

Occupational map for supporting teaching and learning in schools

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Contents

1	Introduction	2
1.1	Occupational map for supporting teaching and learning in schools	2
1.2	Existing national occupational standards and qualifications	2
2	The types of occupations and job titles present in the sector	4
2.1	Occupational roles	4
2.2	SOC and SIC Codes	4
2.3	Revised national occupational standards	5
2.4	Job titles	6
3	Numbers of people working in the sector and what they do	7
3.1	Overview	7
3.2	England	7
3.3	Wales	8
3.4	Scotland	8
3.5	Northern Ireland	8
4	Geographical differences in the distribution of these occupations	9
5	Changes in employment patterns since development of the current national occupational standards for teaching and classroom assistants	10
5.1	Evidence base	10
5.2	Research into the role of teaching and classroom assistants	10
5.3	Government legislation, policy and guidance	12
5.4	Summary of new and changing roles and responsibilities	13
6	Anticipated changes in future employment patterns and the key drivers for change	14
7	Opportunities for career progression and development into and within the job role and into related areas of work	16
8	Links with related occupational areas/sectors	19
9	Relationship between the standards and the main roles and responsibilities of occupations within the sector	20
9.1	Common competences	20
9.2	Competences for the main occupational roles	20
9.3	Qualifications	22
10	Key stakeholders and organisations in the sector	23
11	Evidence base and information sources used to develop the Occupational Map	24
Annex 1	Research into the role of teaching and classroom assistants	30
Annex 2	Legislation, policy and guidance	49
Annex 3	Stakeholders	76

1 Introduction

1.1 Occupational map for supporting teaching and learning in schools

An occupational map is essentially a report describing the main features and characteristics of an occupational sector. It provides a picture of the sector in terms of its coverage and boundaries. In this way it contributes to the context and background for the development of national occupational standards for the sector.

The occupational map for supporting teaching and learning in schools has been developed from a literature review of relevant research, legislation, policy and guidance published since 2001 when the current standards were approved, and extensive consultation with key stakeholders including practitioners, employers, trade unions, professional bodies, government departments and relevant agencies and organisations. Responsibility for education lies with each of the devolved administrations within the UK. The literature research and stakeholder consultation, therefore, was undertaken for each of the four countries.

1.2 Existing national occupational standards and qualifications

The existing national occupational standards for teaching and classroom assistants were developed in 2000/01 to cover classroom support staff across the UK. This included those with a general support role and those with specific responsibilities for a pupil, subject area or age group. At this time staff had a wide range of job titles such as teaching assistant, classroom assistant, learning support assistant, special needs assistants and auxiliaries. Teaching assistant was the accepted generic term to cover all of these roles in England and Wales and classroom assistant was the equivalent generic term for Scotland and Northern Ireland.

The existing NVQs for teaching assistants in England and Wales and the NVQs for classroom assistants in Northern Ireland were introduced in 2002. Almost 27,000 certificates have been issued up to April 2007. These include:

- level 2 NVQ 20,880 registrations 12,484 certificates issued
- level 3 NVQ 22,629 registrations 14,461 certificates issued

In addition there are a range of vocationally related qualifications (VRQs) which are based on the national occupational standards for teaching and classroom assistants, which have been taken by substantial numbers of teaching and classroom assistants in England and Wales and, to a lesser extent, in Northern Ireland.

In Scotland the SVQs for classroom assistants were introduced at the end of 2003 and take-up has been far lower. This is thought to be due to a large extent by the existence of Professional Development Awards (PDA) for classroom assistants and special educational needs which preceded the SVQs and were fully funded for a number of years. In addition the existing standards and qualifications have never really been perceived as covering SEN support roles in Scotland which, at the time, were seen as distinct from the classroom assistant role.

Take-up figures for the SVQs for classroom assistants are:

- level 2 SVQ 13 registrations 9 certificates issued
- level 3 SVQ 136 registrations 102 certificates issued

Since 2001 there has been a substantial increase in the numbers of teaching and classroom assistants and closely related roles across the UK, including substantially more in secondary schools, with implications for training and qualifications to update and/or qualify the existing and future workforce. The existing national occupational standards for teaching and classroom assistants and NVQ/SVQs based on them are due to expire in February 2008.

2 The types of occupations and job titles present in the sector

2.1 Occupational roles

Teaching and classroom assistants work across primary, secondary and special schools across the UK. There are a wide range of job titles and job roles with many employed to support pupils with additional needs, increasing numbers employed to provide general classroom support to teachers and pupils, some employed to provide subject support and some taking on more specialist roles such as behaviour support, study support, bilingual support.

Blatchford et al (2006) developed a seven group classification for school support staff in England and Wales which includes:

- TA equivalent (e.g. higher level teaching assistant (HLTA), learning support assistant (LSA), nursery nurse, teaching assistants (TA))
- Pupil welfare (e.g. connexions adviser, education welfare, home liaison, learning mentor)
- Technicians (e.g. ICT, science, technology, librarian)
- Other pupil support (e.g. bilingual support, cover supervisor, escort, exam invigilator)
- Facilities (e.g. catering staff, cleaner)
- Administration (e.g. bursar, secretary, attendance officers, examinations officer)
- Site (e.g. caretaker, premises manager)

In relation to the existing national occupational standards for teaching and classroom assistants, these obviously fit within the 'TA equivalent' group. However with the recent expansion in the range and types of support staff who provide direct support for pupils' teaching and learning in schools, and for whom there are as yet no national occupational standards, it can be seen that a key group of staff are included in the 'Other pupil support' category. Indeed, Blatchford et al identified that these two categories of staff spent much more time than other support staff groups directly supporting pupils.

A further relationship can be seen in that many support staff roles combine aspects from both categories e.g. teaching assistants who also provide cover, invigilate examinations and/or escort pupils on out-of-school activities. It would seem sensible, therefore, that the suite of national occupational standards for teaching and classroom assistants should be expanded to include all those who provide direct support for teaching and learning, with the exception of Higher Level Teaching Assistants (HLTA) for whom there are established professional standards. In respect of Scotland and Northern Ireland this would also cover classroom assistant and related roles including SEN/additional support needs.

Although focusing on direct support for teaching and learning, the target group for the revised standards and qualifications are also known to contribute to promoting pupils' welfare through both pastoral and personal care responsibilities and contributing to the management of curriculum resources and equipment, reflecting the complexity of roles undertaken within the sector.

2.2 SOC and SIC Codes

Standard Occupational Classification (SOC) codes are used to classify employees by the type of occupation within which they work.

The SOC codes for those employed to support teaching and learning in schools are:

- 612 Childcare and related personal services
 - 6121 Nursery nurses
 - 6124 Educational assistants

Standard Industrial Classification (SIC) codes are used to classify organisations by the type of economic activity in which they are engaged.

The SIC codes for the schools sector are:

- 80.10 Primary education
- 80.21 General secondary education
- 80.22 Technical and vocational secondary education

The SIC codes for 80 Education includes public as well as private education at any level. It includes both education by the various institutions in the main school system at its different levels and adult education, literacy programmes and the like. For each level of education the classes include special education for physically or mentally handicapped pupils.

80.10 Primary education includes:

- pre-primary education (education preceding the first level)
- primary education (education at the first level)

This class excludes child day-care activities

80.21 General secondary education includes:

- general school education in the first stage of the secondary level generally corresponding to the period of compulsory school attendance
- general school education in the second stage of the secondary level giving, in principle, access to higher education

80.22 Technical and vocational secondary education includes:

- technical and vocational education (mainly that usually referred to as further education in the UK) below the level of higher education.

Typically, the programmes emphasise a subject-matter specialisation and instruction in both the theoretical and the practical skills generally associated with employment. The aim of a programme can vary from preparation for a general field of employment to specific education.

This class excludes technical and vocational education at post-secondary and university levels.

2.3 Revised national occupational standards

The revised draft standards were initially referred to as the 'national occupational standards for supporting teaching and learning in the classroom'. This title was chosen to indicate inclusion (e.g. the wide range of job titles used for TA/CA equivalent staff – including special needs) and exclusion (e.g. learning mentors). However consultation with the sector identified that this title was felt not to reflect the increasing role of the target group in supporting teaching and learning outside of the school environment and/or out-of-school hours. This was despite defining 'classroom' as any setting where teaching and learning takes place such as classrooms, field studies, educational visits, extended hours provision and study support arrangements. There is also evidence of teaching assistants taking on whole school responsibilities, for example, literacy coordination, community based programmes and child

protection. In later stages of the revision process, therefore, the title was changed to 'national occupational standards for teaching and learning in schools'. The revised title has received substantial support from stakeholders.

The key purpose of the expanded occupational role has been defined as:

to work with school colleagues and others to promote and sustain pupils' opportunities to learn, develop and thrive.

2.4 Job titles

In 2006 a wide range of job titles still exist for those who support teaching and learning in schools, although it appears that more are now classed as teaching or classroom assistants than were in 2001. Senior Teaching Assistant is a new job title since 2001 reflecting the wider responsibilities and increasing autonomy of some role holders. Learning Support Assistant is still a common job title particularly for those employed to support pupils with special educational needs. However, job roles and titles vary from school to school. Different job titles are often used to describe similar roles, and sometimes individuals with the same job title will have very different roles and responsibilities.

Current job titles identified from the literature review and stakeholder consultation include:

Additional Support Assistant	Nursery Assistant
Behaviour Support Assistant	Nursery Nurse
Bilingual Support Assistant	Pupil Support Assistant
Bilingual Teaching Assistant	School Assistant
Classroom Assistant	School Auxiliary
Classroom Assistant – Special Needs	SEN Auxiliary
Classroom Assistant – Additional Special Needs	SEN Teaching Assistant
Classroom Supervisor	Senior Teaching Assistant
Cover Assistant/Supervisor	Special Needs Assistant
Curriculum and Resource Assistant	Student Support Coordinator
Domestic Assistant	Supervisory Assistant
Learning Assistant	Support for Learning Assistant
Learning Support Assistant	Teaching Assistant
Learning Support Auxiliary	Welfare Assistant

Those supporting teaching and learning are the most frequent category of support staff in schools and as the next section shows their numbers are increasing.

3 Numbers of people working in the sector and what they do

3.1 Overview

There were a little under 308,500 full-time equivalent (FTE) support staff working in maintained schools in England, Wales, Scotland and Northern Ireland in 2005¹. This is an increase of 63.9% in England and 48.5% in Wales over the five years 2000 – 2005. Comparable figures are not available for Scotland and Northern Ireland although there was a 4% increase in support staff in Scottish schools between 2004 and 2005 which includes a 27% increase in the number of classroom assistants working in secondary schools. As many support staff jobs are part-time, the number of individuals employed in support staff roles will be significantly higher than the full time equivalents.

The school support staff workforce is made up of around 172,760 FTE (56.0%) employed to support teachers and pupils in the classroom, almost 72,000 FTE (23.3%) who provide administrative support, e.g. bursars, clerical assistants, more than 25,500 FTE technicians (8.3%), and just over 38,100 FTE (12.4%) other support roles such as librarians, learning mentors, school nurses, and care staff.

It is the first group of support staff roles in schools, i.e. those supporting teaching and learning that are the focus of this occupational map. This occupational role, which makes up over half of all support staff FTE in schools across the UK, is distributed on the basis of 85%, 7%, 5.5% and 2.5% in England, Scotland, Wales and Northern Ireland respectively.

The employment figures for each of the four countries of the UK are given below.

3.2 England

The number of teaching and classroom assistants and related roles in maintained schools in England in January 2005 and January 2006²:

	2005 FTE	2006 FTE	% increase 2005 - 2006
Teaching assistants			
Teaching assistants ^(a)	96,500	102,900	6.6%
Special needs support staff	48,000	47,500	-1.4%
Minority ethnic support staff	2,500	2,700	8.0%
Total	147,000	153,100	4.1%
teachers	431,900	435,600	0.9%

Source: Annual School Census

- (a) Includes higher level teaching assistants, nursery nurses, nursery assistants, literacy and numeracy support staff and any other non-teaching staff regularly employed to support teachers in the classroom except for special needs and minority ethnic pupils support staff.

¹ All figures exclude catering and premises staff.

² Figures for England in 2005 are from the same academic year as the latest figures available for Wales and Northern Ireland (i.e. 2004/05). The 2006 figures for England relate to the same academic year as the figures shown for Scotland (i.e. 2005/06).

3.3 Wales

The number of support staff in maintained schools in Wales in 2004/05:

	FTE
Teaching assistants	
Teaching assistants ^(a)	3,030
Special needs support staff ^(b)	2,610
Other ^(c)	3,761
Total	9,399
teachers	26,050

(a) Includes nursery assistants and foreign language assistants.

(b) Includes ancillary staff who assist in the classroom in special schools.

(c) Other assistants or aides employed in the classroom.

3.4 Scotland

The figures for the number of support staff in maintained schools in Scotland are based on the September 2005 staff census of all publicly funded primary, secondary and special schools in Scotland:

	Primary FTE	Secondary FTE	Special FTE	Totals FTE
SEN auxiliary or care assistant	3,733	1,637	1,141	6,511
classroom assistant	4,364	786	264	5,414
foreign language assistant	18	107	0	125
other classroom staff ⁽ⁱ⁾	1,010	467	415	1,892
Total	9,125	2,997	1,820	13,942
teachers	22,873	25,613	2,031	50,517

(i) Other classroom staff includes laboratory assistants, music instructors, sports coaches etc.

3.5 Northern Ireland

The equivalent full-time equivalent (FTE) staff in grant-aided schools in Northern Ireland 2004/05 by school type and job type are:

	Nursery	Primary	Secondary	Grammar	Special	Total
Classroom/Nursery Assistants	310.1	2328.8	737.5	130.2	730.5	4237.1
Foreign Language Assistants	0	1.0	12.7	58.9	0.7	73.3
Other	0	18.3	15.1	56.0	0	89.4
Total	310.1	2348.1	765.3	245.1	731.2	4399.8

4 Geographical differences in the distribution of these occupations

The national agreement on *Raising standards and tackling workload* which was signed by government, employers and most school workforce unions on 15 January 2003 has been the impetus for a significant increase in the number and diversity of roles for supporting teaching and learning in classrooms in England and Wales. The expansion in support staff numbers and roles in England and Wales means that there are greater opportunities now for some individuals to take on leadership responsibilities and/or specialist roles within the school with greater responsibilities and autonomy.

There has been less role development in Northern Ireland and Scotland. However there is some evidence that the enriched curriculum pilots in Northern Ireland provide opportunities for role development and training to support this, and the Equal Opportunities Commission investigation into the role and status of classroom assistants found examples of significant 'role stretch' in Scotland.

Cover supervision, team leadership, behaviour co-ordination and other new roles are not yet widely applicable to support staff roles in schools in Scotland and Northern Ireland. However Scottish headteachers did suggest that an element of staff supervision and/or team leadership may fall within the remit of a few classroom assistants with the necessary skills and experience and exceptional examples of role development in Northern Ireland were identified through a number of focus group meetings in this country. Exam invigilation, which is a new role for some support staff in England and Wales, has never been undertaken by teachers in Scotland and Northern Ireland and, therefore, is not a role for 'delegation' to support staff in these two countries.

5 Changes in employment patterns since development of the current national occupational standards for teaching and classroom assistants

5.1 Evidence base

Evidence for changes in employment patterns since development of the current national occupational standards for teaching and classroom assistants has been gathered from a review of:

- relevant research into the role of teaching and classroom assistants
- national, local and schools' job descriptions for relevant support staff roles
- government legislation, policy and guidance

The implications for the changing role of teaching and classroom assistants and related classroom support roles were confirmed through the sector consultations carried out through the standards review project.

5.2 Research into the role of teaching and classroom assistants

This section summarises the main findings of research into the role of teaching and classroom assistants across the UK. More detailed information about the research and its findings are provided in Annex 1.

Research into the role of teaching assistants in England indicate that they are increasingly involved in working with pupils to support learning and achievement – often at the expense of their traditional role in providing practical support for teachers. They have a key role in supporting pupils with additional needs and leading intervention programmes. There is also evidence of the increasing use of teaching assistants to provide short-term cover for teacher absence.

Ofsted identified a number of key activities undertaken by teaching assistants that contribute to the wider life of the school, for example:

- supporting school productions
- accompanying pupils on out-of-school visits
- helping with breakfast and after-school clubs
- increasingly taking on defined roles in managing and supporting the use of ICT
- having a strong pastoral role
- day-to-day management of colleagues

Ofsted reports into the impact of remodelling the school workforce (Ofsted 2004 & 2005), identified a broadening of teacher assistant roles, especially in primary and special schools, to include:

- team teaching
- whole school responsibilities eg. literacy coordinator
- providing specialist support for planning and delivery of the curriculum, eg. ICT, work-related curriculum, study skills

- providing dedicated support eg. for behaviour, attendance, SEN
- organising a range of extra-curricular activities

In Wales, research identified a wide range of responsibilities undertaken by teaching assistants working with SEN pupils including supporting pupils in a subject department, helping to improve attendance through liaising with parents and home visiting, supporting educational transitions, and providing study support at lunch times.

Estyn reports into the impact of remodelling the school workforce (Estyn 2005 & 2007) identified a number of new support staff roles, some of which would fall within the scope of the revised national occupational standards for supporting teaching and learning in schools, including invigilators, cover supervisors, behaviour managers and counselling/attendance support.

As stated previously, there has been little role development for classroom assistants in Northern Ireland other than evidence of an enhanced learning support role in delivering the enriched curriculum (Belfast Education and Library Board 2002). Indeed in one response to the new post-primary arrangements and proposals in Northern Ireland (Disability Action 2006) the question was raised as to *“why this debate on reform and renewal fails to place any focus on the roles and responsibilities of classroom assistants and on the benefits of modernising their role.”*

A number of reports relating to the role of classroom assistants in Northern Ireland (Department of Education 2002; Central Management Support Unit 2003; Moran, Anne & Abbott, Lesley 2006; and Education and Training Inspectorate 2006) identified the key role of classroom assistants in supporting SEN pupils and the need for more training to enable them to carry out this role. One of the outcomes of a fundamental service review of special education services was a pilot project carried out in the three Belfast ELBs to skill teachers and classroom assistants in supporting children with speech and language difficulties.

A review of English as an Additional Language in Northern Ireland (PricewaterhouseCoopers 2005) identified the role of classroom assistants and, in some cases, bilingual assistants in supporting EAL pupils in schools. The review also found that there was a mismatch between the skills needed by EAL assistants and the standard job description focusing on child care needs. The (then) requirement for classroom assistants to have an NVQ in childcare and education was noted as irrelevant to the EAL job role.

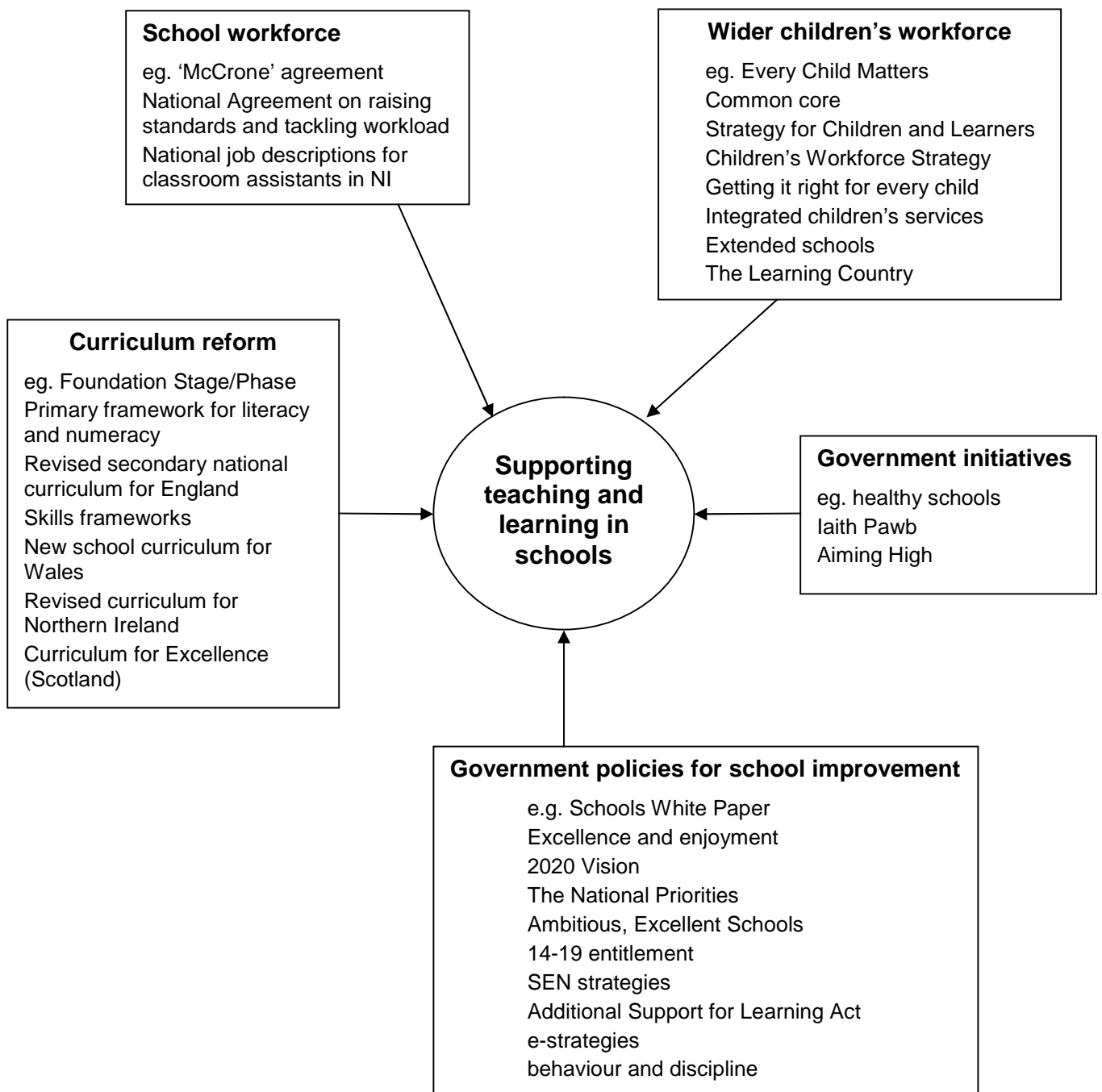
The most significant research carried out into the role of classroom assistants in Scotland is the ongoing general formal investigation (GFI) carried out by the Equal Opportunities Commission. The investigation found that the distinction between additional support assistant roles and those of classroom assistants is not as clear cut as might be expected (Hastings et al 2006) and identified examples of local authorities consolidating a number of posts, including classroom assistants, auxiliaries and those responsible for special educational needs, to become pupil support assistants or learning support assistants.

The GFI found evidence of ‘role stretch’ in primary, secondary and special schools including a small but significant percentage of classroom assistants who are teaching new concepts, setting learning tasks, assessing pupils’ learning and planning the curriculum. The research also found that classroom assistants in secondary and special schools are now doing a broader range of tasks related to pupils’ welfare/care and behaviour including changing tracheotomy tubes, tube feeding, changing colostomy bags, administering medication, physiotherapy and applying restraint techniques. In addition, with mainstreaming, there is evidence of some classroom assistants planning and delivering learning activities for pupils

with additional support needs, freeing teachers' time to deliver the lesson and learning activities to the rest of the class.

5.3 Government legislation, policy and guidance

In developing a picture of changes in employment patterns of teaching and classroom assistants, it is important to be aware of the key influences and trends that affect work within the schools sector. In particular, these influences and trends are likely to impact on the skills and development needs of those who support teaching and learning in schools, and this is the focus of this section. The figure below outlines some of the key trends and drivers within the schools sector.



Further information about relevant legislation, policy and guidance impacting on the schools sector is given in Annex 2.

5.4 Summary of new and changing roles and responsibilities

The literature review and consultation, including an analysis of national, local and schools' job profiles/descriptions, confirmed the continuing relevance of all functions covered by the existing national occupational standards for teaching and classroom assistants. In addition a number of new and enhanced roles and responsibilities were identified including:

- invigilate tests and examinations
- use ICT to support pupils' learning
- plan and deliver learning activities for small groups as directed by, and in support of, the teacher
- provide cover for absent teachers
- organise cover for absent colleagues
- contribute to the supervision of pupils out of school hours
- contribute to extended services (includes study support and out of school hours learning in Scottish schools)
- lead extra-curricular activities within guidelines set by the school
- escort and supervise pupils on visits and out of school activities
- manage other teaching/classroom assistants
- team leadership
- contribute to induction/training/mentoring for colleagues, work placement students and volunteers
- provide pastoral support to pupils
- supervise pupils excluded from a normal timetable
- mentoring individual and small groups of pupils
- support transitions (educational, developmental and personal)
- support gifted and talented pupils
- promote attendance
- support home to school and community links including home visits
- contribute to development of school policies and procedures
- contribute to assessment for learning
- contribute to the implementation of care/health plans, including administration of medication, moving and handling pupils and therapeutic activities
- provide personal care for pupils
- organise and maintain curriculum resources
- establish and maintain displays of pupils' work
- support play and recreational activities
- support the foundation stage/phase including learning through play
- support a curriculum area/department
- contribute to safeguarding pupils
- whole school responsibility for specific initiatives/programmes
- provide bilingual support
- contribute to the management of challenging behaviour

6 Anticipated changes in future employment patterns and the key drivers for change

Most of the trends and drivers outlined in section 5.3 above will begin or continue to impact on the schools sector into the future. These have the potential to impact on the future employment patterns and expectations of staff employed to support teaching and learning. Examples include:

- the creation of the new Education and Skills Authority (ESA) as the sole employing authority for support staff in schools in Northern Ireland. The ESA takes over from the Education and Library Boards in 2008
- the aim to have a core offer of extended services in England available to all children to be able to access through schools by 2010, with half of primary schools and a third of secondary schools doing so by 2008
- Integrated Children and Young People's Plans will be in place by 2008 in Wales
- the aim to achieve the overarching goal that all young people in Northern Ireland should be learning with, through and about the use of digital and online technologies by 2020
- rollout of the Scottish Schools Digital Network (recently renamed GLOW) in the latter half of 2007 with implementation across schools completed in December 2008
- an increase in the number of support staff in Scotland (up to 1,000 extra staff by 2008) to support implementation of *Better Behaviour - Better Learning*
- the introduction of the Early Years Foundation Stage (EYFS) in England from September 2008
- the phased introduction of 14-19 Diplomas in England between 2008 and 2010
- introduction of the revised secondary national curriculum in England in 2008 with a three-year period to 2010 for schools to implement the revised statutory programmes of study
- in Wales a new school curriculum 3-19 will be introduced from 2008
- the Foundation Phase 3-7 in Wales will be rolled out from September 2008 to all schools and non-maintained settings and should be fully implemented by the end of 2010/11 school year
- *Curriculum for Excellence* will be implemented in Scotland from 2008

In *Aiming high for children: support for families* (HM Treasury & DfES 2007), the government outlines its commitment to ensuring that public services contribute as effectively as possible to improved outcomes for all children, young people and families in ways that meet their needs. During 2008-2011 action will be taken in a number of areas impacting on the potential role of those who support teaching and learning in schools in England. These include:

- increased support for under-attaining pupils in English and mathematics
- increased support for extended services for the most deprived pupils
- roll out of the Social and Emotional Aspects of Learning programme to all schools
- increased funding for supporting children and young people with social and emotional difficulties in schools

In Scotland the final report and recommendations from the EOC investigation into the role and status of classroom assistants is likely to have significant impact on the role and

employment patterns of current and future role holders - with the likelihood of increased recognition and professionalism of the role.

Other drivers for change include the restoration of devolved government in Northern Ireland and new legislative powers for the National Assembly for Wales – both taking place in May 2007.

Role development and changes in employment patterns and expectations, therefore, look set to continue into the future. As Blatchford et al (2006) conclude from the first phase of their research into the deployment and impact of support staff in schools:

“The picture over the next three years will change significantly. The need to meet new and existing policy aims, new directives that necessitate innovative solutions, the creation or dissolution of roles, external factors affecting employment, will all vie for attention and are likely to conspire to form a continually moving picture of modern schools and the staff that make them up.”

7 Opportunities for career progression and development into and within the job role and into related areas of work

There is now a career progression route from teaching assistant and related roles in England and Wales to Higher Level Teaching Assistant (HLTA) status and/or qualified teacher status (QTS) for those who want this. There are also opportunities to take on new roles such as cover supervision, examination invigilation, and responsibilities for extended services in schools. Career progression opportunities to and from other support roles in schools such as midday supervision, technician or learning mentor are also more readily available, as well as progression or transfer opportunities to work in other areas of the wider children's workforce. The introduction of learning coaches in Wales (National Assembly for Wales 2004) and learning guides in England (DfES 2007) provide new opportunities for career progression for teaching assistants.

The Ofsted annual report for 2005/06 (Ofsted 2006a) emphasises the importance of training and qualifications for teaching assistants:

"Where support from teaching assistants was good, they had often received high-quality training and had relevant qualifications. Training was disseminated effectively to all staff to ensure that the school capitalised on professional development and promoted consistent practice."

However the report also points out that *"this occurred in too few schools"*.

A recent Ofsted report (Ofsted 2006b) reports on schools' arrangements for the professional development of their staff. The report notes that the primary and special schools in the survey had made good progress with preparing teaching assistants to work in the classroom with teachers and pupils. Often the professional development they provided was based on the needs of the pupils with whom the assistants were working. This led to better support for teachers and pupils. The teachers, too, had developed their skills in using the additional support provided by teaching assistants.

Inspectors found that schools that trained their support staff to work with pupils appreciated the benefits. Several schools were reported as having found that using fully trained teaching assistants as cover supervisors was more cost-effective than using supply teachers and resulted in fewer behaviour problems. The report shows a low level of subject-specific training for teaching assistants but notes that when it did happen, it had considerable benefits for that subject.

One of the case studies provides an exemplar case study illustrating the opportunities for and benefits of career development for support staff.

"A secondary school with a long-standing difficulty in recruiting good religious education teachers recognised potential in a voluntary helper. The headteacher appointed him as a teaching assistant, supported him through a part-time foundation degree in the subject at a local university, and then gave him the opportunity to work in the school as an unqualified teacher. He joined the Graduate Teacher Programme and is about to gain qualified teacher status. Because of its support for this teacher the school has resolved a difficult staffing problem."

Many of the Government policy documents highlight the need for and benefits of training and career development for support staff in schools. For example, *The Learning Country 2* (Department for Education, Lifelong Learning and Skills 2006) includes a commitment to develop and improve the flexibility of staff deployment within and across sector boundaries:

“Practitioners (teachers, lecturers and support staff) must continue to learn from each other by sharing experience and best practice. We need practitioners who are able to make better use of emergent technology, are better equipped to lead learning as well as teach, and can be more easily deployed across subject, phase and educational settings. ... Working with our partners we will be looking at how training programmes and development opportunities can produce practitioners who can more easily operate in school settings, FE and in work-based learning, and remove barriers to flexible deployment and exchange.”

Future Post-Primary Arrangements in Northern Ireland: Advice from the Post-Primary Review Working Group (Department of Education 2004) advises schools to identify the training and development needs of teaching and support staff to implement arrangements for the Entitlement Framework. It suggests that additional support staff will be needed to provide the full entitlement for all pupils and advocates the two-way exchange of expertise, teaching and support staff between the mainstream and any special schools in a given locality as part of the collaborative arrangements for ensuring access to the full entitlement for all pupils.

In response to the National Agreement on raising standards and tackling workload both DfES and DELLS have made commitments to improve and promote training and development for school support staff. *Developing the role of school support staff – what the national agreement means for you* (DfES 2003a) highlights the fact that the National Agreement provides progression opportunities through clear routes to higher level teaching assistant role, senior administrative roles, advanced roles in relation to behaviour and guidance, and to qualified teacher status for those who want this.

The Scottish Executive made a commitment to developing a career structure model for support staff in schools and teacher training in collaborative working with “non-teaching staff” to support implementation of the McCrone agreement.

The SEN strategy in England (DfES 2004e) includes a commitment to build on the successful induction-training materials on SEN for assistants working in both primary and secondary schools, to address the training needs of learning support assistants (LSA), including developing specialist resources geared to particular areas of SEN, and look for further opportunities to promote effective joint-working by teachers and LSAs. Training for learning support assistants to deliver therapy programmes to support pupils’ learning is also one of the commitments for delivering improvements for pupils with SEN.

In England the Government has made tackling poor behaviour a major priority, providing schools with unprecedented powers, training and resources to impose discipline and tackle disruption, bullying and abuse. Behaviour and attendance are closely linked and most of the training programmes and resources address both issues. *Improving School Discipline* (Scottish Executive 2006e) includes an expectation that school support staff in Scotland will be included in in-service training on behaviour issues and promised to develop a training package tailored to the needs of these staff.

Co-locating services in schools, bringing together different services including health and social care, provides a basis for service integration and new ways of working across services. It will also open up new opportunities for support staff working to a range of different professionals, for re-thinking the boundaries between professional services, and for involving the voluntary and community sector increasingly on school sites. The development of integrated services can represent a significant opportunity for support staff career development. These opportunities may be in the front-line delivery of services or in the co-ordination, direction or management of extended services. Members of support staff are under no obligation to extend their responsibilities to include the delivery of extended services, but many will wish to take the opportunity to extend their contracted hours or to

develop their careers in new directions. It is important that support staff have access to appropriate training opportunities which will allow them to take up these new opportunities.

The TDA has developed a career development framework for school support staff. The framework has been created to help school leaders and support staff identify appropriate training and development. By showing progression opportunities within and across different roles, the framework will help staff consider potential career pathways. The new qualifications for supporting teaching and learning in schools will be incorporated into the framework as and when they become available.

In the longer term, the Children's Workforce Network is committed to the development and implementation of an Integrated Qualifications Framework (IQF) for the children's workforce by the target date of 2010. The aim is to have a final specification of the criteria for inclusion of qualifications on the IQF by September 2007. From October 2007, all new and revised qualifications for the children's workforce will take account of the IQF criteria for inclusion. The process of populating the IQF will then be incremental to 2010 and beyond.

For new and existing members of the children's workforce, the IQF aims to:

- provide new and existing members of the children's workforce with clear pathways and opportunities for progression so that people are qualified to work in a range of settings and occupational areas
- facilitate formal recognition of prior knowledge and experience that they can use to build a career across the children's workforce
- provide clear access routes into higher education and professional qualifications
- facilitate continuing professional development (CPD) for the whole workforce based on a recognition of common skills and knowledge that are applicable across the whole of the children's workforce and in all settings

For employers, the IQF will:

- provide a qualifications framework that is clear and unambiguous, enabling them to recruit staff with the appropriate mix of skills and knowledge required for their job role
- help them to identify more easily, the skills and training required for particular job roles including a common base of relevant transferable skills which enables staff to work effectively across sector boundaries and in multi-agency settings

8 Links with related occupational areas/sectors

It is important in any project to develop national occupational standards to identify existing standards that may be relevant to practitioners working in the sector. This prevents duplication as well as supporting transfer and progression from and into related areas of practice. In respect of those who support teaching and learning in schools, the significant transfer and progression pathways will be those that exist within the wider school workforce and those that support movement across the wider children's workforce.

From the analysis of functions carried out by those supporting teaching and learning in schools, potential opportunity exists to draw from the following suites of national occupational standards:

- Children's Care, Learning and Development
- Learning, Development and Support Services for children, young people and those who care for them
- Health and Social Care
- Information and Library Services
- Clinical Healthcare Support
- Youth Work
- Management and Leadership
- Managing Volunteers
- Learning and Development

In addition, development of the national occupational standards for supporting teaching and learning in schools should take account of the professional standards for Higher Level Teaching Assistants (HLTA) and for Qualified Teacher Status (QTS) to ensure consistency across the sets of standards for teaching and learning in schools and support career progression within this area of practice.

9 Relationship between the standards and the main roles and responsibilities of occupations within the sector

9.1 Common competences

From research and consultation there is general agreement that all those employed to support teaching and learning in schools need to be competent in the following areas in order to carry out their job role effectively:

- supporting pupils' learning
- supporting pupils' development
- safeguarding pupils
- developing positive relationships with pupils and adults
- promoting positive behaviour
- working with colleagues
- developing own effectiveness and reflective practice

9.2 Competences for the main occupational roles

As previously explained, role development since the development of the existing national occupational standards for teaching and classroom assistants has been significant. However, individual job roles are very much influenced by the characteristics and needs of individual schools and the skills and knowledge of classroom support staff within these schools.

Decisions about skill mix requirements and how jobs can be designed to meet these will be made by the school leaders in each school to reflect the particular circumstances and needs of the school, its pupils and its staff. Therefore, there are no commonly agreed distinct occupational roles for supporting teaching and learning in schools.

However there are aspects of practice that relate to particular dimensions within the occupational role, which can be combined in various ways to establish individuals' job roles. These dimensions are:

- supporting teaching and learning
- supporting pupils with additional needs
- providing pastoral support for pupils
- supporting the wider work of the school
- management and leadership

The functions associated with each of these dimensions are shown below. However individual job roles may cover functions from within or across the different dimensions and qualification structures will need to recognise and address this complexity of job roles for supporting teaching and learning in schools.

Supporting teaching and learning

The activities associated with supporting teaching and learning include:

- planning and delivering learning activities for pupils as directed by, and in support of, the teacher
- using ICT to support teaching and learning
- contributing to the teacher's planning and evaluation of teaching and learning activities
- supporting literacy development
- supporting numeracy development
- supporting delivery of the early years curriculum in schools
- supporting teaching and learning in a curriculum area
- observing and promoting pupil development
- contributing to assessment for learning
- preparing and maintaining the learning environment
- promoting the transfer of learning

Supporting pupils with additional needs

The activities for supporting pupils with additional needs include:

- providing literacy and numeracy support to enable pupils to access the wider curriculum
- supporting gifted and talented pupils
- supporting bilingual/multilingual pupils
- providing bilingual support for teaching and learning
- contributing to the prevention and management of challenging behaviour
- supporting pupils with disabilities or special educational needs
- supporting pupils with communication and interaction needs
- supporting pupils with cognition and learning needs
- supporting pupils with behaviour, emotional and social development needs
- supporting pupils with sensory and/or physical needs
- moving and handling pupils
- supporting therapeutic interventions
- administration of medication
- providing personal support for pupils

Providing pastoral support for pupils

Providing pastoral support for pupils involves:

- promoting pupils' well-being and resilience
- supporting pupils to be active citizens
- supporting young people in tackling problems and taking action

- supporting pupils during transitions in their lives
- mentoring individual and groups of pupils
- assisting with improving attendance
- supporting children and families through home visiting

Supporting the wider work of the school

Supporting the wider work of the school may involve:

- providing displays of pupils' work
- invigilating tests and examinations
- leading an extra-curricular activity
- planning and supporting self-directed play
- maintaining pupil records
- organising and maintaining curriculum resources
- organising cover for absent colleagues
- organising and supervising travel
- escorting pupils on educational visits and out-of-school activities
- liaising with parents, carers and families
- contributing to policy development and practice improvement

Management and leadership

Some people providing support for teaching and learning will also have management and/or leadership responsibilities which involves:

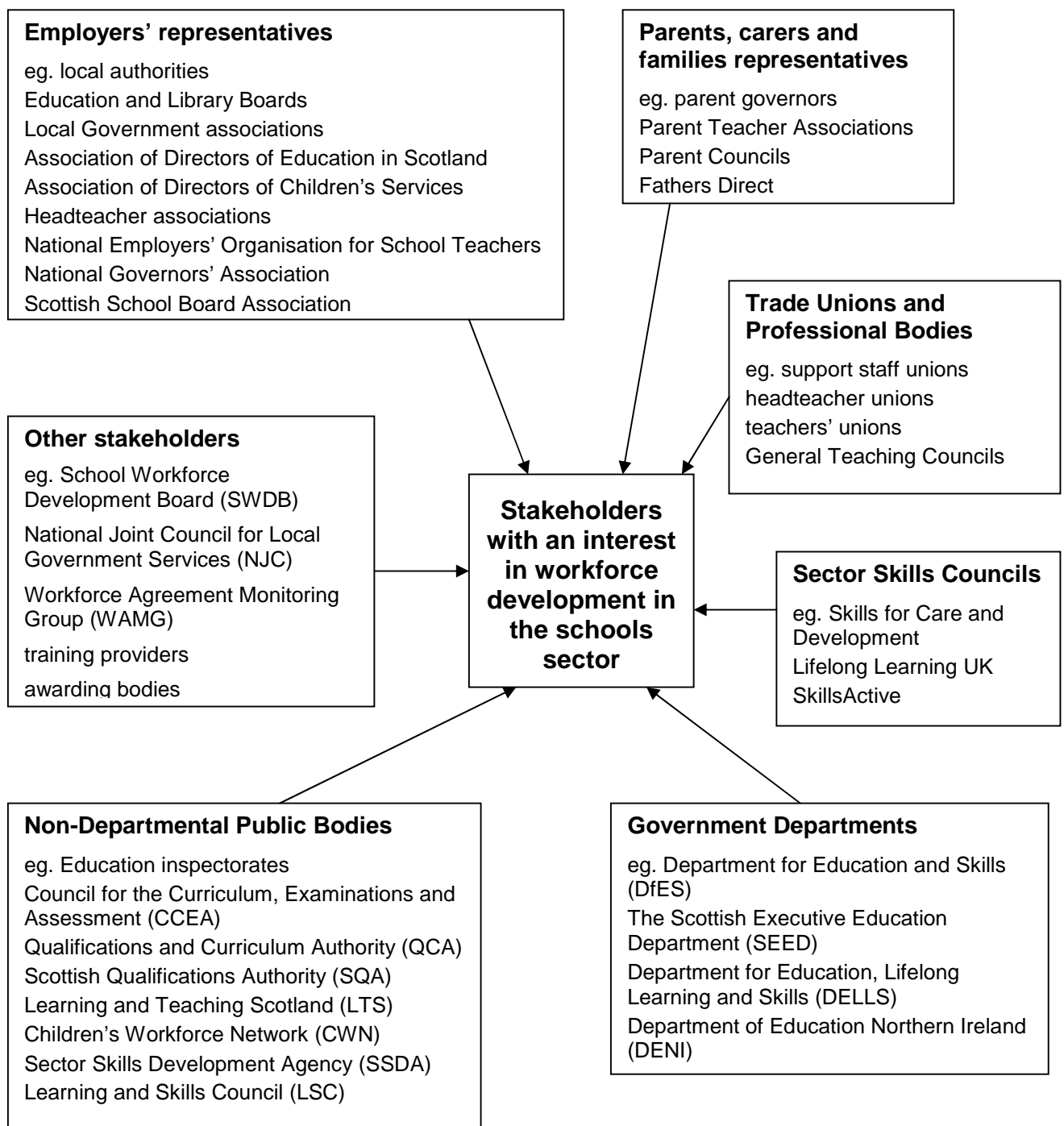
- developing and maintaining working relationships with other practitioners
- providing leadership for a team or area of responsibility
- allocating and checking work
- leading/supporting volunteers
- providing learning opportunities for colleagues
- mentoring colleagues, students or volunteers
- supporting the development of competence in the workplace

9.3 Qualifications

Consultation with the sector confirmed the ongoing need for NVQ/SVQs at levels 2 and 3 for supporting teaching and learning in schools. The potential need for an NVQ/SVQ level 4 was recognised but agreement reached that this was covered by achieving HLTA status for practitioners in England and Wales. Depending on outcome of the EOC investigation in Scotland there may be a need to develop a level 4 for Scotland in the future.

10 Key stakeholders and organisations in the sector

Numerous bodies and organisations are likely to have an interest in the workforce development needs of the schools sector, including those with an interest in development of the wider children's workforce. The stakeholder map shown below provides an overview of the main stakeholder groups. Annex 3 lists the stakeholders and provides more detail about their roles and involvement with the school workforce.



11 Evidence base and information sources used to develop the Occupational Map

The publications reviewed in developing this occupational map are listed below.

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DfES (2004c) *Every Child Matters: Change for Children*

DfES (2004d) *Every Child Matters: Change for Children in Schools*

DfES (2004e) *Removing Barriers to Achievement, The Government's Strategy for SEN*

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DfES (2005d) *Extended schools: Access to opportunities and services for all – A prospectus*

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DfES (2005g) *Learning Behaviour, The Report of the Practitioners' Group on School Behaviour and Discipline*

DfES (2005h) *Managing Medicines in Schools and Early Years Settings*

DfES (2005i) *School staff and their roles beyond the classroom*

DfES (2006a) *Children's Workforce Strategy, Building an Integrated Qualifications Framework*

DfES (2006b) *Departmental Report 2006*

DfES (2006c) *Primary Framework for literacy and mathematics*

DfES (2006d) *The Common Assessment Framework for children & young people: Practitioners' guide*

DfES (2006e) *The Five Year Strategy for Children and Learners: Maintaining the Excellent Progress*

DfES (2007) *2020 Vision, Report of the Teaching and Learning in 2020 Review Group*

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Office for National Statistics (2006a) *School Workforce in England*

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Scottish Executive (2001b) *For Scotland's Children, Better Integrated Services*

Scottish Executive (2003a) *A partnership for a better Scotland - Joint Statement by the Leaders of the Scottish Labour Party and the Scottish Liberal Democrats*

Scottish Executive (2003b) *Educating for excellence: choice and opportunity, the Executive's response to the national debate*

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Annex 1 Research into the role of teaching and classroom assistants

This Annex outlines the findings of relevant research into the role of teaching and classroom assistants and other pupil support roles since development of the existing national occupational standards for teaching and classroom assistants in 2000-01. It is presented in relation to each of the home nations to illustrate differences in role development across the UK.

England

Teaching assistants in primary schools: an evaluation of the quality and impact of their work (Ofsted 2002)

In 2001 Ofsted carried out an evaluation of the impact of the use of primary teaching assistants on the effectiveness of the National Literacy and National Numeracy Strategies (NLNS). The context of the evaluation was that of significant increases in the number of teaching assistants in schools, suggested expansion of the role of teaching assistants and plans to explore new ways of working, including the use of additional support staff, to tackle excessive teacher workload.

The report shows that:

- teaching assistants play an important part in implementation of the NLNS by supporting teachers and pupils in the classroom
- they have a key role in intervention and catch-up programmes associated with the strategies
- teaching assistants spend much more time providing learning support in literacy and mathematics – often at the expense of their traditional practical support for teachers
- there were isolated examples of teaching assistants providing cover for class teachers

Ofsted also identified a number of key activities undertaken by teaching assistants that contribute to the wider life of the school, for example:

- supporting school productions
- accompanying pupils on out-of-school visits
- helping with breakfast and after-school clubs
- increasingly taking on defined roles in managing and supporting the use of ICT
- having a strong pastoral role

The national literacy and numeracy strategies and the primary curriculum (Ofsted 2003)

The 2003 Ofsted report on the implementation and impact of the National Literacy and Numeracy Strategies found that teaching assistants were playing an important and effective role in supporting small groups in literacy and mathematics and leading intervention programmes. In some schools, well-trained teaching assistants were also leading separate speaking and listening programmes for younger children as part of a planned, whole-school intervention to develop pupils' oral language.

The report also noted the introduction of senior teaching assistants responsible for the day-to-day management of colleagues. Regular meetings between teaching assistants and their line managers were common. However very few schools had formal performance management systems for teaching assistants, although increasing numbers had some form of annual discussion or review.

The report notes that “many schools have invested much in the training of teaching assistants to meet pupils’ needs. Not unreasonably, they aim to maximise this investment and therefore do not want to reduce the time teaching assistants spend with pupils. Because of this level of involvement in pupils’ learning, teaching assistants are often not used to reduce teachers’ workload but rather, as one headteacher put it, ‘to reduce the pressure in the classroom’. ... In most schools, therefore, a ‘mixed economy’ of work has developed. In some, all teaching assistants are undertaking a little administrative and clerical work; in others, a designated teaching assistant has responsibility for tasks such as photocopying, producing and filing resources and displays. In many schools, however, the tasks are shared between teachers and teaching assistants.”

Education’s hidden professionals: GMB’s national survey of teaching assistants and nursery nurses (GMB 2003)

The General, Municipal and Boilermakers Union (GMB) conducted a national survey of teaching assistants and nursery nurses in June 2002 to inform the union’s response to the DfES consultation package *Time for Standards* (DfES 2002) which set out proposals for remodelling the school workforce. The report is based on a total of 992 responses from teaching assistants and 305 from nursery nurses. The majority of respondents – 76% of the teaching assistants and 72% of the nursery nurses – work in primary schools, reflecting GMB membership base and employment patterns more generally at this time. Some 18% of the teaching assistants and 7% of nursery nurses work in secondary schools. Most of the remaining teaching assistants work in special schools. The remaining 21% of nursery nurses work in special schools or maintained nursery schools.

In respect of roles and responsibilities, the survey found that teaching assistants and nursery nurses:

- regularly work with pupils with special needs, either assigned to them exclusively or as part of wider responsibilities
- have a spectrum of difficult and complex responsibilities for supporting SEN including, for some, physical and medical care of pupils e.g. administering medication, suctioning, tube feeding
- work with individual children, groups and whole classes

In respect of working with individuals, groups and whole classes, the survey found that some teaching assistants regularly take whole-class sessions, but more typically, plan and deliver lessons for smaller groups working within or away from the main class and/or deliver intensive one-to-one support to individual pupils.

The survey also found that teaching assistants and/or nursery nurses are frequently involved in:

- marking pupils’ work
- invigilating tests and exams
- delivering lessons prepared by a teacher
- contributing to lesson planning
- pupil assessment
- home visiting
- line management responsibilities
- additional responsibilities e.g. therapy sessions, ICT teaching, school productions, clubs

Ninety percent of nursery nurses and 66% of teaching assistants at some time have to cover for absent teachers.

Of the '25 tasks' identified as not to be routinely carried out by teachers, the main tasks commonly undertaken by teaching assistants included:

- classroom displays
- photocopying
- record keeping and filing
- prepare and issue materials
- collect money

Almost all of the nursery nurses and nearly two thirds of the teaching assistants had a formal qualification relevant to their job. Most of these were seen as being well-suited to primary schools but the lack of training and qualifications suitable for those working in secondary schools was also noted. The lack of perceived career progression was noted by over 80% of both sample groups.

School Support Staff – The way forward (National Joint Council for Local Government Services 2003)

In November 2003, the Joint Council for Local Government Services (NJC) published *School Support Staff- The way forward*. *The way forward* probably had the greatest influence of all guidance documents in developing the roles of support staff in schools in England and Wales to support the national agreement on raising standards and tackling workload.

The way forward was developed to help local authorities as employers to work with schools locally to develop local strategies for the recruitment, retention and development of support staff in schools following the *National Agreement – Raising Standards – Tackling Workload*. The guidance included job profiles for three 'families' of support staff roles, broadly grouped as teaching assistants, curriculum/resource support and administration and organisation. The teaching assistant role was further split into two streams, one covering classroom-based support and the other behaviour guidance and support. The job profiles were adopted by many local authorities across England and Wales as the basis for developing local job descriptions and grading structures for schools.

The job profiles are set against a four-part structure based on increasing skills levels from an induction/basic skills level through to specialism/higher level responsibilities level. For teaching assistants and other classroom-based support staff, the levels relate to those who are:

1. new to the role and work under direct supervision
2. working at NVQ level 2 under instruction/guidance
3. working at NVQ level 3 under guidance
4. working with some autonomy within the framework set by the teacher and under an agreed system of supervision/management.

For the purpose of revising the national occupational standards for teaching assistants, it is second and third level role profiles that are most significant. The fourth level equates more to the role of Higher Level Teaching Assistants although progression to this role should be evident within the revised standards.

The Role and Effects of Teaching Assistants in English Primary Schools (Years 4 to 6) 2000 – 2003: Results from the Class Size and Pupil-Adult Ratios (CSPAR) KS2 Project (Blatchford et al 2004), DfES Research Report No 605

This research investigated the role and impact of teaching assistants to provide an account of the role, deployment and effectiveness of teaching assistants in Key Stage 2 classrooms.

The research found that in 2000-03:

- the majority of teaching assistants (60%) were supporting specific, named pupils in the class
- over a third of teaching assistants provided general support for all pupils
- whereas these two types of support may overlap, the findings showed that for the most part teaching assistants were supporting the work of the teacher by supporting pupils rather than through other kinds of support, e.g. preparing materials, photocopying
- other things that teaching assistants did included display, photocopying, and materials preparation (14%), administration (4%), marking and maintaining records (6%), and general activities such as playground duty (3%)
- over 40% of teaching assistant support for pupils' learning takes place out of the classroom providing a spatial expression of the way that some teachers were delegating the support of certain pupils to their teaching assistants
- in respect of training and qualifications teaching assistants are often under-prepared for the demands of supporting pupils in most need – those with SEN, and those with the poorest attainment and behaviour
- about two thirds of the sample of teaching assistants reported that they have neither allocated (paid) planning or feedback time with the teachers they support

School support staff survey 2004 (UNISON 2004)

The main findings of the UNISON school support staff survey carried out in 2004 showed that:

- nearly two-thirds of schools have increased their number of teaching assistants since the previous survey in 2002
- only a handful of schools have so far introduced the role of 'cover supervisor'
- the teaching assistant role is widening with teaching assistants playing an increasing role working with small groups, individual pupils and whole classes, as well as working outside the class
- one in five LEAs has created a new career structure for support staff, and three out of ten are at an "advanced stage". Progress is more advance for teaching assistants than for admin and technical staff.
- most LEAs have taken account of the job profiles developed by the National Joint Council (NJC) to guide the creation of new career structures, and some have linked pay scales to them
- nearly half of the schools in the survey said that there has been an overall review of the role of support staff during 2003-04
- secondary schools are more likely to show increasing use of classroom support assistants, special needs assistants and cover supervisors compared with the survey as a whole

Remodelling the school workforce: Phase 1 (Ofsted 2004)

During the autumn and spring terms 2003-04, Ofsted looked at the early effects of remodelling the school workforce. Inspectors found that

"schools were generally beginning to identify more systematically the strengths and interests of support staff so that they could deploy them more effectively. This was leading to improvements in teaching and in the curriculum In most cases, the changes to the roles and responsibilities of support staff had increased their range of work and had been well managed; the majority welcomed these changes."

Specific examples of good practice in relation to developing the role of teaching assistants included:

- working with clearly identified groups to deliver well-structure programmes such as additional literacy support
- being responsible for transferring pupils' data and updating pupils' records
- team teaching
- taking on whole-school responsibilities e.g. literacy co-ordinator
- providing specialist support for planning and delivery of the curriculum e.g. ICT, work-related curriculum, study skills
- supporting pupils with challenging behaviour
- providing dedicated support eg. for behaviour, attendance, SEN

The report also identifies that, at this time, few schools had delegated the responsibility for organising supply cover to support staff but that secondary schools were using support staff to invigilate examinations ahead of the requirement to do so. Few schools were using teaching assistants to teach whole classes, and then only under the close supervision of a teacher. However some special schools were using teaching assistants to provide first-day cover for absent teachers, with a designated teacher overseeing the arrangements.

Remodelling the school workforce (Ofsted 2005)

The second Ofsted report on remodelling the school workforce focuses on the progress made in implementing phases 1 and 2 and the planning for phase 3 of the National Agreement.

The report identified that the roles and responsibilities of teaching assistants are broadening in primary and special schools. Many organise a range of extra-curricular clubs and their expertise is used very effectively to contribute to the taught curriculum and raise standards. However in secondary schools, teaching assistants are usually employed to provide in-class support for pupils with special educational needs. Few secondary teachers share their planning with teaching assistants or provide guidance for them on how best to support pupils; learning.

In many primary and special schools cover is provided by the teaching assistants who would normally be working with the class. The majority of secondary schools were using supply teachers and the senior management team to provide cover. Only three schools in the sample of 78 inspected have employed cover supervisors. Where supervisors are selected carefully, trained effectively and managed well pupils and teachers have benefited from better quality cover supervision.

The Employment and Deployment of Teaching Assistants (Smith et al 2004), LGA Research Report 5/04

This research was based on an earlier literature review (Lee 2002) which focused on the role of teaching assistants in schools. The review identified a number of areas for further research which were followed up in this research project. These included establishing the current working conditions of teaching assistants, identifying the tasks they were involved in, the impact they were having in schools and professional and career development opportunities experienced by teaching assistants. The views of headteachers, teachers and teaching assistants were obtained by means of a questionnaire, distributed to a sample of primary and secondary schools in England and Wales. At least one questionnaire was returned from 318 schools. In over 60 per cent of these schools, questionnaires were completed by the headteacher, at least one teacher and at least one teaching assistant.

The respondents were asked to identify which tasks teaching assistants carried out. A list of tasks was provided with space for respondents to add other tasks. The tasks identified as carried out by teaching assistants in the sample included:

- pre-lesson discussion/planning
- post-lesson feedback
- team teaching of the whole class
- assessment of pupils
- contributing to IEP development and/or monitoring
- preparation of materials/equipment
- constructing displays
- work with groups of specified pupils
- work with individual specified pupil(s)
- work with groups of pupils outside the classroom
- work with pupil(s) outside the classroom
- SEN support
- first aid/administer medicine
- playground duty
- photocopying
- ordering stock/resources
- collecting money
- pursuing absences

In relation to professional and career development:

- schools were more likely to have in place policies for the professional development of teaching assistants and less likely to have a career structure for teaching assistants which outlined criteria for promotion and/or increases in their salary
- the majority of teaching assistants reported that they were invited to participate in various professional development activities such as whole-school INSET and courses specifically tailored for teaching assistants
- barriers which prevented teaching assistants accessing CPD activities varied between respondents. Teaching assistants were more likely to highlight school-based issues such as not being invited to attend CPD activities or that the school could not afford to fund their attendance. Headteachers more often mentioned about practical barriers such as teaching assistants having family commitments which prevented their participation or that teaching assistants found the times at which courses were organised made them inaccessible.
- the majority of teaching assistants seemed happy to remain in their current post, in the short-term at least, but were less sure about their long-term career development. Very few reported that they could see themselves as qualified teachers in either one year or five years' time.

Survey of Teaching Assistants & Teachers in Two London Boroughs, Kessler et al 2005), Economic and Social Research Council

In a similar survey as carried out by NFER (Smith et al 2004) this survey covered 10 primary schools – five from each of two London Boroughs and involved surveying all assistants and professionals across the schools. The term teaching assistant in relation to this survey refers to all assistant and support roles in the schools that involve working with pupils.

In addition to the tasks identified by Smith et al, this survey identified additional tasks carried out by significant numbers of primary teaching assistants including:

- managing pupil behaviour
- marking pupils' work

- liaising with parents
- taking a whole class in the absence of a teacher for less than 10 minutes
- attending parents evening
- taking a whole class for a lesson in the absence of a teacher

The deployment and impact of support staff in schools (Blatchford et al 2006)

In the first report from the on-going study on the deployment and impact of support staff in schools, Blatchford et al (2006) devised a seven group classification for support staff in schools:

- TA equivalent (e.g. HLTA, LSA, nursery nurse, TA)
- Pupil welfare (e.g. connexions adviser, education welfare, home liaison, learning mentor)
- Technicians (e.g. ICT, science, technology, librarian)
- Other pupil support (e.g. bilingual support, cover supervisor, escort, exam invigilator)
- Facilities (e.g. catering staff, cleaner)
- Administration (e.g. bursar, secretary, attendance officers, examinations officer)
- Site (e.g. caretaker, premises manager)

Support staff were asked to note which of 91 tasks they undertook in their work. The table below shows the 15 most commonly performed tasks for the TA equivalent and 'other pupil support' staff as the two groups who provide direct support to pupils all or most of the time i.e. the groups covered by the current standards development project. The percentage of the staff members in each group who perform each task is also shown.

Task	%	Task	%
TA Equivalent		Other Pupil Support	
Help pupils understand instructions	96	Managing pupil behaviour	68
Support pupils in learning goals	96	Supervise pupils out of class	64
Feedback to teachers	96	Feedback to teachers	62
Managing pupil behaviour	94	Help pupils understand instruction	55
Attend training activities	94	Maintain good work environment	52
Maintain good work environment	92	First aid / pupil welfare duties	49
Support pupils on trips and visits	89	Reward pupil achievement	47
Reward pupil achievement	88	Attend training activities	45
Attend and take part in meetings	88	Attend and take part in meetings	44
Support and use ICT	88	Attend to pupils' personal needs	41
Supervise pupils out of class	85	Support pupils in learning goals	33
Deliver lessons/learning activities	83	Support pupils on trips and visits	31
Monitor and record pupil progress	81	Help pupils make informed choice	30
Classroom preparation (inc display)	80	Feedback to pupils	28
Help pupils make informed choices	79	Assist teacher with Health/Safety	25

However, research and consultation for this occupational map shows that the significant numbers of those who provide direct support to pupils for most of their time may also carry out some of the tasks more commonly associated with the pupil welfare and technician roles. These include:

- interaction with parents/carers
- record keeping (pupil)
- pastoral support for pupils
- provide specialist pupil support
- stock storage/ordering/auditing
- operate equipment
- maintain/check/repair equipment

- prepare/maintain resources/equipment
- provide guidance for teachers
- monitor/manage stock/supplies

Wales

There has been less independent research into the role and/or contribution of teaching assistants in Wales although research carried out by Smith et al (2004) and Blatchford et al (2006) described above are known to cover both England and Wales. The bulk of the research into the evolving role of teaching assistants in Wales comes from Estyn inspection reports.

Quality and Standards in Secondary Schools: Aiming for Excellence in Provision for Special Educational Needs (Estyn 2001)

Through a series of exemplar case studies, Estyn (2001) identified examples of good practice in the use of learning support assistants to support SEN pupils in secondary schools. Aspects of good practice include:

- supporting pupils in a subject department
- improving pupils' access to the curriculum
- helping in the organisation of resource materials and the use of equipment
- supporting pupils in writing notes and homework instructions
- helping pupils to stay on task and providing positive encouragement with their work
- sharing information with the special needs coordinator and the classroom teacher on pupil progress and participation
- preparing or adapting support materials for pupils' use in lessons and for homework
- helping specific pupils to improve attendance through home visiting and ongoing liaison with the pupils' homes
- providing learning support to individual and small groups of pupils
- monitoring and reporting of progress
- supporting pupils' transfer from primary to secondary school by reading the primary school records, selecting action points and agreeing with the special needs coordinator ways to match the work to individual pupils' needs
- visiting feeder primary schools to collect information about year 6 pupils and to meet them personally
- taking care not to make pupils over-dependent on the available help nor to hinder their access to the teacher
- recording the key points of the lesson for a pupil absent from any lesson in which support is provided, to help ensure that the pupil does not fall behind
- providing support at lunch times for those pupils who need it by working with them on their homework
- attending training courses and keeping colleagues informed about what they have learned from the course.

Support for Children with Special Educational Needs: An Estyn Overview (Estyn 2003)

The Estyn overview of support for pupils with special educational needs (Estyn 2003) was developed to provide contextual information to support the policy review of special educational needs (SEN) by the Welsh Assembly Government's Education and Lifelong Learning Committee. The report is based on Estyn's inspection evidence and expertise in this field.

Although there is little reference to the role of learning support assistants, the report does identify the need for better planning of the use of learning support assistants. It notes that learning support assistants can greatly enhance the learning experiences of SEN pupils and that this is most likely to occur where:

- schools provide training for teachers and support staff in how to work together effectively
- teachers and support staff have time for joint planning, assessment and evaluation.

Raising standards and tackling workload in schools in Wales (Estyn 2005)

This report outlines the impact of the national Agreement in schools in Wales, since its introduction up to summer 2005.

The Welsh inspectorate found that:

- schools have achieved success in transferring the specified administrative and clerical tasks from teachers to support staff
- a number of schools were already using invigilators rather than teaching staff for external examinations – many are support staff that have been trained for this specific purpose
- in secondary schools, there are new categories of support staff, for example, cover supervisors
- in many primary schools, extra support staff have been employed and, in others, the hours of employment of existing support staff have been extended
- a number of schools, particularly in rural areas and for Welsh medium education, have difficulty finding support staff. It is also a problem in schools with specialist educational facilities. Some schools state that the quality of support staff is variable.
- some schools do not organise the deployment of support staff well and this undermines their potential impact
- generally, support staff now have access to a greater number of roles and improved choices and career opportunities
- many schools are training support staff to carry out their roles more effectively. Where good training is organised, a large number report improved morale.

The report identifies a number of new support staff roles, some of which would fall within the scope of the revised national occupational standards for supporting teaching and learning in schools, including:

- invigilators
- examinations officers
- cover supervisors
- data managers
- reprographics technicians
- attendance officers
- network managers
- behaviour managers

Behaviour in Wales: good practice in managing challenging behaviour (Estyn 2006)

Behaviour in Wales: good practice in managing challenging behaviour says little about support staff other than they need to be familiar with the school's behaviour policy and confident and consistent in implementing it, and that all staff should receive appropriate behaviour management support and training.

The impact of workforce remodelling on pupils' learning and raising standards (Estyn 2007)

A more recent report on the impact of remodelling found that the number of support staff in schools has increased significantly. Many jobs that have traditionally been done by teachers are now being carried out by new types of support staff. Many schools use a combination of teachers and support staff to enable teachers to have planning, preparation and assessment (PPA) time. In some primary schools, where support staff deliver specified work to pupils that they know well, this provides good continuity. In other schools, support staff are well deployed to provide specified work in a specialist role for a variety of classes of pupils.

In a third of all schools, the enhanced and new roles created for support staff have brought about positive changes. Support staff have brought fresh perspectives to school life which are generally beneficial for teachers and pupils. Also, in a small number of schools, there are other benefits for staff. They include better teamwork, reduced sickness absence and better relationships between support staff and pupils.

The report includes an exemplar case study of a learning support assistant who is employed to assist in dealing with the social problems of pupils. During morning sessions, the LSA provides support to class teachers in literacy and numeracy lessons but, in the afternoons, he has a counseling role. In addition, he works with a number of disadvantaged parents and helps them develop coping strategies for the home environment. He also follows up attendance issues. This LSA acts as a good role model for pupils and parents in the school. The benefits of this strategy are beginning to be seen in the improved behaviour of pupils involved in the initiative.

However, the report raises a number of issues of concern:

- in a quarter of the primary schools sampled, standards of pupils' behaviour have deteriorated in the periods when specified work is being delivered by support staff during PPA time
- in a few primary schools, because some of the support staff used to provide specified work lack relevant experience, pupils do not make the progress expected

Northern Ireland

Much development of the classroom assistant role in Northern Ireland had taken place in the years preceding development of the existing national occupational standards under the Making a Good Start (MAGS) Initiative introduced in 1995. The MAGS initiative, which introduced classroom assistants into P1 and later P2 classes, resulted in over 70% of classroom assistants achieving a level 2 or 3 NVQ in Childcare and Education prior to the accreditation of the new NVQs for classroom assistants.

Report by the Education and Training Inspectorate on the Making a Good Start Initiative (Education and Training Inspectorate 1998)

A report by the Education and Training Inspectorate (1998) on the Making a Good Start Initiative reported that from the outset there was unease among principals and some Board personnel over the appropriateness of the NVQ in Childcare and Education to the needs of assistants employed for year 1 classes. A significant minority of principals found that aspects of the training were irrelevant or unsuitable for assistants working in year 1 classes. However, most of the schools did not evaluate systematically the influence of the training on their assistants' work; of those which did, a majority considered that the assistants gained in

confidence, in their abilities to organise and relate to children, and in their understanding of how children develop and learn.

A very few schools reported that aspects of the NVQ training required the assistant to undertake activities which the teachers regarded as encroaching on their role; these aspects included the assessment of children's progress, planning PE lessons, and designing worksheets. The unease of these schools reflected a more general difficulty among teachers in determining the extent to which the assistants should be involved in activities which might be regarded as teaching. In a very few instances, teachers reported that they felt their professional role undermined. Especially where the teacher was newly qualified, a lack of experience or confidence sometimes resulted in poor deployment of the assistants and an under-use of their skills. The evidence from inspections indicated that the vast majority of teachers gained confidence in deploying the classroom assistants and extended appropriately the range of the children's learning activities in which they were involved. Additional INSET is, however, needed for some teachers to help them deploy their classroom assistants more effectively and to develop the assistants' abilities to support children's learning.

The Education of Children and Young People with Autistic Spectrum Disorders – Report of the Task Group on Autism (Department of Education 2002)

The report of the Northern Ireland task group on autism confirmed the role of classroom assistants in supporting children and young people with autistic spectrum disorders. It notes also that classroom assistants are generally untrained to carry out what is a consistently demanding role.

In all ELBs it is often the case that pupils with ASD are provided with a classroom assistant. Usually the assistant is recruited by the school and paid by the ELB. In some cases the assistants are recruited to the ASD support service and deployed by them to schools as indicated by the assessed needs of the child. This latter arrangement makes it easier to ensure the classroom assistants are properly trained and are supervised by a teacher with specialist expertise. In such cases also the assistants may be deployed at Code of Practice Stage 3, without the need to wait for a statement of special educational needs.

The training of classroom assistants was identified as a priority issue in meeting the needs of pupils with ASD. Without training the assistant can misunderstand the pupil, leading to situations where the child becomes over-dependent or starts to resent the help given. Training needs to be available covering the nature of autism and specific strategies for dealing with pupils at difficult times such as whole-class or group lessons. Assistants need to be aware of how to help the pupil in dealing with the social demands of break and lunchtime and how to organise their belongings to cope with the demands of a school day.

Enriched Curriculum: The Beginning (Belfast Education and Library Board 2002)

The *Enriched Curriculum: The Beginning* outlines the success of a programme for Year One pupils initiated by the Belfast Education and Library Board in six primary schools in September 2000. The pioneering programme not only achieved improvements in children's learning but also helped to change the way in which teachers and classroom assistants work. The enriched curriculum project played an integral part in informing development of the new Foundation Stage of the revised Northern Ireland curriculum.

The role of the classroom assistant is crucial in implementing this programme. Teachers recognised the need for a full time classroom assistant who contributes significantly to the

organisation of the classroom and to the children's learning. The children were found to benefit greatly from the presence of two adults in the classroom. Training for classroom assistants provided them with an increased background knowledge and understanding which enabled them to listen to the children, support their learning and to enhance the children's self-esteem.

In delivering the enriched curriculum the role of the classroom assistant has changed in that they work more closely with individual/groups of children, supporting their learning. Evaluation of the programme found that they are more aware of the learning potential in the activities and of the importance of encouraging children to be as independent as possible.

In addition to supporting pupils, classroom assistants continue to support the teacher by carrying out a range of organisational tasks including:

- roll
- dinner money
- milk money
- organize shared books to take home
- put 'finding out homework' into books/folders
- take children to the library
- set up physical play equipment
- assist with changing
- prepare activities
- encouraging positive behaviour through awarding stickers

Classroom assistants are an integral part of the planning and assessment process and add significantly to the learning experiences in the classroom. They contribute to the initial and ongoing assessment of the children and help build up a picture of the children's understanding and acquisition of skills. As part of the monitoring process classroom assistants are involved in observing the children's learning and contributing to the observation notebook. The teacher uses these observations to evaluate, reflect and plan future learning.

Fundamental Service Review: Special Education (Central Management Support Unit 2003)

The Central Management Support Unit (CMSU) is an inter-board unit and its roles is to co-ordinate the process of Best Value and conduct a programme of fundamental service reviews across the Education and Library Boards in Northern Ireland.

A fundamental service review of the special education service carried out in 2003 found that:

- classroom assistants have a key role to play in relation to children with special educational needs
- parents wanted teachers and/or classroom assistants trained to support speech and language therapy in the classroom
- more training was needed for a range of staff including classroom assistants in areas such as autism, ADHD, EBD, health and safety, manual handling, medical procedures/first aid, child protection, ICT, curriculum and parental issues
- the professional status of classroom assistants should be recognised
- cluster groups for classroom assistants should be established
- classroom assistants should be included in school INSET

One of the outcomes of the fundamental service review was a pilot project carried out in the three Belfast ELBs to skill teachers and classroom assistants in supporting children with speech and language difficulties.

Provision in the creative and expressive area of study in a sample of primary schools in Northern Ireland (Education and Training Inspectorate 2005)

This ETI report highlights the benefits of schools using funding from the 'Promoting and sustaining positive behaviour' initiative to develop the playground as a resource to extend opportunities for children's purposeful play. *"Often, this involves the classroom assistants and children participating together in playground games, for example, during break and lunchtime."*

Review of English as an Additional Language (EAL) (PricewaterhouseCoopers 2005)

In December 2004, PricewaterhouseCoopers was commissioned by the Equality, Rights and Social Inclusion Unit of the Department of Education to conduct a review of English as an additional language in schools with the objective of developing a policy for EAL in schools in Northern Ireland.

The study found that the number of EAL pupils was increasing. Whereas most support was provided by peripatetic EAL teachers, funding issues, particularly in rural areas, was creating pressure to develop expertise within schools. Classroom assistants and, in some cases, bilingual assistants were seen to have an important role in supporting EAL pupils in schools. The establishment of a long term professional development strategy for those involved in EAL, both at Board level and in schools, was seen as essential for improving EAL support. It was also noted that there was a mismatch between the skills needed by EAL assistants and the standard job description, focusing on child care needs, that schools have to use. The (then) requirement for an NVQ in childcare and education was noted as irrelevant to the EAL job role.

The Development of Inclusive Schools in Northern Ireland: A model of best Practice, Department of Education (Moran, Anne & Abbott, Lesley 2006)

Research carried out by Moran and Abbott (2006) identified the role of learning support assistants (nursery, special needs and classroom assistants) in contributing to inclusion as assisting the teacher, supporting children's learning, intervening when appropriate, making all children feel included and being able to communicate with them. They have to work closely with the teacher and pupils, both one-to-one and in small groups, and help identify resources, understand children's learning targets and keep them focused on tasks.

The report highlighted the need for learning support assistants to be appropriately trained and qualified. The practice of assistants having an NVQ in childcare was noted as inappropriate to many situations especially in post-primary. Training and qualifications should enable them to have knowledge of specific learning difficulties and the necessary skills to cope with these in their capacity in inclusive classrooms, and should take account of the full age range from pre-school to post-primary, including school leavers.

Effective use of assistants for pupils with special educational needs in mainstream schools 2005 – 06 (Education and Training Inspectorate 2006)

This survey of the Effective Use of Assistants for Pupils with Special Educational Needs in Mainstream Schools has particular relevance given the significant profile which the inclusion agenda has within government policy in Northern Ireland. The increasing numbers of SEN CAs within mainstream primary schools is often a direct result of the view held by many

parents, and some principals, that a SEN CA is a prerequisite to entry for a statemented pupil into a mainstream school.

Several principals reported difficulties caused by references in children's statements to the need for one-to-one support; as a result of this recommendation, a small number of parents had claimed 'ownership' on behalf of their child of a specific SEN CA and this had caused problems when teachers wanted the SEN CA to support other children or when a principal wished to deploy SEN CAs with different classrooms and teachers. This emphasis on one-to-one support also increases the potential for 'learned helplessness' and thus could diminish the speed at which a child develops full independence.

While most CAs have job descriptions, a small number of teachers and principals expressed uncertainty regarding the boundary between a SEN CA providing effective support and actually becoming engaged in teaching.

Increasingly, newly appointed SEN CAs are required by schools to have appropriate qualifications. The majority of SEN CAs participating in this survey had attained national vocational qualification (NVQ) awards at levels 2 and 3; very few, however, had received training in the area of SEN. A minority of the SEN CAs had no formal qualifications but have become 'experienced' by virtue of long service working alongside informed teachers.

Almost all of the teachers interviewed spoke appreciatively of the support their SEN CAs provide them. They reported benefits such as, help in managing behaviour and minimising distractions, distributing resources, providing individual explanations of tasks and ensuring that children are helped to complete tasks which otherwise might be too difficult for them.

During a majority of sessions observed, almost all the SEN CAs were given responsibility for a individual pupil or a group of pupils sitting in close proximity to the statemented pupil. During whole class activities/discussions, the SEN CAs often sat alongside designated pupils to manage behaviour and to encourage their participation in learning. In the best practice observed, the SEN CAs were well-informed and encouraged by the class teacher to show initiative; they were sensitive to the needs of the child, involved in fostering social participation with peers, encouraged the pupil to learn independently as part of the class without obtrusive support and helped to achieve targets and raise standards.

In a few classes, where the boundary between the teacher's role and the SEN CA's role was unclear, the latter spent a considerable amount of time 'teaching' individual children either in the classroom or through withdrawal sessions. This paradoxically resulted in the least qualified staff in the school supporting those most in need of help and support with their education. In a small number of classrooms, the SEN CA was not always confined to the SEN group but, instead, circulated around and supported the other ability groups; this alternative approach allowed the most professionally trained educator, the class teacher, to concentrate on supporting all of the pupils, including those with SEN.

Observations of the work of the SEN CAs indicated that their support was most effective when they worked in close partnership with a teacher who understood and had planned well for the SEN CA's role in the lesson and had good arrangements for obtaining appropriate feedback on the pupil's learning and behaviour. Where the SEN CAs were insufficiently or superficially briefed, or had inadequate knowledge, they sometimes became more concerned with the completion of the set task rather than with supporting the pupil to improve his/her skills, understanding or ability to work independently.

Teachers are responsible for managing and organising the day-to-day work of the SEN CAs in their classrooms but only a small number reported that they had received school-based training or advice on how to manage the work of SEN CAs, or other adults, in their

classrooms. Most teachers reported that they discussed with their SEN CAs what they required them to do each day before class commenced; a few teachers include notes to this effect in their planning. However, few SEN CAs have opportunities to engage in regular meetings with the class teacher, without children being present.

A majority of the SEN CAs reported that they valued the opportunity to receive training, both accredited and non-accredited, particularly if it was related to their daily work and if it had direct practical application. A small number reported that they had attended, at their own cost, weekend conferences and evening workshops, organised by different SEN interest groups, in order to further their own knowledge of particular syndromes or difficulties, particular to pupils they were supporting. Several of the SEN CAs interviewed also spoke positively of the information and individual advice they had received from professionals offering support for pupils with Autistic Spectrum Disorder, sensory impairment, speech and language problems or behavioural issues.

The key development priorities for schools were identified as:

- involving SEN CAs more systematically in the planning, reporting and review arrangements undertaken in respect of the children for whom they are providing support
- providing access to additional relevant in-service training to enhance further the SEN CAs' knowledge and understanding of SEN provision, and issues arising
- providing school-based in-service training and timetabled opportunities for regular meetings, to promote a shared understanding among staff of the role of the SEN CA in supporting both children and the teachers and to ensure consistency in their deployment across the school
- providing guidance to teachers on the effective use of classroom assistants
- to revisit the SEN CA job description as the role of the CA develops professionally and as the needs of pupils change

Scotland

More than 'An extra pair of hands?' Evaluation of the Classroom Assistant Initiative in Scotland (Wilson et al 2002)

The evaluation of the classroom assistant initiative was taking place at the same time as the development of the existing national occupational standards for teaching and classroom assistants and, therefore, relates to the role of classroom assistants at that time. However it does provide comparative information for more recent work carried by the Equal Opportunities Commission Scotland in 2006-07.

More than 'An extra pair of hands?' found that the largest amount of classroom assistant time was spent supporting pupils within the classroom. However a substantial minority of sample classroom assistants believed that they spent most of their time on playground supervision. A third were heavily involved in undertaking specific responsibilities, such as a resource area or ICT support. Most reported that they had little or no time to plan and liaise with teachers.

Activities carried out by classroom assistants in supporting pupils' learning included:

- working with groups
- work round the whole class offering help where needed
- supporting practical activities
- work with individual pupils
- hearing pupils read
- support pupils using ICT
- supervise reinforcement games

- support Early Intervention
- support EAL pupils

It should be noted that SEN Auxiliaries were a different and distinct role at this time – hence the lack of classroom assistant involvement with supporting pupils with SEN, and that classroom assistants were only employed to work in primary schools. In the middle to upper primary stages the balance of their work shifted from supporting groups of pupils to working on a one-to-one basis with individual pupils.

Towards the end of the evaluation period (December 2001) there was some evidence of a shift away from supporting pupils' learning towards taking over routine administration tasks as encapsulated in *A Teaching Profession for the 21st Century* (SEED 2001). The first moves towards merging the role of classroom assistant and SEN auxiliary were also evident at this time.

Classroom Assistants: A GTC Scotland Position Paper (GTCS 2003)

In its position paper *Classroom Assistants: A GTC Scotland Position Paper*, the General Teaching Council for Scotland recognised that classroom assistants are used to support teachers and pupils in a wide variety of ways. GTC Scotland is clear that a classroom assistant should work under the direction of a teacher to support pupils' learning and be involved in activities to consolidate learning and should not be used to introduce and develop new learning.

GTC Scotland defines a classroom assistant as:

“a person who supports the teacher and pupils by undertaking tasks in the classroom and school which do not arise directly from the process of learning and teaching. ... Classroom assistants should not be involved in professional activities and tasks which see them take on responsibilities which are clearly the remit of a qualified teacher.”

Valuable assets – the role and status of classroom assistants (EOC 2006-07)

In January 2006 the Equal Opportunities Commission (EOC) began a formal investigation into the role and status of classroom assistants in Scottish schools. This 16 month investigation is examining the employment of classroom assistants in Scotland as an example of a low paid, low status female dominated occupation linked to the historical undervaluing of domestic and caring work traditionally performed by women.

Initially, the General Formal Investigation (GFI) examining the role and status of classroom assistants focused only on primary schools. During phase one of the GFI the EOC identified that classroom assistants were being employed and deployed in secondary and special schools – mainly as an outcome of the McCrone agreement. The terms of reference for the GFI were therefore amended to reflect the increasing number of classroom assistants in Scottish schools including primary, secondary and special schools.

Phase 1 of the GFI examined the role and status of classroom assistants in Scottish primary schools. Evidence gathered during phase 1 indicated that there are a wide range of job titles across Scotland to describe those who support pupils and teachers in the classroom. For ease the term 'classroom' assistant' is used to cover all those who work with pupils and teachers supporting learning and development in the classroom.

Although covering a range of job titles, the GFI excluded additional support assistants who are allocated to one or more pupils with special educational needs or who need additional

support in order to access the curriculum. However during the course of the investigation it was found that the distinction between these roles and those of classroom assistants is not as clear cut as might be expected. (Hastings et al 2006). The phase 1 research also identified examples of local authorities consolidating a number of posts, including classroom assistants, auxiliaries and those responsible for special educational needs, to become pupil support assistants or learning support assistants.

Classroom assistant tasks in primary schools were grouped into four clusters:

- the organisation and use of resources
- the care and welfare of the pupils
- supporting the teacher
- encouraging and supporting learning

In respect of the organisation and use of resources, there was widespread agreement that classroom assistants prepare classroom materials for use by pupils, carry out routine administrative tasks, and produce displays.

With regard to the care and welfare of pupils, there was general agreement that classroom assistants supervise non-teaching areas, provide comfort and care for minor accidents, upsets etc, and escort pupils within and outwith school premises.

Again there was consensus that classroom assistants support the teacher by discussing learning activities with the teacher to understand what needs to be done, feedback to the teacher on how pupils coped with the learning activities, and maintain discipline by encouraging positive behaviour.

There is less agreement about the role of classroom assistants in encouraging and supporting learning. In order of frequency of occurrence and agreement across classroom assistants, headteachers and teachers, classroom assistants are involved in:

- providing learning support to individuals or groups of pupils
- assessing the learning and development of pupils
- setting learning tasks
- teaching new concepts
- planning the curriculum for pupils.

Although there was a significant divergence of opinion about some of these activities between classroom assistants on the one hand and teachers and headteachers on the other, there is consensus amongst all respondents that a small but significant percentage of classroom assistants are teaching new concepts, setting learning tasks, assessing pupils' learning and planning the curriculum. In other words there is evidence of 'role stretch' to include more activities than initially intended in the classroom assistants implementation guidance (SOEID 1999). However the research report goes on to show that 'role stretch' appears to have occurred as an outcome of informality within schools and classrooms as certain classroom assistant skills are recognised and deployed and does not feature as formal national or local authority policy or school practice. Typical examples are classroom assistants with ICT, arts and music skills, and it seems to be these classroom assistants who have greater involvement in the higher level learning activities. It is also acknowledged that these classroom assistants are using skills similar to those formally recognised through HLTA status in England and Wales.

The phase 2 research identified 19 different job titles across 64 classroom assistants from secondary and special schools. Many jobs combined titles reflecting the complexity of their roles. The most common job titles were:

- pupil support assistant (23%)

- combined classroom/learning support/pupil support/special assistant (13%)
- learning support assistant (8%)

Virtually all of the sample of classroom assistants from secondary and special schools work with pupils with additional support for learning needs (ASL) that have been formalised in a Record of Need (RoN). RoN were introduced for children with 'pronounced, specific or complex educational needs which require continuing review'.

Classroom assistant tasks in secondary and special schools were found to fall into three clusters:

- welfare/care
- behavioural
- teaching and learning

With regard to welfare/care of pupils, classroom assistants often have responsibility for showering, toileting, changing tracheotomy tubes, tube feeding, changing colostomy bags, administering medication, physiotherapy and applying restraint techniques.

In providing behavioural support, classroom assistants are supporting pupils with a range of social, emotional and behavioural difficulties – some with a RoN but also disruptive pupils without a RoN.

With regard to teaching and learning, the research found two significant differences in terms of the complexity and frequency of teaching input. One group of classroom assistants were involved in supporting learning, whereas the second group were undertaking teaching and support for learning activities with differing levels of complexity. In the second group there were those who:

- deliver set work, for example to provide short cover for absent teachers or when classes are split
- use own initiative drawing on specific skills such as ICT, swimming, etc.
- combine aspects of delivering set work and using own initiative in response to teacher circumstances, for example illness or schools' supply and probationary teachers

The research also identified the importance of often detailed knowledge of particular curriculum areas for those working in secondary schools.

The GFI in Scotland found evidence of 'role stretch' in the activities undertaken by classroom assistants in primary, secondary and special schools. However in secondary and special schools this role stretch is both horizontal and vertical. The greater complexity of ASL needs, in particular, means that classroom assistants are now doing a broader range of tasks related to pupils' welfare/care and behaviour. In addition, with mainstreaming, there is evidence of some classroom assistants planning and delivering learning activities for pupils with ASL, freeing teachers' time to deliver the lesson and learning activities to the rest of the class.

A Climate for Learning, A Review of the implementation of the 'Better Behaviour – Better Learning' report (HMIE 2005)

In April 2003 Her Majesty's Inspectorate of Education (HMIE) initiated a two-year review to monitor the implementation of the recommendations in Better Behaviour – Better Learning (Scottish Executive 2001).

The review identified that almost all schools had built up a range of approaches to promoting positive behaviour in the way that they managed behaviour and discipline. Effective practice

was associated with a number of common characteristics including having clear expectations, communicated positively and on a regular basis, and implemented consistently by all staff across the school.

In schools where there was good behaviour, all staff had been given practical advice on implementing care and welfare policies, including policies on child protection, anti-bullying and racial equality, as well as on promoting positive behaviour. Behaviour had also improved through the deployment of additional staff to support pupils in class and at breaks.

How good is our school? The journey to excellence (HMIE 2006)

How good is our school? The journey to excellence describes some of the things which school leaders, teachers and support staff do, and which are known to be successful in helping children and young people to learn and achieve. Excellent schools expect all staff to reflect on the quality of education they provide, and to respond positively to challenge from within and beyond the school. Support staff are involved in discussions about the future direction of the school and involved, where appropriate, in development planning and staff training which is directed at supporting people to meet the needs of all pupils.

Annex 2 Legislation, policy and guidance

Education policies, legislation and guidance with potential to impact on the role or employment expectations of those who support teaching and learning in schools are outlined below. Some of these make explicit reference to the role of teaching or classroom assistants or related roles, whereas others identify the knowledge and/or skills that those supporting teaching and learning in schools might be expected to have, for example in relation to changes in the national curriculum for the country in which they work.

Responsibility for education policy and legislation lies with each of the devolved administrations within the UK. Each country, therefore, has developed its own policy and, to a lesser extent legislation, with regard to education, schools and the school workforce. However there are significant similarities across the UK in respect of priorities for education – although often expressed in different language and terminology. Where possible and sensible, therefore, legislation, policy and guidance for each of the four countries are presented in relation to common themes rather than individual countries. Because of the different educational systems and priorities across the four countries, there is not always equivalent or comparable policy/guidance across each of the home nations in relation to each of the themes.

The policies etc are grouped according to their relationship to:

- the school workforce
- the wider children's workforce
- school improvement
- guidance to schools
- the curriculum

School workforce

This section provides an overview of legislation, policy and guidance in relation to the school workforce – including teachers and support staff. Changes in expectations for different roles within the whole school workforce may often impact on the roles of those who support teaching and learning in schools. For example, changes to teachers' conditions of service have been implemented in Scotland through the 'McCrone' agreement and in England and Wales through the National Agreement. Both have impacted on the role of classroom/teaching assistants although in different ways.

A Teaching Profession for the 21st Century (2001) outlines the agreement reached between employers, teacher representatives and the Scottish Executive to improve the professional conditions of service and pay for teachers in Scotland following the Committee of Inquiry into professional conditions of service for teachers chaired by Professor Gavin McCrone.

The agreement includes nationally agreed conditions of service for teachers including a maximum class contact time of 22.5 hours and a minimum personal allowance of 7.5 hours per week for preparation and correction within a 35 hour working week. Absence cover arrangements are devolved to local negotiating committees to determine.

The agreement also includes a list of tasks which should not be routinely carried out by teachers which are to a large extent mirrored in the later National Agreement on *Raising standards and tackling workload* which applies to England and Wales.

The 'McCrone' agreement was supported by significant investment in additional support staff. These include the full range of posts recommended in the McCrone report, specifically bursar, administrative and ICT support for schools, as well as the introduction of classroom assistants to secondary schools.

The Scottish Executive are committed to developing a career structure model for support staff in schools and teacher training in collaborative working with "non-teaching staff" to support implementation of the agreement.

Research into the role of classroom assistants (Wilson et al 2002) found evidence of a shift away from supporting pupils' learning towards taking over routine administration tasks as a result of the 'McCrone' agreement.

There is also no suggestion within the agreement that support staff would cover either for teacher absence or teachers' personal allowance although they might be asked to organise supply cover as one of the routine administration tasks transferred from teachers to support staff.

The ***National Agreement on Raising standards and tackling workload*** was signed by the government, local government employers and the majority of school workforce unions for England and Wales on 15 January 2003. The agreement acknowledged the pressure on schools to raise standards and tackle unacceptable levels of workload for teachers and introduced a series of significant changes to teachers' conditions of service to be introduced in three annual phases from September 2003. The agreement delivered joint action from all signatories to achieve its twin aims. The National Agreement applies in England and Wales only.

The agreement acknowledged the vital role played by school support staff and provided further impetus for the work already underway to develop higher level teaching assistant (HLTA) standards, and training and qualifications for school bursars. The agreement has also contributed to the creation of other new roles in schools for adults who support teachers' work and pupils' learning, such as cover supervisors and examination invigilators.

The agreement arose out of social partnership and the workforce agreement monitoring group (WAMG) which is made up of representatives of the signatories, has also overseen its implementation and provided guidance and support to schools and local authorities including detailed guidance on the use of cover supervision (WAMG 2003).

The agreement called for a structured change process which would help schools implement the contractual changes and embrace wider workforce reform. In relation to the role of support staff, the significant changes to teachers' conditions of service included:

- delegation of routine administrative and clerical tasks
- introduction of a new limit on covering for absent teachers.
- introduction of guaranteed time for planning, preparation and assessment (PPA)
- introduction of new invigilation arrangements

One of the innovations proposed by the National Agreement is that suitably trained support staff can undertake short-term cover for absent teachers. This work will be supervisory, where work has been set by a teacher or where pupils are able to undertake effective self-directed learning, eg. in an ICT learning centre.

The National Agreement also removes responsibility for invigilating examinations from teachers. Invigilation in England and Wales is now often included in the job descriptions for cover supervisors and/or teaching assistants.

In April 2003, shortly after the signing of the National Agreement, DfES published a document focusing on the developing role of school support staff. This document placed support staff at the heart of the proposals for reform. It described how the National Agreement:

- recognises the important role played by support staff in improving schools and raising pupil standards
- supports an increase in the number of support staff in schools
- promotes remuneration packages to reflect the skills, training and responsibilities of support staff
- provides for foundation/induction training for all types of support staff roles, building on the success of the DfES induction training for teaching assistants
- provides progression opportunities through clear routes to higher level teaching assistant role, senior administrative roles, advanced roles in relation to behaviour and guidance, and to qualified teacher status for those who want this
- promotes training and development for support staff through new training programmes and increased funding to support training
- safeguards the role of support staff through the active involvement of support staff unions and a clear regulatory framework for schools.

Workforce reform is at the heart of the National Agreement and schools have received significant support from the National Remodelling Team (NRT) and a network of regional centres and a countrywide network of advisers, trainers and consultants, to help them work through and embed a 'remodelling' change programme. Numerous research reports (e.g. UNISON 2004a, Ofsted 2004 & 2005) have identified evidence of the increasing contribution of teaching assistants to supporting teaching and learning as a result of remodelling the school workforce. This shift has sometimes been at the expense of practical support for the teacher e.g. preparing materials and photocopying.

In Wales the National Agreement has moved schools towards the position where teachers are able to focus their time on the teaching and learning of their pupils. For teachers, this means a reduced workload, a better work/life balance and more time to plan and prepare. For pupils, that means higher levels of achievement. For those who work alongside teachers, and there are some 14,000 support staff in schools in Wales and numbers are rising, the vision for the future of learning and teaching will give full recognition to them and improve their training and development.

In Northern Ireland the over-riding focus has been on the **review of public administration** and the creation of a single Education and Skills Authority. Changes in the education system arising from the review of public administration, to be implemented in April 2008, include:

- a new Education and Skills Authority which will focus on the operational delivery of educational services. It will also be involved in the strategic planning of the schools' estate and ensuring delivery of the 14 to 19 curriculum
- the Department of Education will continue to be responsible for education policy and strategy. Some of the operational functions currently performed by the Department of Education will transfer to the new Authority
- the Authority will bring together all the direct support functions currently undertaken by the Education and Library Boards, the Council for the Curriculum, Examinations and Assessment (CCEA) and the Regional Training Unit. It will also have responsibility for front-line and related functions currently undertaken by the Council for Catholic

Maintained Schools (CCMS), the Northern Ireland Council for Integrated Education (NICIE) and Comunn na Gàidhlig³ (CnaG)

- the Authority will be the sole employing authority for teachers and support staff which will result in greater coherence and consistency
- a new Education Advisory Forum will be established which will provide a direct link between education sectors and the Department

In Northern Ireland the most significant development impacting on the role of classroom assistants has been the agreement of **national job descriptions**. Following protracted negotiations facilitated by the Labour Relations Agency, management and unions agreed job descriptions for classroom assistants at the end of October 2006. The three job descriptions which cover classroom assistants in maintained schools across Northern Ireland are:

- Mainstream Classroom Assistants
- Classroom Assistants – Special Needs
- Classroom Assistant – Additional Special Needs

Responsibilities within the agreed job descriptions are largely covered by the existing national occupational standards for teaching and classroom assistants. Functions not yet covered include:

- supervising groups of children on off-site activities
- supervising pupils' play
- administration of prescribed medication
- providing support for pupils' personal needs
- undertaking invasive medical procedures

Wider children's workforce

In England, Scotland and Wales policy, guidance and, to some extent, practice is being developed in relation to the wider children's workforce. The school workforce is seen as a significant part of this. This section provides an overview of legislation, policy and guidance in relation to the children's workforce which impacts on the work practices, employment expectations and/or development opportunities for those who support teaching and learning in schools.

In 2003, ***Every Child Matters*** (ECM) began the reform of children's services nationally and locally across England.

Every Child Matters: Change for Children (DfES 2004c) explains how the new Children Act 2004 forms the basis of a long-term programme of change in England. It sets out the government's vision for children's services and seeks to improve outcomes for all children and young people. The Government's aim is for every child, whatever their background or circumstances, to have the support they need to:

- be healthy
- stay safe
- enjoy and achieve
- make a positive contribution
- achieve economic well-being

³ Gaelic Development Agency

Every Child Matters: Change for Children sets out the national framework for local change programmes to build services around the needs of children and young people to maximise opportunity and minimise risk, including:

- encouraging schools to offer a range of extended services that help pupils engage and achieve, and building stronger relationships with parents and the wider community
- supporting closer working between universal services like schools and specialist services so that children with additional needs can be identified earlier and supported effectively

Every Child Matters: Change for Children in Schools (DfES 2004d) stresses the importance of everyone in schools contributing to achieving the five outcomes:

“Whether you are a headteacher, a teacher, a teaching assistant, a member of the support staff or a governor, everyone in a school has a role to play.”

Every Child Matters: Change for Children also includes a commitment to introduce a **common core of skills and knowledge** so that everyone working with children and young people can develop a shared language and understanding of issues, and be supported in working more closely together. The common core prospectus (DfES 2005c) sets out required knowledge and skills to practise at a basic level in six areas of expertise:

- effective communication and engagement with children, young people, their families and carers
- child and young person development
- safeguarding and promoting the welfare of the child
- supporting transitions
- multi-agency working
- sharing information.

The Common Core reflects a set of agreed common values for practitioners designed to:

- promote equality, respect diversity and challenge stereotypes
- help to improve the life chances of all children and young people
- to provide more effective and integrated services.

It also acknowledges the rights of children and young people, and the role parents, carers and families play in helping children and young people achieve the outcomes identified in *Every Child Matters*.

The Government and partners who have endorsed the common core are looking to service managers to use it

- in the design of induction and in-service and inter-agency training
- as a tool for training needs analyses that focus on supporting individual development
- as a tool for workforce planning

However research carried out in 2006 (Deakin et al 2006) found that teaching assistants and learning support assistants were generally unaware of the common core. The same research also found that over half of the teaching assistant and learning support assistant samples were aware of *Every Child Matters: Change for Children* although two thirds or more of these felt they did not know enough for doing their current job. Just under half of the combined samples thought that it would have at least a fair amount of impact on their job, just over a quarter thought that it would make not very much difference, a small minority (4.5%) thought that it would make no difference at all and a fifth did not know if it would make a difference or not.

The *Department for Education and Skills: Five Year Strategy for Children and Learners* (DfES 2004b) set out the plans for developing children’s services, education and lifelong learning in England. It proposed a number of reforms to schools that would drive up attainment through measures to improve teaching and learning, including:

- every child in primary schools making the best possible progress in reading, writing and maths, with high-quality teachers and support staff in the classroom giving children more tailored learning
- a broad and rich curriculum with more choice and a wider set of out-of-hours opportunities for secondary pupils
- innovative use of leading-edge technology, with state-of-the-art facilities for every pupil and teacher
- good discipline
- a culture of regular attendance in every school
- schools working closely with parents to support children
- wider choice of what and where to study at 14+

The strategy also introduced structural changes to lead workforce reforms including establishing a new Sector Skills Council for Children and Social Care to provide a focus for the identification and development of skills in the children's workforce, and extending the remit of the Teacher Training Agency (TTA) to include responsibility for the development of the whole school workforce including support staff. On 1 September 2005 the TTA became the Training and Development Agency for schools (TDA) to reflect this wider remit.

The Five Year Strategy for Children and Learners: Maintaining the Excellent Progress (DfES 2006e) presented a review of achievements in relation to commitments made in the five year strategy including:

- a renewed Primary Framework for Literacy and Mathematics introduced from September 2006 (incorporates recommendations from the Rose review on the teaching of early reading)
- extension of the Key Stage 3 Strategy to cover Key Stage 4, providing support to improve teaching in English, maths, science and ICT throughout the secondary years
- guidance on assessment for learning and using ICT to support personalised learning
- additional funding to support the development of personalised learning. The Primary and Secondary National Strategy also provides support for schools to personalise learning
- continued investment in technology – particularly interactive whiteboards and every school having broadband connection to the internet by December 2006.

The ***Children's Workforce Strategy*** (DfES 2005b) sets out proposals to tackle the issues that affect the wider children's workforce and in turn hamper the ability to achieve better outcomes for children and young people. It aims to reinforce and complement other workforce strategies including those for schools from the National Agreement and remodelling agenda. The strategy recognises that schools are central to *Every Child Matters: Change for Children* as the universal service where children and young people spend most of their time. As such, they are crucial partners in prevention and a better support system for children and young people. All school staff, therefore, will need to have a common awareness of how to spot signs of difficulty and know who can help assess and handle them.

The Common Core of Skills and Knowledge, embedded into school staff qualifications and training, will help the workforce develop their skills and understanding to enable them to play their part in delivery of the ECM agenda. A proposed single framework of qualifications for the children's workforce will help people move into and between education, health, and other sectors in children's services to improve career pathways across and better progression opportunities within the children's workforce.

Integrating services through extended schools will provide more opportunities for achievement and enjoyment for pupils to learn and develop, more effective support for pupils with additional needs and stronger partnerships with parents. Co-locating services in

schools, bringing together different services including health and social care, provides a basis for service integration and new ways of working across services. It will also open up new opportunities for support staff working to a range of different professionals, for re-thinking the boundaries between professional services, and for involving the voluntary and community sector increasingly on school sites providing positive activities and support for children, young people and parents.

In *Children's Workforce Strategy, Building an **Integrated Qualifications Framework*** (DfES 2006a), the DfES set out a strategy to develop an Integrated Qualifications Framework (IQF) for the Children's Workforce. The proposed framework will support the development of a more competent, more flexible workforce, with improved career pathways and better progression opportunities, delivering better outcomes for, and reducing the inequalities amongst, children and young people. The IQF will be an inclusive framework up to and including Higher Education and professional qualifications. The Children's Workforce Network has the overall responsibility for the development and implementation of the IQF by 2010. The work will be managed and coordinated by The Children's Workforce Development Council (CWDC).

*The **Common Assessment Framework** for children and young people (CAF)* aims to shift the focus from dealing with the consequences of difficulties in children's lives to preventing things from going wrong in the first place in order to help more children and young people to achieve the five ECM outcomes. It acknowledges that some children are at risk of poor outcomes. These are described as children with additional needs. Examples of additional needs include disruptive or anti-social behaviour, poor attendance at school, being bullied, special educational needs, disabilities, poor nutrition, or anxiety or depression. The CAF practitioners' guide (DfES 2006d) highlights the importance of everyone who works with children and young people knowing about the CAF:

"Even if you are not trained to do a common assessment yourself, knowing about the CAF will help you recognise when it might be needed so that you can arrange for someone else to do the assessment."

The Learning Country 2 (Department for Education, Lifelong Learning and Skills 2006) includes a commitment to introduce a Common Assessment Framework for children and young people in Wales.

The Integrated Assessment Planning and Recording Framework (IAF) in Scotland was developed as part of the *Getting it right for every child* agenda. It builds on the work done by the Department of Health, Department for Education and Skills and Home Office (2000) and sets it within the Scottish context. It takes account of the important principles set out in the Children (Scotland) Act 1995 with particular focus on the requirement to listen to and take account of the views of children and young people, and to working in partnership with parents. At the heart of this approach is the principle that all adults work together with the focus on helping the child.

Getting it right for every child (Scottish Executive 2005a) sets out the agenda for improving the delivery of children's services in Scotland.

In a similar way to the ECM outcomes in England, *Getting it right for every child* is based on a high-level vision for the children and young people of Scotland:

"in order to become confident individuals, effective contributors, successful learners and responsible citizens, all Scotland's children need to be: safe, nurtured, healthy, achieving, active, included, respected and responsible"

In June 2006 the Scottish Executive published its implementation plan for *Getting it right for every child*. This set out the approach to reform of services for children in three areas - practice change, removing barriers and legislation. This reform approach is part of the wider public service reform agenda, which seeks to join up services around the needs of services users, strengthen accountability, and drive up quality and efficiency.

Through the Children and Young People Delivery Group, Ministers are already driving forward a series of priority workstreams designed to improve the integration and quality of children's services - i.e. the Integrated Children's Services Planning Framework, the Quality Improvement Framework for Integrated Children's Services, integrated assessment and information sharing, joint inspections and workforce development. Implementation of the child-centred approach set out in *Getting it right for every child* will help develop and reinforce these priorities.

Getting it right for every child: Draft Children's Services (Scotland) Bill (Scottish Executive 2006c) is intended to support this wide programme of reform and to place the child at the centre of service provision in Scotland. It affects all agencies and services who provide care and support for children and their families. This includes local authorities, police, NHS Scotland and voluntary sector organisations. It also impacts on services to adults who are parents where support for the adult may improve outcomes for children.

Consultation on the draft bill closed on 31 March 2007. The Scottish Executive is aiming for this bill to be with Parliament later in 2007 and to be fully implemented by 2010. If passed as legislation the bill will:

- place a duty on agencies to share information to protect children at risk
- place a duty on agencies to be alert to the needs of children and to act to improve a child's situation
- place a duty on agencies to co-operate with each other in meeting the needs of children and to establish local co-ordination and monitoring mechanisms
- require agencies involved to agree an action plan and keep it under review where a child's needs are complex or serious
- require referral to the Children's Hearings system to meet two tests: significant needs and a need for compulsion.

Improving Outcomes for Children and Young People: the role of schools in delivering integrated children's services (Scottish Executive 2006d) explains and justifies changes to the Integrated Community School (ICS) initiative which was introduced in Scotland in 1998.

The launch of the New Community Schools (now known as the ICS) initiative in 1998 recognised the need for an integrated approach by a range of services to meet the needs of children and young people and promoted the development of multi-agency working in and around schools. Alongside this education-led initiative and following the publication of *For Scotland's Children* (Scottish Executive (2001b) much has been done at both national and local level to improve planning and delivery of integrated children's services to improve the lives of children and young people. In this context, it is no longer thought appropriate to think of ICS as a separate school-based initiative and the Scottish Executive intend to mainstream approaches to integrated service provision.

A Partnership for a Better Scotland made the commitment that by 2007 every school in Scotland would be an Integrated Community School. Since then, however, the *National Priorities in School Education* have been agreed and demonstrate the particular contribution of education to meeting the wider vision for children and young people. This is reinforced by the inclusion of the four capacities of the *Curriculum for Excellence* in the vision for Scotland's children and by the agenda for action in education set out in *Ambitious, Excellent*

Schools. Community learning and development is also delivered by schools and their partners and includes concern with outcomes for children and young people.

Improving Outcomes for Children and Young People: the role of schools in delivering integrated children's services proposes that in effect the ICS initiative has developed and the original commitment has been overtaken by the wider integration agenda. The argument is made that it no longer makes sense to think of schools separately from other agencies. The commitment has been changed, therefore, so that by 2007 every school in Scotland will participate in delivering Integrated Children's Services. This positions schools firmly within the *Getting it right for every child* agenda.

It is also recognised that making this work will depend largely on skills, competencies and attitudes of all professionals and support staff working with children and young people. Initial professional training, continuing professional development, change management, leadership development, learning from experience and sharing good practice will be important within and across services in delivering the vision for children and young people. However, in relation to education, the proposals refer only to the training and development of teachers and no reference is made to the potential contribution or training needs of support staff in schools.

The Learning Country (National Assembly for Wales 2001) outlined the strategic programme for education and lifelong learning up to 2010 under the new devolved government for Wales. *The Learning Country 2* (Department for Education, Lifelong Learning and Skills 2006) presents a review of progress made and makes proposals for addressing the remaining objectives.

The approach to education and lifelong learning in Wales as set out in *The Learning Country* is set in the broader context of a vision for children and young people overall. There are seven core aims for children and young people developed from the United Nations Convention on the Rights of the Child.

In Wales the aim is to ensure that all children and young people:

- have a flying start in life and the best possible basis for their future growth and development
- have access to a comprehensive range of education, training and learning opportunities, including acquisition of essential personal and social skills
- enjoy the best possible physical and mental, social and emotional health, including freedom from abuse, victimisation and exploitation
- have access to play, leisure, sporting and cultural activities
- are listened to, treated with respect, and are able to have their race and cultural identity recognised
- have a safe home and a community that supports physical and emotional wellbeing
- are not disadvantaged by any type of poverty

In support of achieving the core aims for all children and young people in Wales, local authorities have established local partnerships, namely Children's Partnerships, Young People's Partnerships and the Children and Young People's Framework, to ensure that policies and services are appropriate to need, and are delivered in a co-ordinated and focused way. *The Learning Country 2* stresses the need for local authorities, local health boards, early years' providers, schools, colleges, the criminal justice agencies and voluntary organisations working together to plan and deliver services tailored to the needs of individuals and communities. In all interventions on behalf of children and young people priority must be given to those in greatest need.

Children and Young People: Rights to Action (Welsh Assembly Government 2004) presents an agenda for integrated local authority led planning for children and young people in Wales. *The Learning Country 2* reinforces this agenda and includes a commitment to promoting effective multi-agency working and information sharing based on the needs of the child and the introduction of a Common Assessment Framework and common language for working between different professions. Integrated Children and Young People's Plans will be in place by 2008.

The Learning Country 2 also promotes an integrated approach to delivery of the new Foundation Phase for 3-7 year olds in Wales:

“Over the next five years, the infrastructure which supports effective learning needs to be brought together in a more cohesive way. Childcare, healthcare and educational development support will form an integrated pattern of provision which will deliver the full promise of the Foundation Phase. The character of education provision – organisational infrastructure and staff – must change to remove gaps and improve links between services.”

Extended services

Extended schools (DfES 2005d) are at the heart of delivering the *Every Child Matters* outcomes for children and families in England. They offer a model of integrated working which will make it easier for professionals and agencies to work together.

Extended schools provide a range of services and activities, often beyond the school day, to help meet the needs of children, their families and the wider community. Extended services can include childcare, adult education, parenting support programmes, community-based health and social care services, multi-agency behaviour support teams and after-school activities. The aim is to have a core offer of extended services available to all children to be able to access through schools by 2010, with half of primary schools and a third of secondary schools doing so by 2008. There were over 3,000 schools offering access to extended services in September 2006 – exceeding the Government's aim of have 2,500 extended schools in place by this time.

While many schools may choose to develop an even richer mix of services and activities, the core offer for mainstream and special schools is:

- swift and easy referral to a wide range of specialist support services such as speech therapy, child and adolescent mental health services, family support services, intensive behaviour support, and (for young people) sexual health services. Some may be delivered on school sites
- parenting support including information sessions for parents at key transition points, parenting programmes run with the support of other children's services and family learning sessions to allow children to learn with their parents
- a varied programme of activities to be on offer, such as homework clubs and study support, sport (at least two hours a week beyond the school day for those who want it), music tuition, dance and drama, arts and crafts, special interest clubs such as chess and first aid courses, visits to museums and galleries, learning a foreign language, volunteering, business and enterprise activities
- providing wider community access to ICT, sports and arts facilities, including adult learning
- high-quality childcare provided on the school site or through clusters or other local providers, with supervised transfer arrangements where appropriate, available 8am – 6pm all year round

The National Agreement on raising standards and tackling workload has resulted in a growth in support staff numbers and professionalism. This represents a significant increase in the workforce who have experience, expertise and training in working with children and young people. In many cases these skills will be transferable to the delivery of extended services.

The delivery of extended services in schools can represent a significant opportunity for support staff career development. These opportunities may be in the front-line delivery of services or in the co-ordination, direction or management of extended services.

Members of support staff are under no obligation to extend their responsibilities to include the delivery of extended services, but many will wish to take the opportunity to extend their contracted hours or to develop their careers in new directions. It is important that support staff have access to appropriate training opportunities and performance management which will allow them to take up these new opportunities. In many cases support staff will also work collaboratively with partnership agencies and organisations to ensure the delivery of the core extended services.

Extended Schools, schools, families and communities – working together (Department of Education 2006) outlines the approach to **extended schools in Northern Ireland**. Similar to the approach adopted in England, the services offered by an Extended School in Northern Ireland may include:

- swift and easy referral to a wide range of specialist support services such as social services and nursing services, which may be available on the school premises, or located nearby
- support for families including opportunities for training in parenting skills, supporting their children's learning, leisure activities, ICT skills, healthy living skills
- a varied menu of activities such as breakfast clubs, homework clubs, study support, adult and peer mentoring, youth clubs, sport, music tuition, dance and drama, arts and crafts, special interest clubs, summer schemes
- wider community access to ICT, sports and arts facilities, including adult learning
- high quality childcare available 8am to 6pm all year round either directly through the school or in partnership with other providers (this can include signposting arrangements)

However these services are not designated as the minimum core and schools are not required to offer all of these services or that they should limit their provision to these services but rather should respond to the particular needs and aspirations of its community.

Extended schools in Northern Ireland as elsewhere across the UK provide greater opportunities for staff for increased income, flexible working and career development. But such involvement must be voluntary. Ensuring that those school staff who choose to work in the extended services can work effectively with colleagues in other agencies will be key in developing effective partnerships.

The benefits of out-of-school hours activities are highlighted in *Aiming for Excellence* (Estyn 2002) which provides guidance and materials for schools in Wales on improving standards of literacy, numeracy and ICT skills in key stage 3. Both primary and secondary schools are encouraged to find ways to extend and vary learning opportunities, including out-of-school hours activities, to motivate pupils to learn, particularly those who find school unrewarding.

The Learning Country 2 includes a commitment to work with local authorities to promote schools as a focus for the local community, providing opportunities for out of school hours activities (educational and otherwise) for pupils, their families and the local community; and a base for other services. Out-of-school hours learning will be encouraged to help raise standards in basic and key skills as well as in curriculum areas and personal development.

The Scottish Executive has provided funding to every local authority in Scotland to enable them to provide study support programmes since 1999. The main aim of the **study support programme in Scotland** is to help all pupils reach higher standards of achievement, but together with other out-of-school hours learning activities, it also addresses social inclusion and targets pupils' health and physical activity. As in England, study support encompasses a wide range of activities such as homework clubs, study clubs, breakfast clubs, help with key skills, transition programmes, sports, games, community service and more. Study support is defined as any voluntary activity organised by/for educational establishments in which young people participate outside normal school hours that aims to raise achievement, improves self-esteem and/or helps young people to become more effective learners.

School improvement

This section describes the policies and guidance developed by the devolved administrations to promote school improvement. Approaches to and priorities for school improvement reflect the prevailing view of effective schools and current concerns about perceived weaknesses.

The Schools White Paper ***Higher Standards, Better Schools For All*** (DfES 2005f) was a major step forward in the Government's aim of ensuring that every child in every school in every community gets the education they need to enable them to fulfil their potential. Many of these changes do not require legislation; others are taken forward by the Education and Inspections Bill which was published on the 28 February 2006.

Higher Standards, Better Schools For All sets out the vision for the future of the education system and puts parents and the needs of their children at the heart of the school system. The White Paper aims to build on the increased resources in schools, the reformed school workforce and the greater availability of ICT, to tailor lessons and support in schools to the individual needs of each pupil. This will be achieved in part through targeted support for underachieving pupils in English and maths, more stretching lessons and opportunities for gifted and talented pupils, widening curriculum choice in secondary education, and extended schools offering many new opportunities to learn and develop beyond the formal school day.

The proposals in the Schools White Paper are designed to lead to a step change in personalising the learning of every child, with particular attention to those pupils who have fallen behind in English and mathematics, those who have a particular gift or talent, and to groups that are at risk of under-achieving such as some ethnic minorities, children with special educational needs (SEN) and looked after children.

Excellence and enjoyment: A strategy for primary schools (DfES 2003) sets out the Government's vision for the future of primary education in England. Primary schools will continue to deliver a broad and rich curriculum, with literacy and numeracy at its heart. To deliver the personalised learning set out in the Schools White Paper *Higher Standards, Better Schools for All*, they will also deliver intensive support for children who fall behind and extra stretch for children that are gifted and talented.

The fundamental principle underpinning the strategy is that learning must be focused on individual pupils' needs and abilities. The strategy highlights the importance of and commitment to:

- assessment for learning
- a tailored approach to support children with special educational needs, gifted and talented, and groups whose needs may not have been properly addressed in the past such as those from minority ethnic groups
- supporting children at points of transfer and transition, especially as they move into primary school and as they move on to secondary.

The opportunities for and benefits of partnership working beyond the classroom are also stressed in terms of:

- working with parents
- extended services
- pupil behaviour

In addition to extra funding to support the development of personalised learning included in the DfES *Five Year Strategy for Children and Learners*, the strategy progress report (DfES 2006e) announced the setting up of an expert team to look ahead at teaching and learning in 2020.

2020 Vision, Report of the Teaching and Learning in 2020 Review Group (DfES 2007), stressed the importance of personalised learning and teaching, assessment for learning, the use of ICT to enhance collaboration and creative learning, and greater use of adults other than teachers to extend the range of skills and support for pupils. It also notes the increasing role of support staff in aspects of pastoral care in support of the recommendation to establish a new role of learning guide in secondary schools. Another recommendation is for building the capacity of teachers and support staff to recognise barriers to learning for children and plan effective intervention, working with other services.

The report included strong support for workforce reform and workforce development in relation to personalised learning:

“We believe that the continued implementation of workforce reform is essential for personalised learning. Equally, it will be important to reflect personalised learning in the next phase of reform, as part of reviewing and revising standards, duties, responsibilities and rewards for teachers and support staff.”

Professional development for support staff as well as teachers is seen as crucial *“particularly as many of the traditional functions of teaching are now carried out by members of staff who are not teachers.”* Developing the school workforce must be informed by an understanding of the skills that are particularly important in personalising learning. These were identified as:

- analysing and using data, with a specific focus on assessment for learning
- understanding how children learn and develop
- working with other adults (including parents and other children’s services professionals)
- engaging pupils as active participants in learning

The National Priorities in School Education (Scottish Executive 2000) is the statutory framework for improvement in school education in Scotland. The five priorities define the high-level outcomes that education authorities and their schools have to deliver for young people and all have equal status. They are:

- **Achievement and Attainment**
to raise standards of educational attainment for all in schools, especially in the core skills of literacy and numeracy; and to achieve better levels in national measures of achievement, including examination results;
- **Framework for Learning**
to support and develop the skills of teachers and the self-discipline of pupils, and to enhance school environments so that they are conducive to teaching and learning;
- **Inclusion and Equality**
to promote equality and help every pupil benefit from education, with particular regard paid to pupils with disabilities and additional educational needs, and to Gaelic and other lesser used languages;

- Values and Citizenship
to work with parents to teach pupils respect for self and one another and their interdependence with other members of their neighbourhood and society; and to teach them the duties and responsibilities of citizenship in a democratic society; and
- Learning for Life
to equip pupils with the foundation skills, attitudes and expectations necessary to prosper in a changing society; and to encourage creativity and ambition.

A summary of the 2002 position in respect of these priorities at national and local authority levels across Scotland was published in the *National Priorities Performance Report 2003* (Scottish Executive 2003c).

The performance report refers to the evaluation of the impact of classroom assistants carried out by SCRE (*More than 'an extra pair of hands'*) which found that classroom assistants had an indirect impact on pupils' attainment by allowing teachers to devote more of their time to teaching. The performance report also notes that most schools and authorities thought that the Classroom Assistant Initiative, along with the Early Intervention Programme, were important factors in helping them to meet or exceed their targets.

A partnership for a better Scotland - Joint Statement by the Leaders of the Scottish Labour Party and the Scottish Liberal Democrats (Scottish Executive 2003a) set out a shared commitment to the principles which will guide the partnership in developing and implementing policies for Scotland.

In education the partnership promised to deliver more teachers and support staff in schools to provide more focused attention to individual learning and development. The aim is to improve attainment, particularly in literacy and numeracy, and to help close the attainment gap. Many of the additional staff would be deployed in secondary schools. There was also a commitment to ensuring classroom assistants have access to development opportunities in further education.

Other commitments to support school improvement included plans to:

- reform the curriculum and assessment arrangements in schools
- improve transitions between nursery and primary and primary and secondary education
- ensure children and young people have access to out-of-hours activity and facilities
- allow young people to undertake courses in further education colleges as part of the school-based curriculum
- tackle violence, bullying and disruption in schools
- promote inclusion
- put in place a national strategy for special educational needs

On 1 November 2004 the Scottish Executive published ***Ambitious, Excellent Schools*** (Scottish Executive 2004b) which set out the agenda for a comprehensive programme of modernisation in Scottish education. Published alongside *A Curriculum for Excellence* and *Assessment*, and *Testing and Reporting 3-14*, it laid out actions aimed at heightening expectations, giving more freedom for teachers and schools, offering greater choice and opportunity for pupils and better support for learning, as well as creating tougher, more intelligent accountabilities.

In *Ambitious, Excellent Schools* the Scottish Executive states its commitment to ensuring that all young people are safe, nurtured, healthy, achieving, active, respected, responsible and included. The document also notes that schools work with other agencies, such as health services, leisure services, social work, police, the Children's Reporter and the private and

voluntary sectors. The programme for schools described in this document is an integral part of the wider strategy for ensuring all children and young people reach their full potential.

In respect of support staff *Ambitious, Excellent Schools* includes a commitment to provide more support staff in schools and to strengthen their role and that of teachers and home-school link workers in promoting positive behaviour through professional development and sharing effective practice.

A progress report on *Ambitious, Excellent Schools (Scottish Executive 2006b)* was published in February 2006, claiming that 39 of the 69 specific commitments made in November 2004 had already been achieved. Although there is no mention of increased numbers of support staff in schools, support to teachers, support staff and home-link workers to promote positive behaviour is noted as having been achieved.

14 – 19 Entitlement

The ***14-19 Education and Skills White Paper*** (DfES 2005a) is the Government response to the issues raised by the Working Group on 14-19 Reform, chaired by Sir Mike Tomlinson, on how to fulfill the needs and aspirations of every young person. It takes forward some of the commitments made in the Five Year Strategy for Children and Learners.

The White Paper set out proposals designed to:

- ensure that every young person masters functional English and maths before they leave education
- improve vocational education through the introduction of specialised Diplomas in 14 broad sector areas
- reform the curriculum at Key Stages 3 and 4 to give time for stretch
- re-motivate disengaged learners

Central to 14-19 reform is the new curriculum and qualifications entitlement, for all young people. At the heart of this new entitlement is that every 14 to 19- year-old will be entitled to pursue any one of the 14 specialised Diplomas at an appropriate level for them wherever they are in the country. The Department does not expect any single institution to deliver the full entitlement by acting alone, but to develop arrangements with other local schools and colleges so that between them they can offer the full entitlement to all young people.

The two White Papers and the Education and Inspections Bill 2006 have implications for the training and deployment of support staff in relation to working with parents, working with other schools, colleges and providers to deliver the Diploma entitlement to young people aged 14-16, and opportunities to contribute to extended services.

Learning Pathways 14-19 (National Assembly for Wales 2004) is a commitment to the transformation of learning provision for all young people in Wales. Learning Pathways addresses the need for a more flexible and balanced approach to the education of 14-19 year olds, providing a wider range of experiences which will suit the diverse needs of Wales' young people.

The Welsh Assembly Government is committed to transforming 14-19 provision in Wales to meet the target of 95% of young people by the age of 25 to be ready for high skilled employment or higher education by 2015.

Learning Pathways consist of a blend of six key elements which, in combination, will ensure that, over time, all learners receive the appropriate balance of learning experiences that best meet their needs. The key elements also enable learners to receive the support and guidance they need to realise their potential. The six key elements are:

- individual Learning Pathways to meet the needs of each learner
- wider choice and flexibility of programmes and ways of learning
- a Learning Core which runs from 14 through to 19 wherever young people are learning
- Learning Coach support
- access to personal support
- impartial careers advice and guidance

The aim is that Learning Pathways 14-19 will encourage more young people to achieve their potential so they are increasingly better equipped for the world of work and to become better informed and more active citizens. It will do this by contributing to an improvement in qualifications, supporting an improvement in the proportion of 16 year olds progressing to further learning in education and training, widening choice, promoting equality of opportunity and supporting the achievement of *'Extending Entitlement'*.

Learning Pathways 14-19 seeks to ensure that all learners participate in a wide variety of experiences – work focused, community orientated, and non-formal – which may lead to accreditation. 14-19 Networks have been established in each local authority to coordinate a strategic approach to 14-19 provision in an area.

Learning Pathways 14-19 offer potential for support staff to be involved in:

- multi-agency/partnership working
- escorting pupils between learning providers
- organising and supervising travel
- personal support to pupils
- supporting use of ICT to promote/facilitate learning
- assessment for learning
- supporting/organising community projects e.g. ASDAN
- training to become a learning coach

Learning Pathways 14-19 was launched in 2006 with an implementation action plan to 2010.

The Curriculum Entitlement Framework (Department of Education 2005) is a new development in Northern Ireland which will guarantee all pupils in Key Stage 4 and post-16 greater choice and flexibility by providing them with access to a wide range of learning opportunities suited to their needs, aptitudes and interests, irrespective of where they live or the school they attend.

The concept of the Entitlement Framework emerged from the work of the Post- Primary Review Working Group, the Costello Group, which expressed concern at the wide variance in the range of educational provision available to young people at Key Stage 4 and Post-16, depending on which school they attended. The Entitlement Framework aims to provide pupils with access to learning pathways that offer a broader and more flexible curriculum so that pupils can choose a blend of courses including traditional academic and vocational courses which best meet their needs, aptitudes, aspirations and interests. In its full form, the Entitlement Framework will require all schools to provide access to a minimum of 24 courses at Key Stage 4 and a minimum of 27 courses at post-16. At least one third of these courses must be general (academic) and at least one third applied (vocational).

For most schools, some form of collaboration with other providers will be necessary to enable their pupils to have access to the full range of courses available through the Entitlement Framework. Collaboration may be with another school or cluster of schools, with a Further Education (FE) College or other training provider, or a combination of all of these. Even in cases where schools are already in a position to offer a broad range of courses,

collaborative working is encouraged so that pupils can benefit from exposure to other teaching environments and approaches.

Future Post-Primary Arrangements in Northern Ireland: Advice from the Post-Primary Review Working Group (Department of Education 2004) advises schools to identify the training and development needs of teaching and support staff to implement arrangements for the Entitlement Framework. It suggests that additional support staff will be needed to provide the full entitlement for all pupils and advocates the two-way exchange of expertise, teaching and support staff between the mainstream and any special schools in a given locality as part of the collaborative arrangements for ensuring access to the full entitlement for all pupils.

Special educational needs/Additional support needs

Removing Barriers to Achievement, The Government's Strategy for SEN (DfES 2004e) sets out the government's vision for giving children with special educational needs and disabilities the opportunity to succeed. Building on the proposals for the reform of children's services in *Every Child Matters*, it sets a new agenda for improvement and action at national and local level across England.

Personalised learning is a key component of the SEN strategy. Personalised learning embraces every aspect of school life including teaching and learning strategies, ICT, curriculum choices, organisation and timetabling, assessment arrangements and relationships with the local community – all of which may impact on the role, working practices and professional relationships of teaching assistants working with SEN pupils.

The strategy recognises the valuable role of teaching assistants who work with children with SEN and disabilities, in providing one-to-one support to children with SEN as well as wider support in the classroom. However, it also acknowledges that individual support from a teaching assistant or learning support assistants (LSA) can in some cases lead to less involvement by the teacher, leaving the LSA to deliver most of the curriculum. The importance of teachers and LSAs having complementary roles, avoiding over-dependence on the LSA and depriving the child of teacher attention is highlighted. The strategy stresses the benefits of supporting SEN pupils to learn within peer groups so that they will be better able to develop social and collaborative skills enabling them to move towards increasingly independent learning.

In response to this, the strategy includes a commitment to build on the successful induction-training materials on SEN for assistants working in both primary and secondary schools, to address their training needs, including developing specialist resources geared to particular areas of SEN, and look for further opportunities to promote effective joint-working by teachers and LSAs. Training for learning support assistants to deliver therapy programmes to support pupils' learning is also one of the commitments for delivering improvements for pupils with SEN.

In *The Learning Country 2* the Welsh Assembly Government made a commitment to deliver an **Inclusion Policy and Performance Framework** that ensures all learners' needs are met effectively, that teachers and school based support staff have the necessary skills to support a diverse range of needs, that there is equality of access to a range of support services, and that there are robust outcome measures for learners with additional learning needs. They are also piloting the joint commissioning of services for children and young people with speech, language and communication difficulties. Health and education professionals are working as part of integrated teams to deliver support for learners - which is proving extremely effective.

The ***Education (Additional Support for Learning) (Scotland) Act 2004*** (Scottish Executive 2004d) introduces a new framework for providing for children and young people who require some additional help with their learning in Scottish schools. The Act aims to ensure that all children and young people are provided with the necessary support to help them work towards achieving their full potential. It also promotes collaborative working among all those supporting children and young people.

The new concept of 'additional support needs' is much wider and more encompassing the 'special educational needs' and refers to any child or young person who, for whatever reason, requires additional support for learning. Additional support needs can arise from any factor which causes a barrier to learning, whether that factor relates to social, emotional, cognitive, linguistic, disability, or family and care circumstances. For instance, additional support may be required for a child or young person who is being bullied; is particularly able or talented, has English as an additional language, has behavioural difficulties; has learning difficulties; is a parent; has a sensory or mobility impairment; is at risk or is bereaved.

The additional support for learning Act is underpinned by a Code of Practice (Scottish Executive 2005c) which sets out minimum standards for meeting the needs of children and young people with additional support needs. The introduction to the code highlights the importance of practitioners, including classroom assistants, having an understanding of its application in their day-to-day work.

Information and communication technology

The ***Empowering Schools Strategy*** (Education Technology Strategy Management Group 2004) in Northern Ireland aims to achieve the overarching goal that all young people should be learning with, through and about the use of digital and online technologies. The strategy provides a framework for action planning up to 2008, within a context of transforming education by 2020. The strategy includes milestones for professional development which includes classroom and learning assistants "*who should all be able to support teachers with ICT, and the application of those skills to enhance and support teaching and learning in the classroom.*"

E-learning will have a central role in delivery of the revised Northern Ireland curriculum and the Entitlement Framework. Professional development for teachers and support staff is recognised as important to successful implementation of effective e-learning.

Harnessing Technology (DfES 2005e) is the e-strategy for the development of ICT in education, skills and children's services in England. For schools the e-strategy promises:

- online practitioner advice service for e-learning accessible to the school workforce
- parents and pupils able to access online services to monitor/support children's learning
- personalised online learning space for every pupil
- better approaches to, and use of e-assessment to improve assessment for learning, enabling learners to self-manage their e-learning, and supporting learners' progression
- teachers can access rich, subject-related, interactive content, enabling also non-school models of learning for disaffected learners
- specific development funding for innovation, especially where it has impact on inclusion and participation
- train every new teacher in the practice and use of e-learning within their subject and school environment
- ongoing continuous professional development through guidance and exemplar practice and subject-based e-communities
- a self-assessment framework for school leaders can use to identify progress towards becoming an e-enabled school

- ICT embedded within the school improvement approach
- support for school leaders to develop strategic ICT capability
- broadband connectivity and access to the national education network for every school
- every pupil has appropriate access to technology in school and beyond the normal school day
- ICT provision in secondary schools that utilises Becta standards and integrates with connectivity provision through the *Building the Future* programme

In Scotland the **Scottish Schools Digital Network** (recently renamed GLOW) is a national schools intranet, digitally linking Scotland's 800,000 educators and pupils. The plan is to begin rollout of GLOW in the latter half of 2007 with implementation across schools completed in December 2008. GLOW will have a huge impact on teaching and learning – both in schools and pupils' homes, as well facilitating communication with parents, carers and families. It is anticipated that GLOW will impact on all staff in schools and that all classroom and learning support assistants will need enhanced ICT skills to work with the new digital network.

The Department for Education, Lifelong Learning and Skills in Wales plans to develop a new **ICT in Schools Strategy** aimed at realising the potential of ICT to transform teaching and learning and improve organisational effectiveness. The strategy will be developed and issued during 2007.

Behaviour and discipline

In England the Government has made tackling poor behaviour a major priority, providing schools with unprecedented powers, training and resources to impose discipline and tackle disruption, bullying and abuse. Behaviour and attendance are closely linked and most of the training programmes and resources address both issues.

The Department for Education, Lifelong Learning and Skills in Wales set up an Attendance Task and Finish Group which produced an **attendance action plan** in February 2003. The plan is being taken forward under the direction of the Attendance Advisory Group. The Group is now reviewing progress and advising on a new action plan.

In summer 2005, an expert Practitioner Group chaired by Sir Alan Steer advised the Government about what else needs to be done to improve behaviour in schools in England. ***Learning Behaviour, The Report of the Practitioners' Group on School Behaviour and Discipline*** (DfES 2005) stresses the importance of schools having positive strategies for managing pupil behaviour which are applied fairly and consistently by all staff and providing regular opportunities for all staff to share and develop their skills in promoting positive behaviour. It also notes the importance of schools having effective pastoral support systems involving teachers and support staff.

In **Scotland** expressions of concern about standards of discipline in schools, in the media and elsewhere, have been a recurrent theme within the Scottish education system in recent times. The concerns included the amount of low-level disruption in classrooms, corridors and playgrounds. There was also the perception that staff were facing a growing incidence of more serious confrontations with particularly challenging individual pupils. This concern is reflected in a series of national publications to research the issues and spread the growing expertise that was developing in terms of new approaches to managing pupil behaviour.

A Discipline Task Group was established in December 2000 to recommend strategies to the Scottish Executive aimed at securing purposeful and orderly conditions in schools to allow

those involved in education to participate positively and appropriately in the processes of learning and teaching. One of the key recommendations was that

“The additional resources already agreed and planned to support schools and education authorities through the implementation of A Teaching Profession for the 21st Century, and for the continuation of the classroom assistants and class size strands of the Excellence Fund should be prioritised to increase staffing (teaching and non-teaching) in order to support social inclusion and the development of positive discipline strategies in all schools.”

Better Behaviour – Better Learning, Report of the Discipline Task Group (Scottish Executive 2001) also recommended that schools should:

- agree and share good practice on routine procedures for managing pupils in and around the school and within classrooms. These procedures should be applied consistently by all staff
- agree and adopt policies for the management of pupil care, welfare and discipline, including the promotion of positive behaviour. Particular attention should be paid to expectations, rules, rewards and sanctions. These policies should be applied consistently
- give consideration to integrating the work of learning support, behaviour support and guidance into a single overall framework of pupil support in order to achieve a more holistic approach to supporting the needs of all children and young people
- review policies and procedures to ensure all educational transitions, including those between mainstream education and alternative provision, are proactively managed in the best interests of all children, young people and families

The Scottish Executive allocated £10m to councils annually to implement the Discipline Task Group’s report *Better Behaviour - Better Learning*. In addition, in 2005 a further £34.9m was allocated for the three years 2005-2008 to fund up to 1,000 extra support staff following publication of *Better Behaviour in Scottish Schools: Policy Update 2004* (Scottish Executive 2004c).

A joint action plan designed to continue tackling indiscipline in Scottish schools - signed by the Education Minister, teaching unions and other education leaders – was launched on 2 October 2006. The action plan is in response to the Behaviour in Scottish Schools survey, carried out by the National Foundation for Educational Research, which builds on similar studies carried out in 1990, 1996 and 2004.

Improving School Discipline (Scottish Executive 2006e) includes a range of actions to support quality improvement in schools and behaviour units, including:

- publishing a good practice guide in relation to on-site and off-site provision for children showing behaviour difficulties
- working with teaching unions, schools and councils to publish new practice guidance on better behaviour in corridors, playgrounds and around the school
- ensuring councils gear up their actions to ensure the strong local co-ordination and leadership that is required for effective and consistent implementation of *Better Behaviour - Better Learning* in their schools is provided. This means working with the Positive Behaviour Team to support their schools and provide extra training to ensure staff are confident in promoting positive behaviour
- expecting headteachers to show engagement with all staff on discipline issues. Headteachers must involve all members of the school community, including staff, parents and pupils, in developing and sustaining behaviour policies and a range of approaches to promoting positive behaviour in school
- expecting support staff in schools to be more fully valued as members of the whole school community, better integrated into school life and decision-making, and included in

in-service training on behaviour issues. The Positive Behaviour Team will develop a training package tailored to the needs of these staff which the Executive will fund

- stepping up its actions to explore the behaviour of very young children and ways to support them entering mainstream education, including 'Nurture Group' demonstration projects, pre-school services for vulnerable two-year-olds and new research on behaviour in the early years

Guidance

This section describes some of the guidance issued to schools that relate to or may impact on the role of staff who support teaching and learning in schools.

Healthy Schools

National Healthy School Status, *A Guide for Schools* (DfES & DH 2005) defines a Healthy School as one that promotes the health and well-being of its pupils and staff through a well-planned, taught curriculum in a physical and emotional environment that promotes learning and healthy lifestyle choices. The Government wants every school in England to be working towards achieving national Healthy School status by 2009, with 75% of them having achieved the new status by then. Healthy School status means a school has met criteria in personal, social and health education (including drugs education and sex and relationships education), healthy eating, physical activity, and emotional health and well-being (including bullying).

Scottish schools are all working towards becoming **Health Promotion Schools** by 2007. This involves a whole school approach to promoting the physical, social, spiritual, mental and emotional well-being of all pupils and staff.

The Welsh Assembly Government has a target that all schools participate in local healthy school schemes, as part of the **Welsh Network of Healthy School Schemes** by March 2010.

The Department of Education and the Department of Health, Social Services and Public Safety in Northern Ireland are developing a new **healthy schools policy** to support schools as settings that enable children and young people to learn and develop in ways which support good physical and mental health and well-being (Department of Education 2006).

Support for bilingual pupils

In 2003 the Welsh Assembly Government published **laith Pawb**: a national action plan for a bilingual Wales. *laith Pawb* sets out a wide-ranging agenda in support of Welsh, to which education, training and lifelong learning has a crucial contribution to make.

In meeting commitments to *laith Pawb*, the Department for Education, Lifelong Learning and Skills has significantly increased the number of training places early years practitioners; piloted the foundation phase which has bilingualism and multi-cultural understanding as one of the seven areas of learning; and put in place a new requirement for local authorities to produce single education plans which require them to report on demand for Welsh-medium places from April 2006.

Aiming High: *Supporting Effective Use of EMAG* (DfES 2004a) provides advice and guidance on how LEAs and schools can use the Ethnic Minority Achievement Grant (EMAG) most effectively to support minority ethnic pupils at risk of underachieving and bilingual

pupils. The key role of specialist EAL teaching assistants is described as providing direct teaching support to bilingual pupils. In addition bilingual teaching assistants may also be able to support mother tongue assessments and help schools to liaise with bilingual families. Aspects of the pastoral role for pupils new to English may also be undertaken by classroom support staff.

As noted previously EAL now comes within the scope of the new Education (Additional Support for Learning) (Scotland) Act 2004 in Scotland. Advice, guidance and sharing practice case studies are available on the Learning and Teaching Scotland website to support practitioners in meeting the requirements of the Act.

Supervision of pupils on educational visits

DfES have published additional guidance on staff roles in relation to educational visits in light of the changing role of support staff following the National Agreement. *School Staff and their roles beyond the classroom* (DfES 2005i) acknowledges and addresses the fact that support staff may be supervising pupils beyond the classroom without direct supervision. School staff newly trained in outdoor supervision, including support staff, under indirect supervision, could take groups of pupils to facilities within walking distance of the school; or to recognised providers or centres where the instruction or teaching is provided by an approved provider. The key factor is that the school's support structure (senior staff, other staff, knowledge of the pupils, communication with parents and other agencies, in particular those required for incidents and emergencies) should be readily available.

Travel to a location farther a-field needs one of the staff in the group to have a group leader's competence. It is expected that this would be an experienced teacher or HLTA with educational competence and experience in the outdoor supervision of pupils. However school staff of any category, including a member of support staff who is not directly supervised, could act as group leader provided they have demonstrated knowledge not only of:

- the educational objectives
- how learning is to be conducted

but also of:

- behaviour and group management
- the environment itself
- risk management in this context
- the communication system they can use to summon help for the group when misbehaviour or serious injury has occurred.

Administration of medication

Administration of medication to pupils is included in each of the three national job descriptions for classroom assistants in Northern Ireland.

In Scotland the administration of medication is one of the administration and other non-teaching tasks that should be undertaken by support staff under the McCrone agreement.

Schools in England are encouraged to consider the issue of managing the administration of medicines as part of their accessibility planning duties. There is no legal duty that requires school staff to administer medicines. However in some schools the administration of medication is written into support staff job descriptions. Guidance from the DfES and Department of Health (DfES 2005h) recommends that "*schools should ensure that they have sufficient members of support staff who are appropriately trained to manage medicines as part of their duties.*"

Curriculum

There have been significant changes in the school curriculum across the UK since the development and approval of the existing national occupational standards for teaching and classroom assistants. This section provides a summary of curriculum developments across the four home nations.

England

In England the Foundation Stage was introduced in 2000 and became the first stage of the National Curriculum. The National Literacy Strategy and National Numeracy Strategy were subsumed within the Primary National Strategy in 2003. Technology and its use in teaching and learning have developed significantly. There have been developments within the National Curriculum along with a move towards greater personalisation. *Every Child Matters: Change for Children* (DfES 2004) set a clear focus on improving five outcomes for children and young people. There have been developments in the area of early reading as a response to the Rose Report *Independent review of the teaching of early reading* (DfES 2006), and revision of the National Strategies for Primary and Key Stage 3 and the Primary Framework for literacy and numeracy.

From September 2008, the Early Years Foundation Stage (EYFS) in England will provide a new framework for learning, development and welfare for children from birth to five. The EYFS will be implemented in all registered early years settings and maintained and independent schools. EYFS provides for a play-based approach to learning and development in the early years, including reception classes in schools.

Reform of 11-19 education is being taken forward in light of the 14-19 Education and Skills White Paper (DfES 2005). This includes development of 14-19 Diplomas, Key Stage 3 review, revision of the post-14 curriculum and development of a skills framework. The revised secondary national curriculum will start in autumn 2008 and there will be a three – year period to 2010 for schools to implement the revised statutory programmes of study.

QCA has developed a framework for describing personal, learning and thinking skills (PLTS) that applies to all young people aged 11-19. The skills are embedded in the revised key stage 3 programmes of study so that they form an integral part of subject teaching and learning.

The personal, learning and thinking skills framework comprises six groups of skills:

- independent enquirers
- creative thinkers
- reflective learners
- team workers
- self-managers
- effective participators.

These generic skills, together with the functional skills of English, mathematics and ICT, are highlighted as essential to success in life, learning and work.

The personal, learning and thinking skills (PLTS) framework has been designed to enhance curriculum coherence. The skills are an integral part of all the contexts in which learning takes place in schools. As well as subject lessons, these learning contexts include:

- daily or regular school routines
- school events and productions

- out-of-hours activities
- school clubs
- voluntary and community work
- day trips and residential stays.

Wales

In Wales a new school curriculum will be introduced from 2008. The proposed new curriculum covers the age range 3-19.

In parallel with the new curriculum, the Department for Education, Lifelong Learning and Skills (DELLS) is introducing frameworks for:

- personal and social education framework for 7-19 year olds
- careers and the world of work
- a Skills Framework (provides guidance on continuity and progression in thinking, number, ICT and communication for children and young people from 3-19)
- religious education
- Foundation Phase Framework for Children's Learning

Foundation Phase 3-7 in Wales will combine what is currently known as the Early Years (3 - 5) and Key Stage 1 of the National Curriculum (5-7). The Foundation Phase is based on learning through play, active involvement, and practical activities. The Foundation Phase will be rolled out from September 2008 to all schools and non-maintained settings and should be fully implemented by the end of 2010/11 school year.

In order to achieve this roll out and deliver the Foundation Phase to the quality levels that will be required, it is essential to have in place the appropriate workforce – teachers, teaching assistants and other professionals. Major work has already begun to prepare a workforce development plan with recommendations on actions that will need to follow over the next 3-5 years.

The proposed *Personal and Social Education Framework for 7-19 year olds in Wales* (Department for Education, Lifelong Learning and Skills 2007) lists the features of an effective coordinated holistic approach to personal and social education which includes:

- planned teaching of relevant PSE skills, attitudes and values, and knowledge and understanding, within National Curriculum subjects and RE
- teaching and learning strategies which use interactive and experiential approaches
- PSE sessions, courses and projects
- valuing all learners
- promoting positive relationships and self-esteem
- effective coordination and staff training and support
- pastoral care, guidance and monitoring of progress
- positive behaviour approaches
- opportunities to participate in decision making
- active citizen projects
- good use of links with and involvement of the community
- involvement in national programmes
- extra-curricular experiences, clubs, etc.

Learning support and teaching assistants are known to be involved in many of these aspects of PSE programmes.

In 2004, the Education and Lifelong Learning Minister for Wales commissioned Professor Richard Daugherty to review the National Curriculum assessment arrangements for 11 and 14-year-olds. This work complemented a review of the school curriculum already being undertaken by ACCAC.

In the light of the Daugherty and ACCAC reviews, the current testing regime will be replaced by a system which is more geared to the pupil and puts teacher assessment at its heart. The new school curriculum and assessment arrangements will promote an approach that is more learner centred and skills focused so that it builds on the Foundation Phase and links effectively with the 14-19 Learning Pathways programme. Key Stage 4 is being reviewed as part of 14-19 Learning Pathways.

Northern Ireland

Now that the Education (NI) Order 2006 has come into operation, the framework for the revised curriculum for Northern Ireland will be in place from August 2006, with the new requirements being phased in from September 2007 through Subordinate Legislation. It is stressed that this is a revised rather than new curriculum.

Curriculum objectives are:

- to develop the young person as an individual
- to develop the young person as a contributor to society
- to develop the young person as a contributor to the economy and environment

Throughout the curriculum, there will be a greater emphasis on developing skills and preparing young people for life and work.

The revised curriculum for Northern Ireland includes a new Foundation Stage to cover P1 and P2. This is based on the Enriched Curriculum approach and will provide a more appropriate curriculum for the youngest pupils by developing their skills and confidence and introducing them to formal learning when they are ready. During this new Key Stage, there is a strong emphasis on play-based learning and personal, social and emotional development. Key Stage 1 will now cover P3 and 4 and Key Stage 2 will remain as P5, 6 and 7. At post-primary, Key Stage 3 will remain as Years 8, 9 and 10 and Key Stage 4 Years 11 and 12.

The revised post-primary curriculum includes a new area of Learning for Life and Work, made up of Employability, Personal Development, Local and Global Citizenship and Home Economics (at Key Stage 3).

At Key Stage 4, the statutory requirements have been reduced to Learning for Life and Work, PE, RE and developing skills and capabilities. This is to provide greater choice and flexibility for pupils and will enable them to access the wider range of opportunities schools will have to provide through the Curriculum Entitlement Framework .

Making educational change work for all, The Curriculum and Assessment Implementation Strategy 2005-2010 (Partnership Management Board 2005) rightly identifies the importance of training and development for the revised curriculum. Teachers, they maintain, need to develop knowledge and skills relating to:

- the philosophy, approaches and content informing new areas such as the Foundation Stage and Personal Development in Primary School and Learning for Life and Work in Post-primary Schools;
- assessment for learning methodology;
- strategies for developing thinking skills and personal capabilities;
- planning for collaboration across the curriculum;

- engagement with ICT as a learning and teaching tool as well as for administration and assessment
- the Pupil Profile and reporting arrangements

However there is no reference to the role of, or support for, support staff in schools in implementing the revised curriculum.

Scotland

Scotland is currently pursuing a major education reform programme under the Scottish Executive's *Ambitious, Excellent Schools* agenda. The *Curriculum for Excellence* (Scottish Executive 2004a) is central to this reform agenda.

In response to the National Debate on Education, Ministers established a review group in November 2003. The task of the Review group was to identify the purpose of education 3 to 18 and principles for the design of the curriculum. The group was asked to take account of the views expressed during the national debate, current research and international comparisons. As well as educational factors, the Group considered the aims and purposes of education over the coming decades, including changing patterns of work, increased knowledge of how children learn and the potential of new technologies to enrich learning. In addition the Group was asked to take a broad view of children's development, within the wider framework of Integrated Children's Services, bearing in mind the wide range of adults directly involved in the education of children and young people, in early years centres, schools, colleges and out of school learning.

A Curriculum for Excellence sets out the values, purposes and principles for the curriculum from 3 to 18 in Scotland. It is consistent with the National Priorities and supports the government's vision for children and young people, that all children and young people should be valued by being safe, nurtured, achieving, healthy, active, included, respected and responsible.

A Curriculum for Excellence provides, for the first time ever in Scotland, a single curriculum 3-18. It provides an opportunity to bring together and extend the existing 3-5 and 5-14 guidelines to update them and ensure there is a smooth transition in what children learn and also how they learn. This is expected to extend many of the approaches currently used in pre-school settings into the early years of primary, for example emphasising the need for purposeful, active learning activities across the curriculum. It will also increase access to vocational qualifications and more skills-for-work options for young people.

The Ministerial response to *A Curriculum for Excellence* initiated a programme of work to put the proposed values, purposes and principles into practice. *A curriculum for excellence – progress and proposals* (Scottish Executive 2006a) describes the progress and main findings of the development programme up to March 2006. Implementation of the new curriculum is planned for 2008.

In relation to the context in which classroom support staff will be working in 2008 and beyond, the report:

- outlines the recommended features of a new 3 to 18 curriculum for all children and young people
- highlights the whole school responsibility for developing the four capacities in every child and young person and the implications of this for the contributions of each adult who supports children and young people in schools
- stresses the need for individualised education programmes and personalised learning
- promotes the importance of assessment for learning

- recognises the importance of opportunities for personal achievement through activities such as performances, community or enterprise activities, school trips, clubs and other extra-curricular opportunities

The implementation of *Curriculum for Excellence* will go beyond the provision of guidance on curriculum content. It will have implications for:

- the teaching profession and other staff
- the organisation of the curriculum in schools and centres
- the qualifications system
- the recognition of wider achievement
- the improvement framework

Annex 3 Stakeholders

This Annex lists stakeholders with an interest in the workforce development needs of support staff in schools. They are listed under the following categories:

- Employers' representatives
- Trade Unions and Professional Bodies
- Government departments, agencies and NDPBs
- Other stakeholders

Employers' Representatives

Headteachers, school governors and personnel/human resources directorates within local authorities all have an interest in workforce development in the schools sector. There are also organisations that represent employers' interests these have their remits determined by national boundaries.

STAKEHOLDER	ROLE/PURPOSE
Association of Directors of Children's Services (ADCS)	<p>The Association of Directors of Children's Services (ADCS) is the national leadership Association in England for statutory directors of children's services and other children's services professionals in leadership roles.</p> <p>Through the contribution of members, ADCS ensures a vigorous presence in all areas concerning education, children's social care and safeguarding. ADCS members are actively involved in the strategic planning, delivery, commissioning and management of services for children and young people including adolescents, children at school, in children's centres and nurseries, children in need of different types of protection and care - residential, fostering or adoption - as well as young offenders, teenage parents and vulnerable families.</p>
Association of Directors of Education in Scotland (ADES)	<p>ADES exists to promote public awareness of, and make national representation on, issues affecting the education service. It maintains close and regular contact with central government, COSLA and other national bodies.</p>
Association of Headteachers and Deputies in Scotland (AHDS)	<p>Established in 1975, the Association of Head Teachers and Deputies in Scotland (AHDS) is a trade union for Head Teachers and Deputies from nursery, primary and special schools in Scotland. AHDS work in partnership with the Scottish Executive, Local Government and others to represent the interests of members in the development of education policy and practice.</p>
Association of School and College Leaders (ASCL)	<p>ASCL is the professional association for leaders of secondary schools and colleges. Heads, principals, deputy heads, vice-principals, assistant heads, assistant principals, bursars and other senior post holders are eligible for ASCL membership.</p>

STAKEHOLDER	ROLE/PURPOSE
Convention of Scottish Local Authorities (COSLA)	COSLA, the Convention of Scottish Local Authorities, is the representative voice of Scottish local government and also acts as the employers' association on behalf of all Scottish councils, negotiating salaries, wages and conditions of service for local government employees with the relevant trade unions.
Education and Library Boards (ELB)	<p>The five Education and Library Boards in Northern Ireland were established in 1973 under the Education and Libraries (NI) Order 1972. The constitution of the Boards is laid down in the Education and Libraries (NI) Order 1986. Education and Library Boards are the local education and library authorities in Northern Ireland.</p> <p>Within the public education system, the Boards have statutory responsibility for primary and secondary education within their area. The Boards must also have regard for the need for pre-school education. The Boards are also responsible for the provision of a youth service and library services to schools and the public.</p> <p>From 1 April 2008 the direct support functions currently undertaken by the Education and Library Boards, CCEA and the Regional Training Unit will be taken over by a new Education and Skills Authority. The Authority will be the sole employing authority for teachers and support staff which will result in greater coherence and consistency.</p>
Headteachers' Association of Scotland (HAS)	The Headteachers' Association of Scotland (HAS) represents the interests of the senior staff (headteachers and depute head teachers) of Scottish secondary schools in the development and implementation of national and local policies in education.
Improvement and Development Agency (IDeA)	<p>The Improvement and Development Agency (IDeA) works in partnership with all councils to enhance and develop the local government sector as a whole. From 3 April 2006, the IDeA has responsibility for the following work of the former Employers' Organisation for local government (EO):</p> <ul style="list-style-type: none"> • People management (HR performance and capacity building) • Dialog (diversity and equality) • Workforce development (recruitment & careers, National Graduate Development Programme and skills and development) • Regional work, to include the regional skills and capacity advisors • Local Government Pay and Workforce Strategy (in partnership with LGE and DCLG)

STAKEHOLDER	ROLE/PURPOSE
Local Government Association (LGA)	<p>The Local Government Association (LGA), formed on 1 April 1997, promotes the interests of English and Welsh local authorities - a total of just under 500 authorities. These represent over 50 million people and spend around £74 billion a year on local services.</p> <p>The LGA exists to promote better local government. It works with and for member authorities to realise a shared vision of local government that enables local people to shape a distinctive and better future for their locality and its communities. LGA aims to put local councils at the heart of the drive to improve public services and to work with government to ensure that the policy, legislative and financial context in which they operate, supports that objective.</p> <p>The LGA is a voluntary lobbying organisation. Members include county councils, metropolitan district councils, English unitary authorities, London boroughs, shire district councils and Welsh unitary authorities. The Welsh Local Government Association (WLGA) is a constituent part of the LGA, but retains full autonomy in dealing with Welsh affairs.</p>
Local Government Employers (LGE)	<p>Local Government Employers (LGE) is the national centre of excellence for local authorities on pay, pensions and employment strategy. Established on 3 April 2006 by the Local Government Association, LGE works with local authorities, regional employers and other bodies to lead and create solutions on pay, pensions and the employment contract, to ensure the provision of excellent and affordable local services.</p> <p>Former EO functions that are now delivered by LGE include:</p> <ul style="list-style-type: none"> • pay negotiations • employment relations • pensions • health and safety • consultancy • CEEP (European Centre for Enterprises with Public Participation and Services of General Interest) • Educational psychology postgraduate grant scheme
National Association of Head Teachers (NAHT)	<p>The National Association of Head Teachers (NAHT) represents the interests of headteachers, deputy headteachers and assistant headteachers from early years, primary, secondary and special school sectors in England, Wales and Northern Ireland. With over a hundred years service to leaders in education, the NAHT now represents in excess of 30,000 school leaders, representing the education continuum 3-19 years.</p>

STAKEHOLDER	ROLE/PURPOSE
National Employers' Organisation for School Teachers (NEOST)	<p>National Employers' Organisation for School Teachers (NEOST):</p> <ul style="list-style-type: none"> • negotiates with the teacher unions on conditions of service for teachers • issues joint guidance with the unions on subjects of common interest and concern • represents children's services authorities/LEAs on WAMG • submits evidence to the School Teachers' Review Body (STRB) on behalf of local authorities, in conjunction with the Government and the trade unions • advises local authorities on the application of statutory pay and conditions of employment and on industrial relations issues in schools.
National Governors' Association (NGA)	<p>On 15 February 2006 the National Governors' Council merged with the National Association of School Governors to form the National Governors' Association.</p> <p>The National Governors' Association is a registered charity, established for general public benefit but in particular to improve the educational welfare of children by promoting high standards of governance in schools, and raising the effectiveness of governing bodies.</p>
Northern Ireland Local Government Association (NILGA)	<p>Northern Ireland Local Government Association (NILGA) represents the 26 councils in Northern Ireland.</p> <p>NILGA:</p> <ul style="list-style-type: none"> • represents the interests of member authorities to the Northern Ireland Executive, Assembly, government departments, parliament, international institutions and other bodies • represents the interests of local authorities as employers and appoints elected representatives and officers (as appropriate) to the employers' sides of joint negotiating machinery • develops policy positions for the local government sector based on the best available policy advice • seeks opportunities to develop and promote the sector generally.
Scottish School Board Association (SSBA)	<p>The Scottish School Board Association (SSBA) was founded in 1991 to represent the interests of all School Boards set-up under the School Boards (Scotland) Act 1988. Membership was extended to include Parent Teacher Associations, Parent Associations, School Associations and others with an interest in education. School Boards will be replaced by Parent Councils in August 2007 under the terms of the new Scottish Schools (Parental Involvement) Act 2006.</p>
Secondary Heads Association (SHA)	<p>Representing secondary headteachers and deputies, the Secondary Heads Association (SHA) became the Association of School and College Leaders (ASCL) from 1 January 2006.</p>

STAKEHOLDER	ROLE/PURPOSE
Welsh Local Government Association (WLGA)	<p>The Welsh Local Government Association (WLGA) represents the interests of local government and promotes local democracy in Wales. The WLGA's primary purposes are to promote better local government and its reputation and to support authorities in the development of policies and priorities which will improve public services and democracy.</p> <p>Originally established in 1996 primarily as a policy development and representative body, the WLGA has since developed into an organisation that also leads on improvement and development, equalities, procurement, employment issues and hosts a range of partner bodies supporting local government.</p> <p>The WLGA remains a constituent part of the Local Government Association (LGA) for England and Wales and since April 2005 Welsh local authorities have a revised Welsh corporate membership with the LGA, ensuring that the organisation continues to represent the interests of Welsh local government to the UK Government.</p>

Trade Unions and Professional Bodies

Trade Unions and professional bodies representing public sector employees have an interest in the development and working conditions of their members. The unions and professional bodies representing sections of the school workforce are listed here.

STAKEHOLDER	ROLE/PURPOSE
Association of Teachers and Lecturers (ATL)	<p>The Association of Teachers and Lecturers (ATL) promotes and protects the interests of its members – teachers, lecturers, support staff and other education professionals.</p> <p>ATL advances the debate and champions good practice, across the whole education sector and campaigns and negotiates to achieve better pay, working conditions and terms of employment for its members.</p>
Educational Institute of Scotland (EIS)	<p>The EIS, as the biggest Scottish teaching union, has a firm commitment to quality education provision for all young people. Through a century and a half of existence the EIS has developed a central role as one of the most respected voices in education in Scotland. The EIS has strong policies for all stages of education- from nursery, primary, secondary and special through to further and higher education. In recent years in particular, the Institute has also played an important role in the campaign to protect the distinctive nature of Scottish education and the quality of education service provided in this country. In addition to a professional role, the Institute has through the years developed its function of seeking to improve and protect the pay and conditions of service of teachers and lecturers in Scotland at both a national and local level.</p>

STAKEHOLDER	ROLE/PURPOSE
General Teaching Council for England	The General Teaching Council for England (GTC) is the independent professional body for the teaching profession in England. Its main duties are to regulate the teaching profession and to advise the Secretary of State on a range of issues that concern teachers and teaching and learning. The Council acts in the public interest to contribute to raising the standards of teaching and learning.
General Teaching Council for Northern Ireland	The General Teaching Council for Northern Ireland is the statutory, independent body for the teaching profession in Northern Ireland.
General Teaching Council for Scotland	The General Teaching Council for Scotland is the professional regulatory body for teachers in Scotland.
General Teaching Council for Wales	The General Teaching Council for Wales is the independent self-regulating body for the teaching profession in Wales.
General, Municipal and Boilermakers Union (GMB)	There are 700,000 members of the GMB working in all occupations across the UK in both public and private sectors. The largest of the sections in GMB is the Public Services Section — over 200,000 people working in local government, health, schools and colleges and in public transport across the country. GMB represents members across the school workforce including nursery nurses, secretaries, teaching assistants, bursars, learning support practitioners, sitekeepers, school meals staff, administrators, mealtime supervisors, librarians, cleaners and technicians.
National Association of Schoolmasters Union of Women Teachers (NASUWT)	The National Association of Schoolmasters Union of Women Teachers (NASUWT) is the largest union representing teachers and headteachers throughout the UK.
National Union of Teachers (NUT)	The National Union of Teachers is both a professional association and a trade union for qualified teachers. It cares for the children in our schools and for their teachers. At the heart of the Union's endeavours is its commitment to the promotion and recognition of the professionalism of teachers.
Northern Ireland Public Service Alliance (NIPSA)	NIPSA is the largest trade union in Northern Ireland representing 44,000 members across the civil and public service and the voluntary sector. NIPSA is one of the main trade unions for support staff in schools in Northern Ireland. NIPSA has extensive experience in negotiating on behalf of its members on all aspects of employment including pay and conditions of service.

STAKEHOLDER	ROLE/PURPOSE
Professional Association of Teachers (PAT)	<p>PAT is the independent trade union and professional association for the whole team - teachers, head teachers, lecturers, education support staff (PAiT) and childcare/early years professionals (PANN). As an independent trade union and professional association, PAT both looks after the interests of its members and works to promote the best possible practice in education and childcare.</p> <p>PAiT provides a professional association for school and college:</p> <ul style="list-style-type: none"> • secretaries and administration staff • librarians • laboratory and ICT technicians and other technical staff • finance managers and bursars • careers advisers • sports coaches • nurses and care assistants • classroom assistants / teaching assistants • caretakers
Scottish Secondary Teachers' Association (SSTA)	<p>Founded in 1944, the Scottish Secondary Teachers' Association is Scotland's second largest teachers' union, set up to focus on secondary issues, initially as a reaction to the undue influence exercised on national education issues at that time by the primary sector. Nowadays this has developed into a commitment to ensure that the secondary view is properly represented. From its inception the SSTA has been a real trade union, with twin aims:</p> <ul style="list-style-type: none"> • to advance education in Scotland • to safeguard and promote the interests of Scottish secondary teachers in all matters, especially those which affect salaries and conditions of service.
Transport and General Workers Union (T&G)	<p>With over 900,000 members in every type of workplace, the T&G is the UK's biggest general union with a long and proud tradition of representing members in the workplace. It has over 300,000 workers in public services including significant numbers of support staff in schools.</p>
UNISON	<p>UNISON is the largest trade union for staff in schools and local authority education departments. Members include teaching assistants, nursery staff, administrators, secretaries, policy officers, technicians, cleaners, caretakers, school meals workers - in fact anyone working in schools or supporting education.</p> <p>UNISON is campaigning to make sure the vital contribution these staff make to schools and education is recognised and rewarded by calling for:</p> <ul style="list-style-type: none"> • Better pay and conditions • Improved career structures • Access to training and development • Fair treatment for term-time, part-time and temporary staff • High quality, well-resourced education services accountable to the local community

Government Departments, Agencies and NDPBs

The specific role of certain Government departments, agencies and non-departmental public bodies (NDPBs) gives them a special interest in the development of the school workforce.

STAKEHOLDER	ROLE/PURPOSE
<p>Children's Workforce Development Council (CWDC)</p>	<p>Children's Workforce Development Council (CWDC) exists to improve the lives of children, young people, their families and carers by ensuring that all people working with them have the best possible training, qualifications, support and advice. It also helps children and young people's organisations and services to work together better so that the child is at the centre of all services.</p> <p>Although an England-only body, CWDC is one of five bodies forming the UK Skills for Care and Development Sector Skills Council. CWDC also coordinates the Children's Workforce Network.</p>
<p>Children's Workforce Network (CWN)</p>	<p>CWN brings together 11 national agencies charged with developing different parts of the children's workforce:</p> <ul style="list-style-type: none"> • Children's Workforce Development Council (CWDC) • Creative and Cultural Industries SSC (CCI) • General Social Care Council (GSCC) • General Teaching Council for England • Improvement & Development Agency (IDeA) • Lifelong Learning UK (LLUK) • Nursing and Midwifery Council (NMC) (representing the health regulators) • SkillsActive • Skills for Health • Skills for Justice • Training and Development Agency for Schools (TDA) <p>CWN members work together to promote more effective implementation of their individual and joint roles.</p>
<p>Council for the Curriculum, Examinations and Assessment (CCEA)</p>	<p>The Council for the Curriculum, Examinations and Assessment (CCEA) was established on 1 April 1994 and is a non-departmental public body reporting to the Department of Education in Northern Ireland.</p> <p>CCEA is a unique educational body in the UK, bringing together the three areas of curriculum, examinations and assessment.</p> <p>Advising Government – on what should be taught in Northern Ireland's schools and colleges.</p> <p>Monitoring Standards – ensuring that the qualifications and examinations offered by awarding bodies in Northern Ireland are of an appropriate quality and standard.</p> <p>Awarding Qualifications – as Northern Ireland's leading awarding body it offers a diverse range of qualifications, such as GCSEs, including the new GCSE Double Award specifications in vocational subjects, GCE A and AS levels, Entry Level Qualifications, and Graded Objectives in Modern Languages.</p>

STAKEHOLDER	ROLE/PURPOSE
Department for Education and Skills (DfES)	<p>The Department for Education and Skills (DfES) is responsible for children's services, education and lifelong learning in England.</p> <p>The Department's aim is to help build a competitive economy and inclusive society by:</p> <ul style="list-style-type: none"> • creating opportunities for everyone to develop their learning; • releasing potential in people to make the most of themselves; and • achieving excellence in standards of education and levels of skills. <p>DfES also has a significant interest in the management and development of the workforce to deliver education services and develop the skills of the workforce. It is the sponsoring department of the Sector Skills Development Agency.</p>
Department of Education, Lifelong Learning and Skills (DELLS)	<p>The Department for Education, Lifelong Learning, and Skills (DELLS) is a department of the Welsh Assembly Government. DELLS works to improve children's services, education and training provision to secure better outcomes for learners, business, and employers as set out in the strategic document <i>The Learning Country</i>. It helps empower children, young people and adults through education and training to enjoy a better quality of life.</p>
Department of Education, Northern Ireland (DENI)	<p>The Department of Education is responsible for the central administration of all aspects of education and related services in Northern Ireland - excepting the higher and further education sector. The Department's main areas of responsibility are in pre-school, primary, post-primary and special education; the youth service; the promotion of community relations within and between schools; and teacher education and salaries. Its primary statutory duty is to promote the education of the people of Northern Ireland and to ensure the effective implementation of education policy. Its key functions include:</p> <ul style="list-style-type: none"> • advising ministers on the determination of education policy • framing legislation • accounting for the effectiveness of the education system • allocating, monitoring and accounting for resources • through the Education and Training Inspectorate, evaluating and reporting on the quality of teaching and learning and teacher education
Dysg	<p>Dysg joined the Welsh Assembly Government on 1st April 2006. Dysg is a division within the Department of Education, Lifelong Learning and Skills (DELLS), focussing on improving the quality of teaching and learning in the post-14 education and training sector. Previously, Dysg was the Welsh operation of the Learning and Skills Development Agency (LSDA).</p>

STAKEHOLDER	ROLE/PURPOSE
Education and Learning Wales (ELWa)	Education and Learning Wales (ELWa) was established in April 2001 and was responsible for promoting, planning and funding post-16 education and training in Wales. With effect from 1 April 2006, ELWa merged with the Welsh Assembly Government and the majority of its activities have been contained within the Department for Education and Lifelong Learning and Skills.
Education and Training Inspectorate (ETI)	The Education and Training Inspectorate provides inspection services for Department of Education, Department of Culture, Arts & Leisure and Department for Employment & Learning in Northern Ireland.
Estyn	<p>Estyn is the office of Her Majesty's Chief Inspector of Education and Training in Wales.</p> <p>Estyn's aim is:</p> <ul style="list-style-type: none"> • to raise standards and quality of education and training in Wales through inspection and advice, in support of the vision and strategic direction set out by the Welsh Assembly Government. <p>In achieving the above, Estyn treats both Welsh and English on a basis of equality in accordance with the Welsh Language Scheme.</p>
Her Majesty's Inspectorate of Education (HMIE)	HM Inspectorate of Education (HMIE) is an Executive Agency of the Scottish Ministers under the terms of the Scotland Act 1998. HMIE has responsibilities to evaluate pre-school education, primary and secondary schools, teacher education, community learning and development, further education and the education functions of local authorities. HMIE provides the Scottish Executive with the professional advice needed for the formulation of educational policy. HMIE operate independently and impartially whilst remaining directly accountable to Scottish Ministers for the standards of their work. Agency status safeguards the independence of inspection, review and reporting within the overall context of Scottish Ministers' strategic objectives for the Scottish education system.
Learning and Skills Council (LSC)	<p>The Learning and Skills Council (LSC) exists to make England better skilled and more competitive. The LSC is responsible for planning and funding high quality education and training for everyone in England other than those in universities.</p> <p>The LSC is a non departmental public body which began work in 2001, taking over the roles of the former Further Education Funding Council and Training and Enterprise Councils.</p> <p>The LSC's major tasks are to:</p> <ul style="list-style-type: none"> • raise participation and achievement by young people • increase adult demand for learning • raise skills levels for national competitiveness • improve the quality of education and training delivery • equalise opportunities through better access to learning • improve the effectiveness and efficiency of the further education sector

STAKEHOLDER	ROLE/PURPOSE
Learning and Teaching Scotland (LTS)	<p>Learning and Teaching Scotland (LTS) is the main organisation for the development and support of the Scottish curriculum. LTS is an executive non-departmental public body sponsored by the Scottish Executive Education Department. The organisation's role is to advise the Scottish Executive and to support development in learning and education, including the use of information and communications technology (ICT).</p> <p>LTS is at the heart of all the major developments in Scottish education working in partnership with the Scottish Executive, local authorities and schools. LTS also works in partnership with HM Inspectors of Education (HMIE), the Scottish Qualifications Authority (SQA), Association of Directors of Education (ADES), Convention of Scottish Local Authorities (COSLA), and with a range of professional associations, playing a key role in the drive to improve learning and teaching in Scotland.</p>
Local Government Staff Commission for Northern Ireland (LGSC NI)	<p>Set up under the Local Government Act (Northern Ireland) 1972, LGSC's statutory remit is to provide professional services and advice on human resource issues to councils and the Northern Ireland Housing Executive.</p> <p>The main areas of activity for the Commission are:</p> <ul style="list-style-type: none"> • equality of opportunity • training and development • employee relations and advisory support services • promoting the Staff Commission and local government and supporting strategy delivery
National Assembly for Wales	<p>The Government of Wales Act 2006 will give Welsh Ministers new powers to address Welsh issues in new ways. These changes will follow the appointment of the First Minister after the Assembly elections on 3 May 2007. One of the most significant changes the Government of Wales Act 2006 introduces is the ability of the National Assembly for Wales to make its own legislation on devolved matters such as health, education, social services, local government.</p> <p>Following separation under the Government of Wales Act 2006, the role of the National Assembly for Wales will be to scrutinise and monitor the Welsh Assembly Government. This new relationship will mirror much more closely that between the UK Government and the Houses of Parliament.</p> <p>The Assembly will:</p> <ul style="list-style-type: none"> • scrutinise Welsh Ministers' decisions and policies • hold Ministers to account • approve budgets for the Welsh Assembly Government's programmes • examine and approve Assembly Measures (Welsh Laws) • approve certain items of subordinate legislation.

STAKEHOLDER	ROLE/PURPOSE
National Assessment Agency (NAA)	The National Assessment Agency (NAA) was launched in April 2004 to develop and deliver high-quality national curriculum tests and supervise the delivery and modernisation of GCSE and A level examinations in England.
Ofsted	<p>The Office of Her Majesty's Chief Inspector of Schools (Ofsted) will become the Office for Standards in Education, Children's Services and Skills on 1 April 2007. The new Ofsted brings together expertise from four predecessor inspectorates including the Adult Learning Inspectorate, work from the Commission for Social Care Inspection and Her Majesty's Inspectorate of Court Administration, and the current work of Ofsted. It will retain the name Ofsted.</p> <p>The new Ofsted covers the regulation and inspection of daycare and children's social care, and the inspection of children's services, schools, colleges, initial teacher training, work-based learning, and adult education. The inspection of the Children and Family Court Advisory and Support Service (Cafcass) will also be undertaken by the new Ofsted. Joint Area Reviews and Annual Performance Assessments of local children's services provision will continue to be led by Ofsted. Ofsted's remit is for England only.</p> <p>The Education and Inspections Act that establishes the new Ofsted requires the inspectorate to promote improvement in the public services with its remit; ensure that these services focus on the interests of children, parents, learners and employers; and that these services are efficient and effective.</p>
Qualifications and Curriculum Authority (QCA)	QCA is a non-departmental public body, sponsored by the Department for Education and Skills (DfES). It is a statutory authority with responsibilities, obligations and rights set out in the Education Act 1997 and other legislation. QCA maintains and develops the national curriculum and associated assessments, tests and examinations; and accredits and monitors qualifications in colleges and at work.
Scottish Executive	<p>The Scottish Executive is the devolved government for Scotland.</p> <p>The Executive was established in 1999, following the first elections to the Scottish Parliament. It is responsible for most of the issues of day-to-day concern to the people of Scotland, including health, education, justice, rural affairs, and transport.</p> <p>Executive civil servants are accountable to Scottish Ministers, who are themselves accountable to the Scottish Parliament.</p>
Scottish Executive Education Department (SEED)	The Scottish Executive Education Department (SEED) has responsibility for pre-school and compulsory education and post-compulsory school education in Scotland. It broadly determines national aims and standards, formulates national policy, commissions policy-related research, issues guidelines in the area of curriculum and assessment and oversees teacher training and supply.

STAKEHOLDER	ROLE/PURPOSE
Scottish Qualifications Authority (SQA)	The Scottish Qualifications Authority (SQA) is an executive non-departmental public body sponsored by the Scottish Executive Education Department. SQA is the national body in Scotland responsible for the development, accreditation, assessment and certification of qualifications other than degrees.
Sector Skills Development Agency (SSDA)	<p>The Sector Skills Development Agency (SSDA) is the non-departmental public body responsible for funding, supporting and monitoring the network of Sector Skills Councils (SSCs).</p> <p>The SSDA's responsibilities are to:</p> <ul style="list-style-type: none"> • fund, support and monitor the performance of SSCs • ensure consistent, high-quality standards across the Skills for Business network • ensure skills provision is designed to meet sector needs • provide minimum cover for sectors without a SSC • ensure generic skills are effectively covered in the work of the SSCs • promote best practice sharing and bench-marking between sectors • to collate high quality labour market intelligence and to make this available via a website portal
Specialist Schools and Academies Trust (SSAT)	<p>The Specialist Schools and Academies Trust (SSAT) is a leading body for secondary education in England.</p> <p>The Trust seeks to give more young people access to a good secondary education by building networks, sharing practice and supporting schools. The Trust's way of working is based on the principle 'by schools for schools.' The Trust is at the heart of a growing network of schools including primary, secondary, special schools and academies.</p>
Training and Development Agency for Schools (TDA)	<p>The Training and Development Agency for Schools (TDA) is an executive non-departmental public body of the Department for Education and Skills. The principal aim of the TDA is to secure an effective school workforce that improves children's life chances.</p> <p>The Training and Development Agency for Schools (TDA) came into being in September 2005. The new Agency was formed from the merger of the Teacher Training Agency (TTA) and the National Remodelling Team (NRT). The government's white paper, <i>Higher standards, better schools for all</i>, gives the TDA a pivotal role in ensuring that teachers and the wider workforce have the skills and support they need to face the future. Additionally, TDA have taken on responsibilities for supporting the remodelling of the school workforce to meet modern challenges. This means helping to equip the school workforce to deliver increasingly personalised learning and to work with other professionals providing extended children's services.</p>

STAKEHOLDER	ROLE/PURPOSE
Welsh Assembly Government	The Welsh Assembly Government is the devolved government for Wales. Led by the First Minister, it is responsible for many issues, including health, education, economic development, culture, the environment and transport.

Other stakeholders

A number of other organisations have a legitimate interest in the development of the school workforce but do not fit neatly into any of the previous categories. These include:

STAKEHOLDER	ROLE/PURPOSE
Approved centres	Organisations which meet awarding body criteria for delivering and administering qualifications and assessments.
Awarding Bodies	<p>Awarding Bodies are organisations approved by the regulatory authorities (QCA, CCEA, DELLS and SQA) to offer accredited qualifications in the UK.</p> <p>Awarding Bodies are responsible for:</p> <ul style="list-style-type: none"> • developing and publishing qualification specifications • providing centres with information about qualifications • approving centres who wish to offer accredited qualifications • monitoring the assessment process • undertaking external verification/moderation of the assessment process • awarding certificates.
education and training providers	<p>Many education and training providers are involved in delivering services to school leaders, teachers and/or support staff. These include:</p> <ul style="list-style-type: none"> • Further Education colleges • Higher Education Institutions • independent education and training providers.
Fathers Direct	Fathers Direct is the UK's national information centre on fatherhood. Amongst other aims, Fathers Direct works to engage fathers in children's education in schools and family learning programmes, and looking at how fatherhood is represented in schools.
National Confederation of Parent Teacher Associations (NCPTA)	<p>The National Confederation of Parent Teacher Associations (NCPTA), a registered charity. It is the only membership organisation for Parent Teacher Associations (PTAs) and other home school associations throughout England, Wales and Northern Ireland.</p> <p>The NCPTA's charitable objects are:</p> <ul style="list-style-type: none"> • to advance education by encouraging the fullest co-operation between home and school, education authorities, central government and all other interested parties and bodies.

STAKEHOLDER	ROLE/PURPOSE
National Joint Council for Local Government Services (NJC)	The National Joint Council (NJC) for Local Government Services is a national negotiating body for local government in England and Wales. Both sides (the employers representatives and the main local government trade unions: GMB, T&G and Unison) aim to reach agreement on matters of pay and conditions of employment. The NJC's national collective agreement, the Green Book, provides basic terms and conditions for employees in local government services. It is a voluntary process, but the majority of local government employees, including school support staff, are employed on Green Book terms.
Northern Ireland Joint Council for Local Government Services (NIJC)	The Northern Ireland Joint Council for Local Government Services (NIJC) is the negotiating body for all staff in councils in Northern Ireland (except Chief Executives). It is a 'provincial' council of the National Joint Council for Local Government Services (NJC) - the national joint body of employers and unions that negotiates collective agreements on pay and conditions for all employees of local authorities in England, Wales and Northern Ireland.
School Workforce Development Board (SWDB)	<p>The school workforce development board (SWDB) is the sector-wide body concerned with training and developing the wider workforce. Chaired by the TDA, the SWDB was established in the autumn of 2004 to guide the TDA's work on training and development for support staff.</p> <p>The SWDB consists of:</p> <ul style="list-style-type: none"> • the Department for Education and Skills • the Improvement and Development Agency (IDeA) • the Learning and Skills Council • the National College for School Leadership • the National Strategies • the national support staff Centre of Vocational Excellence • Ofsted • the Qualifications and Curriculum Authority • the Workforce Agreement Monitoring Group
Workforce Agreement Monitoring Group (WAMG)	<p>WAMG is a unique partnership of 10 organisations representing employers, the government and school workforce unions as signatories of the national agreement signed on 15 January 2003. Membership includes:</p> <ul style="list-style-type: none"> • Association of School and College Leaders (ASCL) • Association of Teachers and Lecturers (ATL) • Department for Education and Skills (DfES) • General, Municipal and Boilermakers Union (GMB) • National Association of Schoolmasters Union of Women Teachers (NASUWT) • National Employers' Organisation for School Teachers (NEOST) • Professional Association of Teachers (PAT) • Transport and General Workers Union (T&G) • UNISON • Welsh Assembly Government