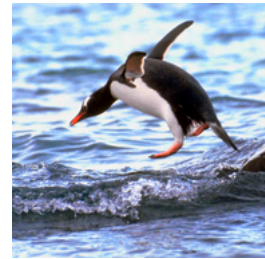




# *Support Staff Survey*



## Background Information

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## About NAPTA

The National Association of Professional Teaching Assistants (NAPTA) has been established to recognise the expanding role that all support staff are playing in schools. NAPTA supports these individuals by providing professional development opportunities, acting as an information service, and helping to assess and document their existing skills and training needs.

NAPTA, Chesterton Mill, French's Road, Cambridge CB4 3NP – tel 01223 224930 – [www.napta.org.uk](http://www.napta.org.uk)

# Support Work in Schools

In January 2003, the Government, employers and school workforce unions signed a National Agreement designed to help schools to raise standards and tackle workload issues. It proposed that schools deploy more support staff in extended roles and described a range of new roles and responsibilities which support staff in school may be asked to take on.

The extension of the roles performed by support staff led to a demand for a more flexible approach to professional development in schools. The Department for Education and Skills (DfES) introduced the requirement for a new vocational qualification (VQ) for school support staff within their document *School Support Staff Training and Development – Our Plans for 2004-2005*. This led to the development of the Level 2 Support Work in Schools vocational qualification (SWiS).

SWiS has been designed to allow learners to choose from a range of different units of competence to reflect the roles that they currently perform within the school and to provide opportunities for professional development.

The qualifications are unit-based. In order to achieve a Level 2 Award in Support Work in Schools, candidates are required to complete the two mandatory units and one optional unit. In order to achieve a Level 2 Certificate in Support Work in Schools, candidates are required to complete the two mandatory units and two optional units.

The SWiS units are as follows:

## Mandatory units

- 1 Explore and respond to the needs of pupils
  - 1.1 Explore how pupils develop their ability to think and learn
  - 1.2 Contribute to the well-being and safeguarding of pupils
- 2 Explore school values, policies, roles and responsibilities
  - 2.1 Work within your school's values, policies and procedures
  - 2.2 Explore the roles and responsibilities of teachers and others who work with pupils
  - 2.3 Understand and develop your effectiveness in a support role

## Information optional units

- 3 Communicate information using telephone and fax
- 4 Prepare and print documents using a computer
- 5 Photocopy, present and distribute complex documents
- 6 Receive and assist visitors
- 7 Record, store and supply information using a paper-based filing system

- 8 Enter, retrieve and print data in a database
- 9 Produce documents from your own notes
- 10 Maintain the arrangement of material to facilitate retrieval (library resources)
- 11 Issue and recover loan material (library resources)
- 12 Identify and provide information and material required by users (library resources)

### **Resources optional units**

- 13 Ensure your own actions reduce risks to health and safety
- 14 Help with classroom resources and records
- 15 Maintain the provision of materials, equipment and resources (scientific and laboratory)
- 16 Process requests to support learning (scientific and laboratory)
- 17 Controlling stocks of laboratory materials and equipment
- 18 Software installation and upgrade
- 19 Working with ICT hardware and equipment
- 20 Maintain resources (scientific or hazardous)
- 21 Maintain grounds
- 22 Maintain site security
- 23 Control the use of resources (caretaking)
- 24 Control the use of premises by customers and contractors (caretaking)
- 25 Operate a computer
- 26 Internet and intranets
- 27 Email
- 28 Specialist or bespoke software
- 29 Clean toilets and washrooms manually
- 30 Clean carpets and soft furnishings

### **Support optional units**

- 31 Provide support for learning activities
- 32 Support literacy and numeracy activities in the classroom
- 33 Contribute to the support of student activities (scientific and laboratory)
- 34 Support children's physical development needs (Early Years/KS1)
- 35 Support children's social and emotional development (Early Years/KS1)
- 36 Technical advice and guidance (ICT)
- 37 Remote support for products or services (ICT)
- 38 System operation (ICT)
- 39 Contribute to children and young people's healthy eating and personal hygiene

- 40 Support children and young people's play
- 41 Contribute to health and safety in the play environment

### Catering optional units

- 42 Maintain food safety when storing, holding and serving food
- 43 Maintain food safety when storing, preparing and cooking food
- 44 Prepare, cook and finish healthier dishes

## Every Child Matters

The consultation on the 2003 Green Paper, *Every Child Matters*, strongly supported the proposition that everyone working with children, young people and families should have a common set of skills and knowledge. In response to this, the DfES, following consultation with service users, employers and practitioners, developed the *Common Core of Skills and Knowledge for the Children's Workforce*.

The two mandatory units of the SWiS have been written so that they cover this Common Core of skills and knowledge with reference to school support staff. These units require all staff to have skills in the following areas:

- effective communication and engagement
- child and young person development
- safeguarding and promoting the welfare of the child
- supporting transitions
- multi-agency working
- sharing information.

Schools have to demonstrate during inspections that they are committed to ensuring that the Every Child Matters outcomes are achieved by all of their pupils. Making sure that staff have the skills and knowledge associated with the mandatory units of the SWiS, and therefore the Common Core, can form an important part of demonstrating this commitment. For further information on professional development programmes that cover these areas, please contact NAPTA on 01223 224930.

Further information about the Award/Certificate in Support Work in Schools can be obtained by contacting the examination boards which offer the qualification:

- CACHE (<http://www.cache.org.uk/>)
- City & Guilds (<http://www.cityandguilds.co.uk/>)
- Edexcel (<http://www.edexcel.org.uk/>)
- OCR (<http://www.ocr.org.uk/>).

# The National Workload Agreement's 22 tasks

In January 2003, the Government, employers and school workforce unions signed a National Agreement designed to help schools to raise standards and tackle workload issues. One of the aims of this National Workload Agreement was to free teachers from the shackles of excessive non-teaching workload. It proposed that schools deploy more support staff in extended roles, as a means of releasing extra time for teachers and reducing their workload. The National Workload Agreement therefore redefined the roles that both teachers and support staff perform within a school.

*"The National Agreement is not about replacing teachers with teaching assistants and other support staff – it makes clear that teachers and teaching assistants are not interchangeable and that each class/group must have an assigned qualified teacher to teach them. It is about looking at the key role currently played by support staff, identifying ways in which that role can be extended in order to raise standards, and seeing the benefits that having a better-trained, wider range of adults can have for pupils, teachers and every aspect of school improvement."*

Department for Education and Skills, January 2003

The National Workload Agreement also stated that support staff should, increasingly, be recognised for the contribution they make to raising pupil standards, and should have access to expanded roles, and improved choices and career opportunities, including proper recognition for existing responsibilities.

To deliver these reforms, a seven-point plan was agreed, which stipulated that, in order that teachers can better focus on teaching and learning, administrative and clerical processing should be done by support staff. Under the National Workload Agreement, the School Teachers' Pay and Conditions Document 2004 identified 21 tasks which should no longer be carried out by teachers, with a 22nd task included from September 2005. These tasks are predominantly administrative, and will often now be part of the role of support staff within the school.

The 22 tasks are:

- 1 Collecting money from pupils and parents
- 2 Investigating a pupil's absence
- 3 Bulk photocopying
- 4 Typing or making word-processed versions of manuscript material and producing revisions of such versions
- 5 Word processing, copying and distributing bulk communications, including standard letters, to parents and pupils
- 6 Producing class lists on the basis of information provided by teachers

- 7 Keeping and filing records, including records based on data supplied by teachers
- 8 Preparing, setting up and taking down classroom displays in accordance with decisions taken by teachers
- 9 Producing analyses of attendance figures
- 10 Producing analyses of examination results
- 11 Collating pupil reports
- 12 Administration of work experience (but not selecting placements and supporting pupils by advice or visits)
- 13 Administration of public and internal examinations
- 14 Administration of cover for absent teachers
- 15 Ordering, setting up and maintaining ICT equipment and software
- 16 Ordering supplies and equipment
- 17 Cataloguing, preparing, issuing and maintaining materials and equipment and stocktaking the same
- 18 Taking verbatim notes or producing formal minutes of meetings
- 19 Coordinating and submitting bids (for funding, school status and the like) using contributions by teachers and others
- 20 Transferring manual data about pupils not covered by the above into computerised school management systems
- 21 Managing the data in school management systems
- 22 Invigilating external examinations.

# Basic skills

## Literacy and numeracy

In Autumn 2000, the Government launched a national strategy to tackle the literacy and numeracy needs of adults. This followed the report of Sir Claus Moser's Working Group, *A Fresh Start – Improving Literacy and Numeracy* (DfEE, 1999). The strategy includes a set of national standards for adult literacy and numeracy, developed by the Qualifications and Curriculum Authority (QCA). These standards now underpin all adult literacy and numeracy qualifications and have been used to develop the adult literacy and numeracy core curriculum.

The adult literacy and numeracy core curriculum sets out the entitlement to learning for all adults who have literacy and numeracy difficulties. It defines the content of literacy and numeracy programmes in: further and adult education; the workplace and programmes for the unemployed; prisons; and community-based and family literacy and numeracy programmes.

The standards describe the skills and capabilities that adults need to function and progress at work and in society. Standards have been produced for each of the basic skills of literacy and numeracy.

The literacy standards cover the ability to:

- speak, listen and respond
- read and comprehend
- write to communicate.

The numeracy standards cover the ability to:

- understand and use mathematical information
- calculate and manipulate mathematical information
- interpret results and communicate mathematical information.

Further information about the core curriculum for adult literacy and numeracy can be found at the following Web sites:

- [http://www.dcsf.gov.uk/curriculum\\_literacy/](http://www.dcsf.gov.uk/curriculum_literacy/)
- [http://www.dcsf.gov.uk/curriculum\\_numeracy/](http://www.dcsf.gov.uk/curriculum_numeracy/)

## ICT

The use of ICT (information and communication technology) in school, in both teaching and administrative capacities, is becoming increasingly important. As its use increases, so does the importance of staff having basic ICT skills. This is a trend which is set to continue. Proficiency in ICT is now as important as numeracy and literacy for a large proportion of jobs.

The National Occupational Standards for IT users have been developed by e-skills UK. They are intended to define the range of ICT skills required in the workplace. The standards have also been used to underpin the ITQ (National Vocational Qualification for IT Users).

Further information about the ITQ and the National Occupational Standards for IT users can be found at <http://itq.e-skills.com/>.

# The survey process

These notes explain how NAPTA collects, organises and analyses the data about support staff's perceived competences.

## The survey

The online questionnaire asked staff to rate their current experience and abilities in response to questions/statements that fell into the following areas:

- Personal profile
- Basic skills
- Working with others
- Working with pupils
- Working with ICT
- Administration
- Health and safety
- Pupil behaviour
- Equipment and resources
- Library resources
- ICT
- School site
- Catering
- Learning support
- Play
- Key Stages 0–1.

The personal profile section contained a number of questions, for example, 'How long have you worked at your current school?'. Respondents were asked to select appropriate responses for each question.

The basic skills section contained a number of statements, for example, 'I can calculate simple percentage increases and decreases'. Respondents were asked to say whether they could perform the stated task.

The screen that started with the statement 'I understand the requirements of my role and responsibilities, and actively seek to develop my role' marked the start of the occupational standards section of the survey. For each statement in this section, respondents were asked to answer:

- Do you do this as part of your job?
- Do you feel confident at this?

## Analysing the responses

The *Support Staff Survey* is intended to provide an overview of the work that staff complete on a regular basis and the level of confidence of members of staff in a range of activities. The analysis relies on the fact that particular skills may be considered to be indicative of typical sets of activities.

Each question/statement that staff were asked to respond to is indicative of skills relating to the units of the Level 2 Support Work in Schools vocational qualification and the National Workload Agreement's 22 tasks. A question/statement may be mapped to several elements (units or tasks); and each element may have several questions/statements which apply to it. The outcome for each of the elements shown in this survey represents the combination of the responses of the support staff to all of the questions/statements mapped to it.

The units of the SWiS have been mapped against a number of job roles in order to establish which units are likely to be pertinent to which individuals. The mapping that has been used is based on findings of the research used to create the Level 2 Support Work in Schools vocational qualification and represents roles undertaken in a theoretical 'typical' school. Of course, a 'typical' school is a very rare thing; the ways in which schools distribute tasks between different individuals and the labels that they give to these jobs vary enormously. As a result, the indication of which units are pertinent to which job roles should be viewed as a guide rather than a definitive statement. The mapping of job roles to SWiS units can be seen on pages 10 and 11.

Units 34 and 35 of the SWiS are only pertinent to those who undertake a caring role for children in Key Stages 0–1, specifically those who support children's physical, social and emotional needs. Although the units have been mapped to appropriate job roles in the nursery and primary phases, not everyone who works in those roles and phases will necessarily work with children in this manner.

**The reports should be used by the support staff members, their line managers and their employers for information only. They are in no way intended to be a statement or evidence of support staff's *actual* skills, knowledge or competence, but rather they outline the support staff's *own current perception* of their skills, knowledge and competence. NAPTA and its partners cannot be held in any way responsible for any actions taken by any party following receipt of a *Support Staff Survey* report.**

### Mapping of job role to SWiS unit

	Administrator/receptionist	PA to headteacher or SLT	Data manager/bursar	Library support	Technician	Caretaker	Cleaner	Catering	Midday supervisor	Learning support/mentor	Learning resources	ICT support	Nursery nurse	Cover supervisor	Behaviour support	SEN/inclusion support
1 Explore and respond to the needs of pupils	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2 Explore school values, policies, roles and responsibilities	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
3 Communicate information using telephone and fax	✓	✓	✓											✓		
4 Prepare and print documents using a computer	✓	✓	✓	✓								✓				
5 Photocopy, present and distribute complex documents	✓	✓	✓													
6 Receive and assist visitors	✓	✓														
7 Record, store and supply information using a paper-based filing system	✓	✓	✓													
8 Enter, retrieve and print data in a database			✓													
9 Produce documents from your own notes	✓	✓														
10 Maintain the arrangement of material to facilitate retrieval				✓												
11 Issue and recover loan material				✓												
12 Identify and provide information and material required by users				✓							✓					
13 Ensure your own actions reduce risks to health and safety					✓	✓			✓	✓		✓	✓	✓	✓	✓
14 Help with classroom resources and records			✓							✓	✓					✓
15 Maintain the provision of materials, equipment and resources					✓											
16 Process requests to support learning					✓											
17 Controlling stocks of laboratory materials and equipment					✓											
18 Software installation and upgrade												✓				
19 Working with ICT hardware and equipment												✓				
20 Maintain resources					✓	✓										
21 Maintain grounds						✓										
22 Maintain site security						✓										
23 Control the use of resources						✓										
24 Control the use of premises by customers and contractors						✓										
25 Operate a computer	✓	✓	✓	✓								✓				
26 Internet and intranets		✓	✓													✓
27 Email	✓	✓	✓													✓
28 Specialist or bespoke software			✓													✓
29 Clean toilets and washrooms manually						✓	✓									
30 Clean carpets and soft furnishings						✓	✓									

### Mapping of job role to SWiS unit

	Administrator/receptionist PA to headteacher or SLT Data manager/bursar	Library support Technician Caretaker	Cleaner Catering Midday supervisor	Learning support/mentor Learning resources ICT support	Nursery nurse Cover supervisor Behaviour support SEN/inclusion support
31 Provide support for learning activities				✓	✓
32 Support literacy and numeracy activities in the classroom				✓	✓
33 Contribute to the support of student activities		✓			
34 Support children's physical development needs			✓	✓	✓ ✓ ✓
35 Support children's social and emotional development			✓	✓	✓ ✓ ✓
36 Technical advice and guidance				✓	
37 Remote support for products or services				✓	
38 System operation				✓	
39 Contribute to children's ... healthy eating and personal hygiene			✓ ✓		✓ ✓ ✓
40 Support children and young people's play			✓	✓	✓ ✓ ✓
41 Contribute to health and safety in the play environment			✓	✓	✓ ✓ ✓
42 Maintain food safety when storing, holding and serving food			✓		
43 Maintain food safety when storing, preparing and cooking food			✓		
44 Prepare, cook and finish healthier dishes			✓		

# Development Resources

To help schools to meet identified needs and to offer more general support, NAPTA provides a number of extensive and carefully compiled resources. These fall into three principal categories – those that:

- meet individual development needs through school-based activities
- offer institutional guidance
- stimulate self-study, and offer reference sources and help to support learners individually, in groups or in whole classes.

All the material is provided in convenient digital formats and is accessible online by logging in to the NAPTA Web site at [www.napta.org.uk](http://www.napta.org.uk) with your membership number and password. The content of each section of the material (outlined below) is structured like a Web site and is accessible through standard Web-browser software.

## Meeting Individual Needs

The reports from the NAPTA *Professional Development Review* and *Support Staff Survey* highlight a range of important areas for individual and team development. Many of these are best addressed by short, carefully-targeted sessions run in school.

To support this process, the *Meeting Individual Needs* material provides detailed, structured, prepared resources, closely mapped to the National Occupational Standards for Supporting Teaching and Learning in Schools, to be used in brief, efficient group training sessions. The contents of each session are designed to be supportive enough to enable effective internal delivery by a team leader.

The National Occupational Standards for Supporting Teaching and Learning in Schools document is included in the material.

## Institutional Guidance

Most schools struggle to implement all the mandatory management processes that are now expected in the context of single status for all support staff. The following resources are offered to make implementation much easier.

### CPD Portfolio Builder

This resource provides a wealth of materials to help support staff plan, structure and take forward their own professional development, as well as detailed, practical guidance for those managing them. Schools may find that the principles outlined can be applied more broadly.

## Observation form

Teaching and learning support staff (who work in the classroom) may be observed in their role as part of the performance management process, or for professional development. A sample classroom observation form, which can be adapted for use in your school, is provided.

## Support staff competence checklists

NAPTA's *Support Staff Survey* provides an analysis of the roles of support staff and their level of confidence for each of the 44 units of the Level 2 Support Work in Schools qualification (SWiS). Schools may like to consider in more detail staff confidence in the SWiS units that relate directly to their role. A series of competence checklists are provided to help with this.

## The Support Staff Little Pocket Book

A handy guide offering precise and up-to-date information on essential issues such as new policies and initiatives, rights and responsibilities, the curriculum, special educational needs and salary structures.

## Team Leaders' Toolkit

This is a professional development tool for team leaders of support staff in schools. The resource may be of benefit both to those who already have responsibility for support staff, and to those who aspire to such a position. Support staff team leaders in a school may include roles such as senior technician, lead higher level teaching assistant (HLTA), bursar, site manager or senior librarian, amongst others.

## Video resources

Links to a selection of online films relating to issues that affect school support staff.

## Curriculum Support

Certain individual and more general needs are best met by providing accessible self-study, reference and curriculum support resources, for on-the-job use. A very extensive and carefully tailored set of materials is provided to help schools meet these demands.

## Cover Lessons Resources (secondary/special schools)

These subject- and key stage-specific materials form a varied and valuable source of ideas and activities for staff working with groups or whole classes. A number of activities are provided, each designed to be used with limited support and during a single lesson.

### **Flying Start (secondary/special schools)**

This resource covers the key academic, personal and social issues that pupils must address if they are to progress successfully and become better independent learners. It is suitable for any support staff who deal with teaching and learning, and particularly with gifted and talented pupils.

### **ICT Skills Resources**

This resource provides the solution for developing personal competence and confidence in using ICT.

### **Marking guide**

With support staff taking increasing responsibility for pupils' learning, it is important that they are able to contribute to appropriate marking and assessment. This portable document format (PDF) file offers essential guidance and carefully structured activities to help schools and their staff achieve this.

### **Maths & English Resources (secondary/special schools)**

This resource offers a wide-ranging set of material to help students with Maths and English at KS3 and GCSE.

### **Primary Resources (primary/special schools)**

This rich, versatile set of digital publications provides support staff with a vast bank of over 3600 pages of pupil-centred materials covering a wide range of subjects.

### **SEN Reference**

This gives support staff easy access to further information about the different needs of pupils that they work and communicate with, plus practical examples of how simple technology can help pupils with particular needs.

### **Video resources**

Links to a selection of online films relating to providing curriculum support.