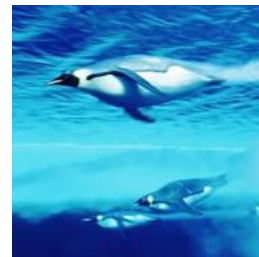




Support Staff Survey



Training and Development 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

Introduction

This *Support Staff Survey* report offers an overview of the roles that the support staff in your school perform and an indication of the skills and confidence that **they perceive themselves to have**. It also allows members of support staff to identify areas of competence that do not currently form part of their roles in the school, but in which they have confidence in their own skills. The report offers valuable information for use in the performance management of your support staff, including helpful pointers to areas in which they would benefit from professional development or additional support. The 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.

The report is intended to provide information on the following:

- the roles that your support staff actually perform on a day-to-day basis in the school, and the skills that they employ
- their potential for gaining professional qualifications based on their current roles
- areas in which they may benefit from some support or professional development
- the potential for developing their roles 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 support staff's 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.

The report is not intended to give guidance about which training areas should be a priority to the school. It simply proposes areas where training or professional development may be beneficial to members of staff. It is, of course, possible that individuals may wish to receive training in an area in which this report suggests they do not need it. When producing final action plans, the data presented in this report should be interpreted with reference to school priorities/development plans, and the aspirations and circumstances of the individuals involved.

It should be noted that all of the data contained in this report is based upon subjective evaluation by your support staff of their roles and skills. It has not been validated by any external assessment process. Any members of staff who 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

support staff, please contact either your local authority school workforce adviser, NAPTA or the Cambridge Institute of Technology (INTEC).

A total of 14 members of support staff in your school undertook the survey and submitted their data before this report was generated. Data was collected between 2nd April 2008 and 20th September 2008.

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.

In some tables, relevance is shown instead by the size of circle, as follows:

- A large circle indicates areas that staff feel are relevant to their job role.
- A small circle 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 to appreciate it fully. In addition, in the occupational standards section, you are shown whether each SWiS unit is *likely to be pertinent* to the job role of each member of staff as well as whether the staff member *feels that it actually is relevant* to their role. If a unit is not pertinent, a lack of confidence in that unit may reasonably be considered less significant.

Areas that may be of particular interest are where staff:

- Show green for confidence, but a white item (or a small circle) for relevance – The 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.
- Show red for confidence, but a solid item (or a large circle) for relevance – The staff feel that they lack confidence in an area that they are currently performing as part of their job role. This does not necessarily mean that the staff should not be performing the task or require training; the staff may not realise how well they perform a task, may lack confidence about their skills generally, or may lack confidence in just one aspect of the area. It is recommended that you discuss the area with the members of staff.
- Show a white item (or a small circle) for relevance in a unit that is likely to be pertinent to their job role – The staff feel that they are not currently performing this as part of their job role. This may be due to the specific nature of the staff members' roles, but it may also indicate confusion over what the roles should or do entail. This is particularly significant if it occurs in a mandatory SWiS unit.

Occupational standards

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

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

Two units of the SWiS are mandatory when completing an Award/Certificate in Support Work in Schools and so are applicable to all members of staff. The mandatory units cover the *Common Core of Skills and Knowledge for the Children's Workforce*, which is fundamental to the Every Child Matters agenda. Both of the mandatory units are divided into subsections. Data has been collected at a level of detail which enables the staff responses to be reported against the subsections of these units; this provides a more detailed picture of these important areas of skills and knowledge.

The remaining optional 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. When staff completed the *Support Staff Survey* online questionnaire, they were asked to state their main job role plus any additional role(s) they perform. For each optional unit, you are therefore shown the results for staff for whom the unit is likely to be pertinent and the results for staff for whom the unit may not be pertinent. If members of staff express confidence in their ability in a unit described as not pertinent, this could indicate potential that is not currently being utilised by the school.

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, you should view the indication of pertinence to the stated role(s) of the support staff as a guide to assist in the interpretation of this report rather than a definitive statement.

The mapping of job roles to SWiS units can be seen on pages 33 and 34.

Any member of staff who wishes to undertake the Level 2 SWiS qualification would be expected to complete the mandatory units plus one or two optional units, which would be selected to reflect the specific role that they perform in the school. Bear in mind that, for any mandatory unit subsections that the staff members can do but are not currently required to as part of their specific roles in the school, ie subsections where they do not have solid blue/a large circle for relevance, the staff members would need to create additional evidence.

Information on how to access the Level 2 Award/Certificate in Support Work in Schools, or on professional development for Every Child Matters, can be obtained from the Cambridge Institute of Technology (INTEC) on 01223 224929 or info@intec.ac.uk.

Results per unit

For each of the SWiS mandatory unit subsections, you are shown a pie chart; for each of the SWiS optional units, you are shown two pie charts and a bar graph. The pie charts indicate the confidence of your support staff in meeting the requirements of the Level 2 SWiS units, and how relevant they feel the units are to their specific roles in the school. The results for the mandatory unit subsections also indicate how well your support staff meet the requirements of the Common Core.

In the pie charts, 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.

The right-hand pie chart for each optional unit shows the results for support staff for whom the unit is likely to be pertinent; the left-hand pie chart shows the results for support staff for whom the unit may not be pertinent. If the 'pertinent' pie chart is not shown for an optional unit, no member of staff stated that they performed a job role which could readily be considered pertinent to the unit. If the 'Not pertinent' pie chart is not shown for an optional unit, the unit is relevant to the stated job roles of all members of staff. The bar graph for each optional unit shows the proportion of support staff for whom the unit may be pertinent in the right-hand bar and the proportion of support staff for whom the unit may not be pertinent in the left-hand bar.

➤ See pages 5 to 16 ➤

Individual results per unit

For each SWiS unit, you are shown the category that each member of support staff falls into for that unit for both confidence and relevance.

On pages 17 and 18, you are shown the results for units that are likely to be pertinent to the main job role(s) of each member of staff. On pages 19 and 20, you are shown the results for units that are not likely to be pertinent to the main job role(s) of the member of staff.

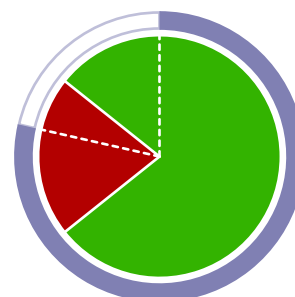
- ★ A blue star shows that the staff member stated that they already possess a Level 2 or Level 3 SWiS qualification.

➤ See pages 17 to 20 ➤

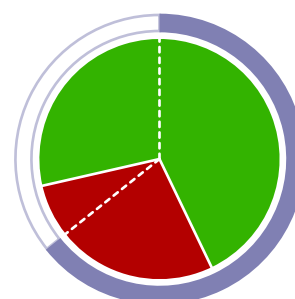
Ability of staff to meet the Level 2 SWiS units

Mandatory units

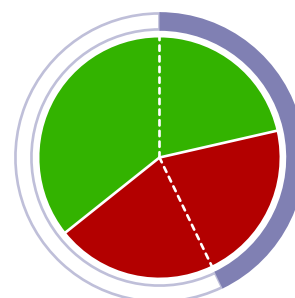
1.1 Explore how pupils develop their ability to think and learn



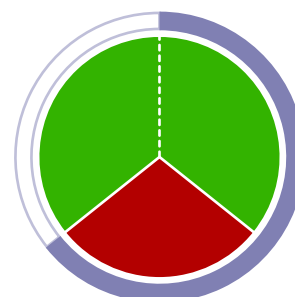
1.2 Contribute to the well-being and safeguarding of pupils



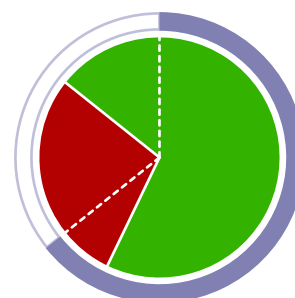
2.1 Work within your school's values, policies and procedures



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

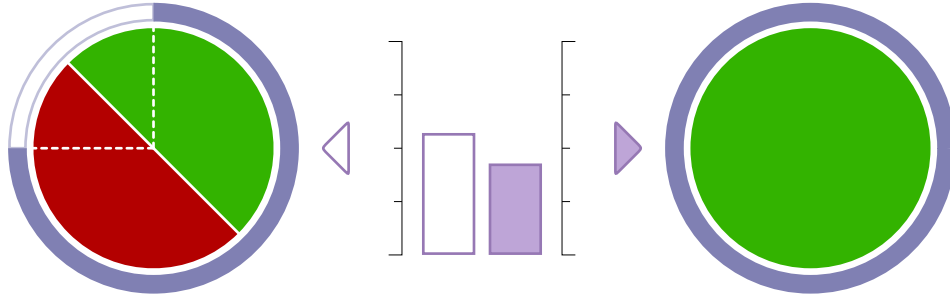


Key

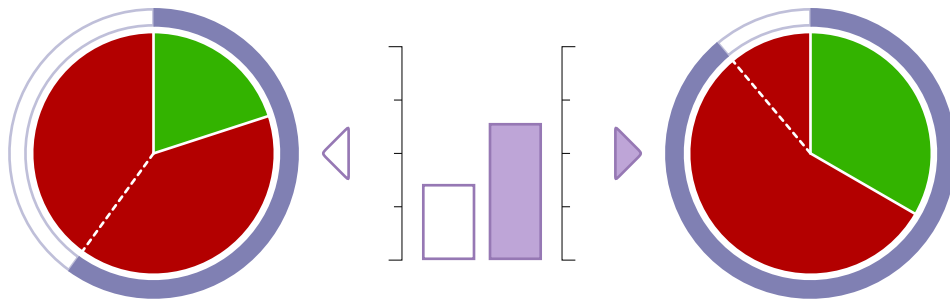
■ confident	■ perceived as relevant
■ not confident	 perceived as not relevant

Information optional units

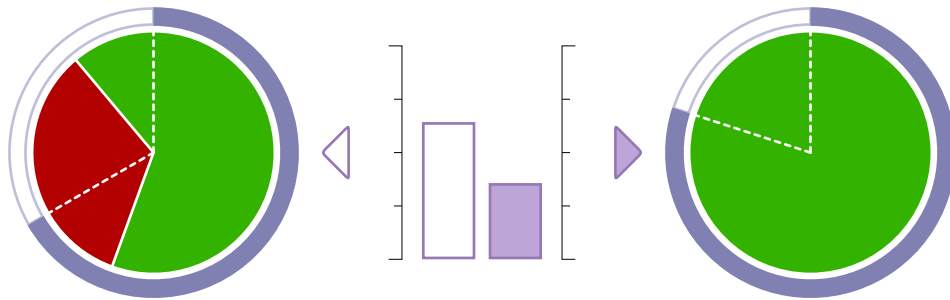
3 Communicate information using telephone and fax



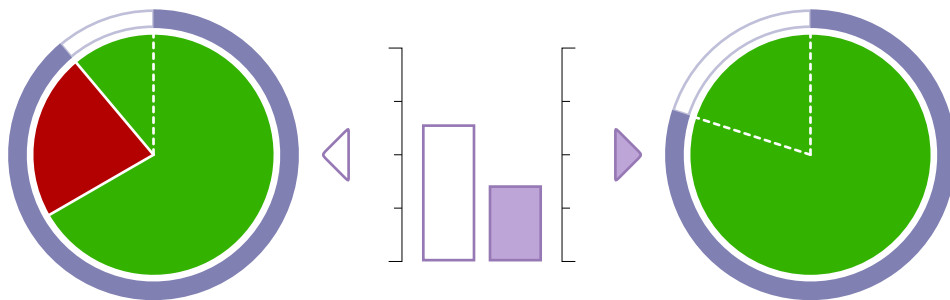
4 Prepare and print documents using a computer



5 Photocopy, present and distribute complex documents



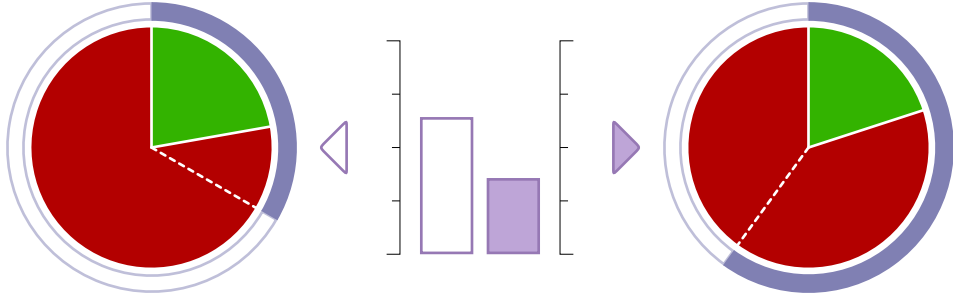
6 Receive and assist visitors



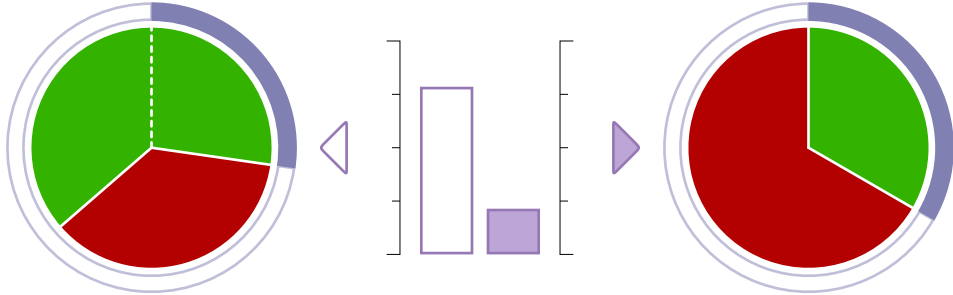
Key

confident	perceived as relevant	pertinent to role
not confident	perceived as not relevant	not pertinent to role

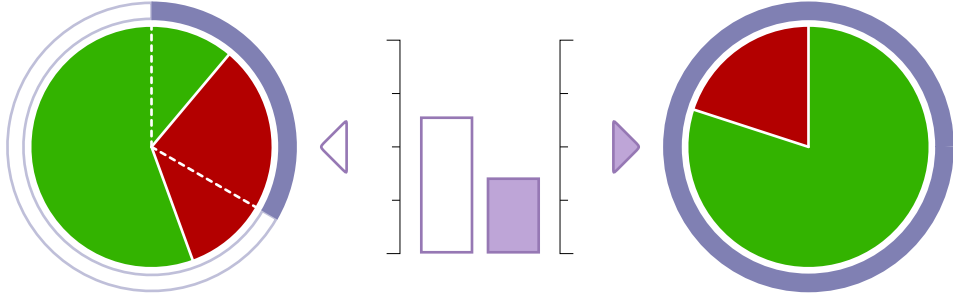
7 Record, store and supply information using a paper-based filing system



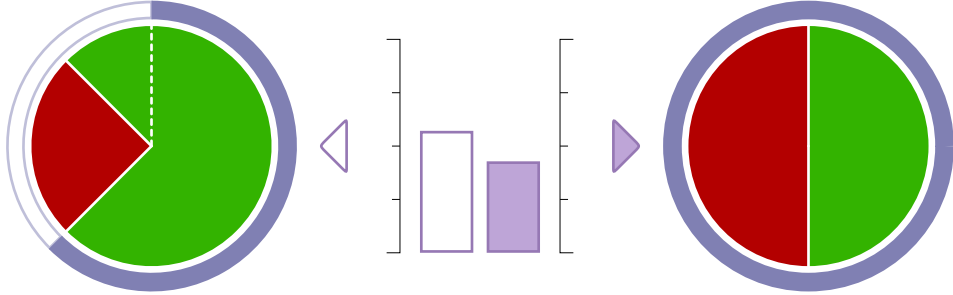
8 Enter, retrieve and print data in a database



9 Produce documents from your own notes



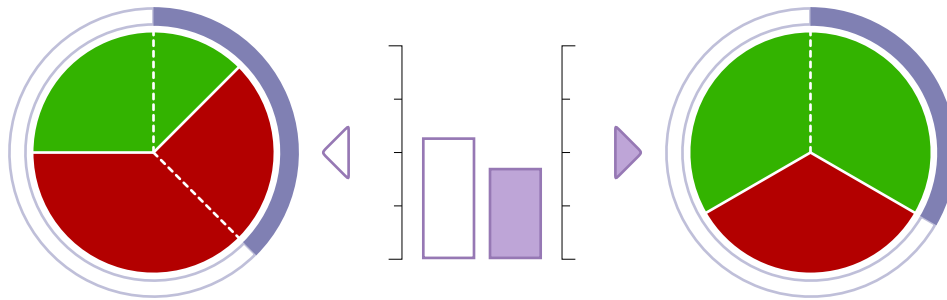
10 Maintain the arrangement of material to facilitate retrieval (library resources)



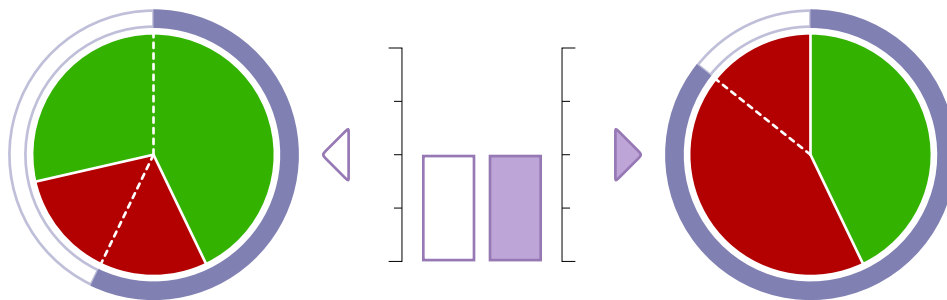
Key

■ confident	■ perceived as relevant	■ pertinent to role
■ not confident	■ perceived as not relevant	■ not pertinent to role

11 Issue and recover loan material (library resources)

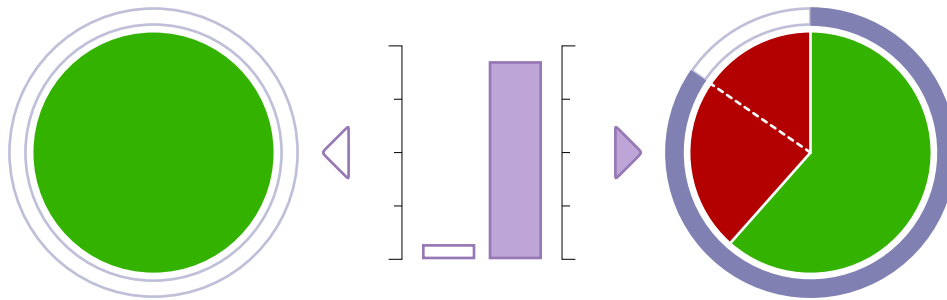


12 Identify and provide information and material required by users (library resources)

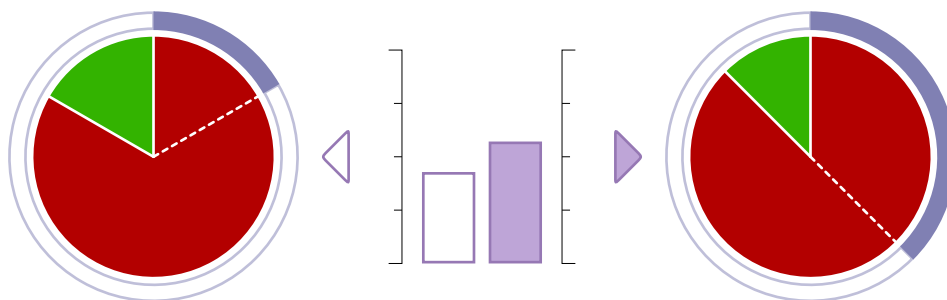


Resources optional units

13 Ensure your own actions reduce risks to health and safety



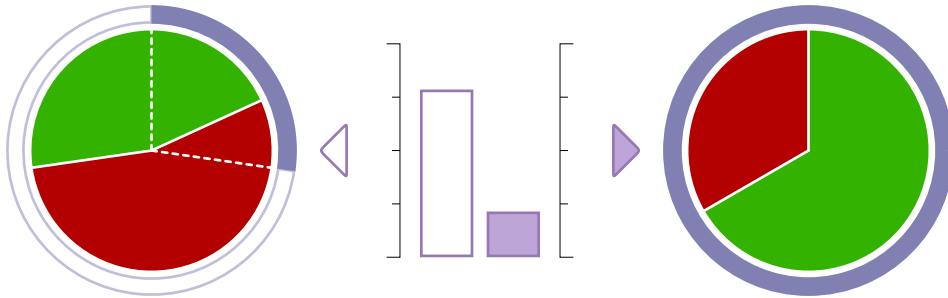
14 Help with classroom resources and records



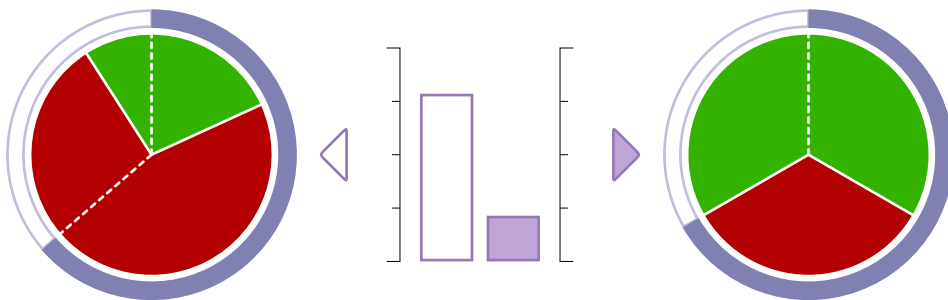
Key

■ confident	■ perceived as relevant	■ pertinent to role
■ not confident	■ perceived as not relevant	■ not pertinent to role

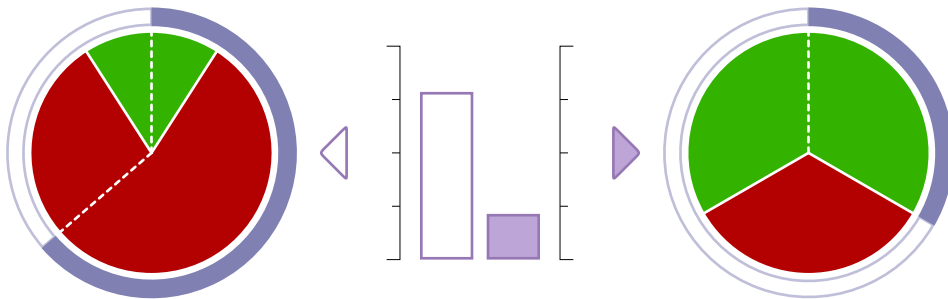
15 Maintain the provision of materials, equipment and resources (scientific and laboratory)



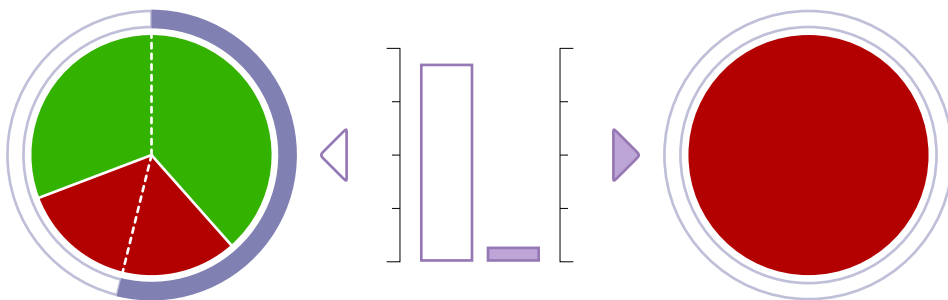
16 Process requests to support learning (scientific and laboratory)



17 Controlling stocks of laboratory materials and equipment



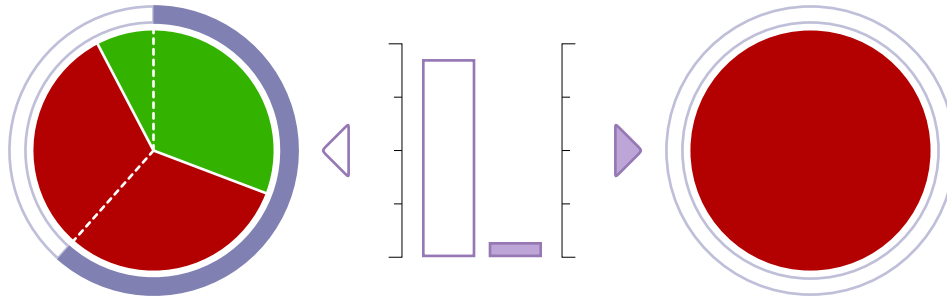
18 Software installation and upgrade



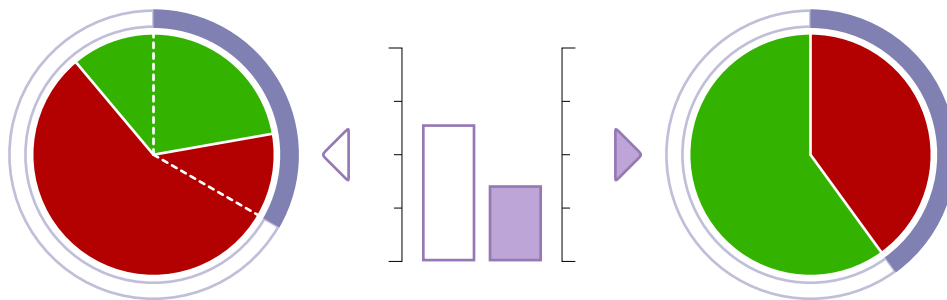
Key

■ confident	■ perceived as relevant	■ pertinent to role
■ not confident	■ perceived as not relevant	■ not pertinent to role

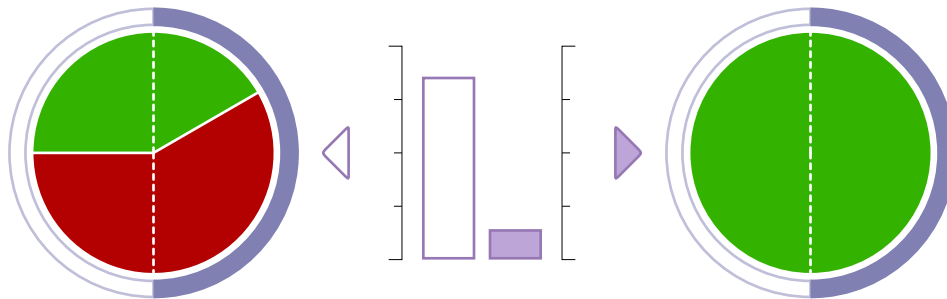
19 Working with ICT hardware and equipment



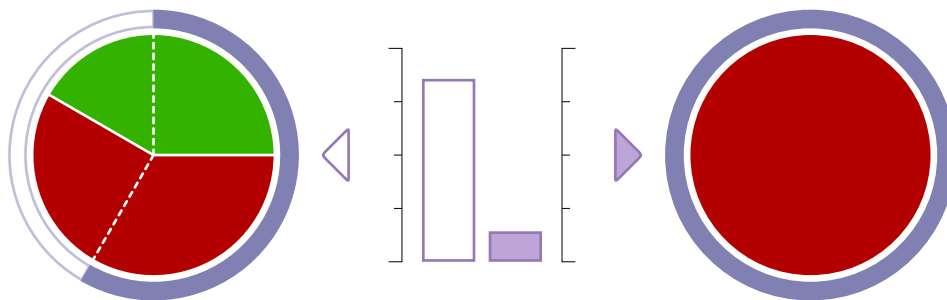
20 Maintain resources (scientific or hazardous)



21 Maintain grounds



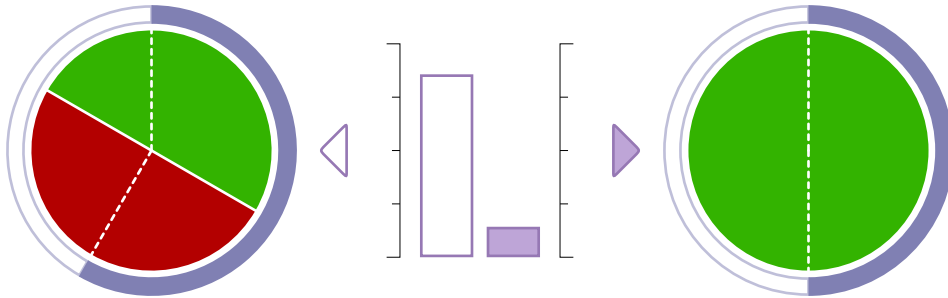
22 Maintain site security



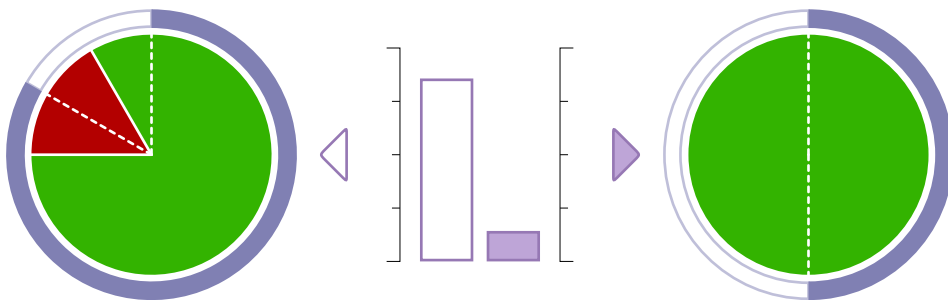
Key

■ confident	■ perceived as relevant	■ pertinent to role
■ not confident	■ perceived as not relevant	■ not pertinent to role

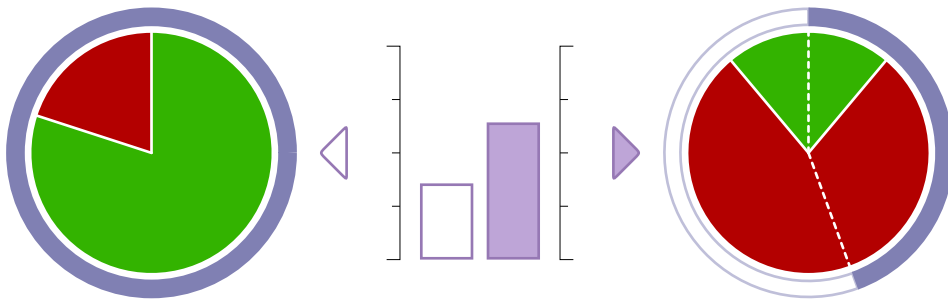
23 Control the use of resources (caretaking)



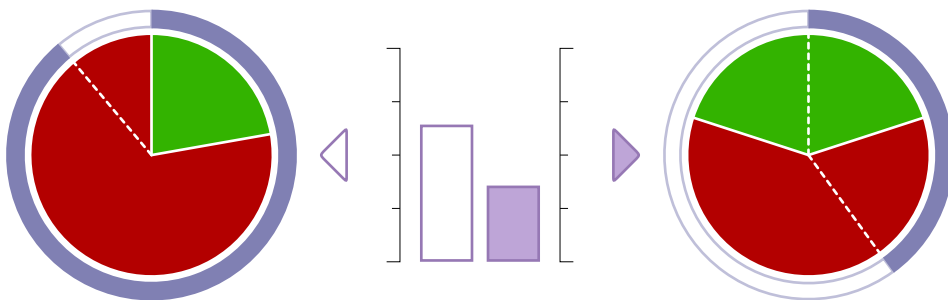
24 Control the use of premises by customers and contractors (caretaking)



25 Operate a computer



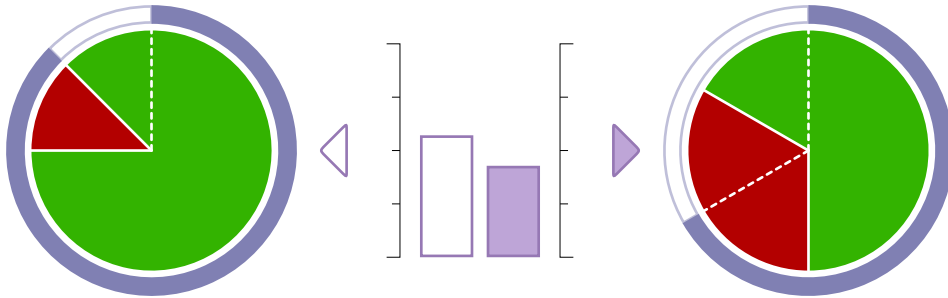
26 Internet and intranets



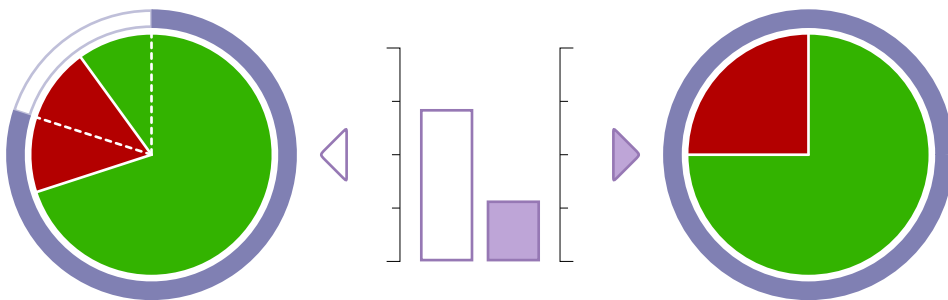
Key

■ confident	■ perceived as relevant	■ pertinent to role
■ not confident	■ perceived as not relevant	■ not pertinent to role

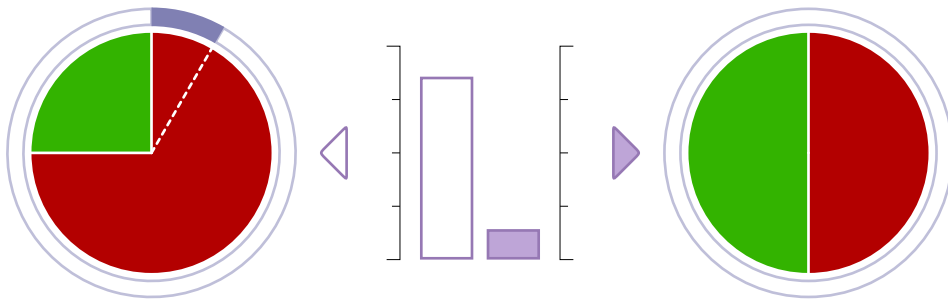
27 Email



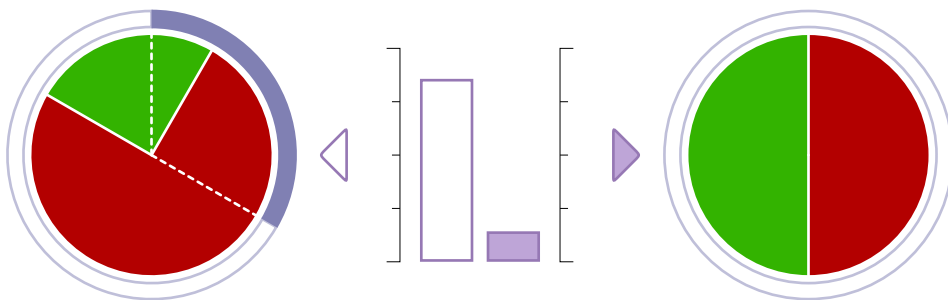
28 Specialist or bespoke software



29 Clean toilets and washrooms manually



30 Clean carpets and soft furnishings

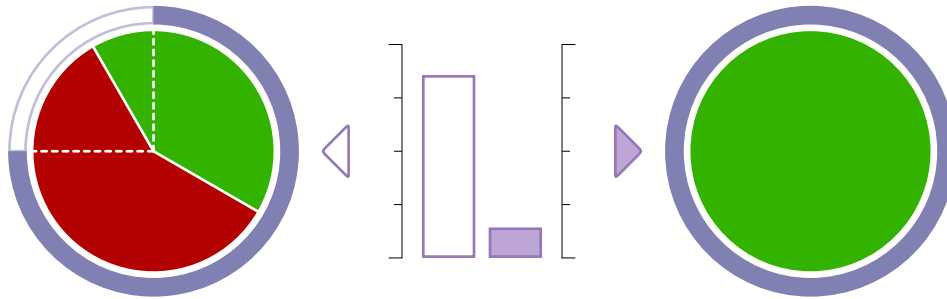


Key

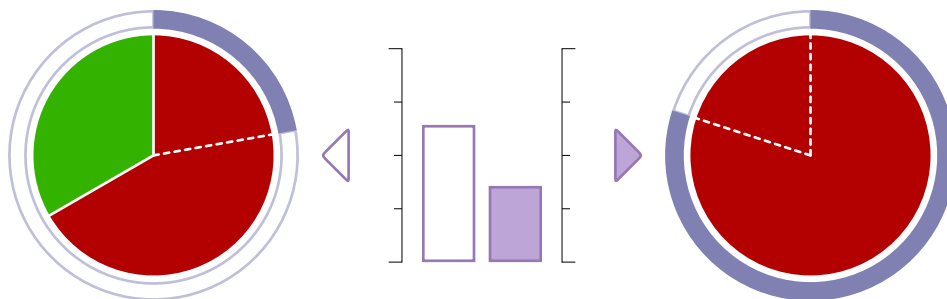
■ confident	■ perceived as relevant	■ pertinent to role
■ not confident	■ perceived as not relevant	■ not pertinent to role

Support optional units

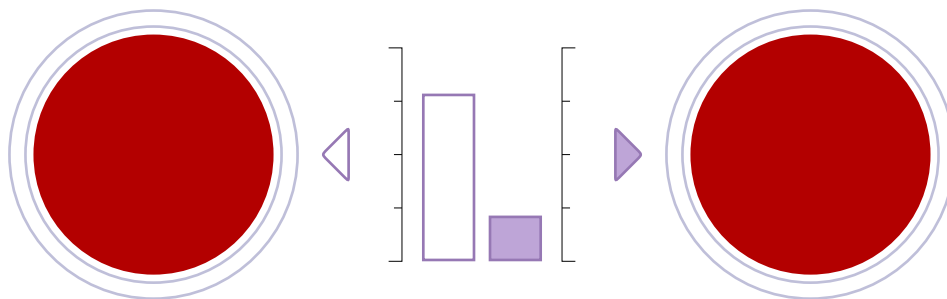
31 Provide support for learning activities



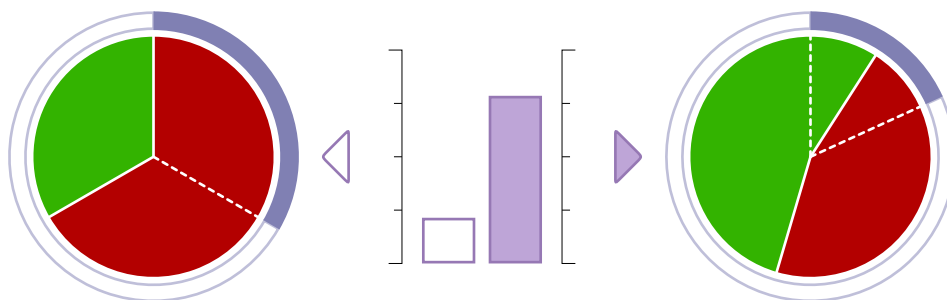
32 Support literacy and numeracy activities in the classroom



33 Contribute to the support of student activities (scientific and laboratory)



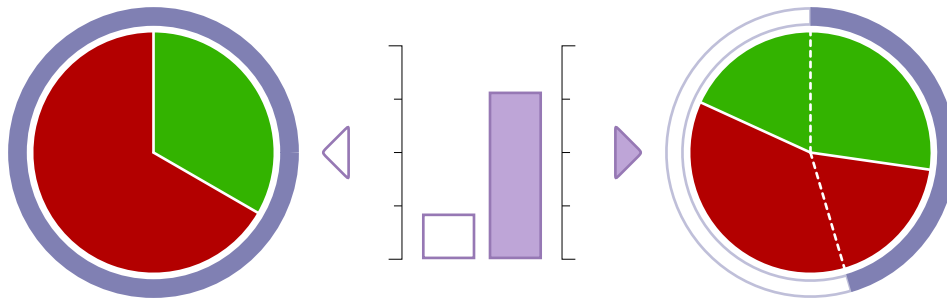
34 Support children's physical development needs (Early Years/KS1)



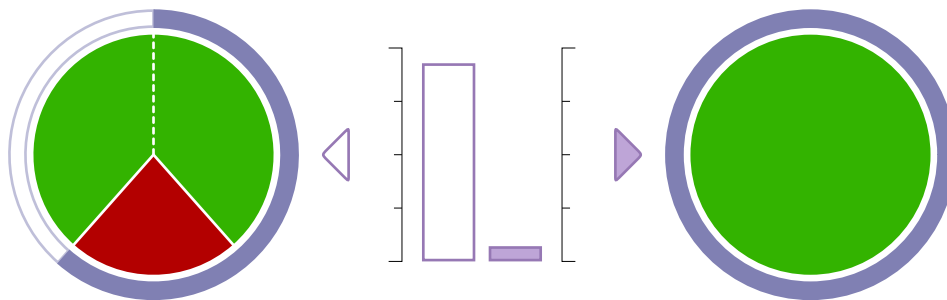
Key

confident	perceived as relevant	pertinent to role
not confident	perceived as not relevant	not pertinent to role

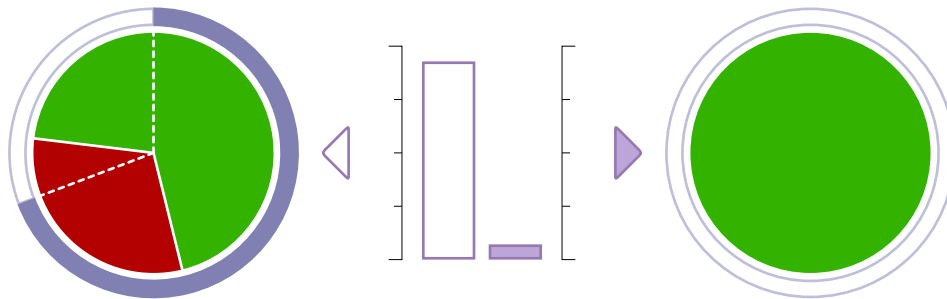
35 Support children’s social and emotional development (Early Years/KS1)



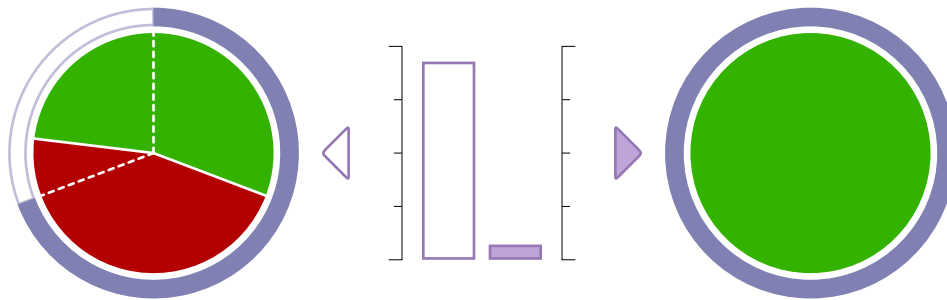
36 Technical advice and guidance (ICT)



37 Remote support for products or services (ICT)



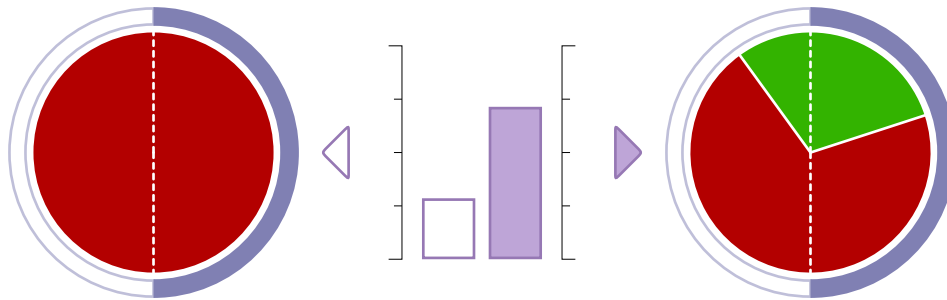
38 System operation (ICT)



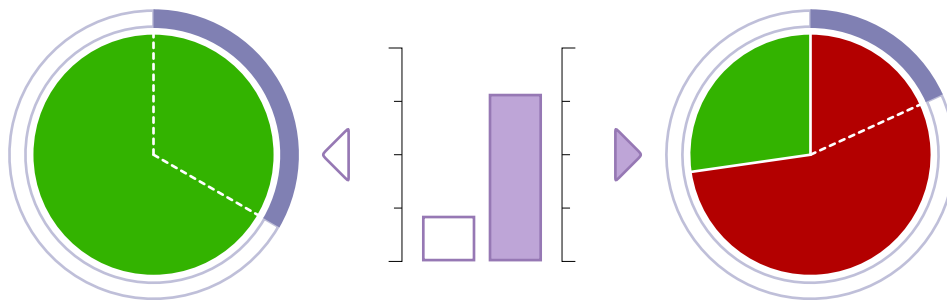
Key

confident	perceived as relevant	pertinent to role
not confident	perceived as not relevant	not pertinent to role

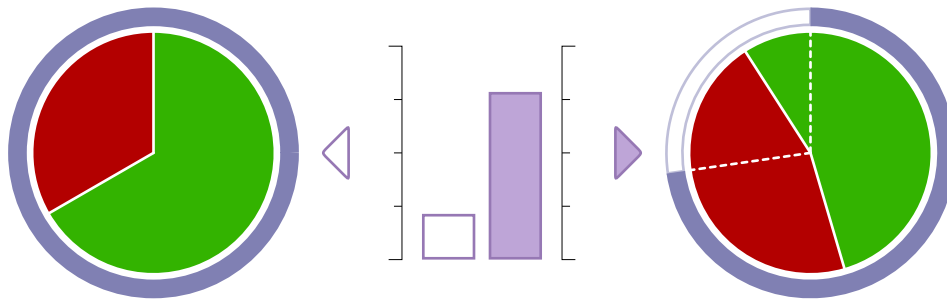
39 Contribute to children and young people’s healthy eating and personal hygiene



40 Support children and young people’s play

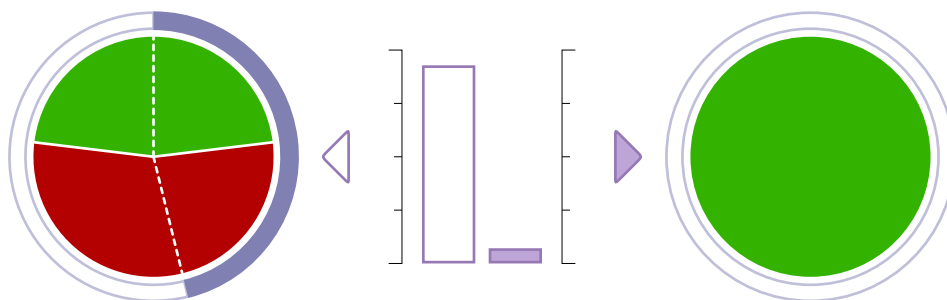


41 Contribute to health and safety in the play environment



Catering optional units

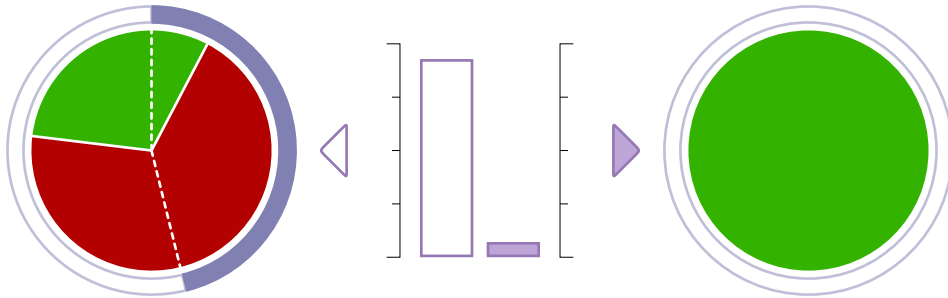
42 Maintain food safety when storing, holding and serving food



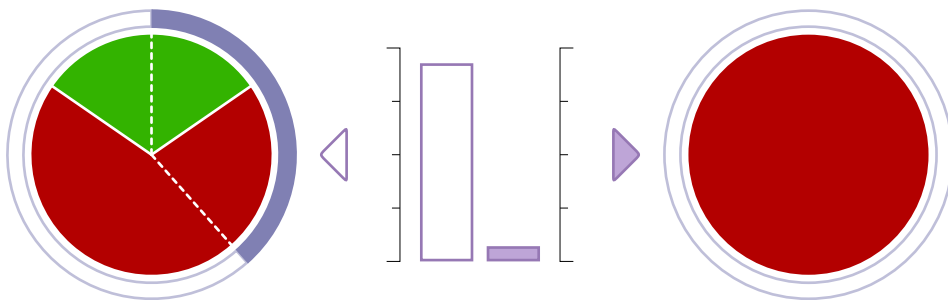
Key

■ confident	■ perceived as relevant	■ pertinent to role
■ not confident	■ perceived as not relevant	■ not pertinent to role

43 Maintain food safety when storing, preparing and cooking food



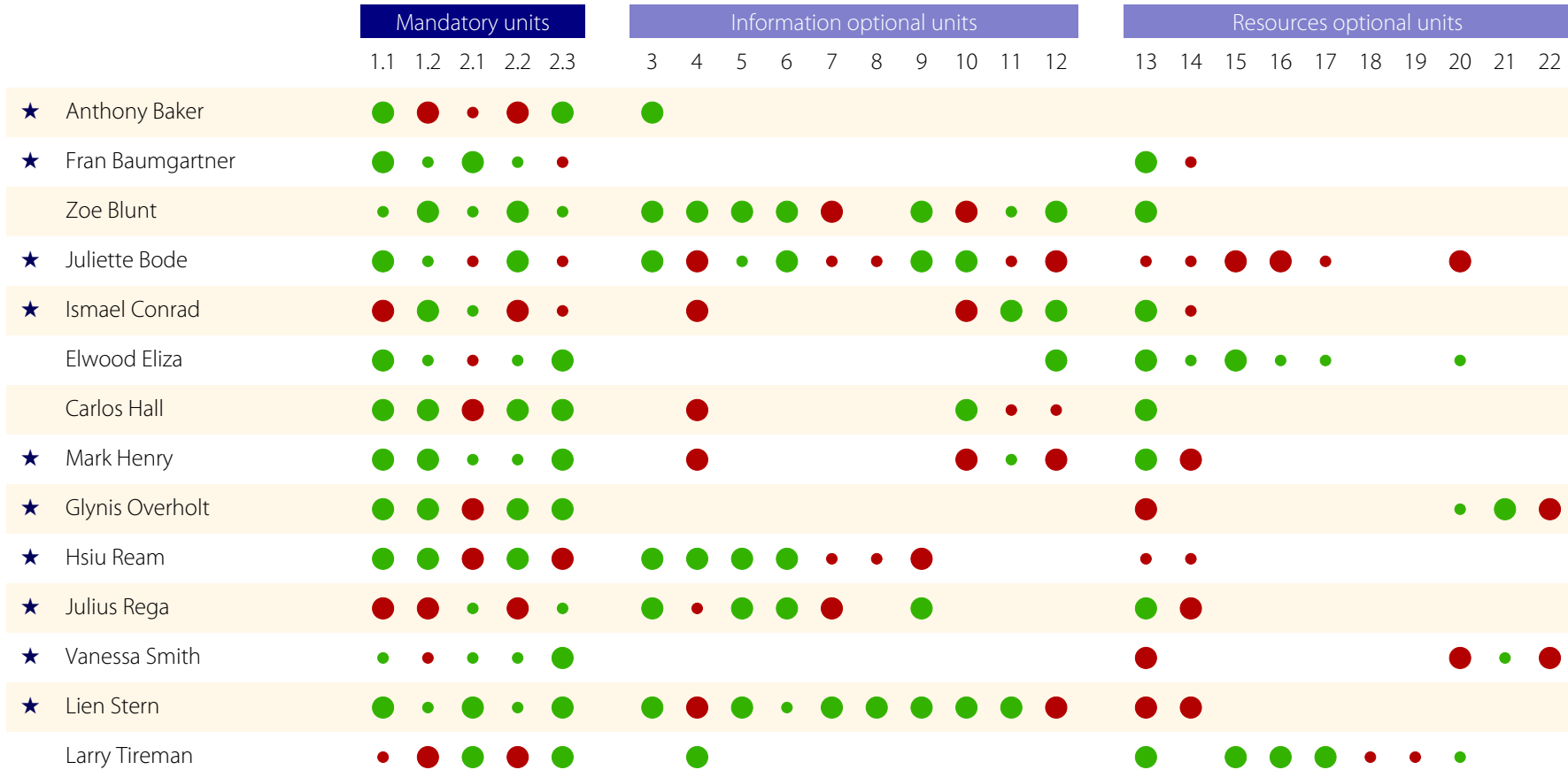
44 Prepare, cook and finish healthier dishes



Key

■ confident	■ perceived as relevant	■ pertinent to role
■ not confident	 perceived as not relevant	 not pertinent to role

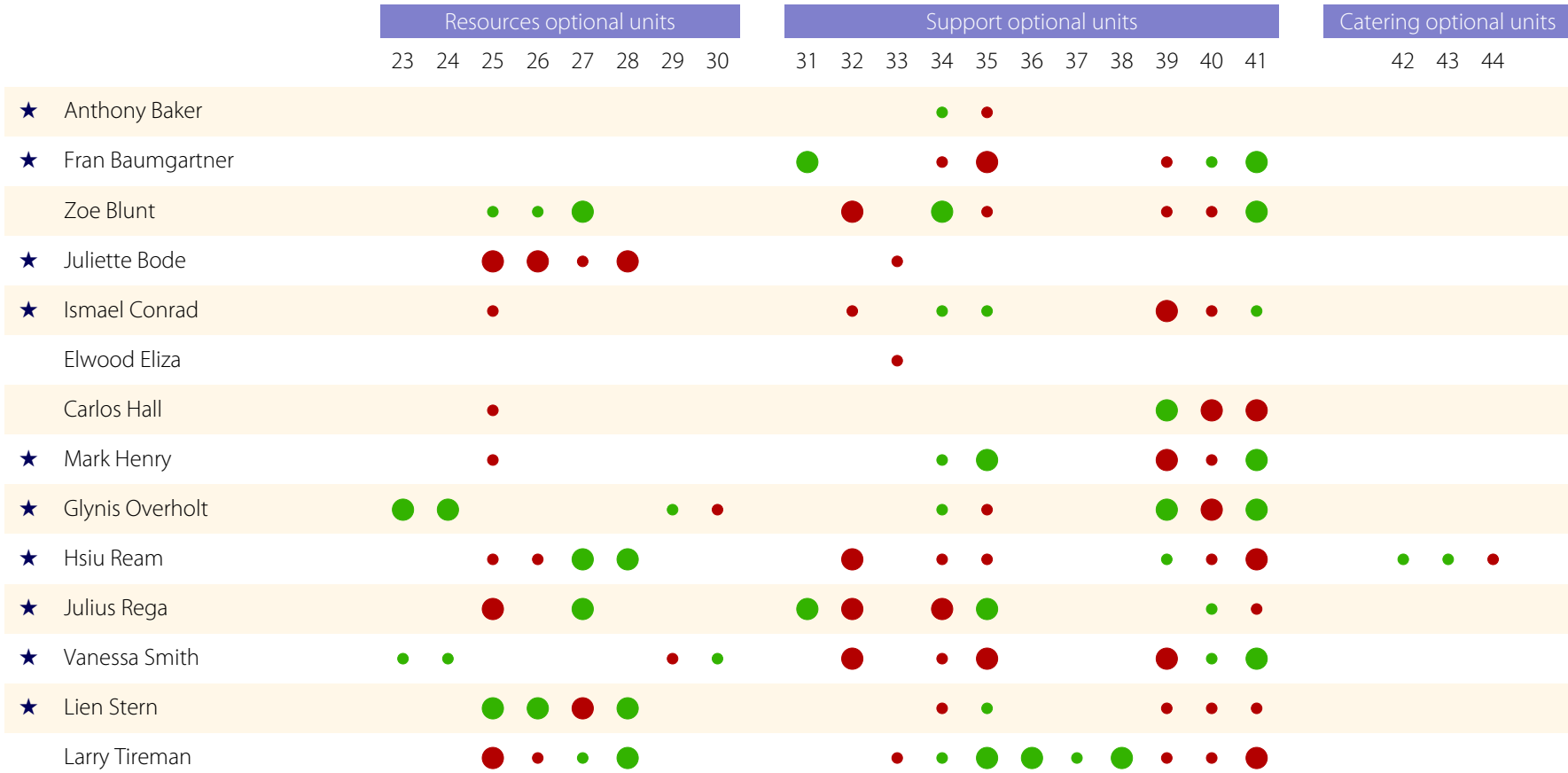
Ability of each member of staff to meet the Level 2 SWiS units
pertinent to their job role(s)



Key

The **colour** of a circle indicates **confidence** and the **size** of a circle indicates **relevance**, ie:

- confident
- not confident
- perceived as relevant
- perceived as not relevant

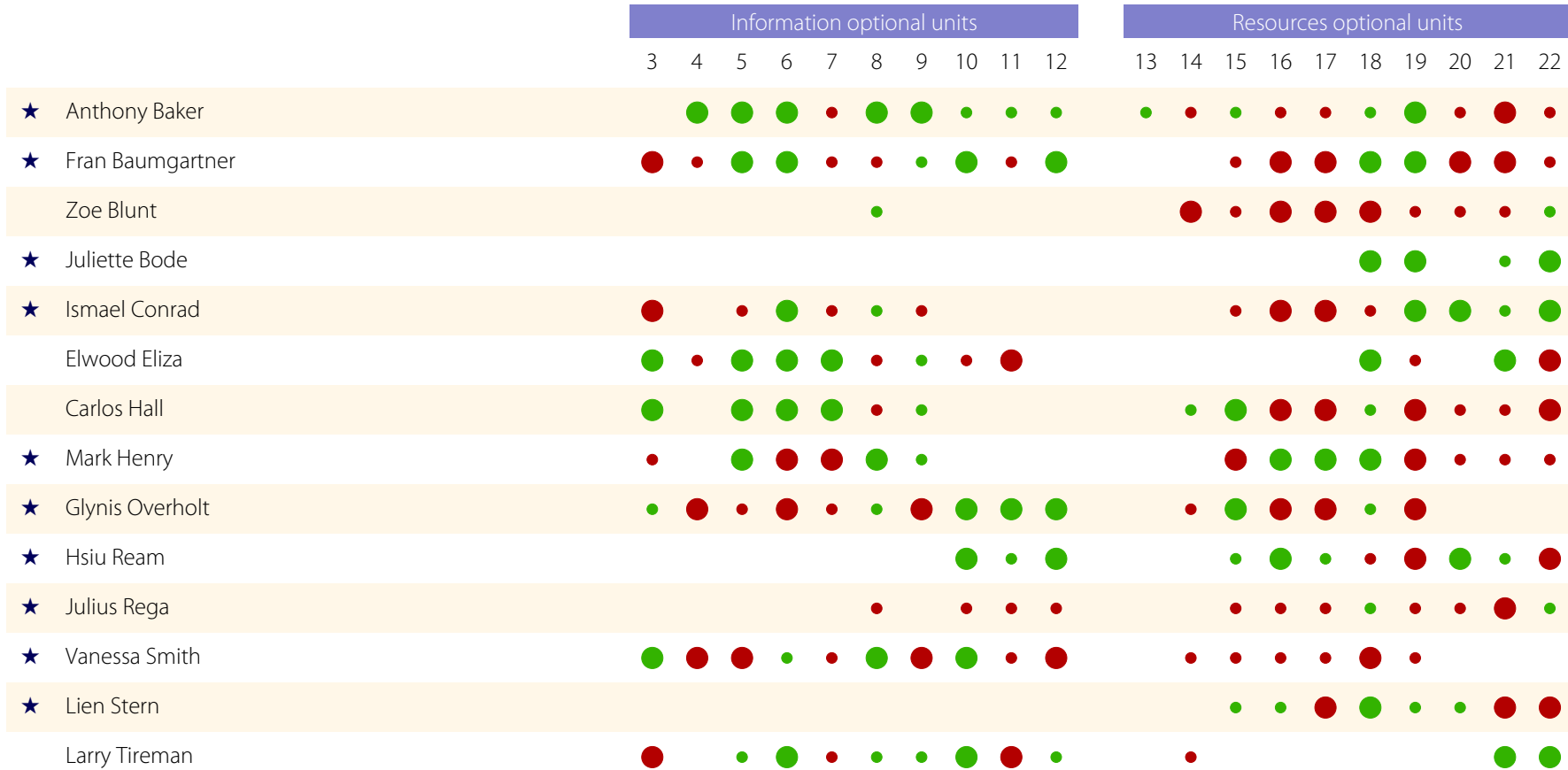


Key

The **colour** of a circle indicates **confidence** and the **size** of a circle indicates **relevance**, ie:

- confident
- not confident
- perceived as relevant
- perceived as not relevant

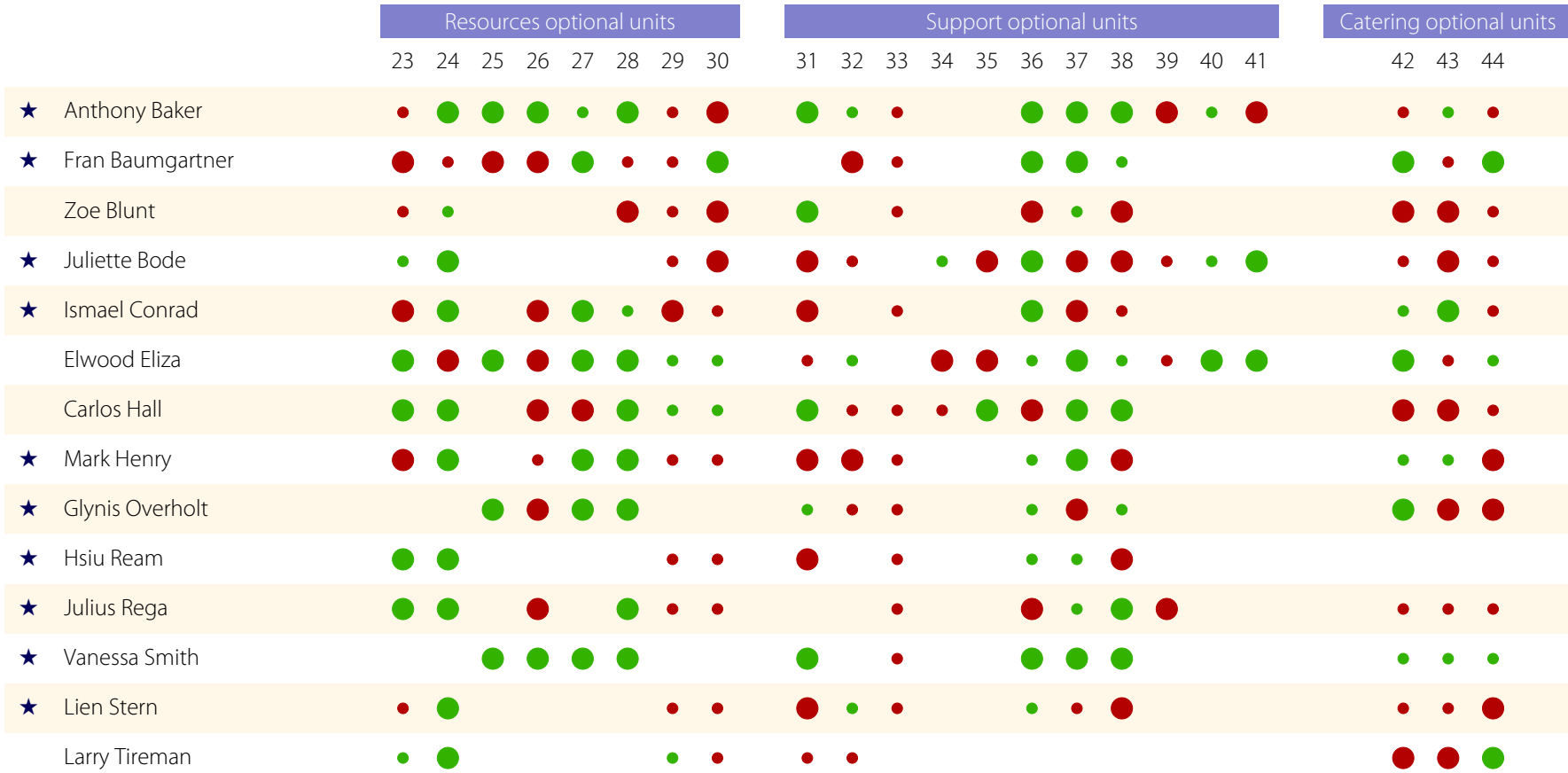
Ability of each member of staff to meet the Level 2 SWiS units
not pertinent to their job role(s)



Key

The **colour** of a circle indicates **confidence** and the **size** of a circle indicates **relevance**, ie:

- confident
- not confident
- perceived as relevant
- perceived as not relevant



Key

The **colour** of a circle indicates **confidence** and the **size** of a circle indicates **relevance**, ie:

- confident
- not confident
- perceived as relevant
- perceived as not relevant

The National Workload Agreement's 22 tasks

This section shows which of the National Workload Agreement's 22 tasks the support staff in your school may be able to undertake, and which may require further professional development. Staff members may already undertake the tasks as part of their existing job roles, or they may be able to take the tasks on.

Capacity per task

For each of the National Workload Agreement's 22 tasks, you are shown the proportion of support staff who fall into each of two categories for confidence.

➤ See page 22 ➤

Individual capacity per task

For each of the National Workload Agreement's 22 tasks, you are shown the category that each member of support staff falls into for that task for confidence.

➤ See page 23 ➤

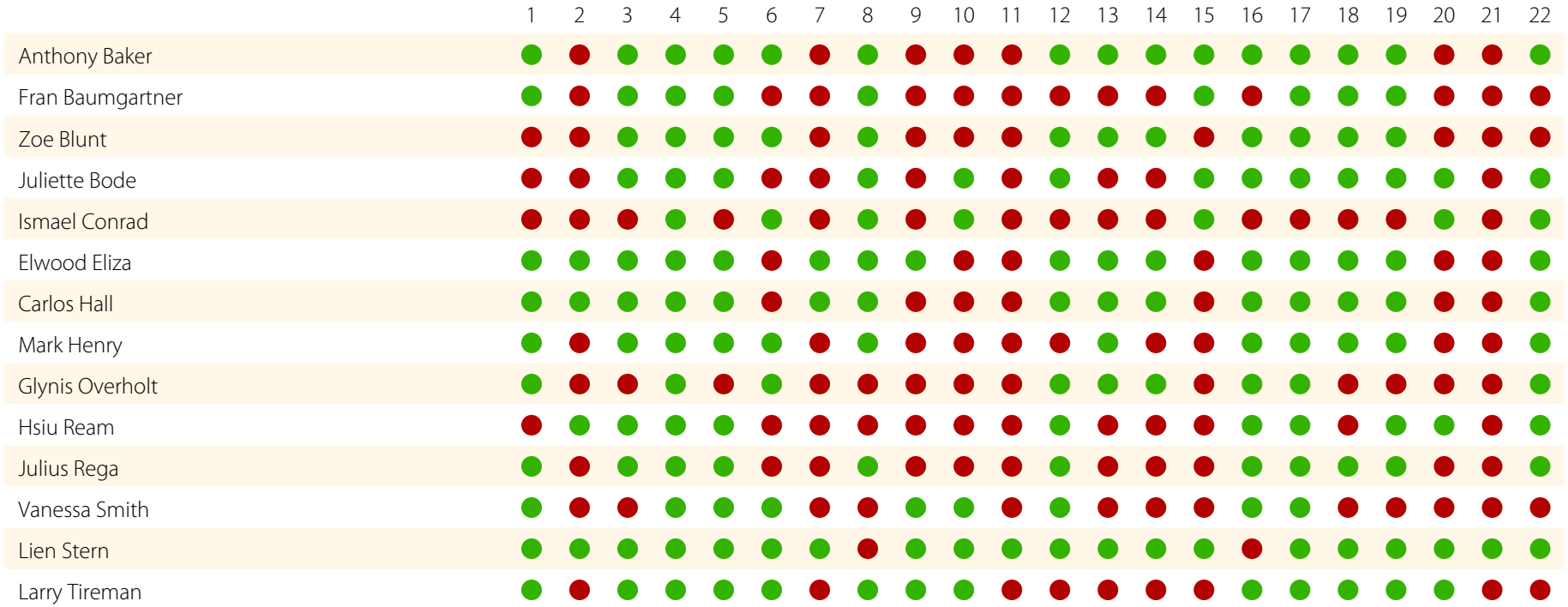
Capacity of staff for the 22 tasks



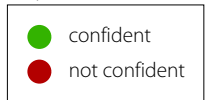
Key

■	confident
	not confident

Capacity of each member of staff for the 22 tasks



Key



Literacy and numeracy

The National Standards for Adult Literacy and Numeracy map the range of skills and capabilities that adults are expected to need in order to function and progress at work and in society. A separate set of standards has been produced for each of the basic skills of literacy and numeracy. Literacy covers the ability to: speak, listen and respond; read and comprehend; and write to communicate. Numeracy covers the ability to: understand and use mathematical information; calculate and manipulate mathematical information; and interpret results and communicate mathematical information.

Improving adult literacy and numeracy is a key Government target. As a result, there is a great deal of funding available to support learners who do not have a Level 2 or higher qualification in mathematics/numeracy or English/literacy, and tutoring can often be provided free of charge. To access this funding, you should contact the local authority, a further education college, Train to Gain or a learndirect centre.

This section shows whether your support staff might benefit from undertaking a literacy/numeracy programme of support. When staff completed the *Support Staff Survey* online questionnaire, they were asked to respond to a number of statements which are indicative of particular levels in these basic skills. Their answers reflect their confidence in performing literacy and numeracy tasks.

Below and on page 25 you are shown the proportion of support staff who fall into each of two categories for confidence in Level 1 and Level 2 literacy/numeracy.

Level 1 literacy capability of staff



These staff members stated that they were **not** confident in Level 1 literacy:

- Ismael Conrad
- Mark Henry
- Hsiu Ream
- Julius Rega
- Vanessa Smith

Key

■	confident
	not confident

Level 2 literacy capability of staff



These staff members stated that they were **not** confident in Level 2 literacy:

- Ismael Conrad
- Mark Henry
- Glynis Overholt
- Hsiu Ream
- Julius Rega
- Vanessa Smith

Level 1 numeracy capability of staff



These staff members stated that they were **not** confident in Level 1 numeracy:

- Anthony Baker
- Zoe Blunt
- Glynis Overholt

Level 2 numeracy capability of staff



These staff members stated that they were **not** confident in Level 2 numeracy:

- Anthony Baker
- Fran Baumgartner
- Zoe Blunt
- Mark Henry
- Glynis Overholt
- Hsiu Ream
- Julius Rega

Key

	confident
	not confident

Personal ICT skills

Ever-increasing demands are being placed on all staff to develop and apply personal ICT skills. This is particularly the case in terms of workforce reform and the National Workload Agreement's 22 tasks.

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

Guidance material, targeted specifically at the skills which are beneficial to staff in schools, can be found in the **ICT Skills Resources** material provided as part of NAPTA's *Development Resources*. This material can be used by individuals wishing to improve their own ICT skills or by tutors in supporting the learning of support staff.

This section shows whether your support staff might benefit from undertaking personal ICT skills training. When staff completed the *Support Staff Survey* online questionnaire, they were asked to respond to a number of statements which are indicative of particular levels in this basic skill. Their answers reflect their confidence in performing ICT tasks.

Below and on page 27 you are shown the proportion of support staff who fall into each of two categories for confidence in Level 1 and Level 2 personal ICT skills.

Level 1 personal ICT skills capability of staff



These staff members stated that they were **not** confident in Level 1 personal ICT skills:

- Fran Baumgartner
- Juliette Bode
- Ismael Conrad
- Carlos Hall
- Mark Henry
- Glynis Overholt
- Julius Rega

Key

■	confident
	not confident

Level 2 personal ICT skills capability of staff



These staff members stated that they were **not** confident in Level 2 personal ICT skills:

- Fran Baumgartner
- Juliette Bode
- Ismael Conrad
- Elwood Eliza
- Carlos Hall
- Mark Henry
- Glynis Overholt
- Julius Rega
- Vanessa Smith

Key

	confident
	not confident

TDA induction programme

The TDA induction programme for support staff is being delivered by local authorities. It is intended to ensure that new support staff are well informed about the context in which they work and know how to support teachers in the key areas of behaviour, inclusion and ICT. In many authorities, this programme is being used with existing support staff as well as those new to the profession.

This section shows whether your support staff might benefit from completing parts of the TDA induction programme, or from reviewing the content of particular units if they have already undertaken the course.

Below you are shown, for each of the TDA induction programme modules, the proportion of support staff who fall into each of two categories for confidence.

TDA induction skills capability of staff



Key

■	confident
	not confident

Below you are shown, for each of the TDA induction programme modules, the category that each member of support staff falls into for confidence.

TDA induction skills capability of each member of staff

	Role and context	Promoting positive behaviour	Inclusion	ICT
Anthony Baker	●	●	●	●
Fran Baumgartner	●	●	●	●
Zoe Blunt	●	●	●	●
Juliette Bode	●	●	●	●
Ismael Conrad	●	●	●	●
Elwood Eliza	●	●	●	●
Carlos Hall	●	●	●	●
Mark Henry	●	●	●	●
Glynis Overholt	●	●	●	●
Hsiu Ream	●	●	●	●
Julius Rega	●	●	●	●
Vanessa Smith	●	●	●	●
Lien Stern	●	●	●	●
Larry Tireman	●	●	●	●

Key

●	confident
●	not confident

Core support staff skills

Support staff need a range of skills and accompanying knowledge to contribute fully to supporting pupils and teachers. Acquisition and development of many of the fundamental skills and related knowledge can be achieved through convenient, in-school training based on a series of core skills offering a practical interpretation of the relevant standards.

Training in these areas can be provided using the *Meeting Individual Needs* material in NAPTA's *Development Resources*. The training sessions in this material focus on those issues seen, nationally, as most often needing attention. Each session is designed to be relatively labour-free, in that it contains all the information a tutor needs to run the session with a group of support staff.

This section shows which of your support staff might benefit from training in the following core support staff skills areas:

- 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.

For each of the core support staff skills areas, you are shown the category that each member of support staff falls into for confidence. The core support staff skills areas are shown in order of greatest training need, ie the area with the most support staff who are not confident is shown on the left.

➤ See page 31 ➤

Core support staff skills capability of each member of staff

	E1: Record-keeping	E2: ICT & school records	F2: When & how to use ICT	B2: Relationships & control	C1: Establishing classroom rules	E4: Health & safety in schools	E3: Equipment & resources	A3: Being an effective colleague	A2: Reducing conflict
Anthony Baker	●	●	●	●	●	●	●	●	●
Fran Baumgartner	●	●	●	●	●	●	●	●	●
Zoe Blunt	●	●	●	●	●	●	●	●	●
Juliette Bode	●	●	●	●	●	●	●	●	●
Ismael Conrad	●	●	●	●	●	●	●	●	●
Elwood Eliza	●	●	●	●	●	●	●	●	●
Carlos Hall	●	●	●	●	●	●	●	●	●
Mark Henry	●	●	●	●	●	●	●	●	●
Glynis Overholt	●	●	●	●	●	●	●	●	●
Hsiu Ream	●	●	●	●	●	●	●	●	●
Julius Rega	●	●	●	●	●	●	●	●	●
Vanessa Smith	●	●	●	●	●	●	●	●	●
Lien Stern	●	●	●	●	●	●	●	●	●
Larry Tireman	●	●	●	●	●	●	●	●	●

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 33 and 34.

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			✓		