller proportion still in the hands of teachers. Initially, the

implementation of the Agreement was closely monitored for its effects on teacher workloads, but this had lapsed in some schools as the changes had bedded down.

Taken together with other findings from Strand 1 Wave 2, the clear conclusion regarding the impact of the National Agreement on teachers' workloads must be that, in general, it had been an effective means of reducing them. Teachers were clearly appreciative of this as the results concerning their job satisfaction indicated. However, the impact had varied across types of school and across individual schools within each type. Primary, secondary and special schools were each at different stages of moving in the direction of the reforms, before they became statutory. For example, primary and special school teachers were not in the habit of covering for absent colleagues, as there were no 'free periods' in their timetables, whereas their secondary colleagues had traditionally been called upon to 'give up' such periods. So, the impact of implementing the cap on time spent covering lessons had been different in each type of school. Apart from this historical situation which pre-dated the National Agreement, individual schools had often made changes as part of their own attempts to improve the management of the school, so when the reform was introduced, they were already some way down that road. The case studies and the MSQ also indicated that in some local authorities, the Agreement has been implemented alongside other policies connected with remodelling and workforce restructuring, such as TLR (Teaching and Learning Responsibilities) and single status reviews.

One particular aspect of the changes has been the increasing involvement of teachers in taking charge of the day to day deployment of support staff who worked with them in teaching pupils and, as a consequence, contributing to line management and performance reviews or appraisals. This had added new tasks to the workload of teachers, which by their nature were more demanding of skills and knowledge than the mainly administrative tasks removed from them in the first phase of the National Agreement. The Teacher Questionnaire revealed that for a few teachers this had had a negative impact on their job satisfaction. As the Strand 1 Wave 2 report made clear, it was a minority of teachers who had been trained to manage support staff (73% and 75% for Waves 1 and 2 respectively had not received any such training).

7.5.2 Pupil outcomes

Improvements to pupil outcomes – in terms of attainment, behaviour and attitudes – was the second broad aim of the National Agreement and the case studies attempted to address them through observations and interviews. As can be seen in the analysis of the timelog data, many support staff had virtually no interactions with pupils, whilst others interacted with pupils for much of their day. The situation was different across the school types, as many special schools had a long established pattern of one to one support for pupils, whilst primary and secondary in-class support staff tended to be deployed more with several different groups or individuals. The potential impact which particular support staff were able to have on pupils, varied enormously and this was reflected in the finding that it was TA Equivalent staff who were most often monitored for their impact, with support staff in other roles being left out of such considerations. Where the performance review/appraisal process had been, or was being, extended to include support staff, it tended to be the TA Equivalent, other pupil support staff and pupil welfare staff who were first to be incorporated. However, some headteachers had a problem with the whole notion of ascribing changes in pupil outcomes to the input of

individual support staff, since they saw such input as only one factor operating within the total school experience of individual pupils.

The overall impression created by the interviewees and the observations recorded by the researchers was that some support staff had many opportunities to have an impact on the intended pupil outcomes, but most of the evidence available to come to a firm conclusion about the impact was indirect, impressionistic and consequently hard to interpret. Certainly the general view in schools was that support staff did have an impact on pupil attainment, behaviour and attitudes; the problem the headteachers faced was proving it.

7.5.3 Support staff outcomes

The effect on support staff can be seen as the third element in the case study findings and changes to support staff roles, workload and conditions of employment can be seen as the corollary of the changes made by the National Agreement to teachers' workloads and the separation, or sharing of, aspects of their roles.

Results revealed the wide range of experiences support staff were having across the schools included in the case studies. One common thread arising from the issues cited above was 'change', and this was obviously both intended and expected. However, the nature and the rate of the changes varied enormously and the conclusion would seem to be that there was still a lot to be done in adjusting such things as job descriptions, contracts, hours of work, inclusion of support staff and role definitions to the new remodelled workforce context, with individual schools more or less up-to-date in this process. These all had impact on the status and career prospects of particular support staff groups and individuals, and schools were more or less alert to, and sympathetic towards, the legitimate concerns of their support staff in regard to these matters.

The case study results, as well as data from Strand 1 Wave 2, show that one particular group seemed to be generally suffering from the transfer of tasks from teachers – the support staff in administrative posts. In this sense, the workload issue which the Agreement was intended to address had often been shifted from teachers to administrative staff. To a similar extent, and for other reasons, class based support staff were also found to be coping with work in excess of their paid time, as they became more and more drawn into lesson planning, preparation and feedback, in direct and indirect support of the teachers with whom they worked. This expanded role, whilst welcomed by many individuals, was not often matched with higher rates of pay, increased hours of paid work, inclusion in meetings and decision making, or opportunities for training in preparation for their new roles. In practice, in some schools some aspects of remodelling was found to be at the expense of some support staff groups and their goodwill was indispensable in making the policy work. This conclusion was also reached by UNISON (2007).

Where the remodelling seemed to cause the most friction in the system was where the roles and status of teachers bordered, overlapped or were shared with those of particular support staff members. TA Equivalent, other pupil support staff and pupil welfare staff were those most often involved in situations where problems of role clarity were most likely to arise, since they routinely worked with pupils in a variety of capacities and some were in direct collaboration with teachers, or even deployed in place of them (e.g. cover

supervisors) (see also the timelog data). In addition, the redistribution of tasks had left some administrative and technical staff unsure and/or unhappy about ambiguity over responsibilities. One detrimental effect on some support staff, caused by such confusion or disagreement over role clarity, was a reduction in their self-confidence and sense of value within the school team and attention seems necessary to avoid damage to individuals and schools.

The sharing of pedagogical tasks and roles with support staff had also impinged on teachers' own perceptions of their professional status within schools. Retaining display tasks was one expression of the desire of some teachers to protect their professional role, which was part of several issues. The great majority of references to such issues were related to teachers and support staff who worked closely together in pedagogical contexts involving interactions with pupils. Administrative staff were also mentioned in terms of uncertainty about role boundaries with a few technical staff having similar feelings.

It was definitely in classrooms where the issues of role clarity, boundaries, overlap, collaboration and sharing were seen most sharply, as an inevitable consequence of deploying support staff to work directly, rather than just, as in the past, indirectly with pupils. However, teachers were largely left to define their own roles and those they assigned to the support staff deployed to work with them in lessons. Practice therefore varied widely, with responsibility levels and degrees of autonomy ranging across a wide scale. It appeared that no template was being used, either across schools as a whole, or even within any particular school. The approach to in-class support staff role definition was largely pragmatic, with little evidence of any theoretical considerations playing a part in deployment decisions. The case studies showed that it was basically down to each teacher to decide how in-class support staff operated, and the Strand 1 Wave 2 survey showed that the great majority of teachers were left without any training for this aspect of their professional life, either through pre-service or in-service courses.

The conclusion drawn from the case studies regarding the increased pedagogical role of some support staff is that practice is emerging and being defined in individual schools, and that whilst this may recognise the benefits of localised, as opposed to centralised, decision-making, it runs the risk of building up inequalities and unfairness across the school system as a whole.

7.6 Headteacher views on the deployment of support staff in the context of the National Agreement

In line with other data sources reported above, Headteacher comments illustrated how over time, and in ways that were not systematic or uniform, there has been a shift from supporting teachers by helping with practical tasks (e.g. preparing materials and clearing away), toward more help for teachers by working directly with pupils.

The Wave 1 data revealed that this process of role transformation had produced a range of outcomes in the schools represented in the sample. The opportunity to investigate the degree and nature of further change at a second point in the implementation chain shows that the emphasis of what the policy has demanded of schools has shifted from non-teaching (administrative) tasks to those of a pedagogical nature. Furthermore, there has been a growth in the deployment of some support staff to lead whole classes as well as

their work supporting lower ability pupils and those with SEN. The widening of support roles has also extended to pastoral responsibilities.

A comparison of the two waves of data suggests that there had been a decline in goodwill and enthusiasm regarding the National Agreement over the course of its implementation. Of clear concern to headteachers is the means by which to finance remodelling and sustain new staffing and management structures. While the number of responses of this nature is reasonably proportionate to those for Wave 1, the detail within them suggests that these issues have become more acute, and anxieties about the future are also reflected in headteachers' general assessments of the Agreement.

It is perhaps the connection between these two aspects that encapsulates the remodelling story so far. While the further expansion of some support roles into the provinces traditionally occupied by teachers was viewed positively by some headteachers, others drew a clear boundary separating the teacher's role from those of support staff, thereby defending their professional status. Yet as the impact of the Agreement continues to be felt, and other remodelling and restructuring initiatives are introduced, budgets are likely to become tighter and, increasingly, the key factor by which employment and deployment decisions are made.

7.7 Future plans for the DISS project

The second wave of Strand 2 will include a replication of the study on impact (i.e., collecting information from schools on support for pupils and relate it to measures of pupil attainment and pupils' approaches to learning) but the systematic observation and case study components will be adjusted to provide more detailed analysis of 1. the interactions between support staff and pupils, to better understand how pupils' errors are dealt with, how much and what kinds of 'scaffolding' take place, and how the adults assess pupils' difficulties and misunderstandings; and 2. the wider pedagogical role of support staff in terms of lesson and curriculum delivery. It would focus in particular on classroom based support staff because with a few exceptions the results from other parts of the study suggest most key issues relate to such staff.

The other remaining component of the DISS project is the third wave of Strand 1 which together with the first two waves of Strand 1 is providing a solid baseline, in the context of which developments in the deployment and impact of support staff can be better understood. The two Strands together are providing much needed, comprehensive and systematic information on the deployment and impact of support staff on pupils and teachers.

References

Blatchford, P., Martin, C., Moriarty, V., Bassett, P., and Goldstein, H. (2002). Pupil Adult Ratio Differences and Educational Progress over Key Stage 1. Final Report to the DfES

Blatchford, P., Bassett, P., Goldstein, H., and Martin. C. (2003) Are class size differences related to pupils' educational progress and classroom processes? Findings from the Institute of Education Class Size Study of children aged 5-7 Years. British Educational Research Journal, 29, 5, 709-730. Special Issue 'In Praise of Educational Research', Guest Editors: S. Gorrard, C. Taylor and K. Roberts

Blatchford, P., Bassett, P., and Brown, P. (2005) Teachers' and pupils' behaviour in large and small classes: a systematic observation study of pupils aged 10/11 years. Journal of Educational Psychology, 97,3, 454-467

Blatchford, P., Bassett, P., Brown, P., Martin, C., Russell, A., Webster, R. and Heywood, N. (2006). The Deployment and Impact of Support Staff in Schools: Report on findings from a national questionnaire survey of schools, support staff and teachers (Strand 1, Wave 1, 2004). DfES Research Report 776 London: DfES

Blatchford, P., Bassett, P., Brown, P., Martin, C., Russell, A., Webster, R. and Heywood, N. (2007). The Deployment and Impact of Support Staff in Schools: Report on findings from the second national questionnaire survey of schools, support staff and teachers (Strand 1, Wave 2, 2006). DCSF Research Report 005 London: DCSF

Blatchford, P., Edmonds, S., and Martin, C. (2003) Class size, pupil attentiveness and peer relations. British Journal of Educational Psychology, 73, 15-36

Blatchford, P., Russell, A., Bassett, P., Brown, P., and Martin, C. (2004) The effects and role of Teaching Assistants in English Primary schools (Years 4 to 6) 2000-2003. Results from the Class size and Pupil-Adult Ratios (CSPAR) Project. Final Report. (Research Report 605 ISBN 1 84478 373 1) DfES (http://www.dfes.gov.uk/research/data/uploadfiles/RR605.pdf)

Blatchford, P., Russell, A., Bassett, P., Brown, P., and Martin, C. (2006) The role and effects of Teaching Assistants in English Primary Schools (Years 4 to 6) 2000-2003 British Educational Research Journal, 33, 1, February, pp 5-26

DfES. (2003). Raising Standards and Tackling Workload: A National Agreement. London: DfES.

DfES. (2005). The Education (Review of Staffing Structure) England Regulations 2005. London: DfES.

Finn, J.D., Gerber, S.B., Farber, S.L., and Achilles, C.M. (2000). Teacher aides: an alternative to small classes? In M.C. Wang and J.D. Finn (eds) How Small Classes Help

Teachers Do Their Best. Philadelphia, PA: Temple University Center for Research in Human Development

Giancreco, M.F., Edelman, S., Luiselli, T.E., and MacFarland, S.Z.C. (1997) Helping or hovering? Effects of instructional assistant proximity on students with disabilities. Exceptional Children, 64, 7-18

Howes, A., Farrell, P., Kaplan, I. & Moss, S (2003). The impact of paid adult support on the participation and learning of pupils in mainstream schools. In Research Evidence in Education Library. London: EPPI-Centre, Social Science Research Unit, Institute of Education

HMI. (2002). Teaching Assistants in Primary Schools: An evaluation of the quality and impact of their work. London: HMI

Lee, B. (2002). Teaching Assistants in schools: The current state of play. NFER Research Summary. Slough: NFER

Loos, F.M., Williams, K.P., and Bailey, J.S. (1977) A multi-element analysis of the effect of teacher aides in an open style classroom. Journal of Applied Behavior Analysis, 10, 437-448

Mortimore, P., Mortimore, J with Thomas, H., Cairns, R. and Taggart, B. (1992). The innovative uses of Non-teaching staff in Primary and Secondary schools Project: Final Report. Univ. London, Institute of Education

Moyles, J. & Suschitzky, W. (1997). Jills of All Trades: Classroom assistants in KS1 classes. London: University of Leicester/ATL.

Muijs, D. and Reynolds, D. (2002) The effectiveness of the use of Learning Support Assistants in improving the mathematics achievement of low achieving pupils in primary school. Paper presented to International Congress for School Effectiveness and Improvement, Copenhagen

Ofsted (2006) Inclusion: does it matter where pupils are taught? HMI Report 2535 (www.ofsted.goc.uk)

Schlapp, U., Davidson, J. and Wilson, V. (2003). An 'Extra pair of hands'?: Managing classroom assistants in Scottish primary schools. Educational Management and Administration, 31(2) 189-205

UNISON (2002). Teaching Assistants: A report on the role, pay and employment conditions of teaching assistants. London: UNISON.

UNISON (2004). School Support Staff Survey 2004: A report on the role, training, salaries and employment conditions of school support staff. London: UNISON.

UNISON (2007). School Remodelling – the impact on support staff. A report on the roles, deployment, pay and training. London:UNISON

Workforce Agreement Monitoring Group (2006). Guidance Note 17: Effective deployment of Higher Level Teaching Assistants to help raise standards. London: WAMG

Werts, M.G., Zigmond, N., and Leeper, D.C. (2001) Paraprofessional proximity and academic engagement: students with disabilities in primary aged classrooms, <u>Education and Training in Mental Retardation and Developmental Disabilities</u>, 36, 424-440

APPENDICES

Appendix 1 – Systematic Observations

Systematic Observation Categories
Work Setting
Individual setting: the child is working on his/her own; the work is not group based (though the child could be seated in a group) or teacher led.
Group setting: the child is in a group working together, but not led by the teacher
Whole class setting: teacher-led whole class settings where the target child is involved.
Teacher/pupil interaction
Child 'audience' vs. 'focus'
Child is focus: target child is the focus of the teacher's attention, and this could be in the context of one-to-one, group or whole class sessions, e.g., the target is asked a question about addition in the course of a session in which the teacher is addressing the whole class. These were coded separately as 'short', i.e., not for the whole ten second interval, and 'long', i.e., contact continued through the whole ten second period – for example, a question from the teacher was followed by an answer from the child and a further probe or comment from the teacher. This therefore gives some measure of extended or sustained interactions between child and teacher.
Child is audience: another child is the focus of the teacher's attention in the group or class involving target child, or teacher interacts to same extent with all children.
Child to teacher – attend/listen: the child simply listens to the teacher during the interval and does not interact by responding or initiating.
Child on task to teacher: all child behaviours in contact with teacher that are concerned with work.
Child off task to teacher: child behaviour when in contact with the teacher obviously inappropriate or unrelated to situation (e.g. not attending).
Waiting for interaction with the teacher: the target waits for the teacher.

Adult Teach: adult behaviour directly concerned with the substantive content of subject knowledge, i.e. communicating concepts, facts or ideas by explaining, informing, demonstrating, questioning, suggesting.
Adult on Task: as *adult teach* plus contacts concerning the organization and preparation of children's task activities and not their substantive content. This is therefore the most generic category denoting teacher to pupil work related behaviour.

Individual behaviour/ not interacting
Individual on task: target child is involved in own work activity
Individual Off task (active): target child focuses on something other than task in hand.
Individual Off task (passive): target child is disengaged during task activity, for example, wandering around or daydreaming.

Child-Child Interactions
Target and Child on task: all contacts with other children that are concerned with work and allocated tasks.
Target to child off task: behaviour with other children that is deliberately off task; it would include mucking about and times when the target child is aggressive (verbally or physically) towards other child(ren). It would not include times when children spoke about non-work activities, if this was not deemed unacceptable by the teacher (this would have been coded 'social').

Computed categories

Child on task: total on task behaviours, i.e., behaviours related to the substantive nature of allocated work or preparation for the work across the three social modes, i.e., child to teacher on task, target and child on task, and individual on task.

Child off task: total off task behaviours, i.e., all off task behaviours in the three social modes, i.e., child to teacher off task, target to child off task, and individual off task (active and passive)

Child procedure: total child procedure behaviours, i.e., all target behaviours related to classroom management and organisation of classroom routine, in the three social modes, i.e., child to adult procedure/routine, target to child procedure/routine, and individual procedure/routine.

Active interaction with teacher: the sum of the three child to teacher categories where the child's role was an active and not a passive (i.e., attends/listens) one, i.e., the child initiates, responds or sustains interactions with the teacher.

Any target and child interaction: the sum of all the child-child categories, i.e., all task, social, procedure, and off task behaviours in contact with other children.

Table 1 Systematic Observation Sheet, page 1

Observer		Target Name	
Date		Target Support Level	SEN Some Support Random
School		Year and Class / Set	Male Female

1

Pupil Status

		1 2 3 4 5 6 7 8 9 10 Total
a	**Pupil Situation**	
1	With the class	
2	Away from the class	
3	Where?	
b	**Numbers**	
1	Pupils (number)	
2	Teachers (number)	
3	SS (number)	
4	Other (number)	
c	**Subject**	
1	Maths	
2	English	
3	Science	
4	Welsh	
5	Other	
d	**Class Work Setting**	
1	Individual	
2	Pupil groupwork	
3	Adult led group	
4	Whole Class	
5	Whole Class Pupil Led	
6	Mixed	
7	Other	
8	Unknown	
e	**Pupil Work Setting**	
1	Individual	
2	Pupil groupwork	
3	Adult led group	
4	Whole Class	
5	Whole Class Pupil Led	
6	Other	
f	**Pupil Supervision**	
1	One to One (SS/T)	
2	Group (SS/T)	
3	Whole Class	
4	Other	
g		
1	Number in Group	
h		
1	# Wait	
2	# Hand-up	

2

Not Interacting

		1 2 3 4 5 6 7 8 9 10 Total
a		
1	On task	
2	Procedure/Routine	
3	Off-task active	
4	Off-task passive	
5	Other	

Mark if it happens at all

3

Interacting with Adult 1

		1 2 3 4 5 6 7 8 9 10 Total
a	**Adult Identification**	
1	Teacher	
2	Support Staff ID	
3	SENCO	
4	Additional Teacher	
5	Student Teacher	
6	Student Other	
7	Volunteer	
8	Other	
b	**Adult's Audience**	
1	Focus Short or Long (1)	
2	Group Audience (2)	
3	Class Audience (3)	
4	Other	
c	**Adult's Activity**	
1	On Task	
2	Task preparation	
3	Procedure/Routine	
4	<> Monitor/Observe	
5	Dealing with neg behaviour	
6	Social	
7	Other	
d	**Target to Adult Interaction**	
1	Begins (1)	
2	Responds (2)	
3	Sustains (3)	
4	Attend/Listen as audience (4)	
5	Attending & / or working (5)	
6	Not attending (6)	
7	Evesdropping (7)	
7	Other	
e	**Pupil Activity**	
1	On task	
2	Procedure/Routine	
3	Social	
4	Off-task active	
5	Off-task passive	
6	Other	

5

Target and Pupil Interaction

		1 2 3 4 5 6 7 8 9 10 Total
1	On task	
2	Procedure/Routine	
3	Social	
4	Off-task	
5	Other	
6	Uncodeable	
	Cont over whole interval	

<> Continues over entire period

Table 1 continued Systematic Observation Sheet, page 2

Day	Mon	Tue	Wed	Thurs	Fri
Lesson	1 2	3 4	5 6	7 8	9

4

Interacting with Adult 2

a	Adult Identification	1	2	3	4	5	6	7	8	9	10	Total
1	Teacher											
2	Support Staff ID											
3	SENCO											
4	Additional Teacher											
5	Student Teacher											
6	Student Other											
7	Volunteer											
8	Other											

b	Adult's Audience											
1	Focus Short or Long (1)											
2	Group Audience (2)											
3	Class Audience (3)											
4	Other											

c	Adult's Activity											
1	On Task											
2	Task preparation											
3	Procedure/Routine											
4	<> Monitor/Observe											
5	Dealing with neg behaviour											
6	Social											
7	Other											

d	Target to Adult Interaction											
1	Begins (1)											
2	Responds (2)											
3	Sustains (3)											
4	Attend/Listen as audience (4)											
5	Attending & / or working (5)											
6	Not attending (6)											
7	Evesdropping (7)											
7	Other											

f	Pupil Activity											
1	On task											
2	Procedure/Routine											
3	Social											
4	Off-task active											
5	Off-task passive											
6	Other											

Support Staff in the Same Room as Target Pupil

Name	Designated Role e.g. 1-1 support	ID Number

6

Activity of Support Staff in Same Room as Target Pupil

	ID =	ID =	ID =	ID =	ID =	ID =	ID =
Not working with pupils							
Listening to teacher teach							
Talking to teacher							
Materials							
Marking							
Other non-pupil based activity							
Working with pupils							
Working with 1 pupil alone							
Group							
Walking whole class							
Teaching part class							
Teaching whole class							
Other pupil based activity							
If Working with Pupils:-							
Number of pupils in group							
Task the same as class							
Task related /differentiated							
Task different							
Uncodable							

Appendix 2 – Time Logs

Table 1 Time spent on each task for TA equivalent staff

Figures are the mean (standard deviation) time sent on each task for each member of support staff, and the number (%) of support staff in each time category.

Task	Mean (SD) [Hours]	No Time N (%)	<1hr N (%)	1-2 hrs N (%)	2hrs+ N (%)
Support for teachers and curriculum					
Class preparation inc display	0.31 (0.56)	148 (48%)	138 (45%)	19 (6%)	5 (2%)
Feedback to teachers	0.28 (0.28)	101 (33%)	198 (64%)	11 (4%)	0 (0%)
Clerical/admin support	0.27 (0.54)	171 (55%)	119 (38%)	13 (4%)	7 (2%)
Prepare/maintain equipment	0.24 (0.32)	155 (50%)	140 (45%)	14 (5%)	1 (<1%)
Support and use ICT	0.16 (0.42)	219 (71%)	76 (25%)	14 (5%)	1 (<1%)
IEP development	0.11 (0.27)	238 (77%)	64 (21%)	7 (2%)	1 (<1%)
Help in developing lesson plans	0.08 (0.19)	246 (79%)	60 (19%)	4 (1%)	0 (0%)
Direct learning support for pupils					
Help pupils with learning goals	0.83 (0.84)	67 (22%)	132 (43%)	80 (26%)	31 (10%)
Deliver lessons/learning	0.83 (1.16)	118 (38%)	93 (30%)	50 (16%)	49 (16%)
Provide specialist pupil support	0.49 (0.83)	143 (46%)	105 (34%)	45 (15%)	17 (6%)
Help pupils understand instructions	0.46 (0.49)	86 (28%)	177 (57%)	40 (13%)	7 (2%)
Supervise pupils out of class	0.35 (0.52)	142 (46%)	127 (41%)	36 (12%)	5 (2%)
Managing pupil behaviour	0.35 (0.52)	144 (47%)	130 (42%)	31 (10%)	5 (2%)
Support learning strategies	0.16 (0.42)	232 (75%)	58 (19%)	17 (6%)	3 (1%)
Reward pupil achievement	0.16 (0.34)	202 (65%)	102 (33%)	4 (1%)	2 (1%)
Perform assessments of pupils	0.10 (0.27)	248 (80%)	52 (17%)	9 (3%)	1 (<1%)
Feedback to pupils	0.09 (0.20)	230 (74%)	78 (25%)	2 (1%)	0 (0%)
Direct pastoral support for pupils					
Pastoral support for pupils	0.14 (0.35)	229 (74%)	69 (22%)	10 (3%)	2 (1%)
First aid/pupil welfare duties	0.12 (0.29)	222 (72%)	84 (27%)	3 (1%)	1 (<1%)
Indirect support for pupils					
Monitor/record pupil progress	0.14 (0.24)	190 (61%)	115 (0%)	5 (0%)	0 (0%)
Record keeping (pupil)	0.13 (0.26)	205 (66%)	98 (32%)	7 (2%)	0 (0%)
Support for the school (physical environment)					
Maintain a working environment	0.27 (0.43)	169 (55%)	119 (38%)	17 (6%)	5 (2%)

Table 2 Time spent on each task for Pupil welfare staff

Figures are the mean (standard deviation) time sent on each task for each member of support staff, and the number (%) of support staff in each time category.

Task	Mean (SD)	No Time N (%)	<1hr N (%)	1-2 hrs N (%)	2hrs+ N (%)
Support for teachers and curriculum					
Record keeping (pupil)	0.84 (0.88)	36 (20%)	77 (43%)	47 (26%)	20 (11%)
Feedback to teachers	0.42 (0.44)	56 (31%)	97 (54%)	25 (14%)	2 (1%)
Advice/guidance for teachers	0.10 (0.23)	136 (76%)	40 (22%)	4 (2%)	0 (0%)
Direct learning support for pupils					
Help pupils with learning goals	0.33 (0.76)	126 (70%)	29 (16%)	17 (9%)	8 (4%)
Deliver lessons/learning	0.29 (0.61)	126 (70%)	31 (17%)	16 (9%)	7 (4%)
Managing pupil behaviour	0.24 (0.53)	124 (69%)	42 (23%)	12 (7%)	2 (1%)
Supervise pupils out of class	0.18 (0.51)	131 (73%)	34 (19%)	13 (7%)	2 (1%)
Help pupils with instructions	0.10 (0.32)	148 (82%)	28 (16%)	3 (2%)	0 (0%)
Support excluded pupils	0.09 (0.26)	152 (84%)	22 (12%)	6 (3%)	0 (0%)
Feedback to pupils	0.09 (0.28)	147 (82%)	29 (16%)	3 (2%)	1 (1%)
Reward pupil achievement	0.07 (0.18)	145 (81%)	33 (18%)	2 (1%)	0 (0%)
Direct pastoral support for pupils					
Help pupils make choices	0.65 (1.38)	98 (54%)	50 (28%)	10 (6%)	22 (12%)
Pastoral support for pupils	0.49 (1.00)	96 (53%)	50 (28%)	24 (13%)	10 (6%)
Develop 1:1 mentoring	0.41 (0.79)	117 (65%)	31 (17%)	19 (11%)	13 (7%)
First aid/pupil welfare duties	0.34 (0.81)	126 (70%)	32 (18%)	11 (6%)	11 (6%)
Provide specialist pupil support	0.23 (0.54)	126 (70%)	37 (21%)	14 (8%)	3 (2%)
Indirect support for pupils					
Interaction with parents/carers	0.65 (0.95)	56 (31%)	79 (44%)	29 (16%)	16 (9%)
Monitor/record pupil progress	0.21 (0.42)	121 (67%)	46 (26%)	11 (6%)	2 (1%)
Support for the school (administrative/communicative)					
General advice to staff & pupils	0.33 (0.60)	101 (56%)	57 (32%)	16 (9%)	6 (3%)
Operate attendance systems	0.21 (0.44)	128 (71%)	37 (21%)	12 (7%)	3 (7%)
Support for the school (physical environment)					
Maintain working environment	0.28 (0.74)	119 (66%)	47 (26%)	7 (4%)	7 (4%)

Table 3 Time spent on each task for Other pupil support staff

Figures are the mean (standard deviation) time sent on each task for each member of support staff, and the number (%) of support staff in each time category.

Task	Mean (SD)	No Time N (%)	<1hr N (%)	1-2 hrs N (%)	2hrs+ N (%)
Support for teachers and curriculum					
Feedback to teachers	0.17 (0.36)	119 (49%)	115 (48%)	6 (3%)	2 (1%)
Direct learning support for pupils					
Supervise pupils out of class	0.58 (0.83)	47 (19%)	137 (57%)	49 (20%)	9 (4%)
Managing pupil behaviour	0.30 (0.54)	102 (42%)	117 (48%)	19 (8%)	4 (2%)
Support pupils with instructions	0.26 (0.54)	129 (53%)	92 (38%)	14 (6%)	7 (3%)
Support pupils learning goals	0.22 (0.62)	182 (75%)	41 (17%)	13 (5%)	6 (3%)
Reward pupil achievement	0.10 (0.24)	154 (64%)	84 (35%)	3 (1%)	1 (<1%)
Feedback to pupils	0.07 (0.18)	190 (79%)	50 (21%)	2 (1%)	0 (0%)
Direct pastoral support for pupils					
First aid/pupil welfare duties	0.16 (0.28)	124 (51%)	112 (46%)	5 (2%)	1 (<1%)
Attend to pupils' personal needs	0.14 (0.27)	139 (57%)	93 (38%)	10 (4%)	0 (0%)
Help pupils make choices	0.09 (0.21)	176 (73%)	62 (26%)	4 (2%)	0 (0%)
Support for the school (physical environment)					
Maintain working environment	0.29 (0.63)	128 (53%)	92 (38%)	16 (7%)	6 (3%)

Table 4 Time spent on each task for Technicians

Figures are the mean (standard deviation) time sent on each task for each member of support staff, and the number (%) of support staff in each time category.

Task	Mean (SD)	No Time N (%)	<1hr N (%)	1-2 hrs N (%)	2hrs+ N (%)
Support for teachers and curriculum					
Prepare resources/equipment	0.74 (1.04)	89 (39%)	74 (32%)	37 (16%)	29 (13%)
Advice and guidance for teachers	0.28 (0.46)	126 (55%)	84 (37%)	15 (7%)	4 (2%)
Classroom preparation	0.23 (0.59)	165 (72%)	44 (19%)	15 (7%)	5 (2%)
Record keeping (pupil)	0.22 (0.53)	163 (71%)	47 (21%)	16 (7%)	3 (1%)
Clerical, inc worksheet prep.	0.18 (0.33)	160 (70%)	55 (24%)	14 (6%)	0 (0%)
Feedback to teachers	0.11 (0.28)	175 (76%)	50 (22%)	3 (1%)	1 (<1%)
Direct learning support for pupils					
Help pupils with learning goals	0.28 (0.74)	27 (71%)	4 (11%)	3 (8%)	4 (11%)
Supervise pupils out of class	0.27 (0.57)	165 (72%)	34 (15%)	24 (11%)	6 (3%)
Deliver lessons/learning	0.25 (0.66)	186 (81%)	3 (8%)	2 (5%)	0 (0%)
Support pupils with instructions	0.15 (0.38)	180 (79%)	32 (14%)	15 (13%)	2 (1%)
Managing pupil behaviour	0.11 (0.36)	198 (87%)	21 (9%)	8 (4%)	2 (1%)
Support for the school (administrative/communicative)					
Support and use ICT	1.18 (1.89)	98 (43%)	47 (21%)	35 (15%)	49 (21%)
Stock storage/ordering/auditing	0.31 (0.46)	123 (54%)	74 (32%)	29 (13%)	3 (1%)
Clerical/admin/office support	0.21 (0.50)	169 (74%)	8 (21%)	2 (5%)	0 (0%)
Support for the school (physical environment)					
Maintain/check/repair equipment	0.86 (1.35)	91 (40%)	68 (30%)	40 (18%)	30 (13%)
Maintain working environment	0.43 (0.37)	106 (46%)	86 (37%)	28 (12%)	9 (4%)
Operate equipment	0.26 (0.56)	156 (68%)	47 (21%)	20 (9%)	6 (3%)
Arrange storage of stock	0.15 (0.31)	165 (72%)	54 (24%)	2 (5%)	0 (0%)
Maintain and distribute stock	0.14 (0.26)	165 (72%)	57 (25%)	7 (3%)	0 (0%)
Receive and distribute deliveries	0.10 (0.34)	181 (79%)	45 (20%)	2 (1%)	1 (<1%)

Table 5 Time spent on each task for Administrative staff

Figures are the mean (standard deviation) time sent on each task for each member of support staff, and the number (%) of support staff in each time category.

Task	Mean (SD)	No Time N (%)	<1hr N (%)	1-2 hrs N (%)	2hrs+ N (%)
Support for teachers and curriculum					
Clerical support (worksheets)	0.14 (0.41)	273 (77%)	65 (18%)	18 (4%)	2 (1%)
Support for the school (administrative/communicative)					
Admin, inc payroll, budget	1.32 (1.72)	143 (40%)	47 (13%)	62 (18%)	102 (29%)
General school administration	0.88 (1.31)	116 (33%)	127 (36%)	58 (16%)	53 (15%)
Clerical/admin/office support	0.75 (1.09)	145 (41%)	100 (28%)	66 (19%)	43 (12%)
Reception/telephone duties	0.68 (1.23)	143 (40%)	131 (37%)	51 (14%)	29 (8%)
Advice/guidance to staff/pupils	0.42 (0.58)	153 (43%)	142 (40%)	44 (12%)	15 (4%)
Deal with school correspondence	0.42 (0.43)	92 (26%)	208 (59%)	52 (15%)	2 (1%)
Liaise between managers & SS	0.35 (0.52)	165 (47%)	140 (40%)	44 (12%)	5 (1%)
Record keeping (pupil)	0.28 (0.49)	204 (58%)	114 (32%)	29 (8%)	7 (2%)
Interaction with parents/carers	0.25 (0.40)	195 (55%)	131 (37%)	26 (7%)	2 (1%)
Admin e.g. time sheets/materials	0.23 (0.42)	215 (61%)	116 (33%)	19 (5%)	4 (1%)
Interact with agencies	0.22 (0.41)	216 (61%)	115 (33%)	20 (6%)	3 (1%)
Facilities/ lettings - admin	0.20 (0.50)	259 (73%)	69 (20%)	18 (5%)	8 (2%)
Operate attendance systems	0.17 (0.51)	256 (72%)	79 (22%)	13 (4%)	6 (2%)
Stock storage/ordering/auditing	0.12 (0.29)	263 (74%)	84 (24%)	5 (1%)	2 (1%)
Support for the school (physical environment)					
Maintain working environment	0.17 (0.49)	260 (73%)	81 (23%)	8 (2%)	5 (1%)
Operate equipment	0.11 (0.32)	278 (79%)	64 (18%)	11 (3%)	1 (<1%)
Receive and distribute deliveries	0.11 (0.20)	244 (69%)	105 (30%)	5 (1%)	0 (0%)

Table 6 Time spent on each task for Facilities staff

Figures are the mean (standard deviation) time sent on each task for each member of support staff, and the number (%) of support staff in each time category.

Task	Mean (SD)	No Time N (%)	<1hr N (%)	1-2 hrs N (%)	2hrs+ N (%)
Support for the school (administrative/communicative)					
Stock storage/ordering/auditing	0.15 (0.26)	95 (56%)	73 (43%)	3 (2%)	0 (0%)
Admin tasks	0.15 (0.32)	103 (60%)	62 (36%)	5 (3%)	1 (1%)
Support for the school (physical environment)					
Ensure standards of cleanliness	1.13 (1.09)	18 (11%)	75 (44%)	41 (24%)	37 (22%)
Operate equipment	0.49 (0.73)	61 (36%)	82 (48%)	21 (12%)	7 (4%)
Maintain working environment	0.40 (0.71)	94 (55%)	50 (29%)	18 (11%)	9 (5%)
Other duties from premises use	0.40 (0.82)	103 (60%)	44 (26%)	15 (9%)	9 (5%)
Receive and distribute deliveries	0.13 (0.24)	104 (61%)	63 (37%)	4 (2%)	0 (0%)
Monitor/manage stock/supplies	0.12 (0.32)	128 (75%)	37 (22%)	5 (3%)	1 (1%)
Security of premises & contents	0.12 (0.22)	106 (62%)	62 (36%)	3 (2%)	0 (0%)
Remove and rearrange furniture	0.11 (0.25)	121 (71%)	48 (28%)	1 (1%)	1 (1%)
Maintenance of pupils' toilets	0.10 (0.23)	134 (78%)	33 (19%)	4 (2%)	0 (0%)
Arrange storage of stock/supplies	0.10 (0.21)	117 (68%)	52 (30%)	2 (1%)	0 (0%)
Maintain/distribute stock	0.07 (0.20)	138 (81%)	30 (18%)	3 (2%)	0 (0%)
Maintain/check/repair equipment	0.06 (0.21)	141 (83%)	26 (15%)	4 (2%)	0 (0%)
Ensure lighting in working order	0.02 (0.08)	157 (92%)	14 (8%)	0 (0%)	0 (0%)

Table 7 Time spent on each task for Site staff

Figures are the mean (standard deviation) time sent on each task for each member of support staff, and the number (%) of support staff in each time category.

Task	Mean (SD)	No Time N (%)	<1hr N (%)	1-2 hrs N (%)	2hrs+ N (%)
Support for teachers					
Assist teachers with health/safety	0.12 (0.39)	138 (75%)	42 (23%)	2 (1%)	2 (1%)
Support for the school (administrative/communicative)					
Admin tasks, inc time sheets	0.21 (0.42)	102 (55%)	72 (39%)	6 (3%)	4 (2%)
Support for the school (physical environment)					
Maintain working environment	0.84 (1.25)	69 (38%)	57 (16%)	30 (16%)	28 (15%)
Other duties from premises use	0.77 (0.95)	36 (20%)	92 (50%)	33 (18%)	23 (13%)
Carry out minor repairs	0.67 (0.82)	39 (21%)	98 (53%)	33 (18%)	14 (8%)
Security of premises & contents	0.65 (0.52)	14 (8%)	121 (66%)	44 (24%)	5 (3%)
Maintenance of pupil toilets	0.42 (0.49)	49 (27%)	111 (60%)	21 (11%)	3 (2%)
Maintain/check/repair equipment	0.38 (0.54)	63 (34%)	99 (54%)	18 (10%)	4 (2%)
Remove and rearrange furniture	0.31 (0.48)	77 (42%)	91 (50%)	13 (7%)	3 (2%)
Operate equipment	0.27 (0.57)	110 (60%)	59 (32%)	10 (5%)	5 (3%)
Monitor work by agencies	0.23 (0.38)	106 (58%)	64 (35%)	13 (7%)	1 (1%)
Receive and distribute deliveries	0.22 (0.25)	74 (40%)	105 (57%)	5 (3%)	0 (0%)
Ensure lighting in working order	0.19 (0.20)	18 (45%)	22 (55%)	0 (0%)	0 (0%)
Arrange storage of stock/supplies	0.15 (0.21)	103 (56%)	79 (43%)	2 (1%)	0 (0%)
Monitor/manage stock/supplies	0.13 (0.27)	123 (67%)	56 (30%)	5 (3%)	0 (0%)
Stock storage/ordering/auditing	0.12 (0.26)	125 (68%)	54 (29%)	4 (2%)	1 (1%)
Maintain/distribute stock	0.12 (0.22)	122 (66%)	60 (33%)	2 (1%)	0 (0%)

Table 8 Tasks within each Timelog Category[2]

1. Support for teachers/curriculum
Classroom preparation including display
Clerical/admin support including worksheet preparation etc
Feedback to teachers
IEP development and implementation
Participate in development of lesson plans
Prepare and maintain equipment/resources/aids
Provide advice and guidance for teachers
Record Keeping (manual/computerised) (pupil) – Pupil Welfare, technicians
Support and use ICT – TA equivalent
2. Direct Learning support for pupils
Deliver lessons/learning activities
Feedback to pupils
Managing pupil behaviour
Perform assessments of pupils, including SEN
Provide specialist pupil support
Reward pupil achievement
Supervise pupils out of class
Support excluded pupils
Support for pupils to achieve learning goals
Support learning strategies e.g. NLS, NNS
Support pupils to understand instructions
3. Direct Pastoral support for pupils
Attend to pupils' personal needs
Develop 1:1 mentoring
First aid/pupil welfare duties
Help pupils make informed choices
Pastoral support for pupils
Provide specialist pupil support

---

[2] Several tasks appear in more than one timelog category. The reasoning behind this is to reflect the specific context in which they are carried out in, and by whom. For example, the site team in a large secondary school is likely to be responsible for managing their own materials, relating to their support for the school environment, whilst the clerical staff is likely to carry out similar duties in relation to office equipment necessary for supporting the administrative needs of the school. TA equivalent staff might assist with low-level ICT matters in the classroom (for instance, loading up a CD-ROM for a pupil), whilst an ICT technician is responsible for the upkeep of sophisticated systems.

4. Indirect support for pupils
Interaction with parents/carers
Monitor and record pupil progress
Record keeping (manual and computerised) (pupil) - TA Equivalent

5. Support for school (admin/communications)
Admin tasks e.g. certifying time sheets, ordering materials
Carry out reception/telephone duties
Clerical/admin/general office support
Dealing with school correspondence
Facilities/premises/lettings/marketing - admin and management
General routine financial administration, including payroll, school budget, expenditure
General school administration
Interact/liaise with agencies/professionals out of school
Interaction with parents/carers
Liaise between managers/teachers and support staff
Operate attendance/pastoral systems
Participating in stock storage/ordering/auditing - Technicians, Admin, Facilities
Provide general advice and guidance to staff, pupils and others
Record keeping (manual and computerised) (Pupil) - Admin
Support and use ICT - technicians

6. Support for school (environ)
Arrange storage of stock and supplies
Assist teachers with health and safety
Carry out any other duties arising from the use of the premises
Carry out minor repairs
Ensure all lighting is in working order
Ensure standards of cleanliness are maintained
Ensure pupils' toilets are properly maintained during school hours
Ensure the security of premises and contents
Maintain a good working environment
Maintain and distribute stock and supplies
Maintain/check/repair equipment
Monitor and manage stock and supplies within a budget
Monitor work done on site by outside agencies
Operate equipment
Participate in stock storage/ordering/auditing - Site
Receive and distribute deliveries
Remove and rearrange furniture

Appendix 3 – Impact of Support Staff: (TQ)

Pupil Learning, Behaviour and Teaching: Coding Framework (TQ)

1. General positive on behaviour and learning e.g. positive impact/ good/better progress

2. Better academic achievement or progress

3. Better learning. Helps learning/understanding/misconceptions

4. Better behaviour behaviour/discipline/ social skills/social/behaviour

5. Better attitude and motivation pupils on task/ Motivation/keen to learn/confidence/self concept/ feel secure/ take active part in lesson/interest/ proud of work/help keep school tidy/now take care of things.

6. Completing work complete work/ /adapt work/work to full potential/get more out of lesson/achieve given work. Access curriculum.

7. Better attendance

8. Better practical skills e.g. using cutlery.

9. Better speaking and listening

10. Better relations with school staff.

11. Other Positive on behaviour and learning

12. No effect on behaviour or learning

13. Can become more dependent

14. Behaviour/learning now worse/learning suffers

15. NA (behaviour and learning)

16. Allows individualisation/differentiation of teaching / Allows differentiation / Allows staff to develop more personalised learning programme / Can teach smaller groups / Independent learning styles accommodated / Can now cater for all ability levels / Those who need it / More 1 to 1/individual pupils / Increases understanding of individual needs

17. Helps with group work

18. SS or teacher takes on particular/ specific pupils e.g. difficult pupils/SEN/Behaviour/low ability/ weakest/less able/IEP/second language. Also high ability/average ability

19. Affects curriculum/tasks/ activities in terms of more breadth, greater variety, more practical work, allows more difficult work, more investigations, individualisation of the curriculum, more time for basics, literacy and numeracy, swimming. The SS takes on certain areas, e.g. oral language, allowing the teacher to focus on other areas. Allows teacher to focus on certain areas of the curriculum.

20. Allows more in-depth assessment/monitoring (by teacher or SS).

21. Allows immediate adult help/immediate preparation

22. More time for planning/preparation better lessons/ developing

23. Affects AMOUNT of teaching More time for teaching (e.g. other pupils/ freed up teacher time/rest of class

24. More time – general, alternative activities (not specified)

25. Affects QUALITY of teaching. Allows better teaching/more varied teaching styles/more effective teaching/level of teaching. Students are challenged/experimenting more/ more pro-active teaching/ more pace in teaching/more risks in teaching.

26. Takes on admin/routine work and other non teaching responsibilities /organises materials, rooms etc/better organised/collects money/contacts parents/tidies up

27. Brings specialist help in terms of expertise not normally expected of the teacher, e.g. play, technology/counselling/work placements/careers advice/exams/ school visits/ maintenance/cleaning. Areas for which teacher might once have received post of responsibility or payment. Or in terms of helps with equipment/hardware/computers/resources/materials

28. Allows team work and extends Teacher's knowledge/sharing/cooperation between staff/ helps ideas develop/someone else to give pupils ideas. T informed by TA about pupils. SS has taught me a lot.

29. Keeps pupils focused / on task

30. Helps classroom control – behaviour management/discipline

31. Reinforces /supplements/supports learning/teacher/ helps with consistency of school policy

32. Better learning environment/dynamic atmosphere/ nicer environment/supports relationship/ calmer atmosphere/friendly

33. Teacher less stressed/fraught/teacher motivated/teacher positive outlook

34. Relationships with outside world – parents/carers/tutors/wider community/organisation of work placements

35. Good role model for pupils, good guidance

36. Other general positive

37. Any negative comments about effect on teaching

38. No effect on teaching

39. Indirect effect on teaching

40. NA (teaching)

41. Indirect effect on behaviour and Learning

42. Other / It depends upon other factors

43. Focus on Behaviour and Learning

Table 1 Pupil Behaviour and Learning (All Categories of Staff) (TQ)

Coding Category	All Support Staff	
	Number	%
1	238	5%
2	180	4%
3	219	5%
4	303	7%
5	224	5%
6	191	4%
7	15	<1%
8	6	<1%
9	14	<1%
10	0	0%
11	4	<1%
12	112	2%
13	5	<1%
14	25	1%
15	108	2%
16	294	7%
17	219	5%
18	647	14%
19	144	3%
20	30	1%
21	57	1%
22	26	1%
23	67	1%
24	2	<1%
25	49	1%
26	101	2%
27	458	10%
28	49	1%
29	205	5%
30	92	2%
31	146	3%
32	113	3%
33	11	<1%
34	44	1%
35	54	1%
36	8	<1%
37	1	<1%
38	0	0%
39	1	<1%
40	43	1%
41	10	<1%
42	4	<1%
43	0	0%
TOTAL	**4519**	**100%**

Table 2 Pupil Learning and Behaviour (TQ)

	TA Equivalent		Pupil Welfare		Technicians		Other Pupil Support		Facilities		Administrative		Site	
Code Category	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1	199	7%	7	4%	21	5%	9	3%	2	6%	0	0%	0	0%
2	158	5%	3	2%	9	2%	10	3%	0	0%	0	0%	0	0%
3	156	5%	6	3%	45	10%	10	3%	0	0%	1	<1%	1	1%
4	224	7%	16	8%	12	3%	45	14%	1	3%	0	0%	4	2%
5	161	5%	23	12%	10	2%	12	4%	3	9%	2	1%	13	8%
6	156	5%	13	7%	13	3%	9	3%	0	0%	0	0%	0	0%
7	0	0%	9	5%	0	0%	0	0%	0	0%	6	2%	0	0%
8	0	0%	0	0%	0	0%	6	2%	0	0%	0	0%	0	0%
9	13	<1%	0	0%	0	0%	1	<1%	0	0%	0	0%	0	0%
10	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
11	1	<1%	2	1%	0	0%	1	<1%	0	0%	0	0%	0	0%
12	12	<1%	1	1%	6	1%	6	2%	3	9%	63	19%	21	12%
13	5	<1%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
14	12	<1%	0	0%	1	<1%	11	3%	0	0%	0	0%	1	1%
15	4	<1%	2	1%	21	5%	2	1%	4	12%	62	19%	13	8%
16	285	9%	2	1%	3	1%	4	1%	0	0%	0	0%	0	0%
17	200	7%	3	2%	14	3%	1	<1%	0	0%	0	0%	0	0%
18	615	20%	13	7%	5	1%	12	4%	0	0%	0	0%	1	1%
19	101	3%	1	1%	38	9%	1	<1%	0	0%	1	<1%	2	1%
20	24	1%	0	0%	1	<1%	1	<1%	0	0%	4	1%	0	0%
21	53	2%	2	1%	2	<1%	0	0%	0	0%	0	0%	0	0%
22	13	<1%	0	0%	6	1%	2	1%	0	0%	3	1%	0	0%
23	35	1%	2	1%	18	4%	1	<1%	0	0%	10	3%	0	0%
24	26	1%	0	0%	1	<1%	0	0%	0	0%	1	<1%	0	0%
25	22	1%	1	1%	12	3%	0	0%	0	0%	9	3%	0	0%
26	22	1%	1	1%	3	1%	1	<1%	0	0%	70	21%	0	0%
27	22	1%	62	32%	170	39%	124	38%	5	15%	37	11%	35	20%
28	41	1%	0	0%	2	<1%	6	2%	0	0%	0	0%	0	0%
29	197	6%	0	0%	6	1%	1	<1%	0	0%	1	<1%	0	0%
30	89	3%	0	0%	0	0%	2	1%	0	0%	0	0%	0	0%
31	114	4%	0	0%	2	0%	25	8%	0	0%	4	1%	0	0%
32	42	1%	0	0%	1	0%	2	1%	14	41%	0	0%	54	31%
33	3	<1%	0	0%	1	0%	0	0%	0	0%	5	1%	1	1%
34	2	<1%	16	8%	0	0%	5	2%	0	0%	21	6%	0	0%
35	16	1%	2	1%	2	<1%	2	1%	1	3%	8	2%	22	13%
36	0	0%	4	2%	0	0%	1	<1%	0	0%	3	1%	0	0%
37	1	<1%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
38	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
39	0	0%	0	%	0	0%	0	0%	0	0%	0	0%	0	0%
40	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
41	1	<1%	2	1%	6	1%	5	2%	1	3%	23	7%	5	3%
42	5	<1%	1	1%	0	0%	4	1%	0	0%	0	0%	0	0%
43	3	<1%	0	0%	0	0%	1	<1%	0	0%	0	0%	0	0%
Total	3033	100%	194	100%	431	100%	323	100%	34	100%	334	100%	173	100%

Table 3 Teaching (All Categories of Staff) (TQ)

Coding Category	All Support Staff	
	Number	**%**
1	26	1%
2	22	<1%
3	65	1%
4	100	2%
5	21	<1%
6	52	1%
7	1	<1%
8	1	<1%
9	1	<1%
10	0	0%
11	19	<1%
12	26	1%
13	0	0%
14	21	0%
15	0	0%
16	196	4%
17	143	3%
18	275	6%
19	282	6%
20	116	3%
21	19	<1%
22	202	5%
23	615	14%
24	37	1%
25	124	3%
26	262	6%
27	940	21%
28	97	2%
29	33	1%
30	25	1%
31	105	2%
32	85	2%
33	119	3%
34	15	<1%
35	15	<1%
36	53	1%
37	32	1%
38	148	3%
39	4	<1%
40	90	2%
41	30	1%
42	2	<1%
43	0	0%
TOTAL	4419	100%

Table 4 Teaching (TQ)

Coding Category	TA Equivalent		Pupil Welfare		Technicians		Other Pupil Support		Facilities		Administrative		Site	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1	21	1%	2	1%	2	<1%	1	<1%	0	0%	0	0%	0	0%
2	19	1%	0	0%	2	<1%	1	<1%	0	0%	0	0%	0	0%
3	55	2%	2	1%	2	<1%	6	2%	0	0%	0	0%	0	0%
4	84	3%	6	4%	0	0%	7	2%	2	4%%	0	0%	0	0%
5	15	1%	4	2%	1	<1%	0	0%	0	0%	0	0%	1	<1%
6	45	2%	3	2%	1	<1%	2	1%	0	0%	0	0%	0	0%
7	0	0%	1	1%	0	0%	0	0%	0	0%	0	0%	0	0%
8	0	0%	0	0%	0	0%	0	0%	1	2%%	0	0%	0	0%
9	3	<1%	0	0%	0	0%	1	<1%	0	0%	0	0%	0	0%
10	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
11	1	<1%	4	2%	14	3%	0	0%	0	0%	0	0%	0	0%
12	22	1%	0	0%	0	0%	4	1%	0	0%	0	0%	0	0%
13	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
14	15	1%	3	2%	0	0%	3	1%	0	0%	0	0%	0	0%
15	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
16	191	8%	0	0%	1	<1%	3	1%	0	0%	1	<1%	0	0%
17	136	5%	1	1%	1	<1%	5	2%	0	0%	0	0%	0	0%
18	260	10%	2	1%	1	<1%	10	3%	0	0%	1	<1%	0	0%
19	174	7%	7	4%	79	16%	4	1%	3	6%	4	1%	9	4%
20	94	4%	0	0%	2	<1%	6	2%	0	0%	13	2%	0	0%
21	17	1%	0	0%	1	<1%	0	0%	0	0%	0	0%	1	<1%
22	119	5%	3	2%	25	5%	9	3%	1	2%	42	7%	1	<1%
23	524	21%	8	5%	24	5%	18	6%	0	0%	36	6%	3	1%
24	7	<1%	1	1%	5	1%	1	<1%	0	0%	20	3%	2	1%
25	73	3%	0	0%	41	8%	1	<1%	0	0%	6	1%	3	1%
26	123	5%	2	1%	9	2%	2	1%	0	0%	121	20%	1	<1%
27	94	4%	83	49%	226	44%	136	43%	24	45%	257	41%	108	44%
28	74	3%	12	7%	2	<1%	5	2%	0	0%	0	0%	3	1%
29	33	1%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
30	23	1%	0	0%	0	0%	1	<1%	0	0%	0	0%	0	0%
31	49	2%	0	0%	43	8%	7	2%	0	0%	0	0%	6	2%
32	12	<1%	2	1%	0	0%	4	1%	13	24%	0	0%	54	22%
33	87	4%	1	1%	8	2%	9	3%	0	%	9	1%	4	2%
34	3	<1%	2	1%	0	0%	0	0%	0	0%	9	1%	0	0%
35	10	<1%	0	0%	0	0%	0	0%	0	0%	1	<1%	4	2%
36	47	2%	1	1%	3	1%	0	0%	0	0%	0	0%	2	1%
37	19	1%	0	0%	2	<1%	9	3%	0	0%	1	<1%	1	<1%
38	16	1%	13	8%	11	2%	28	9%	2	4%	58	9%	20	8%
39	3	<1%	0	0%	0	0%	1	<1%	0	0%	0	0%	0	0%
40	11	<1%	5	3%	2	<1%	16	5%	7	13%	31	5%	18	7%
41	2	<1%	1	1%	1	<1%	14	4%	0	0%	10	2%	2	1%
42	2	<1%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
43	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
TOTAL	**2483**	**100%**	**169**	**100%**	**509**	**100%**	**314**	**100%**	**53**	**100%**	**620**	**100%**	**243**	**100%**

Appendix 4 – Case study

Table 1 Case Study theme 1a: Interactions between teachers (T) and support staff (SS)

| Sub-themes | School phase (England) | | | | | | Totals (N=44) | |
| | Primary (N=21) | | Secondary (N=10) | | Special (N=13) | | No. of instances | % of instances |
	N	%	N	%	N	%		
A. Deployment of SS in classrooms								
i. Pupil orientated								
a. Particular individuals								
1. In class	17	*14%*	16	*22%*	11	*28%*	44	*19%*
2. Out of class	10	*8%*	1	*<1%*	2	*5%*	13	*6%*
b. Groups of pupils								
1. In class	25	*21%*	9	*12%*	4	*10%*	38	*17%*
2. Out of class	8	*7%*	4	*5%*	3	*8%*	15	*7%*
c. Move around/hover/respond to needs	8	*7%*	7	*10%*	2	*5%*	17	*7%*
ii. Task orientated	15	*13%*	5	*7%*	2	*5%*	22	*10%*
iii. Passive/listening to teacher	7	*6%*	7	*10%*	0	*0%*	14	*6%*
iv. Degree of autonomy								
a. Scripted	4	*3%*	1	*<1%*	2	*5%*	7	*3%*
b. Some	10	*8%*	9	*12%*	8	*21%*	27	*12%*
c. Full	14	*12%*	14	*19%*	5	*13%*	33	*14%*
A. Total of instances (% of total for all schools)	118	*51%*	73	*32%*	39	*17%*	230	*100% 17% of instances*
B. Teacher-class-based SS communications								
i. Interactions outside of lessons								
a. Short/infrequent								
1. Teacher and SS views	23	*9%*	30	*20%*	16	*9%*	69	*12%*
2. Effects/costs	12	*5%*	12	*8%*	4	*2%*	28	*5%*
b. Specially arranged								
1. Meetings before/after school	20	*8%*	9	*6%*	13	*7%*	42	*7%*
2. Timetabled periods set aside	7	*3%*	2	*1%*	15	*9%*	24	*4%*
c. Don't meet								
1. Describe these situations	3	*1%*	7	*5%*	6	*3%*	16	*3%*
2. Reasons why no meetings	5	*2%*	8	*5%*	6	*3%*	19	*3%*
ii. Communications during lessons								
a. Take place								
1. Task/procedural	28	*11%*	12	*8%*	20	*11%*	60	*10%*
2. Who initiates interactions	26	*10%*	11	*7%*	18	*10%*	55	*9%*
3. Reasons for interactions	23	*9%*	7	*5%*	13	*7%*	43	*7%*
b. Don't/very few occur								
1. Describe these situations	21	*8%*	15	*10%*	3	*2%*	39	*7%*
2. Reasons why	20	*8%*	8	*5%*	3	*2%*	31	*5%*
iii. Value of communications								
a. Briefing	32	*13%*	12	*8%*	20	*11%*	64	*11%*
b. Check TA attitudes/understanding	7	*3%*	2	*1%*	2	*1%*	11	*2%*
c. Maintain team spirit	3	*1%*	2	*1%*	10	*6%*	15	*3%*
d. T & SS exchange expertise/knowledge	24	*9%*	13	*9%*	26	*15%*	63	*11%*
B. Total of instances (% of total for all schools)	254	*44%*	150	*26%*	175	*30%*	579	*100% 42% of instances*

Table 1 (continued)

Sub-themes	School phase (England)						Totals (N=44)	
	Primary (N=21)		Secondary (N=10)		Special (N=13)		No. of instances	*% of instances*
C. Face-to-face communications: T-other SS								
i. Type of SS	43	*2%9*	69	*33%*	35	*32%*	147	*32%*
ii. Frequency of communication								
a. Never	0	*0%*	0	*0%*	1	*1%*	1	*<1%*
b. Rarely	5	*3%*	12	*6%*	1	*1%*	18	*4%*
c. Occasionally	18	*12%*	25	*12%*	10	*9%*	53	*11%*
d. More frequently	20	*14%*	28	*13%*	24	*22%*	72	*15%*
iii. Purpose of communication								
a. Task	51	*34%*	34	*31%*	36	*33%*	151	*32%*
b. Social	2	*1%*	1	*<1%*	1	*1%*	4	*1%*
iv. Views about these communications	9	*6%*	9	*4%*	2	*2%*	20	*4%*
C. Total of instances (% of total for all schools)	148	*32%*	208	*45%*	110	24%	466	*100% 34% of instances*
D. Other forms of communication: T-all SS								
i. Written	34	*81%*	38	*76%*	14	*88%*	86	*80%*
ii. E-mail	2	*5%*	6	*12%*	0	*0%*	8	*7%*
iii. Voicemail	0	*0%*	2	*4%*	0	*0%*	2	*2%*
iv. Logged message system	3	*7%*	3	*6%*	2	*13%*	8	*7%*
iv. Meet on Inset days	1	*2%*	0	*0%*	0	*0%*	1	*1%*
iv. Requests, etc via pupils	2	*5%*	1	*2%*	0	*0%*	3	*3%*
D. Total of instances (% of total for all schools)	**42**	39%	**50**	46%	**16**	15%	**108**	*100% 8% of instances*
A – D Totals	**562**	*41%*	**481**	*35%*	**340**	*25%*	**1383**	*100% of instances*

Table 2 Case Study Theme 1b: Interactions between support staff (SS) and pupils (P)

Sub-themes	School phase (England)						Totals (N=44)	
	Primary (N=21)		Secondary (N=10)		Special (N=13)		No. of instances	*% of instances*
	No	*%*	No	*%*	No	*%*		
A. Support staff deployed in lessons								
i. Working with pupils out of classrooms								
a. Particular individuals	14	*5%*	18	*9%*	19	*13%*	51	*8%*
b. Groups of pupils	25	*9%*	13	*6%*	13	*9%*	51	*8%*
ii. Working with pupils in the classrooms								
a. Particular individuals	38	*13%*	37	*18%*	39	*27%*	114	*18%*
b. Groups of pupils	61	*21%*	10	*5%*	12	*8%*	83	*13%*
c. Anyone needing help	31	*11%*	26	*13%*	6	*4%*	63	*10%*
iii. Degree of autonomy in working with pupils								
a. None/scripted tasks: only designated P	3	*1%*	4	*2%*	8	*5%*	15	*2%*
b. Some choice: how tasks done/which P	19	*7%*	6	*3%*	9	*6%*	34	*5%*
c. Full/free to rove: responding/initiating	21	*7%*	29	*14%*	16	*11%*	66	*10%*
iv. Pupil perceptions of/attitudes to these SS								
a. Pupils' own opinions	47	*16%*	38	*18%*	3	*2%*	88	*14%*
b. Teachers' views	33	*11%*	25	*12%*	21	*14%*	79	*12%*
A. Total of instances (% of total for all schools)	292	*45%*	206	*32%*	146	*23%*	**644**	*100%* *55% of instances*
B. Support staff not deployed in lessons								
i. Pupils and administrative support staff	73	*50%*	53	*30%*	15	*25%*	141	*37%*
ii. Pupils and technical support staff	1	*<1%*	45	*25%*	1	*2%*	47	*12%*
iii. Pupils and other pupil-based support staff	40	*27%*	45	*25%*	33	*55%*	118	*31%*
vi. Pupils and facilities support staff	11	*7%*	12	*7%*	8	*13%*	31	*8%*
v. Pupils and site support staff	4	*3%*	5	*3%*	3	*5%*	12	*3%*
vi. Pupils perceptions of/attitudes to these SS	18	*12%*	18	*10%*	N/A	*N/A*	36	*9%*
B. Total of instances (% of total for all schools)	147	*38%*	178	*46%*	60	*16%*	**385**	*100%* *33% of instances*
C. Views of support staff								
i. In-class support staff	40	*82%*	29	*54%*	32	*78%*	101	*70%*
ii. Out of class support staff	9	*18%*	25	*46%*	9	*22%*	43	*30%*
C. Total of instances (% of total for all schools)	49	*34%*	54	*38%*	41	*28%*	144	*100%* *12% of instances*
A – C Totals *(% of total for all schools)*	**488**	*42%*	**438**	*37%*	**247**	*21%*	**1173**	*100% of instances*

Table 3 Case Study Theme 2: Meetings (T = teachers, SS = support staff)

Sub-themes	School phase (England)						Totals (N=44)	
	Primary (N=21)		Secondary (N=10)		Special (N=13)		N. of instances	*% of instances*
	N	*%*	N	*%*	N	*%*		
A. Type of meeting								
i. Meetings between T & SS	25	*27%*	13	*17%*	10	*14%*	48	*20%*
ii. Support staff meetings	22	*23%*	19	*25%*	9	*12%*	50	*20%*
iii. Meetings for education professionals	13	*14%*	10	*13%*	15	*20%*	38	*16%*
iv. Whole school meetings	15	*16%*	11	*14%*	14	*19%*	40	*16%*
v. Meetings between managers & SS	11	*12%*	14	*18%*	13	*18%*	38	*16%*
vi. Interdisciplinary meetings	8	*9%*	9	*12%*	13	*18%*	30	*12%*
A. Total of instances (% of total for all schools)	**94**	**39%**	**76**	**31%**	**74**	**30%**	**244**	*100%* *38% of instances*
B. Support staff attendance at meetings								
i. Payment for attendance	19	*37%*	13	*39%*	10	*32%*	42	*37%*
ii. Exclusion from meetings	23	*45%*	12	*36%*	14	*45%*	49	*43%*
iii. Inclusion in meetings	9	*18%*	8	*24%*	7	*23%*	24	*21%*
B. Total of instances (% of total for all schools)	**51**	**44%**	**33**	**29%**	**31**	**27%**	**115**	*100%* *18% of instances*
C. Scheduling of meetings								
i. Impact of lack of time to meet	9	*50%*	5	*50%*	0	*0%*	14	*48%*
ii. Impact of meetings during school day	2	*11%*	3	*30%*	0	*0%*	5	*17%*
iii. Meeting frequency issues	7	*39%*	2	*20%*	1	*100%*	10	*34%*
C. Total of instances (% of total for all schools)	**18**	**62%**	**10**	**34%**	**1**	**3%**	**29**	*100%* *4% of instances*
D. Content of meetings								
i. Informative	20	*27%*	14	*33%*	11	*18%*	45	*25%*
ii. Educational/teaching issues	28	*37%*	10	*24%*	33	*54%*	71	*40%*
iii. Organisational	11	*15%*	15	*36%*	12	*20%*	38	*21%*
iv. Decision-making	5	*7%*	1	*2%*	2	*3%*	8	*4%*
v. Performance/personnel	11	*15%*	2	*5%*	1	*2%*	14	*8%*
vi. Disagreements re: meeting purpose	0	*0%*	0	*0%*	2	*3%*	2	*1%*
D. Total of instances (% of total for all schools)	**75**	**42%**	**42**	**24%**	**61**	**34%**	**178**	*100%* *28% of instances*

Table 3 (continued)

Sub-Themes	School phase (England)						Totals (N=44)	
	Primary (N=21)		Secondary (N=10)		Special (N=13)		N. of instances	% of instances
	N	%	N	%	N	%		
E. Alternative to meetings								
i. Informal	4	*33%*	2	*50%*	0	*0*	6**%**	*27%*
ii. Written	5	*42%*	2	*50%*	6	*100*	13**%**	*59%*
iii. Open-door policy	3	*25%*	0	*0%*	0	*0*	3**%**	*14%*
E. Total of instances (% of total for all schools)	**12**	*55%*	**4**	*18%*	**6**	*27*	**22**%	*100%* *3% of instances*
F. Views of support staff								
i. Effectiveness								
a. Positive	12	*36%*	1	*14*	3	*17*	16	*28%*
b. Neutral	1	*3%*	0	*0*	1	*6*	2	*3%*
c. Negative	6	*18%*	2	*29%*	6	*33%*	14	*24%*
ii. Scheduling								
a. Positive	3	*9%*	0	*0%*	0	*0%*	3	*5%*
b. Negative	0	*0%*	0	*0%*	2	*11%*	2	*3%*
iii. Inclusion								
a. Positive	10	*30%*	3	*43%*	4	*22%*	17	*29%*
b. Negative	1	*3%*	1	*14%*	2	*11%*	4	*7%*
F. Total of instances (% of total for all schools)	**33**	*57%*	**7**	*12%*	**18**	*31%*	**58**	*100%* *9% of instances*
A – F Totals *(% of total for all schools)*	**283**	**44%**	**172**	**27%**	**191**	**30%**	**646**	***100%** of instances*

Table 4 Case Study Theme 2: Meetings (T = teachers, SS = support staff)

Sub-theme A: Meeting frequency, by type of meeting	Daily	2-3 times weekly	Weekly	Fortnightly	Monthly	Half-termly	Termly	Once/twice annually	Ad hoc	Frequency unknown	Totals (N=44) No. of instances	*% of instances*
Ai) Meetings between T and SS												
a. TA equivalent staff & teachers	13	0	12	2	2	0	0	0	1	3	33	*69%*
b. Pupil welfare SS & teachers	0	0	0	0	0	0	0	0	0	4	4	*8%*
c. Administrative SS and teachers	0	0	0	0	0	0	0	0	0	1	1	*2%*
d. Dept/Curriculum (including support staff)	0	0	1	1	0	0	0	0	0	3	5	*10%*
e. Pastoral (including support staff)	0	0	1	0	0	1	0	0	0	2	4	*8%*
f. Teacher(s) & 2 or more different SS type	0	0	0	0	0	0	0	0	1	0	1	*2%*
Ai. Total of instances	**13**	**0**	**14**	**3**	**2**	**1**	**0**	**0**	**2**	**13**	**48**	*100%*
% of meetings	*27*	*0*	*29*	*6*	*4*	*2*	*0*	*0*	*4*	*27*	*20% of instances*	
Aii) Support staff meetings												
a. TA equivalent staff team meeting	1	0	13	1	4	2	2	0	1	8	32	*64%*
b. Pupil welfare support staff team meeting	2	2	0	1	2	0	0	0	0	2	9	*18%*
c. Administrative SS team meeting	0	0	1	0	1	0	0	0	0	1	3	*6%*
d. Technical support staff team meeting	0	0	0	0	0	0	0	0	1	2	3	*6%*
e. Other SS team meetings (inc. MDAs)	0	0	0	0	0	0	0	0	1	2	3	*6%*
Aii. Total of instances	**3**	**2**	**14**	**2**	**7**	**2**	**2**	**0**	**3**	**15**	**50**	*100%*
% of meetings	*6*	*4*	*28*	*4*	*14*	*4*	*4*	*0*	*6*	*31*	*20% of instances*	
Aiii) Meeting for education professionals												
a. Senior management team	0	0	3	1	1	1	4	0	1	6	17	*45%*
b. Head/deputy head/dept head & T(s)	0	0	2	0	0	0	1	0	1	3	7	*18%*
c. Teachers only	0	0	1	1	0	0	1	0	0	4	7	*18%*
d. Head/dept head (SS as dept head)	0	0	3	0	0	0	0	0	0	1	4	*11%*
e. Governors	0	0	0	0	0	1	1	0	0	1	3	*8%*
Aiii. Total of instances	**0**	**0**	**9**	**2**	**1**	**2**	**7**	**0**	**2**	**15**	**38**	*100%*
% of meetings	*0*	*0*	*24*	*5*	*3*	*5*	*18*	*0*	*5*	*39*	*16% of instances*	
Aiv) Whole school meetings												
a. Whole staff (including briefings)	9	2	10	4	1	1	3	1	0	3	34	*85*
b. Inset	0	0	0	0	0	0	0	4	0	2	6	*15*
Aiv. Total of instances	**9**	**2**	**10**	**4**	**1**	**1**	**3**	**5**	**0**	**5**	**40**	*100%*
% of meetings	*23*	*5*	*25*	*10*	*3*	*3*	*8*	*13*	*0*	*13*	*16% of instances*	

144

Table 4 (Continued)

Sub-theme A: **Meeting frequency, by type of meeting**	Daily	2-3 times weekly	Weekly	Fortnightly	Monthly	Half-Termly	Termly	Once/twice annaualy	Ad hoc	Frequency Unknown	**Totals** (N=44) No. of instances	% of instances
Av) Meetings between managers and SS												
a. Head/dept head & class-based SS	0	0	0	0	0	0	3	0	0	1	4	*11%*
b. Head/dept head & non-class-based SS	2	0	0	0	2	0	1	1	0	4	10	*26%*
c. Senior SS & team (non-class-based SS)	0	0	0	0	0	0	2	0	0	3	5	*13%*
d. Head & support staff (specific issues)	0	0	0	0	0	0	1	0	0	3	4	*11%*
e. Line management	0	0	0	1	1	0	3	3	0	7	15	*39%*
Av. Total of instances	**2**	**0**	**0**	**1**	**3**	**0**	**10**	**4**	**0**	**18**	**38**	**100%**
% of meetings	*5*	*0*	*0*	*3*	*8*	*0*	*26*	*11*	*0*	*47*	*16% of instances*	
Avi) Interdisciplinary meetings												
a. Local cluster meeting for SS	0	0	0	0	1	1	0	0	0	3	5	*17%*
b. Support staff & outside agencies	0	0	0	0	0	0	0	1	1	7	9	*30%*
c. Pupil review/case conference	0	0	0	3	1	0	3	3	0	1	11	*37%*
d. Committee/working group	0	0	0	0	0	0	0	0	0	5	5	*17%*
Avi. Total of instances	**0**	**0**	**0**	**3**	**2**	**1**	**3**	**4**	**1**	**16**	**30**	**100%**
% of meetings	*0*	*0*	*0*	*10*	*7*	*3*	*10*	*13*	*3*	*53*	*12% of instances*	
Ai – Avi Totals	**27**	**4**	**47**	**15**	**16**	**7**	**25**	**13**	**8**	**82**	**244**	
% of meetings	*11*	*2*	*19*	*6*	*7*	*3*	*10*	*5*	*3*	*34*	*100% of instances*	

Table 5 Case Study Theme 4: Role clarity (T = teachers; SS = support staff; P = pupils)

Sub-themes	School phase (England)						Totals (N=44)	
	Primary (N=21)		Secondary (N=10)		Special (N=13)		No. of instances	*% of instances*
	N	*%*	N	*%*	N	*%*		
A. Pupil-based roles								
a.　　Classroom-based roles								
i.　　　Teaching/learning tasks	71	*50%*	46	*45%*	58	*54%*	175	*50%*
ii.　　Behaviour man'ment responsibilities	28	*20%*	17	*17%*	14	*13%*	59	*17%*
iii.　　Autonomy	19	*13%*	14	*14%*	9	*8%*	42	*12%*
b.　　Other pupil-based roles								
i.　　　Educational/pastoral tasks	10	*7%*	13	*13%*	18	*17%*	41	*12%*
ii.　　Behaviour man'ment responsibilities	9	*6%*	11	*11%*	4	*14%*	24	*7%*
iii.　　Autonomy	5	*4%*	1	*1%*	4	*4%*	10	*3%*
A. Total of instances (% of total for all schools)	**142**	*40%*	**102**	*29%*	**107**	*30%*	**351**	*100%* *38% of instances*
B. Non-pupil-based roles (overlaps / borders)								
a.　　Administrative support staff	28	*76%*	32	*73%*	6	*46%*	66	*70%*
b.　　Technical support staff	2	*5%*	10	*23%*	0	*0%*	12	*13%*
c.　　Facilities support staff	4	*11%*	0	*0%*	4	*31%*	8	*9%*
d.　　Site support staff	3	*8%*	2	*5%*	3	*23%*	8	*9%*
B. Total of instances (% of total for all schools)	**37**	*39%*	**44**	*47%*	**13**	*14%*	**94**	*100%* *10% of instances*
C. Maintaining role clarity								
a.　　Processes for reviewing roles	25	*31%*	35	*38%*	24	*45%*	84	*37%*
b.　　Need for clarity								
i.　　　Pupil-based roles	20	*25%*	26	*26%*	14	*26%*	60	*26%*
ii.　　Non-pupil-based roles	24	*30%*	15	*15%*	5	*9%*	44	*19%*
c.　　Procedures for collaboration/cooperation	12	*15%*	17	*17%*	10	*19%*	39	*17%*
C. Total of instances (% of total for all schools)	**81**	*36%*	**93**	*41%*	**53**	*23%*	**227**	*100%* *25% of instances*

Table 5 (continued)

Sub-themes	School phase (England)						Totals (N=44)	
	Primary (N=21)		Secondary (N=10)		Special (N=13)		No. of instances	*% of instances*
	N	*%*	N	*%*	N	*%*		
D. Perceptions, attitudes and views of SS								
a. Views of Headteachers:								
i. Pupil-based roles	14	*11%*	6	*9%*	10	*19%*	30	*12%*
ii. Non-pupil-based roles	8	*6%*	6	*9%*	8	*15%*	22	*9%*
b. Views of Teachers:								
i. Pupil-based roles	35	*28%*	11	*17%*	17	*31%*	63	*26%*
ii. Non-pupil-based roles	5	*4%*	0	*0%*	2	*4%*	7	*3%*
c. Views of Support staff:								
i. Ts' understanding & knowledge of…								
1. Classroom-based roles	17	*14%*	7	*10%*	2	*4%*	26	*11%*
2. Other pupil-based roles	1	*1%*	4	*6%*	0	*0%*	5	*2%*
3-6. Non-pupil-based roles	2	*25*	7	*10%*	0	*0%*	9	*4%*
ii. SSs understanding & knowledge of…								
1. Classroom-based roles	9	*7%*	5	*8%*	3	*6%*	17	*7%*
2. Other pupil-based roles	2	*2%*	6	*9%*	1	*2%*	9	*4%*
3-6. Non-pupil-based roles	3	*2%*	2	*3%*	1	*2%*	6	*2%*
iii. Ps' understanding & knowledge of…								
1. Classroom-based roles	8	*6%*	2	*3%*	8	*15%*	18	*7%*
2. Other pupil-based roles	0	*0%*	3	*5%*	2	*4%*	5	*2%*
3-6. Non-pupil-based roles	0	*0%*	0	*0%*	0	*0%*	0	*0%*
d. Views of Pupils:								
i. Pupil-based roles	7	*6%*	3	*5%*	0	*0%*	10	*4%*
ii. Non-pupil-based roles	7	*6%*	1	*2%*	0	*0%*	8	*3%*
iii. Teaching staff roles	6	*5%*	2	*3%*	0	*0%*	8	*3%*
D. Total of instances (% of total for all schools)	**124**	**51%**	**65**	**27%**	**54**	**22**	**243**	*100%* *27% of instances*
A – D Totals *(% of total for all schools)*	**384**	**42%**	**304**	**33%**	**227**	**25%**	**915**	*100% of instances*

Table 6 Case Study Theme 5: Management of support staff (T = teachers; SS = support staff)

| Sub-themes | School phase (England) | | | | | | Totals (N=44) | |
| | Primary (N=21) | | Secondary (N=10) | | Special (N=13) | | No. of instances | % of instances |
	N	%	N	%	N	%		
A. Contracts and pay								
i. Job descriptions								
a. SS have detailed job descriptions	7	*5%*	9	*8%*	4	*6%*	20	*6%*
b. No job descriptions	0	*0%*	2	*2%*	1	*2%*	3	*1%*
c. Ts uninformed of SS job descriptions	0	*0%*	1	*1%*	0	*0%*	1	*<1%*
d. Work exceeds that in job description	3	*2%*	7	*6%*	1	*2%*	11	*3%*
ii. Workload/extra hours beyond contract								
a. New posts to cover workload	1	*1%*	0	*0%*	0	*0%*	1	*<1%*
b. SS work extra hours unpaid/goodwill	25	*17%*	9	*8%*	7	*11%*	41	*13%*
c. Extra hours paid or time off in lieu	7	*5%*	4	*4%*	1	*2%*	12	*4%*
d. No extra hours worked	1	*1%*	2	*2%*	2	*3%*	5	*2%*
iii. Contract types								
a. Full-time contracts	3	*2%*	2	*2%*	0	*0%*	5	*2%*
b. Term-time contracts	4	*3%*	6	*5%*	2	*3%*	12	*4%*
c. 52-week contracts	1	*1%*	5	*4%*	3	*5%*	9	*3%*
d. Changes to contracts	8	*6%*	10	*9%*	3	*5%*	21	*7%*
e. Multiple roles	4	*3%*	0	*0%*	1	*2%*	5	*2%*
f. Inset days (inc. for pupil-based SS)	0	*0%*	2	*2%*	1	*2%*	3	*1%*
g. Part-time contracts	5	*4%*	1	*1%*	0	*0%*	6	*2%*
h. Permanent contracts	0	*0%*	1	*1%*	1	*2%*	2	*1%*
iv. Pay								
a. Underpayment	9	*6%*	15	*13%*	4	*6%*	28	*9%*
b. Salary comparisons	8	*6%*	7	*6%*	7	*11%*	22	*7%*
c. Need to reduce payment costs	1	*1%*	1	*1%*	2	*3%*	4	*1%*
v. Performance review (PR) process								
a. PR for TA equivalent staff	9	*6%*	2	*2%*	2	*3%*	13	*4%*
b. No performance review	1	*1%*	2	*2%*	0	*0%*	3	*1%*
c. PR process still developing	5	*4%*	7	*6%*	2	*3%*	14	*4%*
d. Six-monthly performance reviews	0	*0%*	1	*1%*	0	*0%*	1	*<1%*
e. Annual performance reviews	5	*4%*	4	*4%*	3	*5%*	12	*4%*
f. Performance review interviews	1	*1%*	1	*1%*	2	*3%*	4	*1%*
g. SS consulted about PR process	1	*1%*	0	*0%*	1	*2%*	2	*1%*
h. SMT do performance reviews	2	*1%*	0	*0%*	2	*3%*	4	*1%*
i. Quarterly performance reviews	0	*0%*	2	*2%*	0	*0%*	2	*1%*
vi. Selection criteria for support staff								
a. Priorities for headteachers	12	*8%*	3	*3%*	2	*3%*	17	*5%*
b. Need more male TA equivalent staff	0	*0%*	1	*1%*	0	*0%*	1	*<1%*
vii. Day-to-day deployment								
a. Teachers and TA equivalent staff	17	*12%*	4	*4%*	8	*13%*	29	*9%*
b. Teachers' uncertainty	2	*1%*	1	*1%*	0	*0%*	3	*1%*
c. Unfair systems	1	*1%*	0	*0%*	0	*0%*	1	*<1%*
A. Total of instances (% of total for all schools)	**143**	**45%**	**112**	**35%**	**62**	**20%**	**317**	*100%* *42% of instances*

Table 6 (continued)

Sub-themes	School phase (England)						Totals (N=44)	
	Primary (N=21)		Secondary (N=10)		Special (N=13)		No. of instances	% of instances
	N	%	N	%	N	%		
B. Life circumstances of supp. staff								
i. Childcare/domestic demands								
a. Not an issue	1	*2%*	0	*0%*	0	*0%*	1	*1%*
b. Choice of TA-type role by women	6	*12%*	2	*7%*	3	*60%*	11	*13%*
c. Mothers of young children	13	*26%*	5	*19*	1	*20%*	19	*23%*
ii. Attempts to suit deployment to SS								
a. Support staff consulted	1	*2%*	2	*7%*	0	*0%*	3	*4%*
b. Flexibility of hours	9	*18%*	4	*15%*	0	*0%*	13	*16%*
c. Problems of flexibility	3	*6%*	1	*4%*	0	*0%*	4	*5%*
iii. Preferences of support staff	6	*12%*	0	*0%*	0	*0%*	6	*7%*
iv. Work-life balance issues								
a. Support staff take the initiative	1	*2%*	3	*11%*	0	*0%*	4	*5%*
b. Unsocial hours	2	*4%*	2	*7%*	1	*20%*	5	*6%*
c. Defining point of balance	0	*0%*	3	*11%*	0	*0%*	3	*4%*
d. Adjustments made by school	8	*16%*	5	*19%*	0	*0%*	13	*16%*
B. Total of instances	**50**	**61%**	**27**	**33%**	**5**	**6%**	**82**	*100%* *11% of instances*
C. Leadership								
i. Line management arrangements for SS								
a. Deputy head acts as line manager	8	*6%*	8	*5%*	4	*6%*	20	*6%*
b. Team leader acts as line manager	18	*14%*	38	*24%*	6	*9%*	62	*18%*
c. Headteacher acts as line manager	13	*10%*	2	*1%*	5	*8%*	20	*6%*
d. Teacher acts as line manager	8	*6%*	7	*4%*	3	*5%*	18	*5%*
e. SMT as line manager	2	*2%*	5	*3%*	0	*0%*	7	*2%*
f. Line management meetings	4	*3%*	7	*4%*	3	*5%*	14	*4%*
g. Opinions about line management	7	*6%*	13	*8%*	7	*11%*	27	*8%*
h. Line management of non-school staff	2	*2%*	4	*3%*	1	*2%*	7	*2%*
ii. SS leadership/deployment decisions								
a. Deputy head	0	*0%*	2	*15%*	0	*0%*	2	*1%*
b. Headteacher	10	*8%*	5	*3%*	5	*8%*	20	*6%*
c. Senior management team	4	*3%*	4	*3%*	4	*6%*	12	*3%*
d. Factors considered re: deploying SS	21	*17%*	28	*18%*	9	*14%*	58	*17%*
e. Team leader	0	*0%*	4	*3%*	0	*0%*	4	*1%*
f. Change team	1	*1%*	0	*0%*	0	*0%*	1	*<1%*
iii. Meetings								
a. Keep all staff informed about SS roles	1	*1%*	2	*1%*	2	*3%*	5	*1%*
b. Half-termly: all SS led by head/deputy	1	*1%*	0	*0%*	1	*2%*	2	*1%*
iv. Support staff involvement in decisions	10	*8%*	12	*8%*	5	*8%*	27	*8%*
v. SS feelings about their value	8	*6%*	7	*4%*	2	*3%*	17	*5%*
vi. Alternatives to line management	8	*65%*	12	*8%*	7	*11%*	27	*8%*
C. Total of instances (% of total for all schools)	**126**	**36%**	**160**	**46**	**64**	**18%**	**350**	*100%* *47% of instances*
A – C Totals	**319**	**43%**	**299**	**40%**	**131**	**17%**	**749**	***100%*** *of instances*

Table 7 Case Study Theme 8: Training (SS = support staff)

Sub-themes	School phase (England)						Totals (N=44)	
	Primary (N=21)		Secondary (N=10)		Special (N=13)		No. of instances	*% of instances*
	N	*%*	N	*%*	N	*%*		
A. Job-related training (formal/informal)								
i. For pupil-based support staff								
a. Supporting pupils' learning needs	20	*16%*	8	*16%*	9	*10%*	37	*14%*
b. Supporting pupils' pastoral needs	10	*8%*	5	*10%*	8	*9%*	23	*8%*
c. Behaviour management/restraint	13	*10%*	1	*2%*	5	*5%*	19	*7%*
d. First aid/sports injury/medication	9	*7%*	1	*2%*	10	*11%*	20	*7%*
e. Child protection	7	*5%*	1	*2%*	7	*8%*	15	*6%*
f. Using ICT (curriculum-based)	7	*5%*	3	*6%*	1	*1%*	11	*4%*
g. Food hygiene	0	*0%*	0	*0%*	8	*9%*	8	*3%*
h. Social inclusion	7	*5%*	0	*0%*	0	*0%*	7	*3%*
i. Health and safety/fire safety	5	*4%*	3	*6%*	7	*8%*	15	*6%*
j. Cleaning materials/equipment	0	*0%*	0	*0%*	0	*0%*	0	*0%*
k. Catering products/techniques	0	*0%*	0	*0%*	0	*0%*	0	*0%*
l. Advanced ICT/PAT testing	0	*0%*	0	*0%*	0	*0%*	0	*0%*
m. Communication (e.g. Makaton)	0	*0%*	0	*0%*	6	*6%*	6	*2%*
n. SIMS and other Admin ICT	2	*2%*	0	*0%*	0	*0%*	2	*1%*
o. School induction	0	*0%*	3	*6%*	2	*2%*	5	*2%*
p. Other admin/finance	0	*0%*	0	*0%*	0	*0%*	0	*0%*
***Ai. Total of instances** (% of total for all schools)*	**80**	*62%*	**25**	*50%*	**63**	*68%*	**168**	*62% of instances of A*
ii. For non-pupil-based support staff								
a. Supporting pupils' learning needs	1	*1%*	0	*0%*	2	*2%*	3	*1%*
b. Supporting pupils' pastoral needs	0	*0%*	0	*0%*	2	*2%*	2	*1%*
c. Behaviour management/restraint	2	*2%*	0	*0%*	1	*1%*	3	*1%*
d. First aid/sports injury/medication	6	*5%*	2	*4%*	4	*4%*	12	*4%*
e. Child protection	5	*4%*	0	*0%*	3	*3%*	8	*3%*
f. Using ICT (curriculum-based)	4	*3%*	1	*2%*	0	*0%*	5	*2%*
g. Food hygiene	3	*2%*	2	*4%*	6	*6%*	11	*4%*
h. Social inclusion	1	*1%*	0	*0%*	0	*0%*	1	*<1%*
i. Health and safety/fire safety	6	*5%*	4	*8%*	8	*9%*	18	*7%*
j. Cleaning materials/equipment	0	*0%*	1	*2%*	0	*0%*	1	*<1%*
k. Catering products/techniques	1	*1%*	2	*4%*	0	*0%*	3	*1%*
l. Advanced ICT/PAT testing	0	*0%*	1	*2%*	0	*0%*	1	*<1%*
m. Communication (e.g. Makaton)	0	*0%*	0	*0%*	1	*1%*	1	*<1%*
n. SIMS and other Admin ICT	14	*11%*	5	*10%*	2	*2%*	21	*8%*
o. School induction	0	*0%*	1	*2%*	0	*0%*	1	*<1%*
p. Other admin/finance	6	*5%*	6	*12%*	1	*1%*	13	*5%*
Aii. Total of instances	**49**	*38%*	**25**	*50%*	**30**	*32%*	**104**	*38% of instances of A*
A. Total of instances *(% of total for all schools)*	**129**	*47%*	**50**	*18%*	**93**	*34%*	**272**	*27% of instances*

150

Table 7 (continued)

Sub-themes	School phase (England)						Totals (N=44)	
	Primary (N=21)		Secondary (N=10)		Special (N=13)		No. of instances	*% of instances*
	N	*%*	N	*%*	N	*%*		
B. CPD training and qualifications (formal)								
i.　　For pupil-based support staff								
a.　　　　HLTA	10	*31%*	5	*33%*	5	*24%*	20	*29%*
b.　　　　NVQ	12	*38%*	3	*20%*	8	*38%*	23	*34%*
c.　　　　Graduate Teacher Programme	3	*9%*	1	*7%*	3	*14%*	7	*10%*
d.　　　　Other qualifications	5	*16%*	4	*27%*	3	*14%*	12	*18%*
ii.　　For non-pupil-based support staff								
a.　　　　School business man'ment/finance	2	*6%*	1	*7%*	2	*10%*	5	*7%*
b.　　　　Personnel/human resources	0	*0%*	1	*7%*	0	*0%*	1	*1%*
B. Total of instances (% of total for all schools)	**32**	*47%*	**15**	*22%*	**21**	*31%*	**68**	*100%* *7% of instances*
C. Identifying of training needs								
i.　　Management processes	13	*21%*	11	*19%*	4	*13%*	28	*19%*
ii.　　Surveying support staff	1	*2%*	0	*0%*	0	*0%*	1	*1%*
iii.　　Requests by support staff	8	*13%*	13	*23%*	13	*43%*	34	*23%*
iv.　　Need for training emerges organically	12	*19%*	10	*18%*	1	*3%*	23	*15%*
v.　　New support staff	9	*15%*	13	*23%*	7	*23%*	29	*19%*
vi.　　No needs arise from Nat Agreement	14	*23%*	8	*14%*	5	*17%*	27	*18%*
vii.　　Training teachers working with SS	5	*8%*	2	*4%*	0	*0%*	7	*5%*
C. Total of instances (% of total for all schools)	**62**	*42%*	**57**	*38%*	**30**	*20%*	**149**	*100%* *15% of instances*
D. Meeting training needs								
i.　　Support for training support staff	48	*31%*	33	*29%*	27	*33%*	108	*31%*
ii.　　Financial support for training (TOIL)	18	*21%*	14	*13%*	7	*9%*	39	*11%*
iii.　　Time made available for training	8	*5%*	8	*7%*	7	*9%*	23	*7%*
iv.　　Promotion of training opportunities	16	*10%*	5	*4%*	8	*10%*	29	*8%*
v.　　Opportunities provided by school	27	*18%*	26	*23%*	13	*16%*	66	*19%*
vi.　　Other modes (off-site visits)	29	*19%*	19	*17%*	17	*21%*	65	*19%*
vii.　　Support staff training needs not met	8	*5%*	7	*6%*	3	*4%*	18	*5%*
D. Total of instances (% of total for all schools)	**154**	*44%*	**112**	*32%*	**82**	*24%*	**348**	*100%* *34% of instances*

Table 7 (continued)

Sub-themes	School phase (England)						Totals (N=44)	
	Primary (N=21)		Secondary (N=10)		Special (N=13)		No. of instances	*% of instances*
	N	*%*	N			*%*		
E. Barriers to participation								
i. Lack of general support	7	*22%*	6	*33%*	0	*0%*	13	*20%*
ii. Course administration/organisation	8	*25%*	2	*11%*	1	*7%*	11	*17%*
iii. Work/course times prohibitive	3	*9%*	1	*6%*	3	*20%*	7	*11%*
iv. Budget limitations	6	*19%*	6	*33%*	6	*40%*	18	*28%*
v. Lack of cover for absence	7	*22%*	3	*17%*	4	*27%*	14	*22%*
vi. Life circumstances prohibitive	1	*3%*	0	*0%*	1	*7%*	2	*3%*
E. Total of instances (% of total for all schools)	**32**	**49%**	**18**	**28%**	**15**	**23%**	**65**	*100%* *6% of instances*
F. Effect of training								
i. Efficient use of skills	6	*12%*	2	*13%*	2	*14%*	10	*12%*
ii. Training/course irrelevant	7	*14%*	4	*25%*	3	*21%*	14	*17%*
iii. New knowledge and skills not used	6	*12%*	0	*0%*	0	*0%*	6	*7%*
iv. Training not adequate	4	*8%*	2	*13%*	1	*7%*	7	*9%*
v. Impact on individuals (views)	24	*47%*	6	*38%*	6	*43%*	36	*44%*
vi. Cost-efficient (e.g. training *en masse*)	4	*8%*	2	*13%*	2	*14%*	8	*10%*
F. Total of instances (% of total for all schools)	**51**	**63%**	**16**	**20%**	**14**	**17**	**81**	*100%* *8% of instances*
G. Lack of opportunity for support staff								
i. General comments	6	*100%*	11	*79%*	2	*100%*	19	*86%*
ii. Support staff feel undervalued	0	*0%*	3	*21%*	0	*0%*	3	*14%*
G. Total of instances (% of total for all schools)	**6**	**27%**	**14**	**64%**	**2**	**9%**	**22**	*100%* *2% of instances*
H. Responsibility for CPD and training								
i. Identifiable person responsible	3	*100%*	7	*100%*	2	*33%*	12	*75%*
ii. Administer training; not responsible	0	*0%*	0	*0%*	4	*67%*	4	*25%*
H. Total of instances (% of total for all schools)	3	*19%*	7	*44%*	6	*38%*	16	*100%* *2% of instances*
A – H Totals *(% of total for all schools)*	**469**	**46%**	**289**	**28%**	**263**	**26%**	**1021**	*100% of instances*

Table 8 Case Study Theme 9: Impact of the National Agreement (SS = support staff; CS = Cover Supervisor)

Sub-themes	School phase (England)						Totals (N=44)	
	Primary (N=21)		Secondary (N=10)		Special (N=13)		No. of instances	*% of instances*
	N	*%*	N	*%*	N	*%*		
A. The 25 administrative tasks								
i. General approach & implementation	32	*6%*	18	*6%*	17	*9%*	67	*6%*
ii. Responsibility for tasks								
a. Tasks undertaken by…*[see Aiia table]*								
1. Data management tasks [total]	34	*6%*	24	*8%*	13	*7%*	71	*7%*
2. Resource management tasks [total]	51	*9%*	24	*8%*	22	*11%*	97	*9%*
3. Reprographic tasks [total]	107	*19%*	48	*17%*	49	*25%*	204	*19%*
4. Supervision of pupils [total]	11	*2%*	15	*5%*	3	*2%*	29	*3%*
5. Communication re: pupils [total]	17	*3%*	13	*5%*	10	*5%*	40	*4%*
6. Personnel tasks [total]	2	*<1%*	4	*1%*	3	*2%*	9	*<1%*
7. Record keeping tasks [total]	26	*5%*	6	*2%*	14	*7%*	46	*4%*
8. Finance tasks [total]	35	*6%*	30	*10%*	6	*3%*	71	*7%*
9. Display [total]	60	*11%*	19	*7%*	19	*10%*	98	*9%*
b. Responsibility for tasks clear	39	*7%*	16	*6%*	10	*5%*	65	*6%*
c. Responsibility for tasks unclear	6	*1%*	4	*1%*	3	*2%*	13	*1%*
iii. Teachers' choice to do some tasks								
a. For reasons of pragmatism	6	*1%*	4	*1%*	1	*<1%*	11	*1%*
b. Issues of delegation	34	*6%*	25	*9%*	11	*6%*	70	*7%*
c. Role protection/professional skills	11	*2%*	3	*1%*	3	*2%*	17	*2%*
vi. Change to workload/time management								
a. For teachers *[see Avia table]*	33	*6%*	16	*6%*	2	*1%*	51	*5%*
b. For pupil-based support staff	22	*4%*	3	*1%*	6	*3%*	31	*3%*
c. For non-pupil-based support staff	31	*5%*	8	*3%*	2	*1%*	41	*4%*
v. Monitoring task transfer and workload	9	*2%*	8	*3%*	2	*1%*	19	*2%*
A. Total of instances (% of total for all schools)	**566**	*54%*	**288**	*27%*	**196**	*19%*	**1050**	*100%* *63% of instances*
B. Cover supervision (teacher absence)								
i. General approach & implementation	3	*3%*	10	*13%*	7	*9%*	20	*7%*
ii. Use of teachers to cover								
a. Headteacher/senior teacher	7	*6%*	1	*1%*	2	*2%*	10	*4%*
b. Teacher (inc. floating teacher)	9	*8%*	2	*3%*	2	*2%*	13	*5%*
c. Supply teacher (agency staff)	8	*7%*	3	*4%*	5	*6%*	16	*6%*
d. Unclear who provides cover								
iii. Use of CS/HLTA/TA equivalent to cover	32	*29%*	22	*28%*	25	*30%*	79	*29%*
iv. Issues arising from cover supervision								
a. use of SS instead of supply teacher	6	*6%*	4	*5%*	6	*7%*	16	*6%*
b. 'Teaching' or 'supervision'?	17	*16%*	15	*19%*	4	*5%*	36	*13%*
c. Challenge to teaching professionalism	3	*3%*	6	*8%*	0	*0%*	9	*3%*
d. Pupil-based support staff's role/status	18	*17%*	3	*4%*	14	*17%*	35	*13%*
e. Workload issues for								
1. Teachers	1	*<1%*	5	*6%*	3	*4%*	9	*3%*
2. Support staff	4	*4%*	2	*3%*	14	*17%*	20	*7%*
v. Monitoring cover supervision	1	*<1%*	5	*6%*	0	*0%*	6	*2%*
B. Total of instances (% of total for all schools)	**109**	*41%*	**78**	*29%*	**82**	*30%*	**269**	*100%* *16% of instances*

Table 8 (continued)

Sub-themes	School phase (England)						Totals (N=44)	
	Primary (N=21)		Secondary (N=10)		Special (N=13)		No. of instances	*% of instances*
	N	*%*	N	*%*	N	*%*		
C. Cover for PPA								
i. General approach & implementation	24	*17%*	15	*45%*	13	*33%*	52	*25*
ii. Use of teachers to cover								
a. Headteacher/senior teacher	6	*4%*	1	*3%*	3	*8%*	10	*5*
b. Teacher (inc. floating teacher)	19	*13%*	2	*6%*	4	*10%*	25	*12*
c. Supply teacher (agency staff)	3	*2%*	0	*0%*	1	*3%*	4	*2*
d. Unclear who provides cover	1	*<1%*	1	*3%*	1	*3%*	3	*1*
iii. Use of CS/HLTA/TA equivalent to cover	30	*22%*	2	*6%*	8	*20%*	40	*19*
iv. Impact of PPA provision…								
a. On teachers *[see Civa table]*	20	*14%*	3	*9%*	6	*15%*	29	*14*
b. On teachers' professional role/status	13	*9%*	2	*6%*	1	*3%*	16	*8*
c. On school budget	15	*11%*	2	*6%*	2	*5%*	19	*9*
v. Monitoring PPA cover	8	*6%*	5	*15%*	1	*3%*	14	*7*
C. Total of instances (% of total for all schools)	**139**	**66%**	**33**	**16%**	**40**	**19%**	**212**	*100%* *13% of instances*
D. Staff restructuring review/TLR review								
i. Extent of the change (prior to Nat Ag)	5	*38%*	2	*12%*	3	*43%*	10	*27%*
ii. Teaching staff and support staff balance	5	*38%*	6	*35%*	3	*43%*	14	*38%*
iii. Impact of remodelling/restructuring	3	*23%*	9	*53%*	1	*14%*	13	*35%*
D. Total of instances (% of total for all schools)	**13**	**35%**	**17**	**46%**	**7**	**19%**	**37**	*100%* *2% of instances*
E. Views about the National Agreement								
i. Extent of change brought by Nat Agree.	13	30%	4	22%	9	20%	26	25%
ii. Awareness of National Agreement	12	27%	5	28%	11	25%	26	26%
iii. Impact of Nat Ag & policy development	19	43%	9	50%	24	55%	52	49%
E. Total of instances (% of total for all schools)	**44**	**42%**	**18**	**17%**	**44**	**42%**	**106**	*100%* *6% of instances*
A – E Totals *(% of total for all schools)*	**871**	**52%**	**434**	**26%**	**369**	**22%**	**1674**	***100%*** *of instances*

Table 9 Case Study Theme 9: Impact of the National Agreement – Tasks Undertaken

Sub-theme Aiia: Responsibility for the 25 tasks Tasks undertaken by…	School phase (England)						Totals (N=44)	
	Primary (N=21)		Secondary (N=10)		Special (N=13)		No. of instances	*% of instances*
	N	*%*	N	*%*	N	*%*		
1. Data management tasks								
ii. Teacher	3	*<1%*	7	*4%*	2	*1%*	12	*2%*
iii. Pupil-based support staff	3	*<1%*	3	*2%*	2	*1%*	8	*1%*
iv. Non-pupil-based support staff	28	*8%*	14	*8%*	9	*6%*	51	*8%*
1. Total of instances (% of total for all schools)	**34**	*10%*	**24**	*13%*	**13**	*9%*	**71**	*11% of instances*
2. Resource management tasks								
ii. Teacher	14	*4%*	3	*2%*	6	*4%*	23	*3%*
iii. Pupil-based support staff	11	*3%*	1	*<1%*	3	*2%*	15	*2%*
iv. Non-pupil-based support staff	26	*8%*	20	*11%*	13	*9%*	59	*9%*
2. Total of instances (% of total for all schools)	**51**	*15%*	**24**	*13%*	**22**	*16%*	**97**	*15% of instances*
3. Reprographic tasks								
i. Headteacher/senior teacher	0	*0%*	1	*<1%*	0	*0%*	1	*<1%*
ii. Teacher	28	*8%*	13	*7%*	9	*6%*	50	*8%*
iii. Pupil-based support staff	32	*9%*	6	*3%*	21	*15%*	59	*9%*
iv. Non-pupil-based support staff	47	*14%*	29	*16%*	19	*14%*	95	*14%*
3. Total of instances (% of total for all schools)	**107**	*31%*	**48**	*26%*	**49**	*35*	**204**	*31% of instances*
4. Supervision of pupils								
i. Headteacher/senior teacher	1	*<1%*	0	*0%*	1	*<1%*	2	*<1%*
ii. Teacher	2	*<1%*	4	*2%*	1	*<1%*	7	*1%*
iii. Pupil-based support staff	7	*2%*	10	*5%*	1	*<1%*	18	*3%*
iv. Non-pupil-based support staff	1	*<1%*	1	*<1%*	0	*0%*	2	*<1%*
4. Total of instances (% of total for all schools)	**11**	*3%*	**15**	*8%*	**3**	*2%*	**29**	*4% of instances*
5. Communication regarding pupils								
i. Headteacher/senior teacher	0	*0%*	0	*0%*	1	*<1%*	1	*<1%*
ii. Teacher	4	*1%*	2	*1%*	0	*0%*	6	*1%*
iii. Pupil-based support staff	2	*<1%*	6	*3%*	6	*4%*	14	*2%*
iv. Non-pupil-based support staff	11	*3%*	5	*3%*	3	*2%*	19	*3%*
5. Total of instances (% of total for all schools)	**17**	*5%*	**13**	*7%*	**10**	*7%*	**40**	*6% of instances*

Table 9 (continued)

Sub-theme Aiia: Responsibility for the 25 tasks Tasks undertaken by…	School phase (England)						Totals (N=44)	
	Primary (N=21)		Secondary (N=10)		Special (N=13)		No. of instances	*% of instances*
	N	*%*	N	*%*	N	*%*		
6. Personnel tasks								
iii. Pupil-based support staff	1	*<1%*	0	*0%*	0	*0%*	1	*<1%*
iv. Non-pupil-based support staff	1	*<1%*	4	*2%*	3	*2%*	8	*1%*
6. Total of instances (% of total for all schools)	**2**	*<1%*	**4**	*2%*	**3**	*2%*	**9**	*1% of instances*
7. Record keeping tasks								
ii. Teacher	9	*3%*	3	*2%*	3	*2%*	15	*2%*
iii. Pupil-based support staff	12	*3%*	0	*0%*	7	*5%*	19	*3%*
iv. Non-pupil-based support staff	5	*1%*	3	*2%*	4	*3%*	12	*2%*
7. Total of instances (% of total for all schools)	**26**	*8%*	**6**	*3%*	**14**	*10%*	**46**	*7% of instances*
8. Finance tasks								
ii. Teacher	3	*<1%*	5	*3%*	0	*0%*	8	*1%*
iii. Pupil-based support staff	9	*3%*	1	*<1%*	2	*1%*	12	*2%*
iv. Non-pupil-based support staff	23	*7%*	24	*13%*	4	*3%*	51	*8%*
8. Total of instances (% of total for all schools)	**35**	*10%*	**30**	*16%*	**6**	*4%*	**71**	*11% of instances*
9. Finance tasks								
ii. Teacher	30	*9%*	10	*5%*	7	*5%*	47	*7%*
iii. Pupil-based support staff	24	*7%*	4	*2%*	12	*9%*	40	*6%*
iv. Non-pupil-based support staff	6	*2%*	5	*3%*	0	*0%*	11	*2%*
9. Total of instances (% of total for all schools)	**60**	*17%*	**19**	*10%*	**19**	*14%*	**98**	*15% of instances*
Aiia1 – Aiia9 Totals	**343**	*52%*	**183**	*28%*	**139**	*21%*	**665**	*100% of instances*

Table 10 Case Study Theme 9: Impact of the National Agreement - Change to workload/time management for teachers

Sub-theme Aiva: Change to workload/time management for teachers	School phase (England)						Totals (N=44)	
	Primary (N=21)		Secondary (N=10)		Special (N=13)		No. of instances	*% of instances*
	N	*%*	N	*%*	N	*%*		
No change	20	*61%*	6	*38%*	1	*50%*	27	*53%*
Neutral [unable to detect change]	0	*0%*	5	*31%*	0	*0%*	5	*10%*
Decrease	13	*39%*	5	*31%*	1	*50%*	19	*37%*
Aiva Totals *(% of total for all schools)*	**33**	**65%**	**16**	**31%**	**2**	**4%**	**51**	***100%*** *of instances*

Table 11 Case Study Theme 9: Impact of the National Agreement - Impact of PPA provision on teachers

Sub-theme Civa: Impact of PPA provision on teachers	School phase (England)						Totals (N=44)	
	Primary (N=21)		Secondary (N=10)		Special (N=13)		No. of instances	*% of instances*
	No	*%*	No	*%*	No	*%*		
No change	4	*20%*	0	*0%*	1	*17%*	5	*17%*
Neutral [[unable to detect change]	3	*15%*	0	*0%*	0	*0%*	3	*10%*
Decrease	13	*65%*	3	*100%*	5	*83%*	21	*72%*
Civa Totals *(% of total for all schools)*	**20**	**69%**	**3**	**10%**	**6**	**21%**	**29**	***100%*** *of instances*

Table 12 Case Study Theme 9: Impact of the National Agreement - Ease of transition

Ease of transition	Primary (N=21)		Secondary (N=10)		Special (N=13)		Totals (N=44)	
	No	*%*	No.	*%*	No.	*%*	No. of instances	*% of instances*
A. The 25 administrative tasks								
i. Implementation smooth	6	*32%*	2	*33%*	1	*17%*	9	*29%*
ii. Implementation problematic	2	*11%*	0	*0%*	0	*0%*	2	*6%*
iii. In place before Sept 2003	11	*58%*	4	*66%*	5	*83%*	20	*65%*
A. Total (% of total for all schools)	**19**	*56%*	**6**	*26%*	**6**	*43%*	**31**	*100%*
								44% of instances
B. Cover supervision								
i. Implementation smooth	1	*33%*	3	*50%*	0	*0%*	4	*36%*
ii. Implementation problematic	0	*0%*	1	*17%*	0	*0%*	1	*9%*
iii. In place before Sept 2003	2	*66%*	2	*33%*	2	*100%*	6	*55%*
B. Total (% of total for all schools)	**3**	*9%*	**6**	*26%*	**2**	*14%*	**11**	*100%*
								15% of instances
C. Cover for PPA								
i. Implementation smooth	2	*17%*	4	*36%*	1	*17%*	7	*24%*
ii. Implementation problematic	6	*50%*	3	*27%*	0	*0%*	9	*31%*
iii. In place before Sept 2003	4	*33%*	4	*36%*	5	*83%*	13	*45%*
C. Total(% of total for all schools)	**12**	*35%*	**11**	*49%*	**6**	*43%*	**29**	*100%*
								41% of instances
Ease of transition - Totals	**34**	*48%*	**23**	*32%*	**14**	*20%*	**71**	*100% of instances*

Table 13 Theme 10: Impact of support staff (SS = support staff)

| Sub-themes | School phase (England) | | | | | | Totals (N=44) | |
| | Primary (N=21) | | Secondary (N=10) | | Special (N=13) | | No. of instances | *% of instances* |
	N	*%*	N	*%*	N	*%*		
A. Form of measure								
i. Formal measures								
a. Performance review	2	*4%*	4	*10%*	3	*13%*	9	*8%*
b. National assessment	7	*12%*	3	*8%*	1	*4%*	11	*9%*
c. Intervention assessment	14	*26%*	5	*13%*	3	*13%*	22	*19%*
d. Observation	7	*13%*	5	*13%*	3	*13%*	15	*13%*
e. Survey/questionnaire	6	*11%*	2	*5%*	0	*0%*	8	*7%*
f. Whole school review	2	*4%*	1	*3%*	1	*4%*	4	*3%*
g. Written records	2	*4%*	7	*18%*	5	*21%*	14	*12%*
h. Pupil attendance	1	*2%*	5	*13%*	0	*0%*	6	*5%*
i. Pupil retention post-16	0	*0%*	1	*3%*	0	*0%*	1	*1%*
j. No formal measure used	12	*23%*	6	*15%*	8	*33%*	26	*22%*
Ai. Total of instances (% of total for all schools)	**53**	*46%*	**39**	*34%*	**24**	*21%*	**116**	*100%* *28% of instances*
ii. Soft/impressionistic measures								
a. General points	11	*13%*	2	*3%*	2	*4%*	15	*8%*
b. Spot checks	3	*4%*	1	*2%*	0	*0%*	4	*2%*
c. Opinions of teachers	29	*35%*	19	*31%*	17	*34%*	65	*34%*
d. Opinions of support staff	11	*13%*	11	*18%*	17	*34%*	39	*20%*
e. Opinions of headteachers	24	*29%*	12	*20%*	14	*28%*	50	*26%*
f. Opinions of pupils	4	*5%*	16	*26%*	0	*0%*	20	*10%*
Aii. Total of instances (% of total for all schools)	**82**	*42%*	**61**	*32%*	**50**	*26%*	**193**	*100%* *46% of instances*
A. Total of instances (% of total for all schools)	**135**	*44%*	**100**	*32%*	**74**	*24%*	**309**	*74% of instances*
B. Who measures								
i. Headteacher	6	*26%*	1	*5%*	3	*60%*	10	*21%*
ii. Senior management team	6	*26%*	5	*25%*	1	*20%*	12	*25%*
iii. Middle manager	4	*17%*	3	*15%*	1	*20%*	8	*17%*
iv. Teacher	3	*13%*	1	*5%*	0	*0%*	4	*8%*
v. SS as team leader/manager	1	*4%*	3	*15%*	0	*0%*	4	*8%*
vi. Local authority	1	*4%*	1	*5%*	0	*0%*	2	*4%*
vii. External agency	1	*4%*	2	*10%*	0	*0%*	3	*6%*
viii. Governors	0	*0%*	1	*5%*	0	*0%*	1	*2%*
ix. Working party	1	*4%*	3	*15%*	0	*0%*	4	*8%*
B. Total of instances (% of total for all schools)	**23**	*48%*	**20**	*42%*	**5**	*10%*	**48**	*100%* *11% of instances*

Table 13 (continued)

Sub-themes	School phase (England)						Totals (N=44)	
	Primary (N=21)		Secondary (N=10)		Special (N=13)		No. of instances	*% of instances*
	N	*%*	N	*%*	N	*%*		
C. Views on monitoring								
i. No need to monitor	4	*14%*	4	*17%*	3	*25%*	11	*17%*
ii. Difficult/multiple factors	8	*29%*	6	*26%*	2	*17%*	16	*25%*
iii. Value/importance	4	*14%*	4	*17%*	2	*17%*	10	*16%*
iv. New ways to monitor required	2	*7%*	4	*17%*	1	*8%*	7	*11%*
v. Too onerous/time-consuming	6	*21%*	3	*13%*	2	*17%*	11	*17%*
vi. Exam results as valid measure	1	*4%*	1	*4%*	0	*0%*	2	*3%*
vii. Delay in realising impact	1	*4%*	1	*4%*	0	*0%*	2	*3%*
viii. Informs recruitment/deployment	2	*7%*	0	*0%*	2	*17%*	4	*6%*
C. Total of instances	**28**	**44%**	**23**	**37%**	**12**	**19%**	**63**	*100%* *15% of instances*
A – C Totals *(% of total for all schools)*	**186**	**44%**	**143**	**34**	**91**	**22**	**420**	***100%*** *of instances*

Appendix 5 – MSQ, Wave 2 (2006). Question 6: Headteachers' comments on the employment and deployment of support staff since Sep 2004

Table 1 Comparison of Waves 1 and 2

Dimensions	Primary		Secondary		Special		All schools	
	W1 (%) (N=818)	*W2 (%) (N=558)*	W1 (%) (N=344)	*W2 (%) (N=201)*	W1 (%) (N=169)	*W2 (%) (N=109)*	W1 (%) (N=1331)	*W2 (%) (N=868)*
A. Degree change (Sep'04)								
i. Happened already	49 (6)	*10 (2)*	29 (8)	*11 (5)*	24 (14)	*5 (5)*	102 (8)	*26 (3)*
ii. No change	49 (6)	*4 (<1)*	4 (1)	*0 (0)*	23 (14)	*1 (1)*	76 (6)	*5 (1)*
iii. Change intended	61 (7)	*18 (3)*	59 (17)	*12 (6)*	11 (7)	*5 (5)*	131 (10)	*35 (4)*
iv. Some/all 25 tasks reallocated	521 (64)	*89 (16)*	210 (61)	*60 (30)*	26 (15)	*15 (14)*	757 (57)	*164 (19)*
v. Extra hours	78 (10)	*29 (5)*	34 (10)	*9 (4)*	10 (6)	*10 (9)*	122 (9)	*48 (6)*
vi. New job desc/status/contract/pay	127 (16)	*96 (17)*	80 (23)	*56 (28)*	46 (27)	*40 (37)*	253 (19)	*192 (22)*
vii. New staff/posts	100 (12)	*108 (19)*	147 (43)	*121 (60)*	19 (11)	*38 (35)*	266 (20)	*267 (31)*
viii. Restructure/review of posts (TLR)	34 (4)	*32 (6)*	32 (10)	*24 (12)*	11 (7)	*19 (17)*	77 (6)	*75 (9)*
A. Total responses	**1019**	*386*	**595**	*293*	**170**	*133*	**1784**	*812*
% of all instances							**42%**	28%
Ba. Administrative roles/tasks								
i. Photocopying	153 (19)	*60 (11)*	31 (9)	*17 (8)*	7 (4)	*5 (5)*	191 (14)	*82 (9)*
ii. Displays	166 (20)	*62 (11)*	38 (11)	*15 (7)*	6 (4)	*3 (3)*	210 (16)	*80 (9)*
iii. Money collection	58 (7)	*26 (5)*	39 (11)	*18 (9)*	2 (1)	*3 (3)*	99 (7)	*47 (5)*
iv. File pupils' work/general filing	31 (4)	*4 (1)*	7 (2)	*6 (3)*	1 (<1)	*3 (3)*	39 (3)	*13 (1)*
v. Input data/data management	44 (5)	*9 (2)*	44 (13)	*40 (20)*	4 (2)	*2 (2)*	92 (7)	*51 (6)*
vi. Attendance/follow up	28 (3)	*17 (3)*	37 (11)	*23 (11)*	1 (<1)	*4 (4)*	66 (5)	*44 (5)*
vii. Timetables/managing cover	6 (1)	*1 (<1)*	54 (16)	*33 (16)*	4 (2)	*3 (3)*	64 (5)	*37 (4)*
viii. Support teachers	58 (7)	*21 (4)*	25 (7)	*61 (30)*	5 (3)	*4 (4)*	88 (7)	*86 (10)*
ix. Ease teacher workload	46 (6)	*23 (4)*	62 (18)	*40 (20)*	8 (5)	*7 (6)*	116 (9)	*70 (8)*
x. Records/reports	7 (1)	*10 (2)*	21 (6)	*19 (9)*	2 (1)	*8 (7)*	30 (2)	*37 (4)*
xi. Order stock/resource managem'nt	22 (3)	*22 (4)*	8 (2)	*1 (<1)*	1 (<1)	*2 (2)*	31 (2)	*25 (3)*
xii. Exams (admin and invigilation)	3 (<1)	*2 (<1)*	110 (32)	*121 (60)*	6 (4)	*4 (4)*	119 (9)	*127 (15)*
xiii. Finance admin	-	*13 (2)*	-	*19 (9)*	-	*4 (4)*	-	*36 (4)*
Ba. Total responses	**622**	*270*	**476**	*413*	**47**	*52*	**1145**	*735*
% of all instances							**27%**	25%
Bb. Pedagogical roles/tasks								
i. Prepare resources	30 (4)	*22 (4)*	9 (3)	*6 (3)*	9 (5)	*6 (6)*	48 (4)	*34 (4)*
ii. Cover/take classes (inc. for PPA)	100 (12)	*221 (40)*	65 (19)	*76 (39)*	29 (17)	*39 (36)*	194 (15)	*336 (39)*
iii. Take groups	141 (17)	*52 (9)*	17 (5)	*5 (2)*	18 (11)	*6 (6)*	176 (13)	*63 (7)*
iv. Set/mark work	26 (3)	*25 (4)*	0 (0)	*3 (1)*	0 (0)	*2 (2)*	26 (2)	*30 (3)*
v. Hear readers	8 (1)	*4 (1)*	0 (0)	*0 (0)*	0 (0)	*0 (0)*	8 (1)	*4 (<1)*
vi. Assess/test pupils	10 (1)	*9 (2)*	0 (0)	*4 (2)*	4 (2)	*0 (0)*	14 (1)	*13 (1)*
vii. Story/circle time	9 (1)	*7 (1)*	0 (0)	*0 (0)*	0 (0)	*0 (0)*	9 (1)	*7 (1)*
viii. Mentoring/inclusion/work exp'rnce	8 (1)	*31(6)*	10 (3)	*60 (30)*	4 (2)	*16 (15)*	22 (2)	*107 (12)*
ix. SEN support (inc. intervention)	70 (9)	*63 (11)*	2 (1)	*14 (7)*	5 (3)	*16 (15)*	77 (6)	*93 (11)*
x. Behaviour management	12 (1)	*11 (2)*	9 (3)	*12 (6)*	2 (1)	*5 (5)*	23 (2)	*28 (3)*
Bb. Total responses	**414**	*445*	**112**	*180*	**71**	*90*	**597**	*715*
% of all instances							**14%**	24%

Table 1 (continued)

Dimensions	Primary		Secondary		Special		All schools	
	W1 (%) (N=818)	*W2 (%) (N=558)*	W1 (%) (N=344)	*W2 (%) (N=201)*	W1 (%) (N=169)	*W2 (%) (N=109)*	W1 (%) (N=1331)	*W2 (%) (N=868)*
Bc. Other roles/tasks								
i. Playground	27 (3)	*16 (3)*	4 (1)	*9 (4)*	3 (2)	*2 (2)*	34 (3)	*27 (3)*
ii. Clubs/extended schools	22 (3)	*19 (3)*	3 (1)	*15 (7)*	0 (0)	*6 (6)*	25 (2)	*40 (5)*
iii. Home liaison/outreach	2 (<1)	*11 (2)*	6 (2)	*18 (9)*	1 (<1)	*11 (10)*	9 (1)	*40 (5)*
iv. Pupils' physical care needs	-	*7 (2)*	-	*13 (6)*	-	*10 (9)*	-	*30 (3)*
v. Management of other support staff	-	*9 (2)*	-	*13 (6)*	-	*2 (2)*	-	*24 (3)*
vi. Technical/site support	-	*26 (5)*	-	*33 (16)*	-	*3 (3)*	-	*62 (7)*
Bc. Total responses	**51**	*88*	**13**	*101*	**4**	*34*	**68**	*22*
% of all instances							**2%**	8%
Ba-Bc. Total responses	**1087**	*803*	**601**	*694*	**122**	*176*	**1810**	*1673*
% of all instances							**42%**	57%
C. Views on SS pedagogic role								
i. Positive	6 (1)	*35 (6)*	4 (1)	*10 (5)*	27 (16)	*11 (10)*	37 (3)	*56 (6)*
ii. Reservations	9 (1)	*15 (3)*	4 (1)	*1 (<1)*	3 (2)	*1 (1)*	16 (1)	*17 (2)*
iii. Negative	22 (3)	*11 (2)*	1 (<1)	*2 (1)*	2 (1)	*1 (1)*	25 (2)	*14 (2)*
C. Total responses	**37**	**61**	**9**	**13**	**32**	**13**	**78**	**87**
% of all instances							**2%**	3%
D. Financial/budgetary issues								
i. LEA funding	6 (1)	*5 (1)*	3 (1)	*4 (2)*	2 (1)	*2 (2)*	11 (1)	*11 (1)*
ii. Central government funding	117 (14)	*58 (10)*	31 (9)	*11 (5)*	10 (6)	*5 (5)*	158 (12)	*74 (9)*
iii. Statemented pupils leave	7 (1)	*9 (2)*	0 (0)	*0 (0)*	2 (1)	*0 (0)*	9 (1)	*9 (1)*
iv. Unpaid goodwill	7 (1)	*3 (1)*	1 (<1)	*1 (<1)*	1 (<1)	*0 (0)*	9 (1)	*4 (<1)*
D. Total responses	**137**	*75*	**35**	*16*	**15**	*7*	**187**	*98*
% of all instances							**4%**	3%
E. National agreement: problems/resistance								
i. Mismatch: staff, roles & demands	20 (2)	*12 (2)*	3 (1)	*4 (2)*	1 (<1)	*3 (3)*	24 (2)	*19 (2)*
ii. Absence of national pay structure	8 (1)	*12 (2)*	0 (0)	*4 (2)*	3 (2)	*1 (1)*	11 (1)	*17 (2)*
iii. SS resistance to role changes	27 (3)	*16 (3)*	4 (1)	*2 (1)*	0 (0)	*2 (2)*	31 (2)	*20 (2)*
iv. Time/space for SS/tchr meetings	2 (<1)	*1 (<1)*	3 (<1)	*3 (1)*	1 (<1)	*0 (0)*	6 (<1)	*4 (<1)*
E. Total responses	**57**	*41*	**10**	*13*	**5**	*6*	**72**	*60*
% of all instances							**2%**	2%

Table 1 (continued)

Dimensions	Primary		Secondary		Special		All schools	
	W1 (%) (N=818)	*W2 (%) (N=558)*	W1 (%) (N=344)	*W2 (%) (N=201)*	W1 (%) (N=169)	*W2 (%) (N=109)*	W1 (%) (N=1331)	*W2 (%) (N=868)*
F. Support staff training issues								
i. Training now provided	90 (11)	*74 (13)*	7 (2)	*14 (7)*	13 (8)	*18 (17)*	110 (8)	*106 (12)*
ii. More training needed	21 (3)	*5 (1)*	6 (2)	*3 (1)*	5 (3)	*0 (0)*	32 (2)	*8 (1)*
F. Total responses	**111**	*79*	**13**	*17*	**18**	*18*	**142**	*114*
% of all instances							**3%**	4%
G. Views on Nat Agreement								
i. Positive	27 (3)	*9 (2)*	16 (5)	*0 (0)*	10 (6)	*3 (3)*	53 (4)	*12 (1)*
ii. Reservations	97 (12)	*7 (1)*	32 (9)	*0 (0)*	10 (6)	*0 (0)*	139 (10)	*7 (1)*
iii. Negative	15 (2)	*54 (10)*	0 (0)	*15 (7)*	2 (1)	*8 (7)*	17 (1)	*77 (9)*
G. Total responses	**139**	*70*	**48**	*15*	**22**	*11*	**209**	*96*
% of all instances							**5%**	3%
A – G. Total responses	**2587**	*1515*	**1311**	*1061*	**384**	*364*	**4282**	*2940*
% of all instances							**100%**	100%

department for
children, schools and families