

REMODELLING THE SCHOOL WORKFORCE

A summary for Support Staff

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REMODELLING THE SCHOOL WORKFORCE

**The First National Agreement
January 2003**

What is it?

- Reached between Government, employers and Heads/teachers/support staff unions.
- Aims to remodel the school workforce by using a broader range of adults and refocusing workload.
- Teachers to cease doing routine administrative tasks to concentrate on teaching.
- Support staff to have access to expanded roles and improved career opportunities.
- New roles, including higher level teaching assistants, cover supervisors, managerial and other wider roles.

When will this happen?

Three stages:

- **2003:**
 - Promote reduction in overall excessive hours;
 - Transfer of administrative tasks;
 - Work/life balance important in planning school workloads;
 - Leadership and management time.
- **2004:** limit on cover provided by teachers to 38 hours.
- **2005:** introduction of guaranteed time for planning, preparation and assessment for all teachers.

Implications for support staff

- Teachers' contracts are determined under statutory framework.
- Contracts for support staff covered by NJC and local agreements.
- Norfolk LEA is employer for Community schools and Governors have delegated employer powers. VA/Foundation schools are employers.
- Change of teachers' contracts does not mean automatic change of contracts for support staff – need for consultation at LEA and school level.
- 3-year programme – changes must be planned, consulted on and implemented carefully at school level.
- Consultation should be sought on these changes, time, job descriptions, grades and training - agreement.

Second National Agreement between National Employers and Support Staff

Joint Guidance

- Role profiles (job descriptions).
- Training and development.
- Employer responsibilities: grade and salary procedures.
- Fixed term contracts.

What about new roles

Nationally role/job profiles have been developed in four categories:

- **Teaching assistants (supporting teachers and learning) includes higher level teaching assistants.**
- **Teaching assistants (SEN, Behaviour and Guidance) includes higher level teaching assistants.**
- **Curriculum Resource support:**
 - Technicians, Library staff, Resources assistants.
- **Administration and Organisational:**
 - School Business Managers, Bursars, Administrators
 - ICT staff, School Secretaries, Finance Assistants, Clerical/Reception.

National Guidance on school jobs

EXPECTED SKILL LEVEL/EQUIVALENT	NVQ 1	NVQ 2	NVQ 3 SPECIALIST KNOWLEDGE/ SKILLS	NVQ 4 SPECIALISM/ HIGHER LEVEL TA MGT RESPONSIBILITIES
TA PEDAGOGY		Working under instruction/guidance Enabling access to learning <ul style="list-style-type: none"> welfare/personal support - more complex SEN 	Working under guidance Delivering learning <ul style="list-style-type: none"> involved in whole planning cycle implement work programmes evaluation and record keeping cover supervisor specialist SEN/subject/other support 	Working under an agreed system of supervision/management Delivering learning Specialist knowledge resource <ul style="list-style-type: none"> lead planning cycle under supervision delivering lessons to groups/whole class management of other staff
TA BEHAVIOUR/ GUIDANCE/ SUPPORT	Working under direction/instruction Supporting access to learning <ul style="list-style-type: none"> welfare/personal care small groups one to one general clerical/organisational support for teacher 	Working under instruction/guidance Enabling access to learning <ul style="list-style-type: none"> delivery of pre-determined learning/care/support programmes assist with planning cycle clerical/admin support for teacher/department 	Working under guidance Delivering learning <ul style="list-style-type: none"> pastoral support learning mentors behaviour support exclusions, attendance 	Working under an agreed system of supervision Manage systems/procedures/policy <ul style="list-style-type: none"> pastoral support mentoring/counselling behaviour exclusions/attendance
CURRICULUM RESOURCE SUPPORT	Working under direction/instruction <ul style="list-style-type: none"> preparation/routine maintenance/operation of materials/equipment organisational support for teaching staff support/supervision of pupils in lessons general clerical/admin/technical support 	Working under instructions/guidance <ul style="list-style-type: none"> preparation and maintenance of resources support for pupils and staff specialist equipment/resources routine invigilation/marking general admin/technical support where some technical/specialist knowledge required 	Working under guidance <ul style="list-style-type: none"> specific support in technical/specialist area preparation/maintenance of resources/equipment implementing specific work programmes including assessment demonstrations/operation of specialist equipment 	Working under supervision/management Specialist knowledge resource <ul style="list-style-type: none"> management team management of budget/resources staff management lead specialist delivering lessons in subject specialism under supervision support special projects advise teaching staff on specialist area/equipment/resources
ADMINISTRATION & ORGANISATION	Working under direction/instruction <ul style="list-style-type: none"> general clerical/admin procedures typing/photocopying, etc. maintenance records/data collect/record finance organisational support for staff/schools 	Working under instruction/guidance <ul style="list-style-type: none"> some skilled work e.g. WP/secretarial routine financial admin regular interface with public specific curriculum/dept support record keeping/production data/information 	Working under guidance <ul style="list-style-type: none"> complex finance operate complex tasks/systems management/analysis of resources/data/information advice/information/training/ supervision of other staff skilled PA/WP etc. 	Level 4 Manage <ul style="list-style-type: none"> budget, resource/systems, people, business, premises
				Level 4+ Responsibility for <ul style="list-style-type: none"> budget, resource/systems, people, business, premises

School Workforce Remodelling Norfolk suggested grading structure

NORFOLK GRADE RANGES	TEACHING ASSISTANT (GENERAL)		NATIONAL LEVEL
	NORFOLK	NATIONAL	
SCALE 5	Higher Level Teaching Assistant (HLTA)	Teaching Assistant Pedagogic Higher level qualification	4
SCALE 4	Teaching Assistant	Teaching Assistant Pedagogic NVQ 3	3
SCALE 3	Nursery Nurse or Learning Support Asst	Teaching Assistant General NVQ 2	2
SCALE 1 / 2	Nursery Assistant or Classroom Asst	Teaching Assistant General GCSE's (Relevant)	1

School Workforce Remodelling Norfolk suggested grading structure

NORFOLK GRADE RANGES	TEACHING ASSISTANT (SEN OR BEHAVIOUR OR INCLUSION)		NATIONAL LEVEL
	NORFOLK	NATIONAL	
SCALE 5	Higher Level Teaching Assistant (SEN)	Teaching Asst (SBI) Higher Level Qualification	4
SCALE 4	Teaching Assistant (SEN)	Teaching Assistant (SBI) NVQ 3	3
SCALE 3	Nursery Nurse or* Learning Support Asst	Teaching Assistant* (General) NVQ 2	2
SCALE 1/2	Nursery Assistant or* Classroom Assistant	Teaching Assistant* (General) Relevant GCSE	1

School Workforce Remodelling Norfolk suggested grading structure

NORFOLK GRADE RANGES	CURRICULUM/RESOURCE SUPPORT STAFF		NATIONAL LEVEL
	NORFOLK	NATIONAL	
5	Senior Science Technician	Level 4 NVQ 4	4
3 / 4	Technician (Science) Technician (Technology)	Level 3 NVQ 3	3
3	ICT Service Technician / Administrator		
2 / 3	Library/Resources Assistant Resources Assistant	Level 2 NVQ 2	2
1 / 2	Assistant Technician	Level 1 NVQ 1	1
1	Trainee Technician		

School Workforce Remodelling Norfolk suggested grading structure

NORFOLK GRADE RANGES	NORFOLK	NATIONAL ADMIN/ORG	NATIONAL LEVEL
M	Senior Business Manager	Level 4 plus Graduate Level 2	4 plus
SO/2/3	Support Manager*	Level 4/NVQ 4	4
	ICT Service Manager		
4/5/6	Admin Officer*	Level 3/NVQ 3	3
3/4/5	School Secretary (Prim)	Level 2/NVQ 2	
3/4	School Secretary (Sec)†		
2/3	Secretarial Asst.	Level 2/NVQ 2	2
1 / 2	Clerical Officer		
1	Receptionist/Clerk	Level 1/NVQ	1

*Schools would normally have a Support Manager or an Administrative Officer.

† This grade range assumes there is a School Support Manager or Administrative Officer.

What are the main changes in roles?

Higher level teaching assistants

- Covered by new regulations.
- Standards developed by the TTA.
- Training programme including assessment only route (e.g. for Nursery Nurse).

Cover supervisors

- National guidance developed by signatories of the Agreement.

Senior administrators

- Option to be part of management team

Wider roles for support staff.

Higher level teaching assistants

- HLTAs are support staff who meet the standards developed by the TTA.
- Subject to regulations under section 133 of the Education Act 2002.
- Are **not** interchangeable with teachers.
- Do “specified work” under system of supervision.
- Whole-class teaching only short term.
- Can be teaching assistant or curriculum/resource category of support staff member but must meet HLTA standards.

Whole class teaching

- Higher level teaching assistant standards.
- Section 133 of the Education Act 2002 applies.
- Staff must be appropriately trained – assessed against the standards for HLTAs.
- Staff must have agreed to take on this role.
- A system of supervision must be in place.
- Issues about pay and grading must be resolved.

Cover supervisors

- Work is mainly supervisory in nature where work has been set or pupils undertake self-directed learning.
- Time limit according to national guidelines.
- Cover supervision not exclusive role but part of a broader job description.
- Appropriate training necessary especially behaviour management.
- A system of supervision must be in place.
- Issues of pay and grading must be resolved.

Training – what is available?

- Induction course for all school staff.
- NVQ 2 and 3 for TAs.
- Behaviour management courses.
- HLTA training from Easter 2004.
- LSC pilot for administrators, midday supervisors and caretakers extended.
- Training programme for bursars.
- Diploma in school business management piloted.

Employer Responsibilities: grade and salary procedures

- National Agreement and County Council agreed framework will set guidelines.
- Governing Body/Head of school decides on school job descriptions and salary grades after consultation.
- Governing Body/Head must plan any changes taking account of:
 - 3-year programme;
 - Curriculum;
 - Organisation of teaching;
 - Finance!
- Consequently, additional support staff posts, new job descriptions and regradings must be planned on a sustainable basis.

Fixed Term Contracts

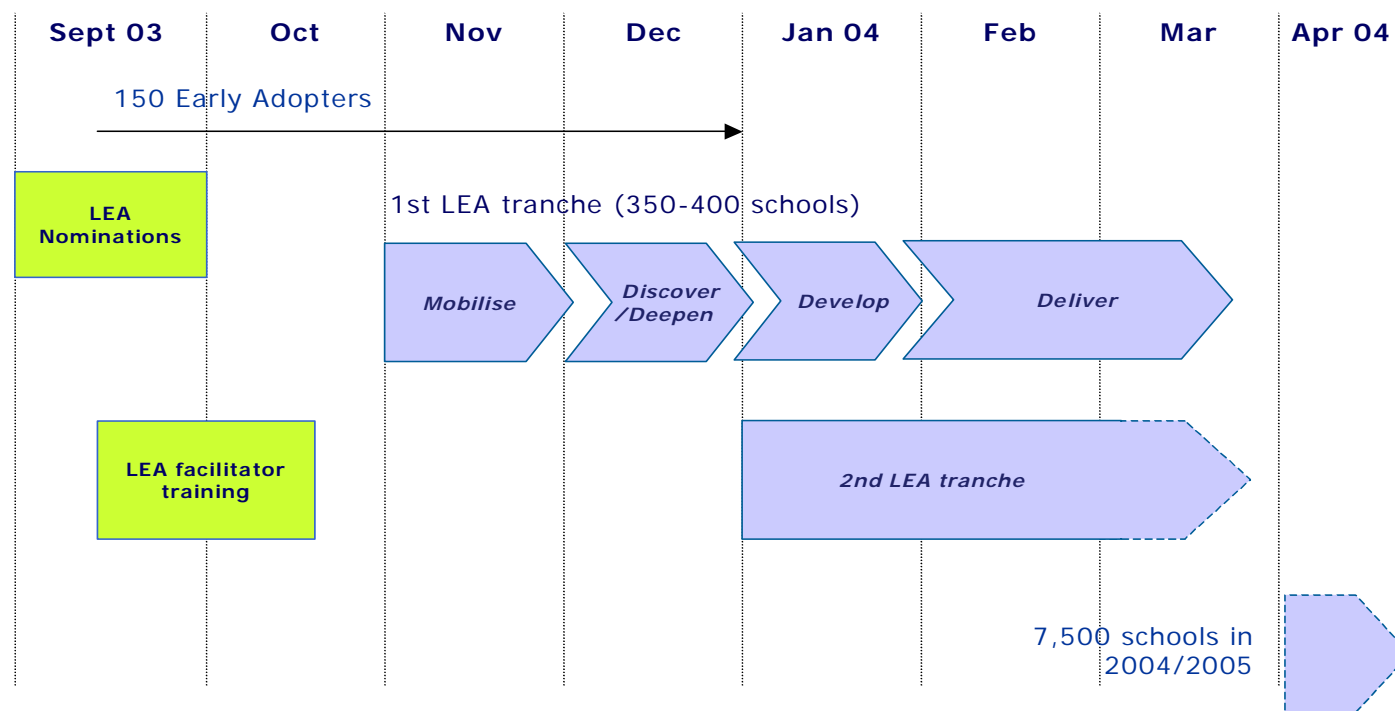
- **Norfolk LEA has already issued guidance based on recent changes in employment law.**
- **New national guidance awaited.**
- **Staff on fixed term contracts with continuous service of 4 years or more: permanent.**
- **Important that staff on fixed term contracts are consulted about options before contract ends.**

The Remodelling Agenda:

- **To support schools in leading and managing change effectively**
- **Promoting and supporting the implementation of the National Agreement**
- Focus on teaching and learning
- Eradicate time-consuming and wasteful activities
- Facilitate the use of new technologies
- Make the best use of resources
- Share innovative practices
- Encourage collaboration



What next nationally?



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