



NAPTA News

In Brief

ISSUE 6

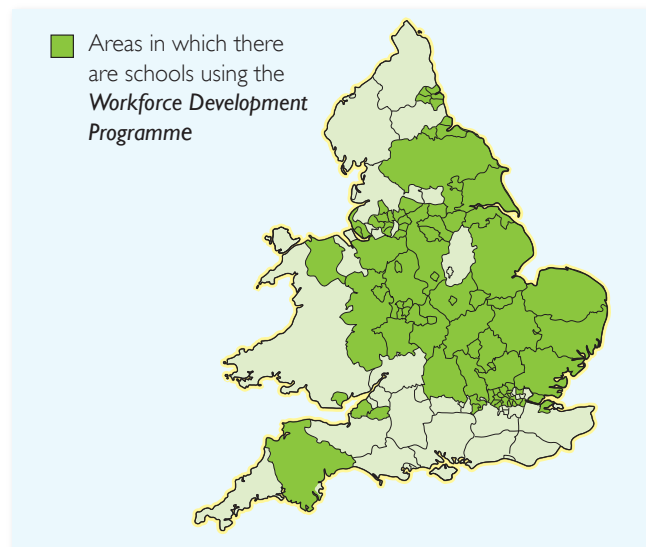
January 2006

Being part of something important

NAPTA now has over 25 000 individual members, 2500 school members and is involved in projects in around 100 local authorities, as illustrated by the map on the right.

NAPTA's new **Workforce Development Programme** is having a real impact on support staff CPD, school improvement and pupil learning right across the country, and it continues to grow rapidly. We all have much to be proud of.

Don't forget that all individual members can use the NAPTA Web site and its many valuable features at www.napta.org.uk.



Greater opportunities for all support staff

The NAPTA profiling tools (**Professional Development Review** and **Support Staff Survey**) allow anyone working as a member of support staff to gather data about their perceptions of their confidence, skills and experience in key areas, as well as their potential capacity to broaden their role. It thereby provides a basis for individuals to discuss appropriate training and development with their managers.

The launch of NAPTA's new integrated **Workforce Development Programme** is offering support staff even greater opportunities for personal and professional development. Around 25 000 members of support staff are already benefiting from elements of the programme.

Members of staff from schools who participate in the NAPTA **Workforce Development Programme**

will be able to demonstrate their progress over time. They will also receive a set of self-study, reference and curriculum support materials that will enable them to provide more effective support for colleagues and the children in their care. Schools that are already NAPTA members can upgrade to take full advantage of the new approach.

Working outside the classroom

As schools try to increase the number and variety of learning experiences, they are using more outside visits. A variety of staff members go on these trips. Support staff with the appropriate training and demonstrated competence can enrich teaching and learning beyond the classroom, by working with groups or classes in the school grounds, in the immediate neighbourhood, or further away.

When asked to work beyond the classroom, it is important to understand risk assessment and be able to analyse risks independently. HLTA training includes risk training but there are other routes to technical qualifications, including Duke of Edinburgh Awards and NVQs such as trekking and sailing.



If you are trained in outdoor supervision, you could take groups of pupils to facilities within safe walking distance of the school and to recognised providers (where teaching is provided by staff with approved qualifications) such as sports centres, swimming pools and outdoor pursuits centres.

It is unlikely that any member of a school's support staff would be asked to lead a group to a venue more than 30 minutes from the school. Even where support staff have higher qualifications than a teacher (eg mountain rescue qualifications, swimming and life saving certificates), the teacher should still be group leader. The member of support staff would be in charge only when the activities relating to their qualifications are taking place.

All adults taking groups away from school should know about:

- the educational objectives of the visit
- how learning has been planned
- behaviour and management
- the location being visited and what it can offer
- risk assessments attached to the whole of the visit, including the journey and destination
- means of communication from the group back to school in case of problems.

Educational visits are an interesting and exciting form of learning and should be encouraged. However, there is a range of extra issues to be considered. Ensure that you have adequate training and ask for more if you feel it is necessary.