

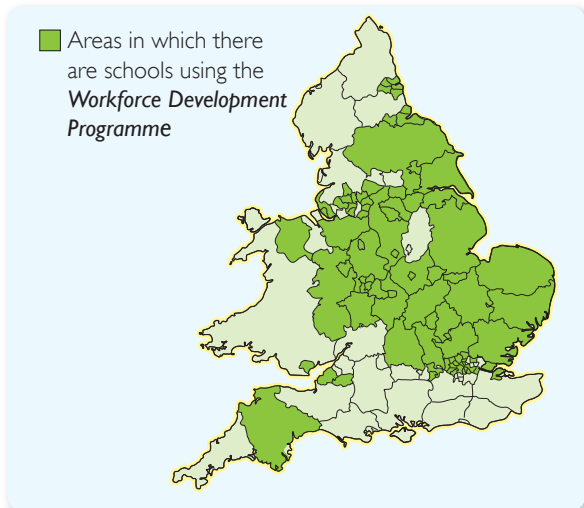


NAPTA Headlines

January 2006

Success on a national scale

The NAPTA *Workforce Development Programme*, which as a whole or in part is being used by nearly 2500 schools in around 100 authorities (see map below), is proving a great success.



The programme, led by both local authorities and networks of schools, enables senior managers to collect and present the evidence required to reinforce their use of support staff and to plan professional development. This significantly contributes to the self-evaluation required under the new inspection Framework, and reduces the amount of time needed for reviewing support staff CPD.

Nationally, many of the schools that have used key elements of the *Workforce Development Programme* have successfully been inspected through the new Framework. A governor from one such school stated:

“The new style of inspection relies heavily on self-evaluation. The Workforce Development Programme was critical in enabling us to show that we apply professional processes to the development of all our support staff, particularly those now more heavily involved in learning delivery. Many of our excellent support staff

have limited formal qualifications. The review data generated by the programme enabled us to show that we had deployed these staff on the basis of a detailed understanding of their strengths and weaknesses. This fact alone contributed significantly to our successful inspection outcome.”

The success of the project means that subsidies are now available for all English and Welsh schools, with each newly-participating school able to benefit from over £1000 worth of innovative professional development resources, each carefully mapped to the school's needs.

▶ An exciting new approach to CPD and inspection

Schools need to collect and collate detailed evaluative evidence of the developmental needs of support staff. Armed with this, it is possible to undertake the support staff reviews and appropriate CPD that need to be evidenced in Ofsted's self-evaluation form (SEF) in preparation for inspection. NAPTA's profiling tools have provided member schools with an initial snapshot of this evidence.

It is now important that schools continue to use this intelligence to have the maximum effect on standards. Schools also need to be able to demonstrate the progress that they have already made.

The NAPTA **Workforce Development Programme** provides schools with the mechanism to respond to these challenges. It costs just £395^{+VAT} for primary schools and PRUs, and £795^{+VAT} for secondary and special schools. All costs can be met using eLearning Credits.

Through the programme, schools will:

- be able to profile all of their support staff
- receive additional analysis, directing staff to funding and appropriate internal and external CPD opportunities
- receive a set of valuable *Development Resources* offering core skills enrichment, institutional guidance and curriculum support.

Where possible, schools will also receive a comparative analysis – this will provide both the current picture and the school's progress since their first report.

If you would like to take advantage of the NAPTA **Workforce Development Programme** or have any questions, please call NAPTA on 01223 224930 or email info@napta.org.uk.

► **Managing the school workforce**

Since the DfES published *Time for Standards: Reforming the school workforce* in 2002, there have been moves towards a radical restructuring of every school's workforce. For example, the 22 tasks (formerly the 24 tasks) have been implemented, and planning, preparation and assessment time (PPA) was brought in at the beginning of September 2005. For these measures to work effectively, they will have to be monitored and evaluated carefully over the next few years.

Part of this restructuring naturally involves teachers, and how effectively they are used to raise standards. However, it is just as important for senior managers and headteachers to consider the needs of teaching assistants and support staff

when implementing workforce reform, and to ensure that they are involved in the restructuring. Schools need:

- a culture of openness that embraces all staff
- extra support inside and outside the classroom, with new support staff filling roles at every level
- a collaborative ethos in which all staff are respected
- teaching and non-teaching staff who are deployed effectively, and whose individual strengths are known and built upon.

► **Using support staff effectively**

Support staff are key to school improvement but they must be used effectively and managed in ways that raise standards. They also cost money. This means that whoever has responsibility for their recruitment, management and mentoring will have to be able to justify how they are used and what effect this has on teaching, learning and overall standards.

Effective self-evaluation that reflects how the school is functioning is essential. Usually, in schools where teaching assistants and support staff are used well:

- there are lots of ongoing professional development opportunities
- matching teaching assistants and their skills to teachers is seen as essential
- the needs of children are successfully identified and teaching assistant time is allocated accordingly
- there is good communication between teachers and teaching assistants
- the work of teaching assistants is monitored and evaluated
- teaching assistants are included in performance management procedures.

Is this happening in your school? If not, you need to consider how to make it happen.