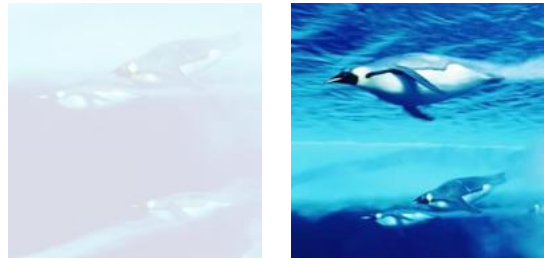




# *Support Staff Survey*



## Senior Leadership Team Report

*Prepared for* Secondary School X  
Hillside, Hilltown

Using data collected between 2nd April 2008 and 20th September 2008  
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## Note

This report should be used by you, your employees and your employers for information only. It is in no way intended to be a statement or evidence of your support staff's **actual** skills, knowledge or competence, but rather it outlines your support staff's **own current perception** of their skills, knowledge and competence. It is based entirely on self-appraisal data drawn from the responses of the members of support staff 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.

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

# Introduction

This report helps members of your school's senior leadership team (SLT) to get the most from the deployment of support staff in your school. Given the key roles that support staff play in school, it is critical that their contribution is recognised, recorded and developed within the school's existing self-review mechanisms.

This report presents the data that has been collected through the *Support Staff Survey* in formats that will be of use to the SLT in undertaking two key tasks. Firstly, the data can be used to help with the school's self-review processes, including:

- completing the school's official self-evaluation documentation, eg the self-evaluation form (SEF)
- recording effectiveness of support staff deployment
- demonstrating the suitability of staff skill sets (particularly where staff do not have formal qualifications)
- establishing compliance with the *Common Core of Skills and Knowledge for the Children's Workforce* that is required by **all** members of the children's workforce, including support staff.

Secondly, the data can be used to ensure a consistent and secure review process for all support staff, including:

- discovering institutional underutilisation of staff
- matching the objectives of the school development plan
- establishing a secure approach to review that is based upon the requirements of the Level 2 Support Work in Schools vocational qualification (SWiS)
- identifying and meeting individual development needs.

The data presented in this report is based entirely on self-appraisal data drawn from the responses of the members of support staff to the *Support Staff Survey* online questionnaire. It should be noted that all of the data contained in this report is based upon your support staff's subjective evaluation of their roles and skills. The data shows the skills and confidence which the support staff in your school **perceive themselves to have**, in relation to the SWiS and the Common Core. It also provides information about the specific tasks that your support staff feel they perform as part of their job roles.

For details of the skills and confidence of individual members of support staff, refer to your school's Training and Development Report.

A total of 14 members of support staff in your school undertook the questionnaire and submitted their data before this report was generated.

Data was collected between 2nd April 2008 and 20th September 2008.

This report is divided into the following sections:

- **Introduction**
- **SEF statements** – Key results which may be used as evidence in your school’s self-evaluation form.
- **Deployment** – An indication of the areas in which the support staff in your school feel that they are making the greatest and least contribution, shown in terms of the SWiS.
- **Suitability** – The areas in which the support staff in your school feel most and least confident.
- **Potential** – The areas in which the support staff in your school may have the greatest untapped potential.
- **Common Core** – How well your support staff meet the requirements of the Common Core.
- **Staff profile** – An overview of the support staff’s personal details, plus the qualifications they hold and their job profiles.

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

### Confidence

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

### Relevance

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

Should you wish to copy or print the report, you will need to do so in colour.

## SEF statements

The self-appraisal data drawn from the responses of the members of support staff to the *Support Staff Survey* online questionnaire offers a substantial body of evidence that can be used to contribute towards your school's self-evaluation form (SEF). This section provides sample statements that you may wish to adapt for inclusion in your SEF. The statements are shown below and on page 4 according to the section of the SEF to which they relate (eg 1b, 5a). Each statement should be carefully read, considered and evaluated in order to assess its suitability to act as evidence that reinforces other statements made within the same SEF section.

Statements that show a high percentage can be used to provide evidence of where the school seems to be doing well. Statements that show a low percentage can still be used within the SEF, but as evidence of an area that needs improvement, which should be covered by the school development plan.

The statements mostly include data drawn from staff responses relating to some of the units of the Level 2 Support Work in Schools vocational qualification (SWiS). You may wish to examine your school's results relating to other areas, eg other SWiS units, to find further evidence.

The perceptions of the school's support staff of the main strengths and weaknesses of the support they provide, and of their capacity to provide additional support, can be gauged by examining the rest of this report.

### 1b Please ... describe any special features of your school.

**For example: whether your school has other particular characteristics, including significant awards you have received**

The school is a NAPTA Centre of Good Practice in the Management and Development of Support Staff as a result of work it has undertaken in the consultation, needs analysis and development of support staff.

### 5a How good is the quality of teaching and learning?

**how well teaching meets individuals' learning needs, encourages their progress and meets course requirements**

Results from NAPTA's *Support Staff Survey*, which was undertaken by members of support staff in the school, show that 7 out of 14 members of support staff (50%) feel that they support pupils during learning activities according to the requirements of the Level 2 Support Work in Schools vocational qualification (SWiS).

Of the 3 members of support staff in the school (21%) who feel that supporting pupils during learning activities is not currently part of their job role, 1 feels that they already have the skills needed to make a greater contribution in this area.

**5c How well are learners guided and supported?**

**the quality and accessibility of care (including integrated day care), advice, guidance and support to safeguard learners' welfare, promote their personal development and help them achieve well**

Results from the *Support Staff Survey* show that 10 out of 14 members of support staff (71%) feel that they contribute to the well-being and safeguarding of pupils according to the requirements of the SWiS.

**6a What is the overall effectiveness and efficiency of leadership and management?**

**how performance is monitored and improved through quality assurance and self-evaluation**

**how well leaders and managers promote the professional development of the whole school's workforce and promote a suitable work/life balance for them**

The school is a NAPTA Centre of Good Practice in the Management and Development of Support Staff as a result of work undertaken in the consultation, needs analysis and development of support staff. This process has enabled the school leadership team to fully understand and nurture individual staff professional development in light of whole institution needs and aspirations.

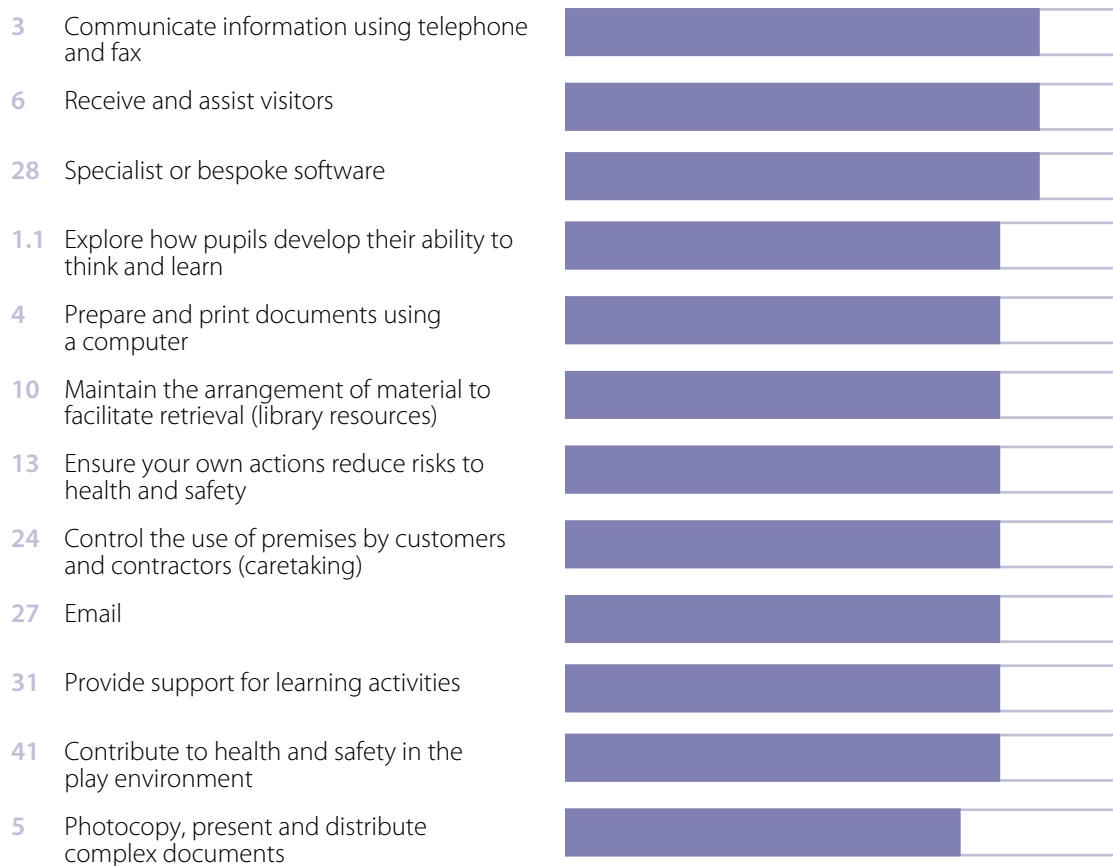
Results from the *Support Staff Survey* show that 10 out of 14 members of support staff (71%) feel that they understand and develop their effectiveness in a support role according to the requirements of the SWiS.

# Deployment

This section provides an indication of the areas in which the support staff in your school feel that they are making the greatest and least contribution. This gives an overview of how the support staff feel that they are deployed, as opposed to how the senior leadership team believes staff to be deployed.

## Areas of greatest contribution

The units of the Level 2 Support Work in Schools vocational qualification (SWiS) are ranked below according to the proportion of support staff in your school who fall into the solid blue category for relevance in that unit. It shows the 12 units where the greatest number of support staff feel that the requirements of the unit are relevant to their specific roles in the school. The proportion of support staff in your school who fall into the white category for relevance in that unit is also shown.

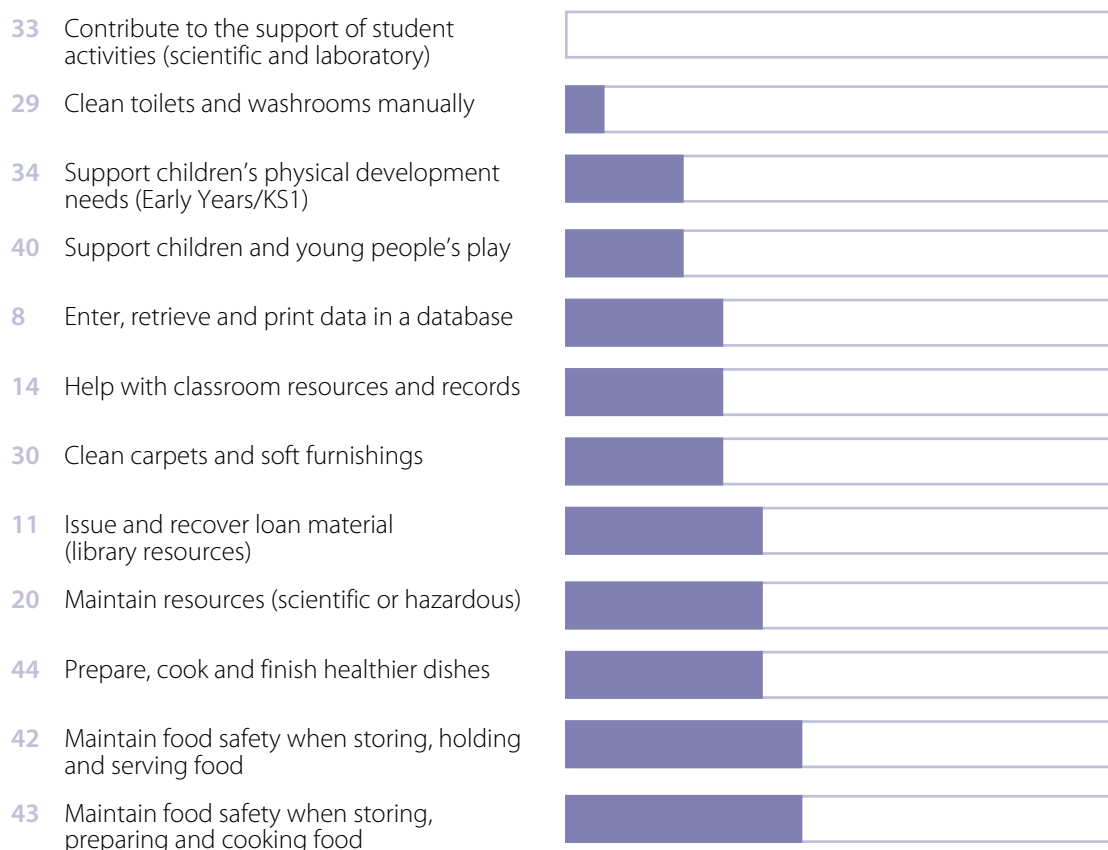


Key

<span style="display: inline-block; width: 15px; height: 10px; background-color: #4a5568; border: 1px solid #000;"></span>	perceived as relevant
<span style="display: inline-block; width: 15px; height: 10px; background-color: #fff; border: 1px solid #000;"></span>	perceived as not relevant

## Areas of least contribution

The SWiS units are ranked below according to the proportion of support staff in your school who fall into the white category for relevance in that unit. It shows the 12 units where the greatest number of support staff feel that the requirements of the unit are **not** relevant to their specific roles in the school. The proportion of support staff in your school who fall into the solid blue category for relevance in that unit is also shown.



### Key

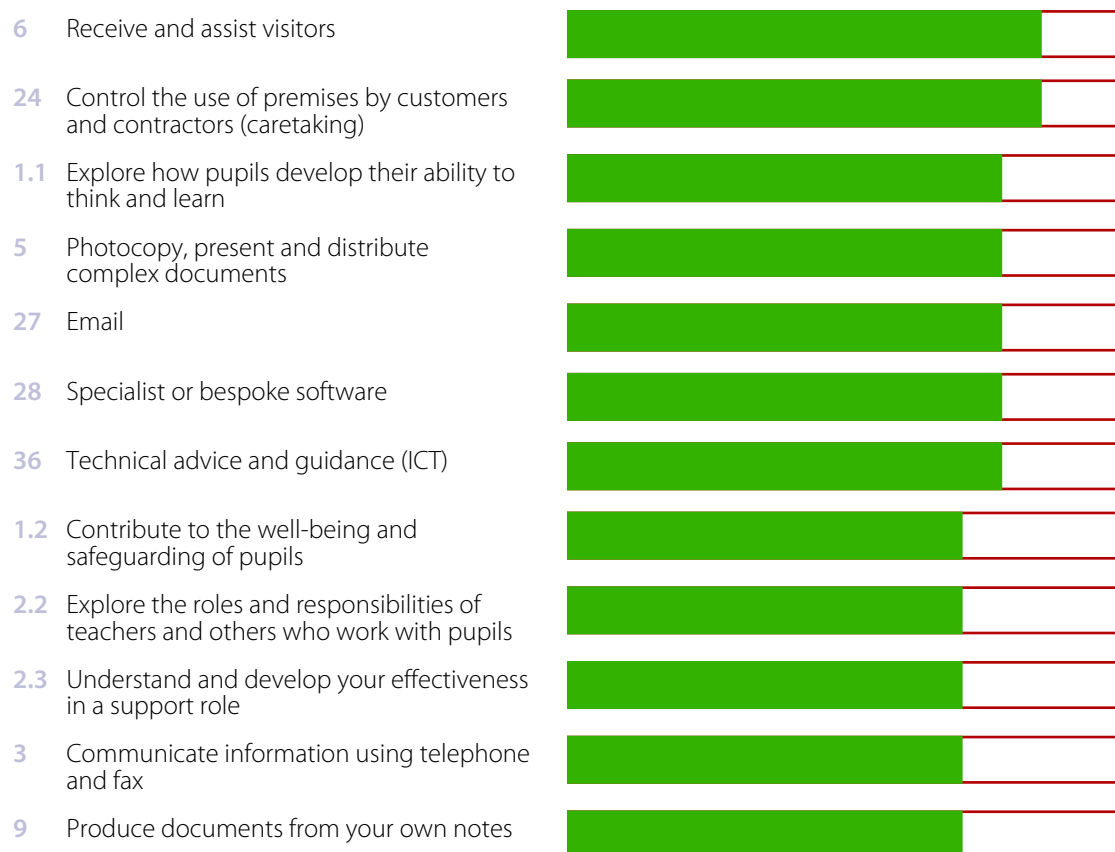
<span style="display: inline-block; width: 15px; height: 10px; background-color: #4a5568; border: 1px solid #4a5568;"></span>	perceived as relevant
<span style="display: inline-block; width: 15px; height: 10px; background-color: #e2e3e5; border: 1px solid #4a5568;"></span>	perceived as not relevant

# Suitability

This section provides an indication of the areas in which the support staff in your school feel most and least confident. This gives an overview of the suitability of the support staff to undertake their roles confidently.

## Areas of most confidence

The units of the Level 2 Support Work in Schools vocational qualification (SWiS) are ranked below according to the proportion of support staff in your school who fall into the green category for confidence in that unit. It shows the 12 units where the greatest number of support staff feel that they are able to meet the requirements of the unit. The proportion of support staff in your school who fall into the red category for confidence in that unit is also shown.

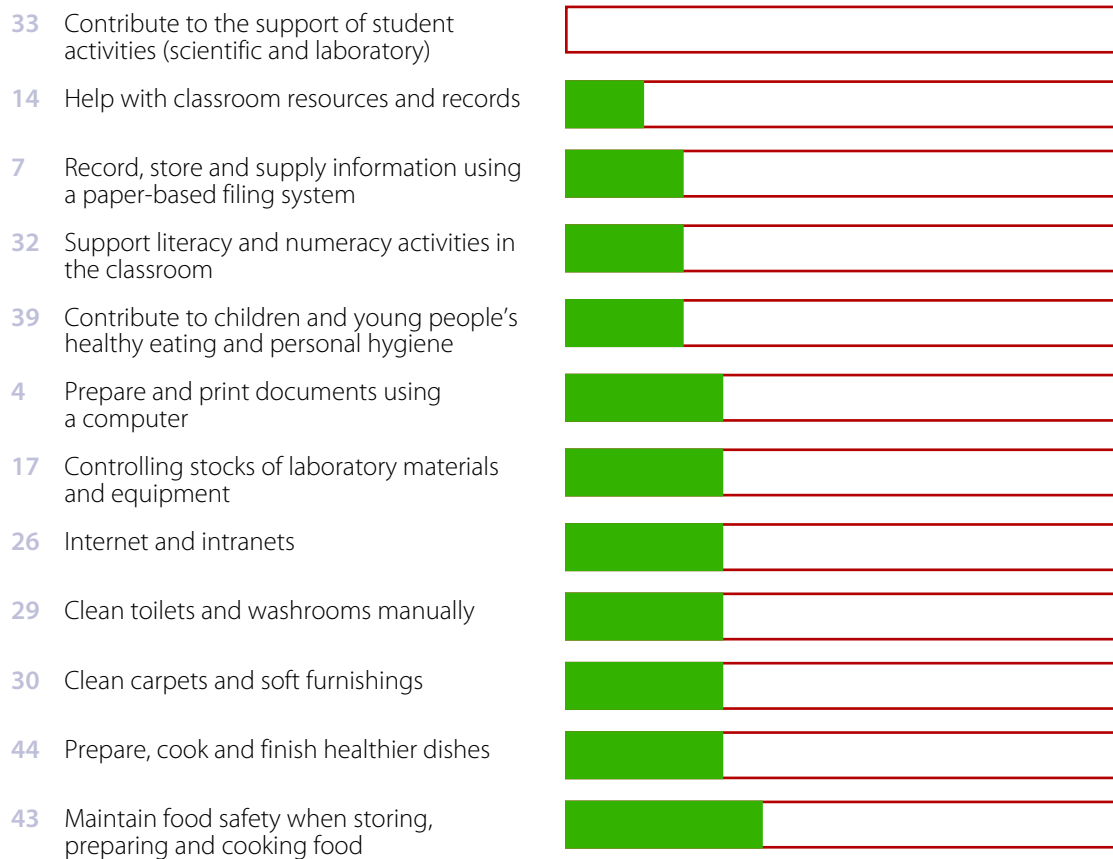


### Key

	confident
	not confident

## Areas of least confidence

The SWiS units are ranked below according to the proportion of support staff in your school who fall into the red category for confidence in that unit. It shows the 12 units where the greatest number of support staff feel that they are **not** able to meet the requirements of the unit. The proportion of support staff in your school who fall into the green category in that unit is also shown.



### Key

<span style="color: green;">■</span>	confident
<span style="border: 1px solid red; display: inline-block; width: 10px; height: 10px;"></span>	not confident

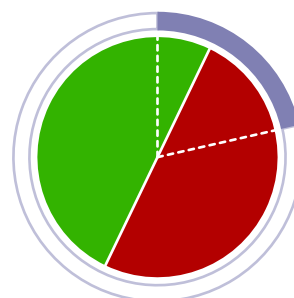
# Potential

This section provides an indication of the areas in which the support staff in your school may have the greatest untapped potential. Note that staff did not state that they would like to develop their potential in these areas, simply that they have skills in these areas that are not being used to the full.

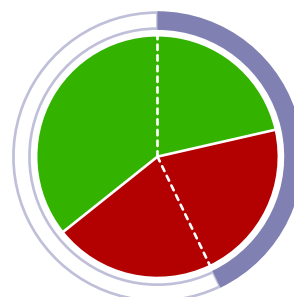
## Areas with greatest potential

The units of the Level 2 Support Work in Schools vocational qualification (SWIS) are ranked below and on pages 10 and 11 according to the proportion of support staff in your school who fall into the green category for confidence in that unit but the white category for relevance. It shows the 12 units where the support staff feel that they have skill in this area but that they are not currently performing it as part of their specific job role, so their potential is not being used to the full.

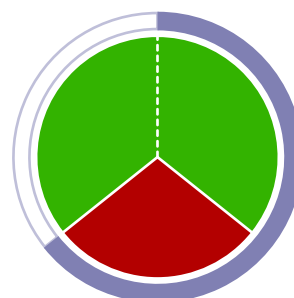
**34** Support children’s physical development needs (Early Years/KS1)



**2.1** Work within your school’s values, policies and procedures



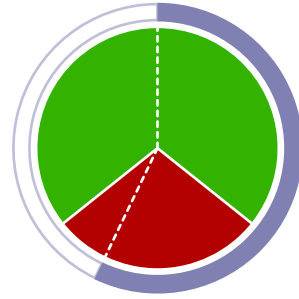
**2.2** Explore the roles and responsibilities of teachers and others who work with pupils



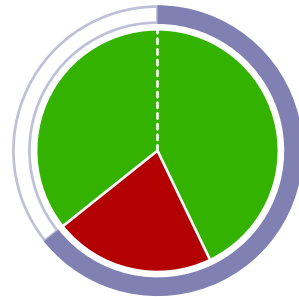
Key

<span style="color: green;">■</span> confident	<span style="color: blue;">■</span> perceived as relevant
<span style="color: red;">■</span> not confident	<span style="border: 1px solid black; display: inline-block; width: 10px; height: 10px;"></span> perceived as not relevant

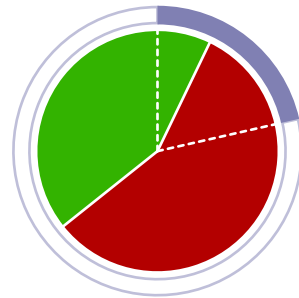
9 Produce documents from your own notes



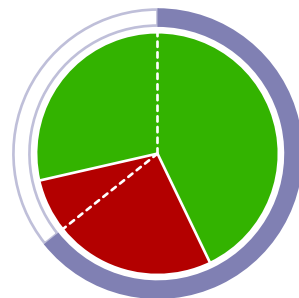
36 Technical advice and guidance (ICT)



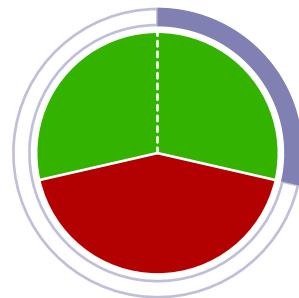
40 Support children and young people's play



1.2 Contribute to the well-being and safeguarding of pupils



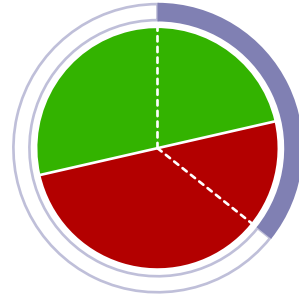
8 Enter, retrieve and print data in a database



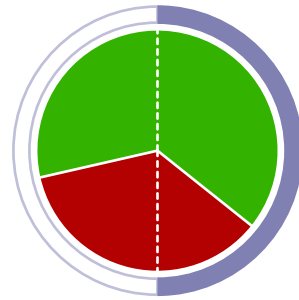
Key

<span style="color: green;">■</span> confident	<span style="color: blue;">■</span> perceived as relevant
<span style="color: red;">■</span> not confident	<span style="border: 1px solid black; display: inline-block; width: 10px; height: 10px;"></span> perceived as not relevant

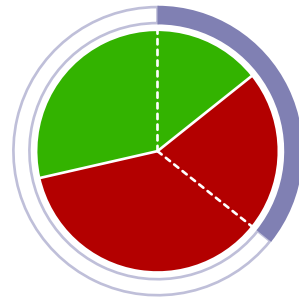
11 Issue and recover loan material (library resources)



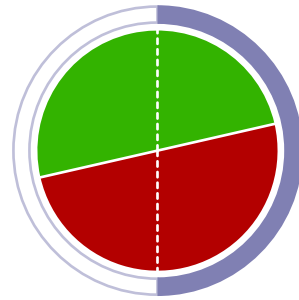
18 Software installation and upgrade



20 Maintain resources (scientific or hazardous)



21 Maintain grounds



Key

<span style="color: green;">■</span> confident	<span style="color: blue;">■</span> perceived as relevant
<span style="color: red;">■</span> not confident	<span style="border: 1px solid black; display: inline-block; width: 10px; height: 10px;"></span> perceived as not relevant

# Common Core

This section offers guidance on how your support staff's perceived skills correspond to the mandatory units of the Level 2 Support Work in Schools vocational qualification (SWiS). The Level 2 SWiS has two mandatory units which 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.

The Level 2 SWiS mandatory units are broken down into the following subsections:

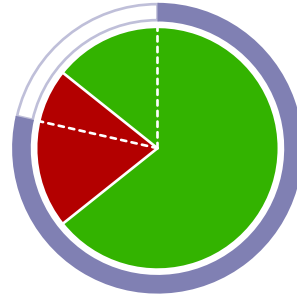
- 1.1 Explore how pupils develop their ability to think and learn
- 1.2 Contribute to the well-being and safeguarding of pupils
- 2.1 Work within your school's values, policies and procedures
- 2.2 Explore the roles and responsibilities of teachers and others who work with pupils
- 2.3 Understand and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

On page 13, for each subsection of the Level 2 SWiS mandatory units, you are shown a pie chart. This indicates the confidence of your support staff in meeting the requirements of the Common Core, and how relevant they feel the requirements are to their specific roles in the school.

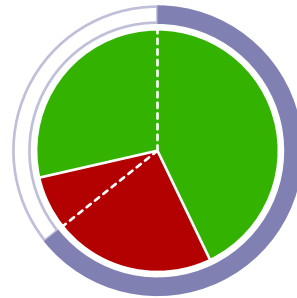
The circle around the edge of the pie chart shows the proportion of support staff who fall into each of two categories of relevance. For each category of relevance within the pie chart, you are shown the proportion of support staff who fall into each of two categories of confidence.

Ability of staff to meet the Common Core

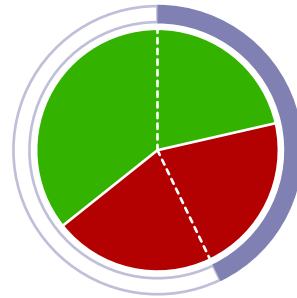
**1.1** Explore how pupils develop their ability to think and learn



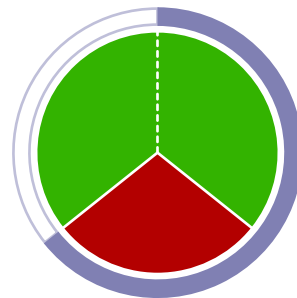
**1.2** Contribute to the well-being and safeguarding of pupils



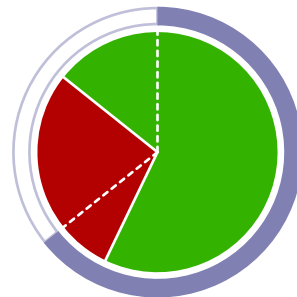
**2.1** Work within your school's values, policies and procedures



**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



Key

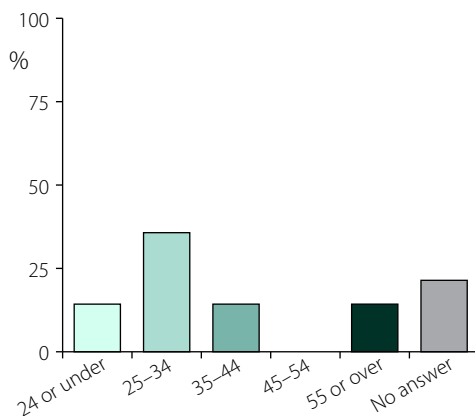
	confident		perceived as relevant
	not confident		perceived as not relevant

# Staff profile

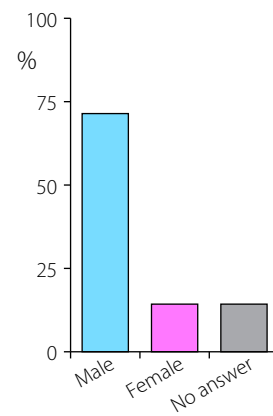
This section gives an overview of the support staff in your school in terms of their demographic characteristics. The data is taken from responses entered by the members of support staff in the *Support Staff Survey* online questionnaire.

## Personal details

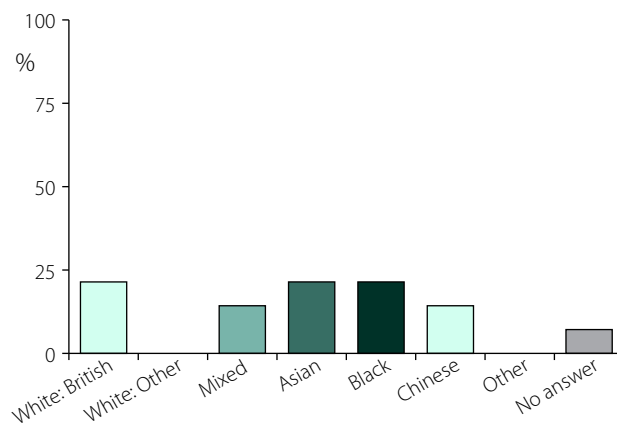
Age



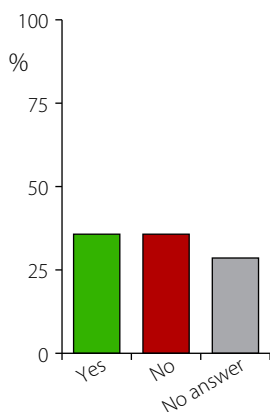
Gender



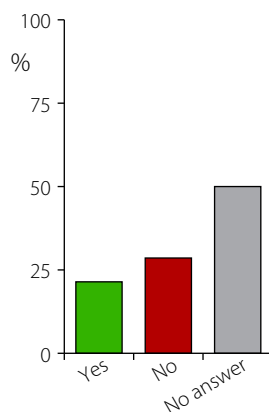
Ethnicity



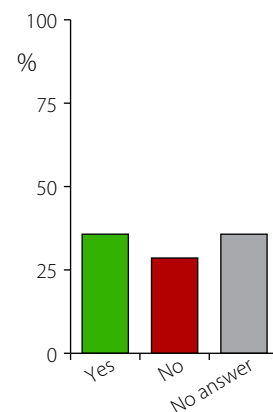
Special needs affect access to training



Speaks a language other than English

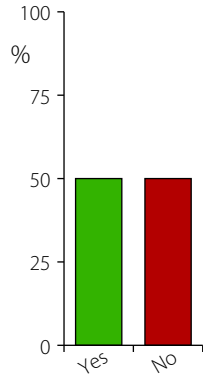


English is first language

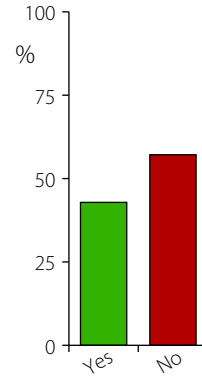


## Qualifications held

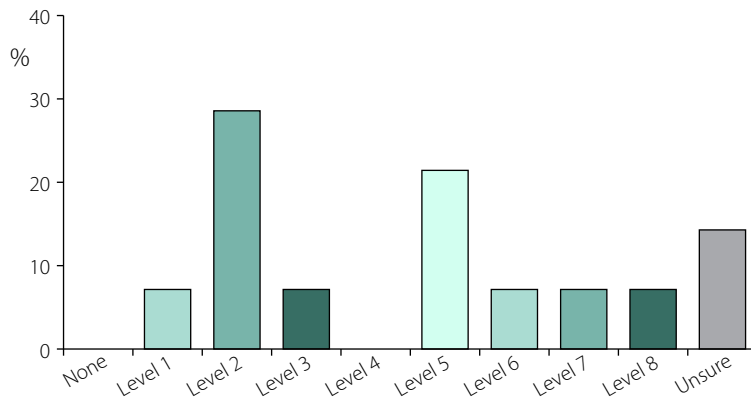
Level 2 or above in maths/numeracy



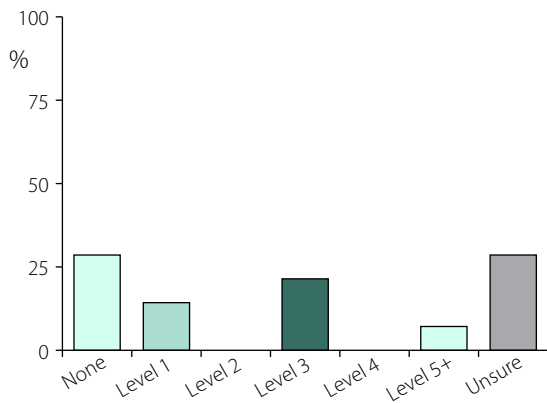
Level 2 or above in English/literacy



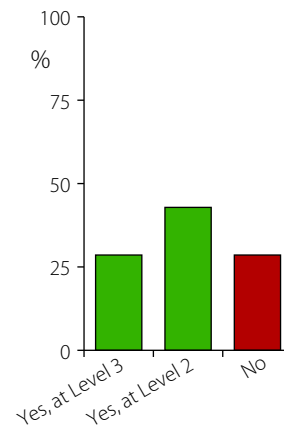
Highest academic qualification



Highest relevant vocational qualification

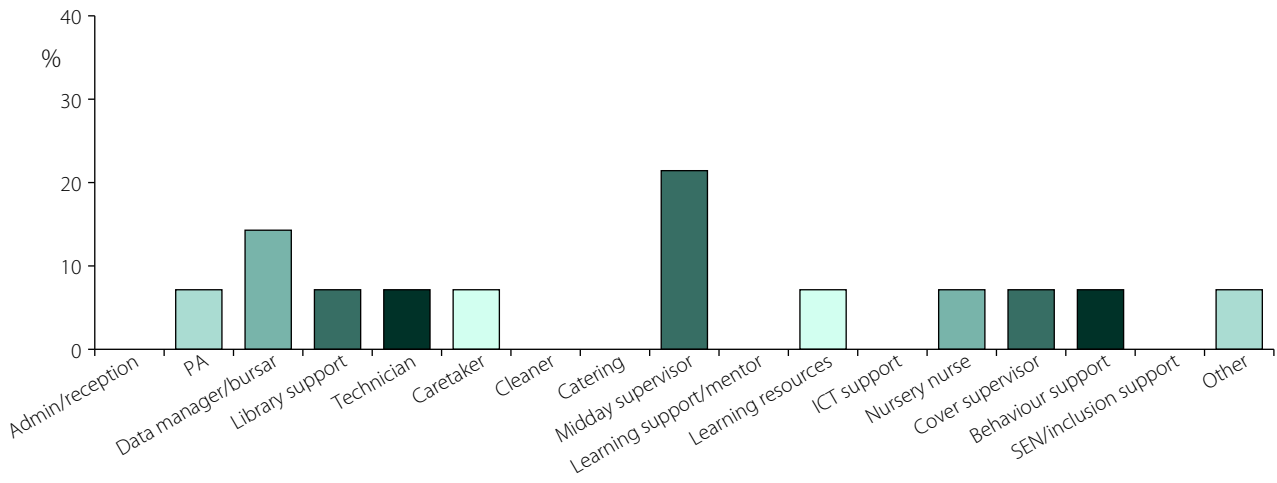


SWiS qualification

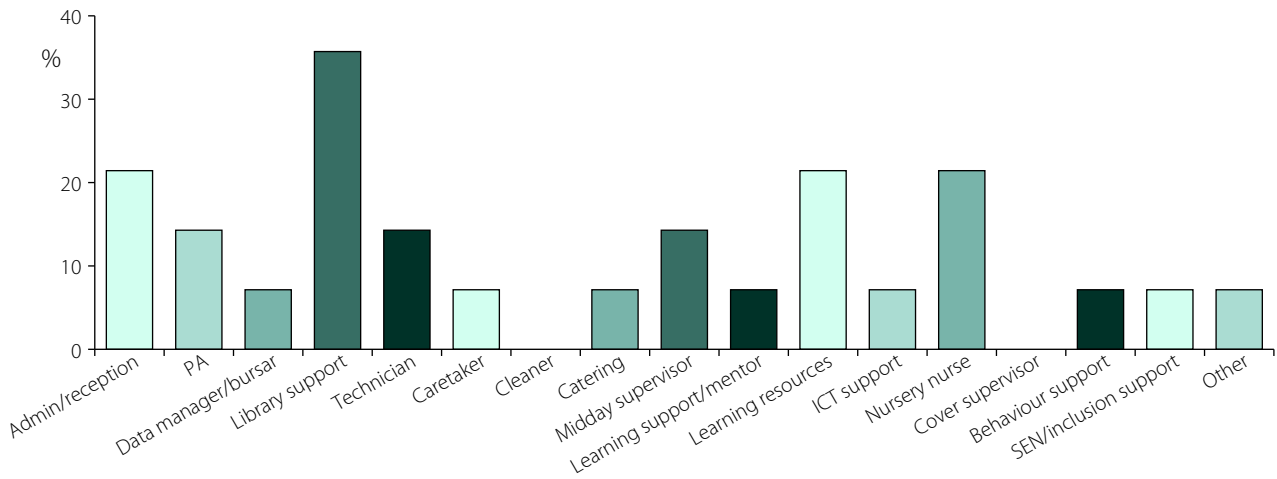


## Job details

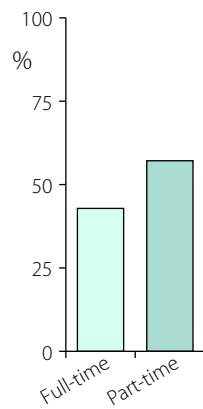
Primary role



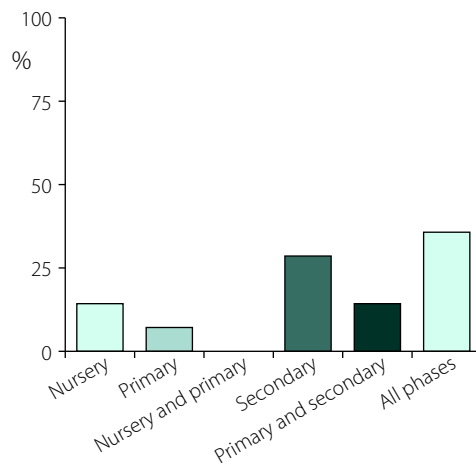
Additional role(s)



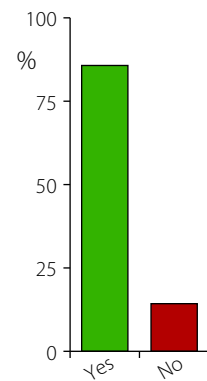
Full or part-time



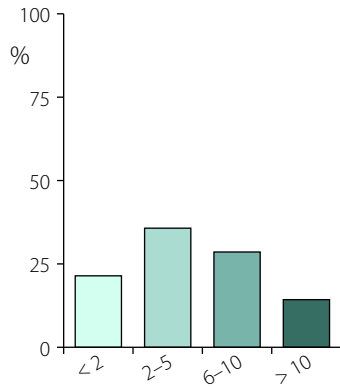
Phase(s) in which staff work



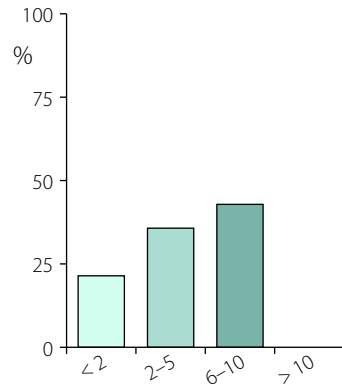
Leadership responsibility



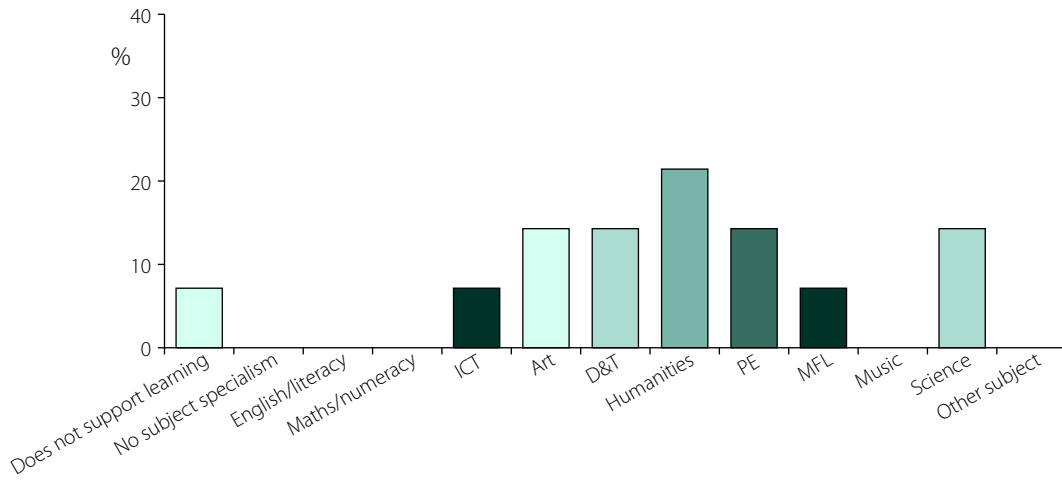
Years at the school



Years in current role



Subject specialism



## Staff data

The answers that each support staff member gave to the questions in the personal profile section of the *Support Staff Survey* online questionnaire are shown on page 19. A key to the colours and codes used is provided below.

- Yes
- No
- I do not wish to answer

### Gender

- Male
- Female
- I do not wish to answer

### Ethnicity

- WB White: British
- WO White: Other
- M Mixed
- A Asian
- B Black
- C Chinese
- Other Other
- I do not wish to answer

### Subject specialism

- I do not support pupil learning
- None No subject specialism
- Eng English/literacy
- Mat Mathematics/numeracy
- ICT ICT
- Art Art & Design
- DT Design & Technology
- Hum Humanities
- PE Physical Education
- MFL Modern Foreign Languages
- Mus Music
- Sci Science
- Other Other subject area

### Full or part-time

- FT Full-time
- PT Part-time

### Phase(s) in which staff work

- N Nursery
- P Primary
- N, P Nursery and primary
- S Secondary
- P, S Primary and secondary
- N, P, S Nursery, primary and secondary

### Primary role

- A/R Administrator/receptionist
- PA PA to headteacher or SLT
- DM/B Data manager/bursar
- LS Library support
- T Technician
- CR Caretaker
- CL Cleaner
- CT Catering
- MS Midday supervisor
- LS/M Learning support/mentor
- LR Learning resources
- ICT ICT support
- NN Nursery nurse
- CS Cover supervisor
- BS Behaviour support
- SEN SEN/inclusion support
- Other Other

	Gender	Age	Ethnicity	Special needs affect access to training	Speaks a language other than English	English is first language	Full or part-time	Leadership responsibility	Phase(s) in which staff work	Years at the school	Years in current role	Subject specialism	Level 2 or above in maths/numeracy	Level 2 or above in English/literacy	Highest academic qualification	Highest relevant vocational qualification	SWIS qualification	Primary role	Additional role(s)
Anthony Baker	●	25–34	A	●	●	●	PT	●	P	2–5	6–10	PE	●	●	Lvl 7	Lvl 5+	Lvl 2	CS	
Fran Baumgartner	●	●	B	●	●	●	FT	●	P, S	6–10	6–10	PE	●	●	Lvl 2	Unsure	Lvl 3	MS	BS, SEN
Zoe Blunt	●	≤24	B	●	●	●	FT	●	N	6–10	<2	Hum	●	●	Unsure	Lvl 3	●	LS	PA, NN
Juliette Bode	●	≤24	C	●	●	●	PT	●	N, P, S	<2	2–5	–	●	●	Unsure	Unsure	Lvl 3	DM/B	PA, LS, T, LR
Ismael Conrad	●	●	B	●	●	●	FT	●	N, P, S	2–5	<2	MFL	●	●	Lvl 6	None	Lvl 2	NN	LS, LR
Elwood Eliza	●	25–34	C	●	●	●	FT	●	N, P, S	2–5	6–10	Hum	●	●	Lvl 2	Lvl 3	●	LR	T
Carlos Hall	●	≥55	M	●	●	●	FT	●	S	6–10	<2	Art	●	●	Lvl 5	None	●	BS	LS
Mark Henry	●	25–34	A	●	●	●	PT	●	S	>10	2–5	Sci	●	●	Lvl 8	Unsure	Lvl 2	MS	LS, LR
Glynis Overholt	●	25–34	WB	●	●	●	PT	●	N, P, S	2–5	6–10	Art	●	●	Lvl 2	None	Lvl 2	MS	CR
Hsiu Ream	●	35–44	WB	●	●	●	PT	●	S	<2	2–5	Hum	●	●	Lvl 5	Lvl 3	Lvl 3	PA	A/R, DM/B, CT, NN, Other
Julius Rega	●	25–34	A	●	●	●	PT	●	N	>10	2–5	DT	●	●	Lvl 2	Lvl 1	Lvl 2	Other	A/R, LS/M
Vanessa Smith	●	≥55	M	●	●	●	PT	●	P, S	6–10	2–5	ICT	●	●	Lvl 3	Unsure	Lvl 3	CR	NN
Lien Stern	●	●	WB	●	●	●	PT	●	S	<2	6–10	Sci	●	●	Lvl 1	Lvl 1	Lvl 2	DM/B	A/R, LS, MS
Larry Tireman	●	35–44	●	●	●	●	FT	●	N, P, S	2–5	6–10	DT	●	●	Lvl 5	None	●	T	MS, ICT