



The National Remodelling Team (NRT) ceased to exist in its former guise on 1<sup>st</sup> April, 2006 and its work came within the broader scope of the Training and Development Agency (TDA). The NRT was originally set up to fulfil a three-year remit supporting the implementation of the National Agreement: **“Raising Standards and Tackling Workload”**.

The National Remodelling Team is now the Development department of the TDA (**TDA-D**) and continues its involvement in workforce reform and the extended schools roll-out programme.

The Workforce Agreement Monitoring Group (WAMG) at national level will also continue its work:

- ❑ To maintain downward pressure on teachers' and headteachers' overall hours by ensuring that all elements of the teachers' contractual changes are implemented fully and that the knock-on effects for the rest of the school workforce are carefully considered;
- ❑ To ensure that support staff pay fully reflects their level of training, skills and responsibilities;
- ❑ To move to a position where teachers only rarely cover for absent colleagues;
- ❑ To complete further work to reduce bureaucracy, working with the Implementation Review unit and including revising Circulars 2/98 and 22/98; and
- ❑ To complete a review of school closure (Inset) days.

## **The Norfolk Remodelling Team members:**

- Peter Simmonds, Extended Schools Workforce Remodelling Project Manager
- John Spradbury, Workforce Remodelling Consultant (Secondary)
- Virginia Wakely, Extended Schools Workforce Remodelling Project Officer

and the team of Remodelling consultants will continue to provide ongoing advice and support to schools and services on sustainability of the contractual changes resulting from the National Agreement, staffing structures/TLRPs and the extended schools programme.

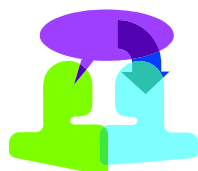
## Update on Extended Schools roll-out programme

To date, 300 of Norfolk's schools have opted to access the support programme provided by a combined team from Early Years, Child Care, Extended Schools and Workforce Remodelling. There is still the opportunity to participate in the support programme and the overwhelming feedback from each of the Tranche 1 events has been extremely positive. However, several schools expressed a common response that it would have been even better if they could have attended the programme together with other schools in their cluster or with schools of a similar type.

### TRANCHE 1

46 schools participated in the first tranche, which began in March this year. There were two pre-briefing sessions for Headteachers in February to inform them of the process and three workshops during the Spring and Summer terms.

Here are some of the feedback comments:



**“Very informative and positive”**

**“As a governor really got to know why extended schools is so important”**

**“Good to hear practicalities”**      **“Good range of speakers”**

**“Well facilitated”**

**“Range of tools to support work”**

**“The chance to talk to people, share ideas from other schools”**

### TRANCHE 2

90 schools will participate in the second tranche with pre-briefing sessions in July and the workshops commencing in September. The final workshop taking place in January 2007.

### TRANCHE 3

Nearly 80 schools will participate in the third tranche with pre-briefing sessions during the second half of the Autumn Term and the first workshop in January 2007. Tranche 3 schools will be sent full details early in September.

The following tranches of schools will be notified of pre-briefing and workshop dates in the term before their start date.

**To find out more detail about the support programme, please contact:**

Peter Simmonds on 01603 638092/754278, [peter.simmonds@norfolk.gov.uk](mailto:peter.simmonds@norfolk.gov.uk); or  
Virginia Wakely on 01603 638092, [virginia.wakely@norfolk.gov.uk](mailto:virginia.wakely@norfolk.gov.uk).

## CHILDREN'S CENTRES

A facilitation day was held on 18<sup>th</sup> May at Dunston Hall, Norwich, for Heads and Governors of Phase 1 and Phase 2 Children's Centres. The morning session involved the use of some tools and techniques, facilitated by Peter Simmonds, including the **RISK-BARRIER-CHALLENGE** activity, which generated some fun and laughter and extremely useful feedback. The afternoon session gave delegates the opportunity to discuss the draft toolkit and to make suggestions and comments on its content. The toolkit will be made available to all Norfolk's Children's Centres early in the Autumn Term. For more details, please contact Sarah Spall on 01603 638158.



## Governors



This pack explores the opportunities and challenges of the Government's extended schools programme and looks at what it means for governors and governance. It gives an overview on extended schools and sets it in a strategic context of different Government initiatives.

The guide also looks at the governance issues of delivering extended services – including community consultation, finance, and operational implications.

This product can be ordered from the National Governors Council. Tel: 0121 616 5104 or email: [governorhq@nasg.org.uk](mailto:governorhq@nasg.org.uk) quoting reference NRT/0103/2006.

It is also available for download on the TDA website at [Remodelling Downloads](#).

## Governors' audit on workforce reform

This audit was featured in the e-courier ([MI 53/06](#)) and Chairs of Governors were asked about the contractual changes implemented under the National Workload Agreement. To date, 190 schools have responded to this audit and the results have proved informative. A full summary of the analysis will be made available on the Governors' page of the [Workforce Remodelling](#) website. A short summary is shown below: -

### Phase 1 of the National Agreement - September 2003

- The majority of schools have addressed the 21 tasks (although display is still something a few teachers would prefer to do) and monitoring is an ongoing process;
- Not all schools have reviewed support staff roles but have plans to do this;
- Work/life balance is to the fore and schools have various strategies, including membership of the Norfolk Well-Being Programme and Investors in People assessment;
- Leadership and management time is provided in schools but some schools are concerned about sustainability.

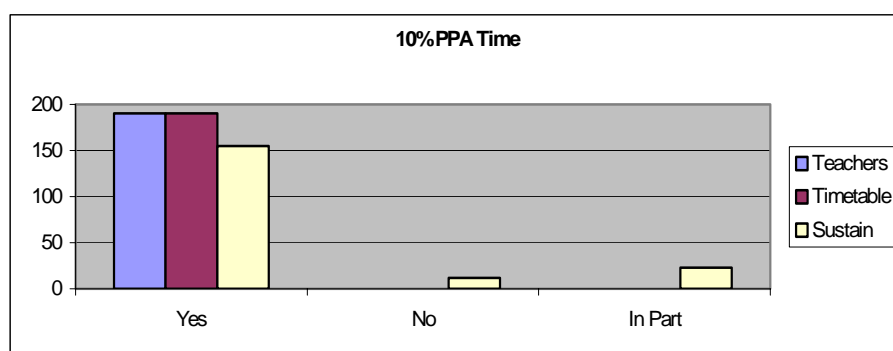
### Phase 2 of the National Agreement - September 2004

All schools that responded have a cover strategy in place although a few are concerned about sustainability and the effect on standards. 31% of responding schools were Key Stage 1 only.

### Phase 3 of the National Agreement - September 2005



- The position on Dedicated Headship Time and Invigilation of External Tests varies in schools. There is concern about Headteachers' work/life balance and provision of admin time although there is awareness of these issues and the commitment to review this regularly;
- On invigilation, it is overwhelmingly clear that most Key Stage 2 teachers prefer to be with their class for SATs tests. Schools continue to monitor this aspect;
- For PPA time, all schools provide 10% PPA time that is timetabled. The majority are concerned about sustainability in the longer term.



## Support Staff

### Training and Assessment of Higher Level Teaching Assistants - Briefing Sessions **PRIOR BOOKING IS ESSENTIAL**

To co-ordinate with the launch of the new application process, we are running briefing sessions throughout the County for HLTA candidates, potential candidates, Headteachers, line managers, CPD co-ordinators and HLTA mentors. Some of the areas covered will include:-

- Changes to the programme, delivery and training routes;
- The new application process, including completion of the training needs analysis;
- Future developments;
- Testimonials and examples of good practice.

Date	Time	Venue
22/6/2006	16.30 - 18.00	Hethel Engineering Centre, Hethel
29/6/2006	16.30 - 18.00	West Norfolk Professional Development Centre
6/7/2006	16.30 - 18.00	Fakenham Racecourse
13/7/2006	16.30 - 18.00	Norwich Professional Development Centre
20/7/2006	16.30 - 18.00	King's Centre, Queen Anne's Road, Gt Yarmouth

To apply for a place at one of these sessions, please contact Carol Burgess at the Norwich PDC on 01603 433276 or via e-mail at [carol.burgess@norfolk.gov.uk](mailto:carol.burgess@norfolk.gov.uk).



## Teaching assistants: standards review

The TDA took on responsibility for the national occupational standards for teaching and classroom assistants in September 2005 as part of its new remit to bring coherence to standards and qualifications for the whole school workforce in England.

Since the standards were approved in April 2001, the role and responsibility of teaching assistants has changed and developed. It is timely, therefore, to ensure the standards reflect current practice and take account of likely future developments. The standards can be used for a variety of purposes, including performance development and performance management, drafting job descriptions and as the basis for training and qualifications, in particular national vocational qualifications (NVQs).

The TDA is running an **online consultation from 26th June to 14th July** to capture views on the current standards and inform the development of the first draft of the revised standards. The TDA will be consulting on this draft in the Autumn and would welcome views from all those who use – or would consider using – the standards, including employers, school staff, unions, professional associations, school leaders, local authorities, awarding bodies, and training providers.

Visit the support staff section of the TDA website at [www.tda.gov.uk/taconsultation](http://www.tda.gov.uk/taconsultation) to take part in the online consultation or to access the current standards.



### Safe Supervision of Swimming - Inset course for Teaching Assistants

Norfolk County Council has reviewed its procedures for the safe supervision of school swimming and has revised its guidance to schools in light of recent events, legal precedent and legislation.

Schools *will* still be required to send a qualified teacher (QTS) to supervise swimming *unless* they have sent a Teaching Assistant (NVQ level 2 or above), known to the pupils, on Norfolk's specially designed course to provide safe supervision of swimming.

This new course seeks to give Headteachers the necessary flexibility to deploy staff effectively whilst ensuring they meet legal parameters as laid out in the Health and Safety at Work etc Act 1974, subsequent amendments/guidance documents and educational visit legislation with regard to discharging the school's duty of care. This course has been developed in full co-operation with Tom Hanrahan, Educational Visits Adviser, and Paul Commins, Health and Safety Officer, and meets the standards for safe and effective off-site activities as laid out by Norfolk County Council. Course objectives: - staff to be conversant with the issues of Duty of Care and their responsibilities to pupils - to understand the purpose of Risk Assessment and Normal Pool Operating Procedures - to understand the need for safe supervision during the transport, changing and poolside phases of school swimming - to be competent to



operate as a staff member responsible for pupils throughout the swimming visit. Headteachers must also note that they will be required to monitor the TA after training.

For more details, please contact Debbie Barr on 01603 433276 or by e-mail at [debbie.barr@norfolk.gov.uk](mailto:debbie.barr@norfolk.gov.uk).

## Norfolk PE Programme for Teaching Assistants

To help schools implement a flexible and sustainable approach to PPA time and PE teaching; a programme was developed to train, support and mentor suitably qualified Teaching Assistants (NVQ Level 2 and above, including HLTA) so that they could be awarded a Certificate of Competence to Teach PE. Martin Radmore, County Adviser for Sport and PE, and Keren Thompson, PE and School Sport Advisory Teacher, sent full details to schools in June in the e-courier: issue 174, about the availability of a third course for TAs starting in October 2006. Martin and Keren would be pleased to discuss any aspect of the programme and provide advice and support as required. Please telephone 01603 723697 or e-mail: [martin.radmore@norfolk.gov.uk](mailto:martin.radmore@norfolk.gov.uk) or [keren.thompson@norfolk.gov.uk](mailto:keren.thompson@norfolk.gov.uk).

## National Assessment Agency - Online tools

The NAA and the five UK awarding bodies are working together to simplify administration processes for general qualification exams.

The tools featured on the NAA website at [National Assessment Agency - Online Tools](#) enable exams officers to complete previously time-consuming paper-based tasks quickly and easily online.

There are also resources and examples of good practice available on invigilation and the NAA has worked with awarding bodies to produce a range of support materials for schools and colleges.

The NAA Field Support Officers for Norfolk are Sarah Knights (Norfolk East) who can be contacted on 07917 047919 or via e-mail at [sarah.knights@naa.org.uk](mailto:sarah.knights@naa.org.uk); and Samantha Redington (Norfolk West) on 07917 047918 or via e-mail at [samantha.redington@naa.org.uk](mailto:samantha.redington@naa.org.uk).

## Training Opportunity for Technicians

An opportunity exists for a limited number of Technicians to achieve NVQ Level 2/3 (accredited by DATA/ASE through an organisation called TECHEN). Delivery will be through blended learning, including on the job training, site visits, approx 6 taught days and on-line assessment. The course will be facilitated through Notre Dame High School with 16 places available, 4 will also become assessors. The trial should begin in the Autumn Term 2006. If you would be interested in taking part in this trial, please e-mail [denise.beckett@norfolk.gov.uk](mailto:denise.beckett@norfolk.gov.uk) with an expression of interest as soon as possible.





## Looking for a bursar? – the key to effective school business management

The original DfES document 'Looking for a bursar?' has been revised and updated and was re-launched as a TDA publication at the NASUWT annual conference in April 2006. It contains many features to help promote the bursar role in schools, including:

- a business case to persuade more Headteachers and Governors that deploying a bursar, at a sufficiently senior level, is a worthwhile and cost-effective use of resources;
- a flexible bursar job profile enabling schools to tailor the post to their individual needs and also helping existing school staff to develop their role;
- full details of the bursar training the TDA has developed with the National College for School Leadership (NCSL) - the certificate and diploma of school business management (CSBM/DSBM);
- case histories covering Primary, Secondary and shared bursar arrangements demonstrating the impact of bursars in a variety of different circumstances;
- an interesting perspective from a Primary Headteacher, where major changes were made to the running of the school after the Bursar undertook the CSBM course.

Please see [www.tda.gov.uk/leaders/supportstaff/bursars](http://www.tda.gov.uk/leaders/supportstaff/bursars) for further information and to download a copy of the document.

## Workforce Developments

Peter Simmonds' remit now includes his role as School Workforce Adviser (SWA) and acting as the Norfolk link in the Regional SWA network which links to the Training and Development Agency on all aspects of school workforce development.

Peter is working with colleagues in Children's Services to make coherent provision for school workforce development and beginning to develop a workforce plan to ensure that Norfolk are able to recruit and continue to retain a high quality, committed and well trained workforce. The School Workforce Development Board (SWDB) produced 'a skills strategy for the wider school workforce 2006-09' which is available to download at [TDA - A skills strategy for the wider school workforce 2006-09](#) and the Norfolk plan will need to reflect and build upon the vision of achieving a sustainable increase in workforce skills over the period 2006-09.

As part of this, an invitation was sent to Norfolk schools, in the e-courier issue: 174, to participate in the skills audit for school support staff to identify skills, training and development needs.

## NAPTA skills and training needs analysis of school support staff

Norfolk's Workforce Remodelling Team commissioned NAPTA (National Association of Professional Teaching Assistants) to undertake a pilot skills audit for school support staff in 2005. Due to the success of this pilot **(for which the Norfolk Team**



**won a National Award)** and in answer to school requests, we are happy to extend this audit and invite schools to take part in the extension of this programme.

The skills audit will enable schools to:

- Identify existing skills and knowledge;
- Increase the contribution staff make to helping pupils and colleagues;
- Plan professional development for support staff;
- Complete Ofsted self-evaluation forms using data from the exercise.

At this stage, we need to establish how many schools wish to take part and full details were featured in the e-courier, including the opportunity of registering your school's interest in participating in the skills audit. This is **FREE** and at no cost to the school other than in time commitment. In the meantime, if you have a query, please contact Denise Beckett, Training & Development Co-ordinator for School Support Staff, on 01603 433276 ext 227 or via e-mail at [denise.beckett@norfolk.gov.uk](mailto:denise.beckett@norfolk.gov.uk).

### **Foundation Degree students can now move up to Honours**

A unique Honours Degree course is being launched in Norwich this Autumn and is the result of the new partnership arrangement between the University of East Anglia and City College Norwich. The **BA Honours in Professional Studies** has been designed specifically for people who have Foundation Degrees, including Foundation Degrees for Teaching Assistants. It is the first generic progression programme in the country for Foundation Degree graduates who wish to progress to an Honours Degree.

The **BA (Hons) Professional Studies** is open to students who have completed a Foundation Degree in any subject and is offered in addition to existing specialist progression routes in some areas.

In developing this new qualification, the course design team recognised that there are many potential students in this region with BTEC HND qualifications who may also be interested in the opportunity to study flexibly for an Honours Degree. So, to that end, a one-year bridging programme has also been designed and this too will be available from September.

**For more information about the new Degree, call the Course Director, Clive Turner, at City College, on 01603 773363 (e-mail: [cturner@ccn.ac.uk](mailto:cturner@ccn.ac.uk)).**

### **Classroom teachers' standards review**

The TDA was asked by the Secretary of State to bring coherence to the framework of professional and occupational standards for classroom teachers. This involved a review of standards for qualified teacher status, induction, senior teacher (threshold) and advanced skills teacher, and the development of standards for the excellent teacher scheme.

The TDA submitted advice to the Secretary of State on 7<sup>th</sup> April, 2006 and the DfES statutory consultation on the standards was held during May. The final standards are expected to be 'live' on the TDA website in July. The standards will be presented in a user-friendly format.





## Performance Management for teachers and Headteachers

A consultation on revised performance management arrangements for teachers and Headteachers is currently live on the DfES website, [click here](#) to access, with the opportunity to respond by **30<sup>th</sup> August**. Although the DfES propose to replace the existing regulations with more fully developed processes and procedures, many of the principles will remain the same. Key proposals include:

- Greater clarity at the outset about the basis on which performance will be reviewed and sources of evidence;
- “An appropriate and proportionate approach to classroom observation”;
- Scope for Headteacher and Governing Body to intervene;
- Direct link to pay decisions.

Colleagues from Children's Services HR, Workforce Remodelling and the Advisory Service, attended consultation events organised by the Rewards and Incentives Group (RIG) during June 2006, looking at the key features of the proposals.

Following on from that, there will be training sessions arranged for Headteachers and Governors during the Autumn Term, to provide: -

- Focused guidance on how to apply the changes to regulations;
- Practical tools and techniques to help schools with the process;
- Recommended templates for tailoring to schools' needs;
- Key messages to assist in embedding performance development into a school's usual way of working.

Please note, as the consultation will not be completed until **30<sup>th</sup> August**, the Governor Support Service has cancelled the Performance Management sessions on 6th, 10th and 11th July, owing to the likely changes being made to the processes related to performance reviews and the need to ensure that correct information is given. However, dates have already been earmarked for Performance Management sessions in October and these will feature in the Governor Training Programme for the Autumn Term 2006. For more details, please contact Sue Platt in the Governor Support Service on 01603 433276 or via e-mail at [sue.platt@norfolk.gov.uk](mailto:sue.platt@norfolk.gov.uk).

If you require more information or have a query, please contact either Bob Hedley, HR Manager, on 01603 222418 or via e-mail at [bob.hedley@norfolk.gov.uk](mailto:bob.hedley@norfolk.gov.uk); or Peter Simmonds, Workforce Remodelling Project Manager, on 01603 638092/754278 or via e-mail at [peter.simmonds@norfolk.gov.uk](mailto:peter.simmonds@norfolk.gov.uk).



## Modern Reward Strategy

Schools are reminded that Part 2 of the Single Status Agreement, signed in 1997, will be introduced in April 2007. Along with all County Council 'Green Book' staff, this involves all support staff's jobs being subject to a Job Evaluation under the HAY Scheme. The outcomes of those



evaluations will be reflected in a new set of pay scales and staff will need to be assimilated to new grades.

Children's Services will be involving Headteachers drawn from Primary, Secondary and Special schools to represent schools' views on the details which will be subject to consultation with the support staff trade unions. Further detailed information will be published later on and Children's Services HR will provide support to schools in making decisions. Training for Headteachers will be arranged as part of a joint session on Performance Management during the Autumn Term. In the meantime, the Modern Reward Strategy Group has just published their latest newsletter to give an update on what has been happening. To read their newsletter, please see the following link:  
<http://www.norfolkesinet.org.uk/FileSystem/upfile/j00009/June%20Newsletter%20-%20printer-friendly%20version.pdf>.

## Information

There is a plethora of information available to schools but not always time to find it, let alone read it! Here are some of the most recent information documents:



### Joint Guidance from WAMG (Notes 15, 16 and 17)

These guidance notes from the Workforce Agreement Monitoring Group (WAMG) detail the group's ongoing focus on sustainability of the National Agreement and also identifies priorities for the period 2006-08; plus Effective Deployment of Higher Level Teaching Assistants to Help Raise Standards. See [TDA - WAMG documents](#).  
*Date issued: April 2006; June 2006*

### May Pay Order 2006 (School Teachers' Pay and Conditions)

The [May 2006 Pay Order](#) came into effect on 1st June, 2006 and amends the School Teachers' Pay and Conditions Document 2005 to make it possible for teachers to participate in salary sacrifice arrangements (where offered by their employers), and will provide details of the new pay spines for ASTs from 1st September, 2006 and 1st September, 2007. [Sections 2 & 3 of the School Teachers' Pay and Conditions Document 2005](#) have been updated to reflect the changes, the [Explanatory Notes](#) have also been updated to provide additional information. *Date issued: May 2006*



### [Planning and funding extended schools: A guide for schools, local authorities and their partner organisations](#)

The guidance is primarily aimed at schools but also offers Local Authorities and potential partner organisations advice on planning, funding and setting up extended services. It depicts a number of case studies of current sustainable services offered by schools. *Date issued: June 2006*

### Parenting Support - know-how leaflet

This leaflet provides more detailed information about each aspect of the core parenting support offer including case studies and practical information - see <http://www.teachernet.gov.uk/wholeschool/extendedschools/>. *Date issued: June 2006.*

