



NAPTA Update

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Workforce Development Programme

NAPTA's **Workforce Development Programme** (WDP) develops apace, with new authorities adopting the programme every month. The conceptual framework that lies at the heart of the WDP was developed by NAPTA's partner organisation, the Cambridge Institute of Technology (INTEC). The **INTEC Workforce Development Framework** sets out how

carefully supported and repeated self-evaluation data gathering, analysis and reporting can help address a range of important professional, educational and institutional workforce issues. INTEC has also been closely involved in the development of a number of self-evaluation systems based upon its **Workforce Development Framework**,

including those used by NAPTA. Along with its partners, INTEC has become a foremost provider in the field.

An attractive poster summarising the **INTEC Workforce Development Framework** is available free, from d.bray@intec.ac.uk, or from the R&D section of INTEC's Web site at www.intec.ac.uk.

Embedding sustainability

Use of the **Workforce Development Programme** can create two vital communication networks across an authority's schools: headteachers and CPD champions. With these in place, local authority officers can take an effective central lead and so have a real impact on the professional development of all support staff. Schools are now increasing their in-house CPD capacity and want to demonstrate progress by repeating the profiling process, thus establishing a sustainable approach. Furthermore, they are increasingly keen to work with their local authority to

get a better understanding of HLTA and VQ training in order to restructure some staff roles.

To encourage these and other developments, NAPTA has a very active programme of support for school and individual members.

Building a national picture

NAPTA is on target to have around 20% of the total school support staff workforce as members by the end of the academic year. Such a membership provides NAPTA with a bank of workforce intelligence that can form vital benchmarking data for authorities undertaking comparative studies.

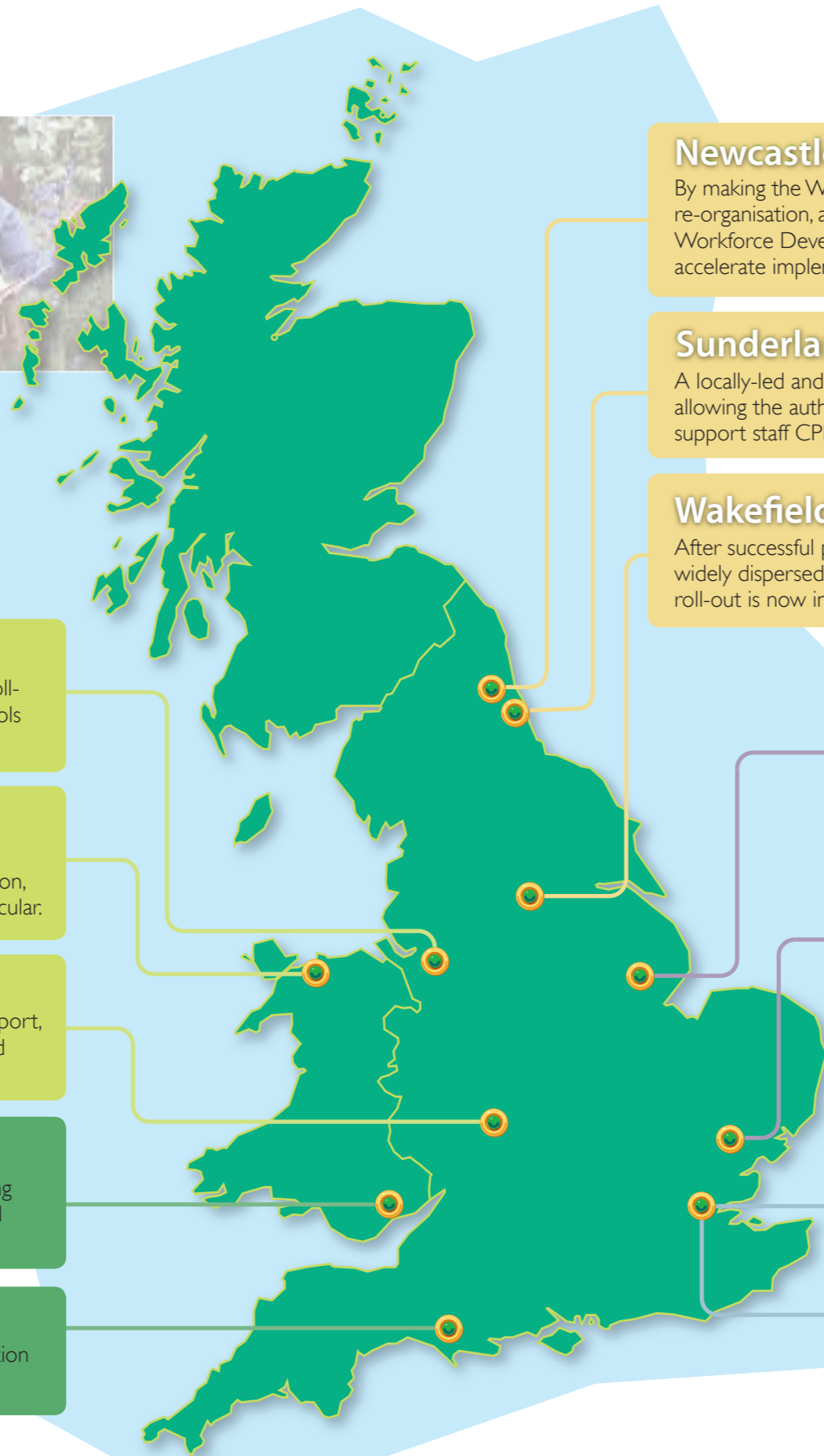
Celebrating success

A common feature of successful local authorities is their ability to devolve delivery to appropriate agencies, enabling officers to concentrate on leading inclusive CPD for the large numbers of individuals involved.

NAPTA can contribute to this by providing authorities with reports that distinguish between development needs best addressed internally by schools, and those requiring vocational accreditation or longer programmes. NAPTA can also support authorities with their Joint Area Reviews.

Of the 100 plus projects taking place nationwide we highlight a variety of different approaches.

WDP success stories



NORTH EAST

EAST

SOUTH EAST

WEST

SOUTH WEST

Cheshire

A large authority that is adopting a carefully staged, area-by-area roll-out of its programme. This involves targeting linked groups of schools with existing relationships.

Conwy

A leader in support staff CPD in Wales, Conwy has run a whole-authority project leading to innovative and inclusive training provision, benefiting the large centrally-employed SEN support team in particular.

Sandwell

Through placing a particularly strong emphasis on face-to-face support, the authority has led a major programme and engaged schools and headteachers, to great effect.

South Wales

A consortium of five authorities in South and West Wales is looking to provide a regional approach, taking in urban as well as dispersed rural communities.

Dorset

A new partner, enthusiastically running a carefully-prepared evaluation project with a close-knit group of schools.

Newcastle

By making the WDP part of the wider children's service re-organisation, and incorporating other tools adhering to INTEC's Workforce Development Framework, the authority is managing to accelerate implementation of the Every Child Matters agenda.

Sunderland

A locally-led and integrated approach to deploying the WDP is allowing the authority to develop a detailed strategic focus for school support staff CPD.

Wakefield

After successful pilot projects with both a group of schools and more widely dispersed learning mentors, a strongly-led whole-authority roll-out is now in place.

Lincolnshire

In this large and diverse county, the WDP is being used by a LIG Collaborative to formulate a more collective approach to support staff development.

Essex

Innovative leadership has enabled a large consortium of schools in Harlow to benefit from the WDP. A rich and diverse set of CPD opportunities is being integrated into the wider children's workforce development strategy for the area.

Central London

Through an extensive LSC-funded project, seven authorities are working with NAPTA to identify the training needs of their support staff. The information being collected will inform detailed strategic decisions about appropriate provision for large numbers of practitioners.

Lewisham

A focused approach, funded via a joint initiative by the TDA and local authority, is helping to raise the profile and relevance of HLTA, whilst ensuring that all support staff across the borough are profiled.

INTEC and ECM

To help partner authorities work with the wider children's workforce, NAPTA has started to introduce them to the Cambridge Institute of Technology (INTEC). Using powerful online tools that are part of its **Workforce Development Framework** (see front page), INTEC is helping children's services to gather crucial information about staff understanding and skills in the context of the Every Child Matters (ECM) agenda.

One system, **ECM Profile**, utilises the new *Common Core of Skills and Knowledge for the Children's Workforce* as a benchmark. This can be used with practitioners right across the education, social care, health and criminal justice services. As with NAPTA's **Workforce Development Programme**, analysis and reporting is offered at three different levels: the individual practitioner; the operating unit(s), eg schools; and larger, overarching bodies, such as a

complete children's services authority. This provides evidence for those building and leading transformed children's services, as well as individual reviews for each practitioner. The reports can form part of a portfolio of evidence that demonstrates corporate compliance with the Common Assessment Framework. This is particularly helpful in assisting with the development of appropriate strategies for continued training and monitoring.

VQ providers network

NAPTA now has over 30 000 members, many of whom could, given the right circumstances, undertake vocational qualifications. As a consequence, NAPTA is establishing the **National Network of Vocational Qualification Providers** (NNVQP) to help authorities communicate with support staff.



Regions listed in the NNVQP

This detailed register sets out the exciting opportunities for accredited training that exist within any given region. The NNVQP is of great help to the thousands of support staff who have completed development needs analysis with NAPTA, for whom accredited training can seem a daunting prospect. Around 6000 members of support staff have already benefited from training obtained through the network, which currently lists provision in 70 regions.

Extended School Survey

Auditing existing provision forms an important element of the extended schools programme for local authorities. It links in very clearly with NAPTA's **Workforce Development Programme**, since many

schools are using support staff to implement out-of-school provision. By taking advantage of Pearson Publishing's **Extended School Survey**, authorities working with NAPTA are able to utilise a familiar online data gathering process to obtain essential information for formal assessments. By repeating the process at least annually, they can also demonstrate progress. Evidence is provided by detailed reports and local maps which set out current provision. Further details can be found at www.pearsonpublishing.co.uk/ess or can be requested from d.sall@pearson.co.uk.