



Support Staff Survey



Individual Report for
Anthony Baker

Prepared for Secondary School X
Hillside, Hilltown

Using data collected on 2nd April 2008
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Note

This report should be used by you, your line managers and your employers for information only. It is in no way intended to be a statement or evidence of your **actual** skills, knowledge or competence, but rather it outlines **your own current perception** of your skills, knowledge and competence. It is based entirely on self-appraisal data drawn from your responses to the *Support Staff Survey* online questionnaire. It is the user's responsibility to ensure that the information, advice or other content are suitable for their purposes and are used appropriately in their context. NAPTA and its partners cannot be held in any way responsible for any actions taken by any party or any inaction or any consequences that may arise following receipt of a *Support Staff Survey* report or of any related guidance or advice.

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.

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Introduction

This *Support Staff Survey* report offers an overview of your role in the school and an indication of the skills and confidence that ***you perceive yourself to have***. It also identifies areas of competence that do not currently form part of your role in the school, but in which you have confidence in your own skills. You may find that it gives helpful pointers to areas in which you might benefit from professional development or additional support. The report is based entirely on self-appraisal data drawn from your responses to the *Support Staff Survey* online questionnaire.

The report is intended to provide information on the following:

- the role that you actually perform on a day-to-day basis in the school, and the skills that you employ
- your potential for gaining professional qualifications based on your current role in the school
- areas in which you may benefit from some additional support or professional development
- the potential for developing your role within the school.

This information is presented in terms of the occupational standards contained in the Level 2 Support Work in Schools vocational qualification (SWiS), and the 22 tasks identified in the National Workload Agreement.

The report also maps your perceived skills and confidence to the following additional training and professional development opportunities:

- Literacy and numeracy programmes
- Personal ICT skills
- TDA induction programme for support staff
- Core support staff skills.

For further information about these potential opportunities, you should speak to your CPD manager, line manager or headteacher.

It should be noted that all of the data contained in this report is based upon your subjective evaluation of your role and skills. It has not been validated by any external assessment process. If you wish to gain a vocational qualification, will need to undergo a process of external assessment. For further guidance on assessment for the SWiS or other professional development options available to you, please contact either your local authority school workforce adviser or NAPTA.

Your data was submitted on 2nd April 2008.

The report is divided into the following sections:

- **Introduction**
- **Occupational standards** – An indication of which of the occupational standards associated with the SWiS you might be able to meet, where you might benefit from some additional support or training, and which standards currently relate to your role in the school.
- **The National Workload Agreement's 22 tasks** – Which of the National Workload Agreement's 22 tasks you may be able to undertake, and which may require further professional development.
- **Additional training and CPD** – Additional training and professional development opportunities that you might benefit from undertaking.
- **Mapping of job role to SWiS unit** – How the SWiS units have been mapped against a number of job roles in order to establish which units are likely to be pertinent to which individuals.
- **Record of Perceived Professional Competences** – A summary of your perceived SWiS competences. You might wish to ask your headteacher to sign your record to validate that your perceived skills are a true reflection of your actual skills.

Some items throughout the report are presented in colour, as follows:

Confidence

- Green indicates areas of confidence.
- Red implies areas where you are lacking in confidence, and may require further professional development or additional support.

Relevance

- A solid item indicates areas that you feel are relevant to your job role.
- A white item shows areas that you feel are not relevant.

Where they are shown side by side, level of confidence is shown on the left and level of relevance is shown on the right. Should you wish to copy or print the report, you will need to do so in colour to appreciate it fully.

Occupational standards

This section provides an indication of your perceived skills in areas related to the units of the Level 2 Support Work in Schools vocational qualification (SWiS).

When you completed the *Support Staff Survey* online questionnaire, you were asked to respond to a number of statements which are indicative of potential performance in the Level 2 SWiS. Your answers reflect your confidence in performing tasks related to the SWiS units, and show which units you feel currently relate to your specific role in the school.

Each of the SWiS units is shown on pages 4 to 6. For each unit, you are shown the category that you fall into for that unit for both confidence and relevance.

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. You are shown the units in order of likely pertinence to the main job role(s) you stated when you completed the *Support Staff Survey* online questionnaire. The pertinence of the units to your job role(s) has been based upon typical activities undertaken by members of staff as described by the SWiS. Because not all schools organise their staff exactly as described in the SWiS, this is intended only as a guide.

You selected the following role(s) as best describing your job functions in the school:

- Cover supervisor

The mapping of job roles to SWiS units can be seen on pages 11 and 12.

The mandatory units of the SWiS are appropriate to any member of school support staff. These units cover expectations that stem from the *Common Core of Skills and Knowledge for the Children's Workforce*, which forms part of the Every Child Matters agenda. The Common Core sets out the skills and knowledge which each member of staff should possess in order to promote the health, well-being and happiness of pupils.

Units that are pertinent to your job role(s)

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
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Support optional units

● ○	34 Support children's physical development needs (Early Years/KS1)
● ○	35 Support children's social and emotional development (Early Years/KS1)

Key

● confident	● perceived as relevant
● not confident	○ perceived as not relevant

Units that are not pertinent to your job role(s)

Information optional units

<input checked="" type="radio"/>	<input checked="" type="radio"/>	4	Prepare and print documents using a computer
<input checked="" type="radio"/>	<input checked="" type="radio"/>	5	Photocopy, present and distribute complex documents
<input checked="" type="radio"/>	<input checked="" type="radio"/>	6	Receive and assist visitors
<input checked="" type="radio"/>	<input type="radio"/>	7	Record, store and supply information using a paper-based filing system
<input checked="" type="radio"/>	<input checked="" type="radio"/>	8	Enter, retrieve and print data in a database
<input checked="" type="radio"/>	<input checked="" type="radio"/>	9	Produce documents from your own notes
<input checked="" type="radio"/>	<input type="radio"/>	10	Maintain the arrangement of material to facilitate retrieval (library resources)
<input checked="" type="radio"/>	<input type="radio"/>	11	Issue and recover loan material (library resources)
<input checked="" type="radio"/>	<input type="radio"/>	12	Identify and provide information and material required by users (library resources)

Resources optional units

<input checked="" type="radio"/>	<input type="radio"/>	13	Ensure your own actions reduce risks to health and safety
<input checked="" type="radio"/>	<input type="radio"/>	14	Help with classroom resources and records
<input checked="" type="radio"/>	<input type="radio"/>	15	Maintain the provision of materials, equipment and resources (scientific and laboratory)
<input checked="" type="radio"/>	<input type="radio"/>	16	Process requests to support learning (scientific and laboratory)
<input checked="" type="radio"/>	<input type="radio"/>	17	Controlling stocks of laboratory materials and equipment
<input checked="" type="radio"/>	<input type="radio"/>	18	Software installation and upgrade
<input checked="" type="radio"/>	<input checked="" type="radio"/>	19	Working with ICT hardware and equipment
<input checked="" type="radio"/>	<input type="radio"/>	20	Maintain resources (scientific or hazardous)
<input checked="" type="radio"/>	<input checked="" type="radio"/>	21	Maintain grounds
<input checked="" type="radio"/>	<input type="radio"/>	22	Maintain site security
<input checked="" type="radio"/>	<input type="radio"/>	23	Control the use of resources (caretaking)
<input checked="" type="radio"/>	<input checked="" type="radio"/>	24	Control the use of premises by customers and contractors (caretaking)
<input checked="" type="radio"/>	<input checked="" type="radio"/>	25	Operate a computer
<input checked="" type="radio"/>	<input checked="" type="radio"/>	26	Internet and intranets
<input checked="" type="radio"/>	<input type="radio"/>	27	Email

Key

<input checked="" type="radio"/>	confident	<input checked="" type="radio"/>	perceived as relevant
<input checked="" type="radio"/>	not confident	<input type="radio"/>	perceived as not relevant

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)

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

Key

<input checked="" type="radio"/>	confident	<input checked="" type="radio"/>	perceived as relevant
<input checked="" type="radio"/>	not confident	<input type="radio"/>	perceived as not relevant

The National Workload Agreement's 22 tasks

This section shows which of the National Workload Agreement's 22 tasks you may be able to undertake, and which may require further professional development. The tasks may already form a part of your existing job role, or you may be able to take the tasks on. You are shown how well suited you would be to performing each task, according to your responses to the *Support Staff Survey* online questionnaire, ie you are shown the category that you fall into for that task for confidence.

●	1	Collecting money
●	2	Chasing absences
●	3	Bulk photocopying
●	4	Copy typing
●	5	Producing standard letters
●	6	Producing class lists
●	7	Record keeping and filing
●	8	Classroom display
●	9	Analysing attendance figures
●	10	Analysing exam results
●	11	Collating pupil reports
●	12	Administering work experience
●	13	Administering examinations
●	14	Administering teacher cover
●	15	Ordering and maintaining ICT equipment
●	16	Ordering supplies and equipment
●	17	Cataloguing, preparing, issuing and maintaining equipment and materials
●	18	Minuting meetings
●	19	Coordinating and submitting bids
●	20	Inputting pupil data
●	21	Managing pupil data
●	22	Invigilating external examinations

Key

●	confident
●	not confident

Additional training and CPD

This section shows which additional training and CPD opportunities you might benefit from undertaking. For each opportunity, you are shown the category that you fall into for confidence in the underlying skills relating to that opportunity, according to your responses to the *Support Staff Survey* online questionnaire. If you appear as red for an opportunity, you may find training/professional development worthwhile in that area. If you appear as green for an opportunity, you may be ready to undertake a qualification or take on a role relating to that area.

For further information about these potential opportunities, you should speak to your CPD manager, line manager or headteacher.

Literacy and numeracy

	Literacy Level 1
	Literacy Level 2
	Numeracy Level 1
	Numeracy Level 2

Personal ICT skills

	ICT Level 1
	ICT Level 2








TDA induction programme

	Role and context
	Promoting positive behaviour
	Inclusion
	ICT



Key

	confident
	not confident

Core support staff skills

	A2 Reducing conflict
	A3 Being an effective colleague
	B2 Relationships & control
	C1 Establishing classroom rules
	E1 Record-keeping
	E2 ICT & school records
	E3 Equipment & resources
	E4 Health & safety in schools
	F2 When & how to use ICT

Key

	confident
	not confident

Mapping of job role to SWiS unit

The units of the Level 2 Support Work in Schools vocational qualification (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 SWiS 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 11 and 12.

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.

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			✓		

Record of Perceived Professional Competences



Anthony Baker

has undertaken self-evaluation using the *Support Staff Survey* online questionnaire. This *Support Staff Survey* report indicates that Anthony Baker perceives that he is able to demonstrate the competences required for the following units of the Level 2 Support Work in Schools vocational qualification:

- 1.1 Explore how pupils develop their ability to think and learn
- 2.3 Understand and develop your effectiveness in a support role
- 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
- 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)
- 13 Ensure your own actions reduce risks to health and safety
- 15 Maintain the provision of materials, equipment and resources (scientific and laboratory)
- 18 Software installation and upgrade
- 19 Working with ICT hardware and equipment
- 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
- 31 Provide support for learning activities
- 32 Support literacy and numeracy activities in the classroom

- 34 Support children's physical development needs (Early Years/KS1)
- 36 Technical advice and guidance (ICT)
- 37 Remote support for products or services (ICT)
- 38 System operation (ICT)
- 40 Support children and young people's play
- 43 Maintain food safety when storing, preparing and cooking food