



Extended Schools

Few can doubt the potential community benefits of schools providing extended services, yet there can be few extended schools remodelling advisers (ESRAs) or headteachers who are unaware of the additional workloads and responsibilities to be shouldered. NAPTA is already working to contribute to the Extended Schools and Children's Centres programmes.

Support staff will be at the heart of these developments. As individuals broaden their roles to help turn good ideas into practical reality, new demands will be placed on those managing recruitment, retention and CPD.

Knowledge about each individual's confidence and competences will be even more important for:

- authorities working to meet challenging targets
- headteachers and others responsible for provision
- CPD champions in authorities and individual institutions
- individuals looking for variety, change or greater responsibility.

NAPTA and its self-evaluation tools are already proving to be ideally suited to helping those concerned, including:

- children's services directors and heads of service who are addressing the full brief
- remodelling officers and workforce development officers now taking on ESRA roles
- headteachers and centre managers
- practitioners working in unfamiliar roles and with different groups of learners.

For more information on how NAPTA can help you and your colleagues meet your aims, contact Andrew Read on 07798 854177 or by email at a.read@napta.org.uk

Every Child Matters

The *Every Child Matters* (ECM) *Change for Children* agenda has profound implications for each member of the children's workforce, every school and all children's services authorities (CSAs). Whether you are looking at delivery of services, self-evaluation and preparation for inspection, or major staff

development programmes, the aims of ECM need to be at the core of what you are doing.

The roles played by support staff are crucial – NAPTA is now providing assistance at authority, institution and individual practitioner levels by:

- helping CSAs to prioritise and plan, through links with

its partner organisation, the Cambridge Institute of Technology

- guiding hundreds of headteachers each month through use of their profiling reports to strengthen their self-evaluation and SEF completion

- providing access to summaries of key documents and commentaries on the issues raised to individual members via its Web site
- continuing dialogue with the DfES and the Training Development Agency for Schools
- updating its range of services to weave the five principal ECM outcomes into everything that it does
- supporting its colleagues in CSAs as their job roles broaden and their potential impact on workforce development grows.

For further information on the Cambridge Institute of Technology, visit www.intec.ac.uk or contact Dan Bray, Director of Research at d.bray@intec.ac.uk



Data into Action

A free CPD planning service for participating authorities

The NAPTA profiling/surveying reports identify training needs for a large number of individuals. Meeting these needs for all staff, not just those whose requirements are covered by current training provision, requires an innovative new approach.

The *Data into Action* service helps authorities to meet the professional development needs identified in the *Professional Development Review* and *Support Staff Survey*. It is based on experience gained through helping time-starved colleagues with the planning and implementation of whole-authority CPD.

“The challenge lies in building an innovative approach that extends the capacity of the authority to provide fully inclusive training opportunities, without impacting negatively on officers’ workloads!”

Experience shows that it can be a mistake for authorities to organise delivery of all training through externally-run courses. In many cases, the traditional, facilities-based approach to learning is not the best way to deliver the type of training required, and it is often impossible to deliver on the large scale demanded by the whole-authority approach of workforce reform. Therefore, training should be split into two types:

Type 1: Training that requires a traditional, externally-run course (half-day or longer).

Type 2: Training that is best undertaken by the school (short INSET sessions).

These are not hierarchical; critical areas of learning fall into both types and training should be delivered in the way that best fits the area of learning.

It is important to note that this approach enables you to lead both types of training; adapting existing provision to meet the needs of Type 1, and making bespoke materials available to enable schools to self-help with Type 2. In this way, it becomes possible to provide opportunities to meet all support staff CPD needs in all schools.

We will take the complex data gained from profiling and surveying, identify Type 1 and Type 2 training needs, and produce whole-LEA, per-school and per-individual training plans, complete with (where required) a comprehensive *Support Staff Toolkit* of training materials for your schools that match the needs identified.

For more information please contact Jacquie Cox, Membership Secretary on 01223 224930 or by email at jacquie@napta.org.uk

