

# School Support Staff Training and Development

Our plans for 2004-05



# Introduction

The drive to raise standards in schools depends on the skills and commitment not just of teachers but of the whole school team. The training and development of teachers has rightly been a focus of attention for many years – but often the wider body of school support staff has been neglected. This must change. If schools are to improve their performance and to have the capacity to provide each child with an education that is tailored to their unique learning style, motivations and needs, the whole school workforce needs to be equipped to work effectively together to raise standards and secure pupils' welfare.

The past year has been one of intense development in relation to school support staff training, involving a wide range of national and local partners and other stakeholders. This document indicates the scope of work currently underway or planned for 2004–05 and places this in the context of current priorities for school support staff training in England. It has been shaped to reflect the National Joint Council's agreed guidance on job profiles, and it is complemented by the Learning and Skills Council's School Support Staff Sector Plan that is published today alongside this document.

It also provides the starting point for the Teacher Training Agency (TTA) as they extend their remit to work on behalf of the whole school workforce. More developments will emerge during the course of the year as there is further analysis of the range and scope of occupational groups and their links with the wider children's workforce, of the current level of competences and skills gaps, and of the demand for training, taking account of the ongoing impact of school workforce reform.

The TTA will be looking to develop a coherent national framework for school support staff training and development which can guide the local development and delivery of training, taking account of local needs and priorities. Local workforce development planning will continue to be critical to the development and delivery of school support staff training. The Secretary of State is asking the TTA to work in partnership with local authority employers and other signatories to the National Agreement for School Workforce Reform, and to consult on key principles to be applied to school workforce training and development.

***The purpose is to raise standards, to tackle workload, and to create capacity to personalise learning for every child. The need is to address the training and development of the whole school team.***

department for  
**education and skills**



## Foreword from the Workforce Agreement Monitoring Group

The National Agreement on Raising Standards and Tackling Workload, signed by employers, school workforce unions and Government in January 2003, recognised the crucial contribution of school support staff, working as a team alongside teachers. The Agreement highlights the need for the right training, standards and career paths to support both new and existing roles.

The Workforce Agreement Monitoring Group, which comprises signatories to the Agreement, welcomes the publication of this plan by the DfES and other partners today as a further milestone in the implementation of the Agreement and look forward to working closely with the Teacher Training Agency and the Learning and Skills Council on developments over the coming year. There is much still to be done, but we recognise that an important start has been made on a strategy that recognises the value of investing in the skills and development of the whole school workforce.



department for  
**education and skills**



# Developing a coherent framework of training and qualifications for school support staff

## Three Career Progression Routes

The consultation document *Developing the Role of School Support Staff*<sup>1</sup> proposed the development of support staff training and qualifications in relation to three broad career progression routes: a route for those supporting pupils and teachers in the teaching and learning process; a behaviour and guidance route – for those who provide support and guidance to individual pupils; and an administration and organisation route.

These three routes each cover a number of different support staff roles. The first route, for example, relates not only to teaching assistants but to other staff who may support subject teaching, such as science technicians and music specialists, and staff with particular knowledge and expertise who provide classroom support, such as nursery nurses. The behaviour and guidance route includes learning mentors and those in pastoral roles, who work closely with external agencies such as Connexions personal advisers and Education Welfare Officers. The administration and organisation route includes bursars and business managers, administrative staff, technical support staff and premises managers who all play a vital role in the smooth and efficient running of our schools.

The three routes are not intended to be mutually exclusive or to restrict the scope for individual support staff progression to any one pathway. It is recognised that a large number of support staff have two or more roles within a school and that these may fall within more than one route.

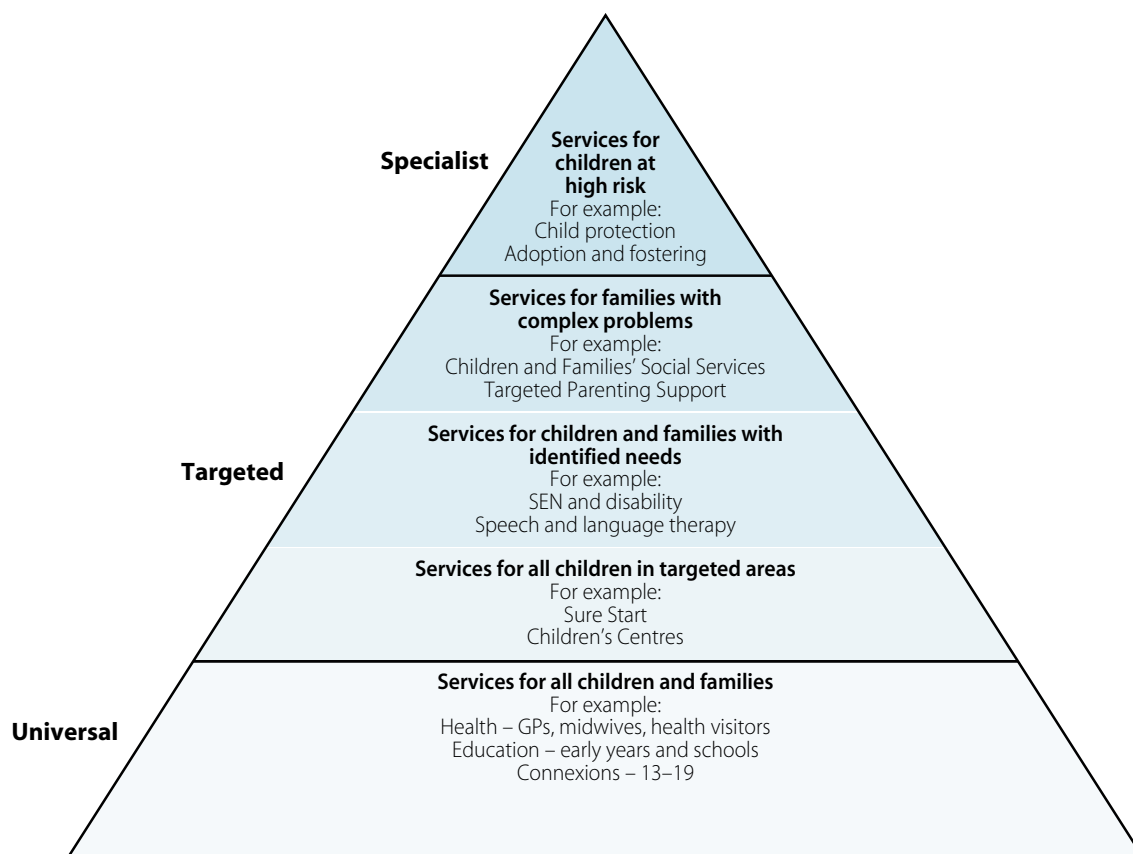
Recent research by Sheffield Hallam University to map existing school support staff qualifications against the three career progression routes<sup>2</sup> has helped to identify some of the key areas for future development. While over 600 national qualifications were identified as having relevance to school support staff, less than 50 of these were developed specifically for – or are currently targeted at – school support staff.

Information on the development needs of support staff and take-up of training is patchy and there is a need for better data collection and data management to inform strategic planning of provision. There is also evidence to suggest that new qualifications need to be more flexible. This links to the need already recognised by Ministers in their remit to the Qualifications and Curriculum Authority (QCA) and Learning and Skills Council (LSC) to develop a credit framework that allows individuals to build up units towards qualifications, rather than having to take a whole qualification at once.

A recent LSC questionnaire on current training patterns found that fewer than half of support staff other than teaching assistants had been offered any training at all in the last two years, and for some the period concerned was much longer. We should not overestimate the extent to which support staff have benefited from the recent improved availability of training, nor underestimate the amount there is still to do.

## Links to the wider children's workforce

Schools provide both universal education services to all children as well as more specialist services targeted at specific groups of children, as illustrated in the diagram below, and interact with a wide range of other people who provide various kinds of support to children and families.



The Children's Green Paper *Every Child Matters*<sup>3</sup> identified issues of common concern for the workforce engaged in supporting children and families across a range of services, including education, health and social care. It set out the case for a more coherent and flexible children and young people's workforce and a framework to improve the recruitment, retention, skills and effectiveness of those working in this area. It highlighted the common training and development needs of the wider children's workforce.

Future developments in training, qualifications and career progression routes for school support staff will need to be taken forward alongside plans for the wider children's workforce and the wider public sector workforce, addressing areas where

core competences and understanding are related while respecting the distinct roles and development needs of the school workforce.

A Sector Skills Council (SSC) for Social Care, Children and Young People is being established to bring together representatives of employers of all those who work with children, young people and families, together with those for social care. Beneath this SSC will be bodies representing the interests of the four UK countries, including for England a new Children, Young People and Families Council. And all will be part of a federated Children's Workforce Network comprising among others health, law enforcement, sport and recreation and schools. The Teacher Training Agency will be a key partner within these arrangements for workforce planning and development.

The Employers Organisation has the lead role in relation to the development of the local government workforce. They are developing a core skills framework intended to help all local government staff to attain common core skills and are working to support better integration of local government services by encouraging recognition of common skills sets. The future development of skills pathways for school support staff will need to allow for connections and movement within the wider local government and public sector workforce.

## A new role for the Teacher Training Agency working with other partners

The TTA has been asked by the Secretary of State for Education and Skills to take on an extended remit that will enable the agency to play a strategic role in the development and delivery of training for the whole school workforce. This builds on the strong record the TTA has in relation to initial teacher training and its current responsibility for the development and delivery of the training and assessment programmes for higher level teaching assistant status. In taking on this wider role the TTA will help to strengthen and provide a more coherent central capacity for planning, developing and delivering school support staff training in partnership with other national and local organisations. This opens the prospect of TTA taking on a number of important SSC functions – including defining competences, setting standards and establishing career pathways – for the whole school workforce, within the framework of the broader SSC network.

The next year will be a transitional year as these new arrangements take shape. The TTA will draw together labour market data and intelligence and consult a wide range of partner organisations, providers and stakeholders that are involved in the development and delivery of school support staff training. These include:

- **LEAs, schools and local providers.** Most school support staff training and development is provided locally to meet local needs, and that will continue to be the case. In developing its new role, it will be essential that the TTA fully understands and reflects the needs of local employers, and works closely with their national representatives, for example building on previous work under the aegis of the Local Government NTO to develop the national occupational standards for teaching assistants. TTA will also need to take a strategic view of local provider capacity, whether in LEAs and schools themselves, or in colleges, HE institutions and the private sector.
- **Learning and Skills Council (LSC).** School support staff are now one of the LSC's national priority sectors. In October 2003, joint DfES/LSC guidance was issued to local LSCs and LEAs; a major pilot training towards qualifications has been doubled in scope and areas of delivery; and new networks of LSCs and LEAs established. For 2004–05, the LSC's sector plan sets out an expanded programme of activity, including:
  - aspiring to support up to 10,000 school support staff learning towards a Level 2 qualification
  - developing a generic credit-based vocational qualification for school support staff which would initially be available at Level 2 and subsequently at Levels 3 and 4
  - agreeing local partnership plans negotiated between the two networks of local LSC and LEA managers responsible for school support staff
  - greatly increasing assessor capacity and establishing a network of training mentors in schools
  - developing national and regional Centres of Vocational Excellence for school support staff training
  - supporting more schools to achieve the Investors in People standard.

In the course of the year, the TTA will take a more prominent role in work which a Sector Skills Council would normally undertake, enabling the LSC to focus its support on delivering training and qualifications and building local and national capacity.

- **Qualifications and Curriculum Authority (QCA).** QCA will be a key partner in developing a coherent framework of qualifications, as well as having a direct interest in the training and skills of those school support staff on whom the smooth running of exam offices depends.
- **Support Staff Unions (GMB, TGWU and UNISON).** Support staff unions will play an important role in articulating the needs of their members, publicising the availability of training and development opportunities, and offering advice and guidance. This will be done with support from a successful bid to the Union Learning Fund.
- **Workforce Agreement Monitoring Group (WAMG).** Many of the organisations endorsing this plan are represented on WAMG and this will continue to be a key forum for consulting on future plans and ensuring links are made with other aspects of workforce remodelling.
- **National College for School Leadership (NCSL).** The NCSL has an important role to play through its training and support for school leaders, particularly the work of the National Remodelling Team and its development programmes for school bursars.
- **Department for Education and Skills (DfES).** DfES will in future focus on providing a broader strategic remit for the TTA to ensure workforce development is aligned with national priorities for school reform and developing integrated children's services, and over time step back from specific areas where it has previously taken direct responsibility, such as the development of induction materials for teaching assistants which will be transferred to the agency.

The TTA will work closely with all stakeholders as they develop more detailed plans for the future development and delivery of school support staff training and will seek the advice of the Implementation Review Unit (IRU) to ensure there is a good understanding of how new developments will impact on schools. It is recognised that an extended remit has implications for the Agency itself – for example in relation to its name and governance arrangements. These will be worked through in consultation with partners over the next few months.

## Priorities and Funding for 2004–05

While recognising that more work still needs to be scoped, the organisations endorsing this plan have agreed ten initial priorities for the coming year. These will be backed by total funding available in order of around £100m.

The annex to this plan illustrates the broad range of current and planned activity differentiating between options that may be applicable to all support staff and those that are focussed on one of the three career progression routes. The initial priorities for 2004–05 are set out below.

- i) *Develop a more flexible, generic Vocational Qualification (VQ) for all school support staff.*

LSC research has shown strong support from headteachers and Directors of Education for a generic vocational qualification for school support staff, which incorporates core training for child protection and behaviour management and links to the wider children's workforce reform strategy set out in the Green Paper, *Every Child Matters*. Currently most categories of school support staff other than teaching assistants have no suitable qualification within the national framework to demonstrate competence.

Working closely with QCA, the Employers Organisation and the Teacher Training Agency, the LSC are creating a generic qualification, which will be available at Level 2 by December 2004 or earlier, and subsequently at Levels 3 and 4. The new qualification will identify core elements which school support staff will need, which may be at different levels according to their job roles, and a wide range of options to allow specific training for specialist and multiple roles. These developments will build on the Teaching Assistant NVQs which have been well-received by the sector, with more than 250 assessment centres now set up around the country. These NVQs are already part of the national qualifications framework.

- ii) *Enhance existing introductory training and initiate work to link this to the qualifications framework*

Introductory training for school support staff other than teaching assistants was launched last year for the first time and revised induction training for teaching assistants was also provided to LEAs. The existing courses are designed to introduce aspects of school life that are important for all staff to understand, (e.g. inclusion,

child protection and behaviour/attendance management) and, for teaching assistants, also to give an initial grounding in skills designed to help them support teachers and pupils in the classroom.

A review conducted at the end of 2003 reinforced that these courses have been well-received, and made some recommendations for further development and improvement. For autumn 2004 some key aspects of the course will be updated and new material added, for example on science for secondary teaching assistants and an e-skills module for primary teaching assistants. A more substantial revision and consolidation to create one modular set of materials will be taken forward by September 2005. This will consist of core material suitable for all adults new to schools, with specific add-ons for staff in particular roles. The intention is to enable the new course to reflect the structure of relevant NVQs where appropriate, so that individuals' learning can be accredited towards qualifications from the very outset. This will also be an opportunity to reinforce links across the children's workforce.

*iii) Expand LSC supported training with the aim of up to 10,000 trainees progressing towards a Level 2 qualification*

Since June 2003, 1,200 school support staff have benefited from LSC pilot programmes focussed on a range of staff including, midday supervisors, librarians, caretakers/site managers, and administrative staff. Training is built around individual needs, and assessment and training are delivered at school or in clusters to minimise burdens. The pilots have proved to be motivational and effective, with high completion rates and evidence of further progression and enhancement of job role.

In 2004–05, LSC plan to expand both numbers of trainees and the LSC areas engaged in training with a view to supporting up to 10,000 school support staff learning towards a Level 2 qualification. The LSC regions and local LSC leads will be working with schools and LEAs on more detailed plans. In line with the Skills Strategy, the LSC's contribution will focus mainly on people with low basic skills, and those embarking on a programme leading to a first full Level 2 qualification, some of whom could be supported through the Employer Training Pilots that will be available in some parts of the country. Further details of the LSC proposals are published in the LSC School Support Staff Sector Plan for 2004–05. This will be re-issued later in the year once local agreements have been reached on planned numbers of staff to be trained.

*iv) Create capacity for 7,000 places for Higher Level Teaching Assistants' provision in 2004–05 and expand capacity to 20,000 places by 2006–07*

During 2003–04 the Teacher Training Agency developed agreed standards for HLTA status, and piloted assessment against these standards. The majority of candidates on the pilot have been successfully assessed as meeting the standards and the evaluation of the pilot has been very positive.

In 2004–05, TTA funding is available for LEAs to purchase around 7,000 HLTA training places at institutions with approved provider status. Initially two training routes will be available – a 3 day assessment only route for school support staff already working at or near the national HLTA professional standards and a 50 day route consisting of 20 days centre-based training, supported by 30 days school-based activities and e-support for other staff with appropriate skills and experience. Places are being made available in the first instance to existing classroom support staff, which may include, for example, nursery nurses and technicians as well as teaching assistants.

During 2004–05 training provider capacity will be created to expand HLTA places to 20,000 a year by 2006–07 and new routes to HLTA status will be piloted. These will include customised routes between 3 and 50 days that can take more account of individuals' prior learning and experience; linking assessment against HLTA Standards to foundation degrees; and linkage to a primary Modern Foreign Language subject module.

The HLTA standards have been structured to allow scope for progression to qualified teacher status for those who are ready for this and want to do so.

*v) Develop more capacity to support subject specialisms*

A key area to explore over the next year will be the potential to train and develop more support staff who can offer expertise in a particular subject specialism. A wide range of people already add value in the classroom through their subject knowledge – from accountants and car mechanics who bring an employment-related perspective to vocational and other subject teaching, to music instructors and language assistants who provide specialist skills. Many of those concerned do not have or necessarily want qualified teacher status but their contribution could be enhanced and given greater recognition through more training and development.

Work to develop a primary Modern Foreign Language subject module and test its linkage to assessment and training routes to HLTA status will be used to explore

whether this model could also apply to other subject specialisms such as music, sport or maths. If the demand exists, and there are sufficient individuals with the necessary expertise who want to be trained, over time a range of subject specialist training might be linked to routes to HLTA status or made available at other levels that are more suitable for other TAs or other school support staff. The TTA will consider such developments with appropriate subject associations. There may also be scope in the longer term to explore a similar approach for specific areas, for example, to support teaching in a SEN context or with the gifted and talented.

Some subject specialist support staff roles are already well-established. For example, science technicians play an important role in secondary schools and significant developments are in hand to improve the training and qualifications available to them. In a joint initiative between the DfES and the Wellcome Trust, a network of science learning centres will provide an additional resource for those involved in science teaching including technicians and other support staff. The first centres will open in Autumn 2004. The DfES is also supporting the work of the Association for Science Education (ASE), the Consortium of Local Education Authorities for the Provision of Science Services (CLEAPSS) and the Royal Society to develop training to support a career structure for science technicians.

*vi) Provide Behaviour and Attendance Management training with up to 3,000 places a year by 2005.*

Building on the in-school training materials in behaviour and attendance management that are being made available through the Primary and Key Stage 3 Strategies, the National Programme for School Leadership in Behaviour and Attendance will offer intermediate and advanced training in Behaviour and Attendance Management for support staff. The programme has been established with the National College for School Leadership (NCSL), working closely with LEAs as part of the workforce re-modelling agenda. Starting in September 2004 a pathfinder group of support staff in Learning Support Units and Pupil Referral Units will have the opportunity for intermediate or advanced training to further their knowledge and skills in Behaviour and Attendance management.

The programme will soon provide training for all support staff interested in gaining the new flexible VQ, or other qualifications, and developing a career in Behaviour and Attendance Management. During the academic year a wide range of support staff working with all ages in both mainstream and special schooling will be given access to the programme. Nine regional network and training co-ordinators will be in post

from September 2004 and they will organise local cluster groups of staff undergoing training. The programme will involve teaching and support staff training together.

From 2005 the programme will include intermediate and advanced training for support staff in conflict resolution and violence avoidance developed in conjunction with the school workforce unions.

It is anticipated that it will be of interest to approximately 20,000 staff already working in this field, in addition to attracting others to consider a career in Behaviour and Attendance Management. These staff will further benefit from a National Network, both on-line and with regional programmes so that all can share best practice with other professionals with a speciality in Behaviour and Attendance.

*vii) Provide 1,300 places for Certificates and Diplomas of School Business Management*

The Bursar Development Programme aims to develop an effective labour market for bursars – both the supply and demand side by providing suitable training through the NCSL and disseminating information/best practice on the role bursars can play in improving school resource management. It can also facilitate the movement of new managers from outside education into schools.

The Certificate of School Business Management (CSBM) course is designed to support and enhance the skills of senior administrative staff as they take on more responsible managerial roles. The course has now been fully accredited by the Institute of Administrative Management and national roll-out began in Autumn 2002 following the successful evaluation of earlier pilots. The 1000th trainee commenced training in October 2003 and is due to complete by the end of 2004, achieving the initial training target two years early. A further 1,200 places (2 x 600 cohorts) will be provided by the NCSL for 2004–05 and the College has the capacity to deliver a minimum of 1,000 training places per year.

A Diploma of School Business Management (DSBM) is also being developed, aimed at experienced bursars and other managers. Two pilots offering a total of 100 places commenced at the end of 2003. These courses will be fully evaluated prior to roll out which the NCSL expects to take place in Autumn 2004. The second pilot course includes a small number of trainees drawn from a variety of managerial backgrounds outside education specifically to test the adaptability/suitability of the DSBM in facilitating the movement of such managers into schools – contributing to the

National Agreement commitment to help schools benefit more from external expertise.

*viii) Improve e-skills*

School support staff need competence and confidence in using information and communications technology appropriate to the nature of their role.

Within its Sector Plan the Learning and Skills Council will enable many more school support staff to achieve ITQ, the new credit-based qualification proving competence in workplace use of IT systems, which can be incorporated within a wide range of school support staff training programmes. This will encompass, for example, work currently being taken forward by the DfES on effective data management which will identify the competences needed by school support staff in a range of roles, and enable ITQ units to be created on data management and the use of school information management systems.

For those in a more specialised role, such as ICT technicians, the DfES is developing a framework of competences relating these to available training and qualifications.

For Teaching Assistants, there are plans to enhance the Induction Programme training in the use of e-skills to support teaching and learning, and to raise their awareness to the benefits of e-skills for further career development.

*ix) Provide training and support for Examinations Officers*

As workforce remodelling progresses the role of the exam officer is becoming more significant for support staff. The QCA's modernisation programme for the examination system, which is to be led by the National Assessment Agency, recognises the critical importance of better training and support for those working in exam offices.

A programme encompassing training, a national team of 1:1 support advisers, good practice sharing and a peer level support group (including the development of an e-community) is currently being developed. The first training courses are being run in April 2004, with other elements of the support programme being implemented from September. Working closely with other stakeholders, such as awarding bodies, this programme is part of a broader series of activities to modernise the examinations

system in England. Over £20m will be invested in supporting exam offices over the next 3 years.

x) *Provide better information, advice and guidance about training and development opportunities*

As well as developing and providing more and better opportunities for training and development, schools and individual school support staff need better information and guidance about those opportunities and support to help them make choices about which options are best suited to their needs. Wherever possible, consideration needs to be given to how barriers can be removed to school support staff accessing training opportunities.

The Union Learning Fund is supporting the development of a website which will signpost suitable training and career pathways for current and developing roles for school support staff. This will increase access to learning and promote equality of opportunity within schools. The project will have a dual purpose, both to promote recognition of skills and experience, and to actively encourage support staff, via Union Learning Representatives, to increase their skills, thereby raising standards in schools. It will also promote a clearer understanding of the learning and career development needs of school support staff and access to learning within the adult schools' workforce, particularly reflecting the diverse and multiple roles of many of these staff.

At school level, there is already a clear expectation that school support staff should be able to discuss their individual training and development needs with their line managers. This is reinforced by national guidance and by the national Investors in People Standard. The recent Ofsted report Leadership and Management: Managing the School Workforce highlighted good practice in relationship to using performance management procedures to review development needs.

The Employers Organisation are seeking to develop guidance which can help headteachers to make better informed choices about staff development. This would include information about what is available where, by whom and at what cost, off-the shelf tools and techniques that are readily usable to inform their judgements, evidence-based good practice examples, leading edge case studies and jargon-free examples of good practice. To complement the guidance, the Employers Organisation also aim to develop a self-assessment tool to give schools an

opportunity to evaluate where they are in terms of workforce planning and workforce development

## Funding

Funding available for school support staff training and development has been increased significantly for the financial year 2004–05 and, depending on decisions made on local deployment, should total in the region of about £100m.

This includes funding for national development programmes such as: the TTA budget to support and develop training and assessment for HLTA status; the NCSL budget for bursar training programmes; QCA funding of a support programme for exam officers; and funds currently held by the DfES. The LSC contribution will be determined as an outcome of local and regional planning discussions which aim to provide support for 10,000 training places nationally.

The total also includes funds that have been delegated to schools and LEAs. Standards Fund includes £51 million in School Development Grant 1 for all support staff training and development in 2004–05. Grant 25 includes £38m which can be used by LEAs to fund support staff training where this is linked to local school workforce remodelling priorities, to provide further remodelling support to primary schools that are participating in the Primary School Leadership Programme, and to fund HLTA training places in addition to those funded by the TTA.

## Next Steps

Taken together these developments will help to provide greater recognition of existing skills; meet the training needs arising from school workforce reform, more personalised learning and the National Strategies; and provide opportunities for progression between different levels including routes into QTS and transferability between career pathways.

Local LSC leads will be meeting their LEA opposite numbers to plan further activity in 2004–05. At the end of these negotiations the LSC will issue a final version of their plan, indicating numbers and volumes of activity across the country. Local Councils will be encouraged to begin implementing their plans as soon as they and their LEA

partners reach agreement for their own area.

The TTA will be writing to partners and stakeholders about their plans for future consultation and arranging meetings to clarify the scope of future work, to gather intelligence, and to establish processes and machinery for taking this agenda forward. In doing so they will want to explore a range of issues, such as regional variance, equal opportunities and diversity, and to consult on a number of key principles that can be applied to school workforce training and qualifications. Their aim will be to publish a report on their progress by July 2004.

# Annex

The tables below provide an illustration of the broad range of training and development activity and related materials that are available or in development for school support staff in 2004–05. The details refer to England only.

## 1. General Options

Various guidance is available to inform school support staff training, including guidance on pupil safety and first aid (see [www.teachernet.gov.k/wholeschool/healthandsafety](http://www.teachernet.gov.k/wholeschool/healthandsafety)). There are plans for guidance on promoting good mental health and emotional well being in pupils.

New guidance for the education service on child protection will be issued by DfES in June 2004 with a child protection website providing advice and examples of good practice at [www.teachernet.gov.uk/childprotection](http://www.teachernet.gov.uk/childprotection). The new guidance will indicate that LEAs and schools should ensure that all staff who work with children receive high quality child protection training to suit their need.

Child protection modules are currently being developed for inclusion in revised support staff introductory and induction training.

Training in behaviour management and attendance is available to all school support staff through the KS3 and Primary Strategies.

Information for schools on ICT skills audit, providing individuals with the scope to build a record of ICT achievements, and a set of ICT competences relevant to a range of roles in schools. This will be reinforced by encouraging take up of local ICT training (eg in the use of e-skills to support teaching and learning as well as in the use of computer, internet and email courses offered by Learndirect).

Revised induction and introductory training for school support staff and TAs will be provided to LEAs by September 2004 – among other things the updated materials will include some new phase and subject specific coverage, such as new material on science for secondary TAs. (The current induction and introductory package covers key aspects of school life such as inclusion and behaviour management.)

Development of a new VQ for school support staff providing a generic core of training at different levels to reflect different needs according to individual roles. This will build on and recognise other training. This hybrid qualification will allow learners to select units from different NVQs and different awarding bodies at different levels, to achieve the training package that best meets their identified training needs, especially where this covers more than one role. This will eventually extend to assigning credit to a full range of training and qualifications currently outside the National Qualifications Framework.

Phase 2 of the LSC school support staff pilot programme.

Proposals for common core training across the children's workforce arising from the Children's Green Paper *Every Child Matters*.

The Playwork and Early Years sectors are working together to produce transitional modules for early years and playwork at Level 3. These modules will be based on the level 3 National Occupational Standards currently being developed. They will enable level 3 workers currently carrying out a portfolio of job roles to move across sectors without having to undertake another qualification.

The Early Years and Playwork National Occupational Standards (NOS) are currently being developed and reviewed. The two sectors are also working together to identify and define areas of commonality and areas of difference between the assumptions, values and principles for playwork and early years, and to propose through consultation a structure of NOS for Playwork and Early Years, which includes common core units, sector specific units, and setting specific units.

A Birth to Three Matters national strategy is currently being developed which will include training for practitioners responsible for the care and education of children within this age range.

The Sure Start Unit development of training for all staff working in Foundation Stage settings covering effective use of ICT in Foundation Stage (FS); children's early communication; listening to children; effective use of outdoor environments; creating effective learning environments.

## 2. Roles Supporting Teaching and Learning

Induction training for teaching assistants to introduce them to key aspects of school life and the skills they need to help them support teachers and pupils in the classroom (see above) – updated training materials will be available to LEAs by September 2004.

TA NVQs are available around the country and recognised as part of the national qualifications framework.

Training on promotion of good health and emotional well being of pupils and how to identify and help those pupils with mental health problems.

The development of a framework for modern apprenticeships for young people under 25 seeking to begin careers in schools as teaching assistants by the Employers Organisation for Local Government with a view to its approval by the LSC in April 2004. It will involve a structured programme of study for the apprentices including gaining the TA NVQ (at level 2 or 3) related qualifications and key skills.

*Removing Barriers to Achievement*, the Government's strategy for SEN, is proposing an Inclusion Development Programme to support schools in developing effective inclusive practice. As part of this it will investigate and develop effective staff strategies and whole school approaches to respond to the needs of children with these particular difficulties in the classroom, including the use and deployment of teaching assistants. The SEN Strategy will encourage staff movement between mainstream and special schools which should prove a useful way to help support staff further develop and broaden their skill base. Many special schools have developed their own expertise in the way they deploy and manage support staff, and there is much good practice on which we can draw and disseminate to mainstream schools.

A framework of competences and training for ICT technicians and assistants from introductory training to Level 4 and above is being developed for completion in 2004. A framework of courses for TAs courses is being developed alongside this which will also span induction to Level 4 and above.

Training in particular subjects includes : the development of an optional primary MFL training module for TAs to support native speakers and adults with strong language skills who want to work as assistants supporting primary language learning; pilots in specialist EAL accredited training for TAs which are intended to provide a model for a national framework of EAL specialist training; through the KS3 Strategy, English and maths modules are already available for TAs and a new Science module is in development; the National Science Centre and its network of regional centres will provide an additional resource for TA development and for science technicians from autumn 2004.

Ongoing foundation degree provision for TAs – including the Early Years Sector Endorsed Foundation Degree (EYSEFD) scheme which provides support to students on the EYSEFD course who are following the TA or Foundation Stage route.

From April 2004 training and assessment programmes will be available for support staff who wish to be awarded higher level teaching assistant (HLTA) status. TTA funding is available for 7,000 HLTA training places in 2004–05 at institutions with approved provider status. Initially two training routes will be available – a 3 day assessment only route for school support staff who are already judged to be working at or near the national HLTA professional standards and a 50 day route consisting of 20 days centre-based training, supported by 30 days school-based activities and e-support. Further routes – including a route linking assessment against HLTA Standards to foundation degrees and to an MFL subject module which may provide the basis for developments in other subject specialisms – will be piloted in 2004–05.

Foundation degrees can provide a first step towards progression to initial teaching training. HLTA standards have been developed so as to provide a basis for future progression to QTS

### 3. Behaviour and Guidance Roles

Initial 5 day training course for newly appointed Excellence in Cities learning mentors will be delivered by the Liverpool Excellence Partnership until April 2005 and supplemented by local training on a wide range of issues, training events organised by Learning Mentor Strand Co-ordinators.

An induction module for Learning Mentor Strand Coordinators is currently in development and six regional networks provide a support and challenge function and encourage Learning Mentor Strand Coordinators to share good practice.

National Occupational Standards and a Qualifications structure for those delivering Learning, Development and Support Services for children, young people and those who care for them were approved by the UK Coordination Group in December 2003. These Standards are the recognised National Occupational Standards for the related professional disciplines of Education Welfare Officers, Learning Mentors, those working within Connexions.

NVQs/SVQs in Learning, Development and Support Services are being developed at levels 3 and 4. These will be offered by awarding bodies from summer 2004. Supporting vocational qualifications will also be developed along with an Advanced Modern Apprenticeship.

Connexions Specific Training (Understanding Connexions and the Diploma for Connexions Personal Advisers, Supervision training) will continue to be provided and accredited through Higher Education Institutions through 2004–05. Other Connexions training includes optional modules which can be delivered locally including: Working in Schools and Colleges; Working with Young People with Learning Difficulties and/or Disabilities; and Work Based Learning.

Work is underway to widen and diversify participation in the Qualification in Careers Guidance by supporting the development of individuals qualified in careers guidance, which would ensure Connexions partnerships have a sufficient supply of qualified career guidance practitioners from a wide variety of backgrounds.

The DfES is running a project to pilot the awarding of the NVQ Level 4 in Careers Education and Guidance. The NVQ provides an alternative method for Careers Co-ordinators to achieve a qualification in this subject and will be funded initially by DfES via Connexions partnerships.

The Centre for Education Leadership and School Improvement (CELSI) at Canterbury Christ Church University College and ContinYou (the national charity specialising in the promotion of study support) provide resources for those offering training and development opportunities for school support staff in study support roles. They have established the ECHO network, an online resource for sharing good practice and produced a “mapping” document outlining the various training opportunities.

The National Programme for Improving Behaviour and Attendance is establishing training cluster groups organised by nine regional co-ordinators. Intermediate and advanced training in Behaviour and Attendance Management, leading to vocational qualifications, will be available to all support staff including learning mentors, teaching assistants, Connexions advisers and Education Welfare Officers. The Programme covers primary, secondary and early years settings. Practically based training materials are being written for Teaching and Support Staff who will train together in small cluster groups following a programme tailored to meet their common interest. The growing number of Lead Behaviour Professionals in schools will have the opportunity to share their expertise by tutoring of cluster groups in their area. The programme is starting in September 2004 with a pathfinder group of LSU and PRU staff. Over 2004/2005 and the following academic year training will become available to all staff who have an interest in extending their skills, and, if they wish, gaining qualifications.

New guidance and advanced training is being developed in violence avoidance and conflict resolution – training will progressively become available from September 2005.

Research has being commissioned into interest and career aspirations of staff working in behaviour and attendance management to inform the future development of training and qualifications in this area.

#### 4. Administrative and Organisational Roles

A National Training Programme for Clerks to Governing Bodies has been developed for the DfES School Governance Unit by Consortium 52 (a group formed from the LEAs and church authorities in the North West, North East and Yorkshire and Humber regions). The 5 module course is available in taught course and distance learning formats, and includes toolkits for trainers and learners, an inter-active CD-Rom, video, course reader and assessment book. The Programme was made available to LEA co-ordinators of governor support services for use from 2003. It is up to individual LEAs to decide whether they wish to offer the Programme to clerks working in schools in the LEA. The Programme is designed to support an agreed National Job Description and Person Specification for governing body clerks. It has been designed to meet national occupational standards for NVQ accreditation but it is not yet accredited.

A support programme for Exams Officers (EOs) is being introduced as part of the modernisation agenda for the examinations system. Training for Exams Officers is a part of this programme and the first course, aimed specifically at preparing recently appointed EOs for the Summer 2004 exams season, is being delivered at 10 locations nationally during the last two weeks of April. Further courses, prepared in association with the Unitary Awarding Bodies, are planned from September 2004.

Two 100 place pilots of the Certificate of School Business Management (CSBM) course were completed and evaluated successfully before national roll out in Autumn 2002. The CSBM has been full accredited by Institute of Administrative Management (IAM). The 1000th trainee commenced training in October 2003 (cohort 2) – due to complete by the end of 2004, achieving the training target two years early. A further 1,200 places (2 x 600 cohorts) have been agreed with NCSL for 2004–05.

A Diploma of School Business Management (DSBM) is being developed, aimed at experienced bursars and other managers. Two pilots offering 100 places in total commenced at the end of 2003 and will be fully evaluated prior to roll out. Second pilot includes 5 managers from outside education specifically included to test the adaptability/suitability of the DSBM in facilitating the movement of such managers into schools – contributing to the National Agreement commitment to help schools benefit from external expertise.

Further information is available from the following websites:

[www.lsc.gov.uk](http://www.lsc.gov.uk)

[www.teachernet.gov.uk/teachingassistants](http://www.teachernet.gov.uk/teachingassistants)

[www.hlta.gov.uk](http://www.hlta.gov.uk)

[www.teachernet.gov.uk/supportstaff](http://www.teachernet.gov.uk/supportstaff)

[www.ncsl.org.uk](http://www.ncsl.org.uk)

The National Assessment Agency will be launching a website later in 2004, prior to that see [www.qca.org.uk](http://www.qca.org.uk)



Copies of this publication can be obtained from:

DfES Publications  
PO Box 5050  
Sherwood Park  
Annesley  
Nottingham NG15 0DJ  
Tel: 0845 6022260  
Fax: 0845 6033360  
email: [dfes@prolog.uk.com](mailto:dfes@prolog.uk.com)

Please quote ref: DfES/0357/2004  
PP/D16/(5403)/03/04/53

© Crown copyright 2004

Produced by the Department for Education and Skills

Extracts from this document may be reproduced for non-commercial education or training purposes on the condition that the source is acknowledged.