



Research into the deployment, roles and training of support staff in 14-19 applied learning programmes

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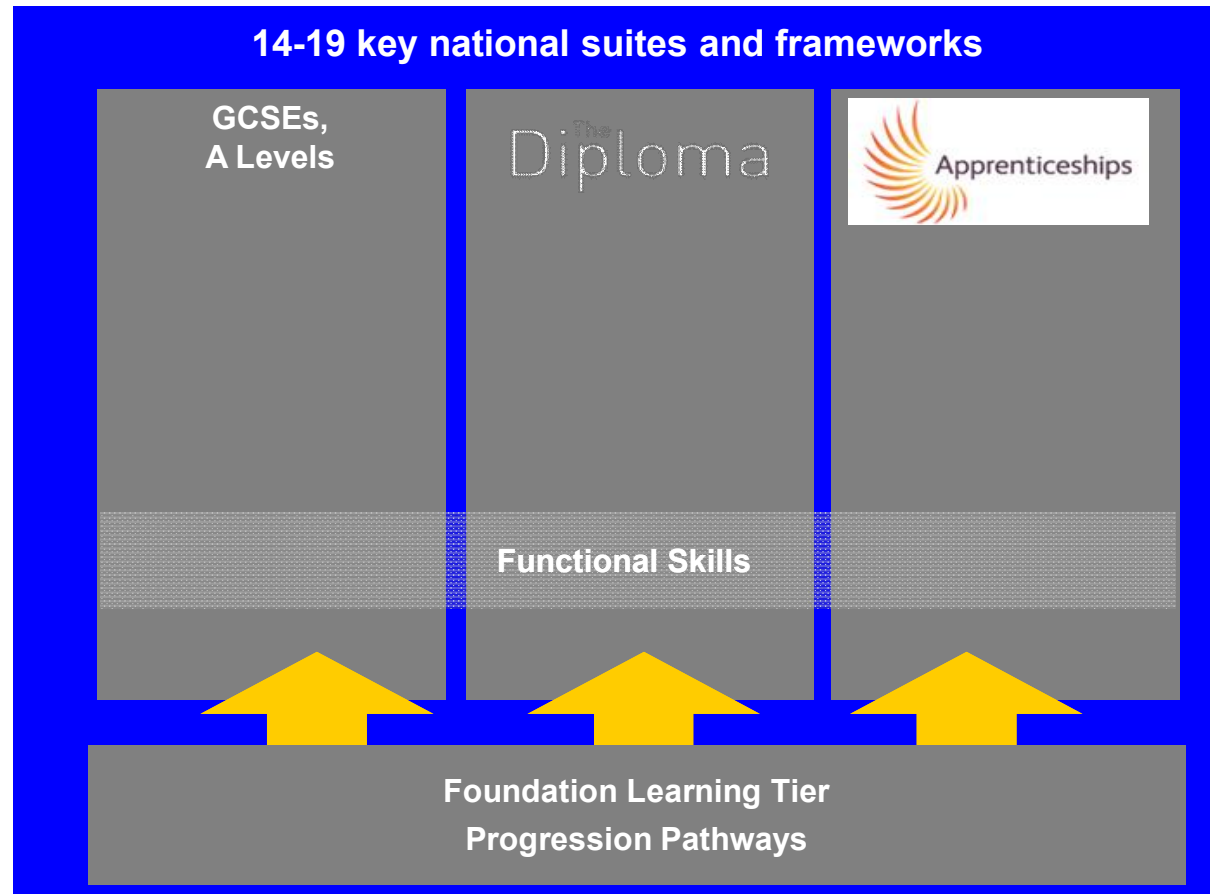
Research Centre, LSN

Context & Background



- **14-19 reforms** – Main aspects to the reform programme
 - Raising Attainment Now
 - Curriculum and Qualifications Reform
- **Range of changes to the curriculum** – 4 routes available to all by 2013

14-19 Qualifications Strategy:





Workforce development

- Professional Development Strategy for the Diploma workforce
- TDA / LLUK have identified six priorities for professional development for existing Diploma teachers:
 - Occupational Currency
 - Knowledge and understanding of Diplomas
 - Collaborative Working
 - Subject specialist knowledge
 - Teaching, learning and assessment
 - Information, advice and guidance

School support staff

- Key objectives for consortia – organising logistics, finances, partnerships and preparing teachers
- BUT....support staff will have a central role



Need for research to inform workforce strategy

Background to the research



Objectives

- Variety of models of practice
- Variety of roles and functions undertaken by SS
- Skills and knowledge requirements of SS
- Training undertaken/ planned for SS
- Partnership working
- Plans for the future

Scope

- Variety of SS
 - Learning support
 - Pupil/pastoral support
 - Technical support
 - Administration support
- Focus on 2008 deliverers

Background to the research



Approach

- Literature review and Diploma specification review
- 5 initial telephone interviews at national strategy level
- 20 site visits to consortia to conduct (3 phases):
 - focus group with SS
 - interviews with consortia lead & SLT
 - interviews with SS managers and teachers
- 10 interviews with LA 14-19 teams
- Follow up interviews with first set of consortia leads

Timescale

- May 2008 – May 2009
- Extension for fieldwork- has been beneficial



KEY FINDINGS

THE SHAPE OF THINGS TO COME: *new research in education & skills*
Conference Whitehall 21st April 2009

Preparing for delivery

- Various stages of 'readiness' within consortia
- Main concerns:
 - 2008 deliverers, the planning for SS to cover exams, finance, monitoring, career advice, attendance & attainment & transport
- Cascading model is not working
- BUT...things are improving

Roles & functions

- **Varied** across types of SS and overlaps
- Most significant changes for **admin and technical staff**
- **Additional/extended functions:**
 - Partnership logistics
 - Assessment practices
 - Work placements
 - Travel with pupils/supporting others

What skills can SS already offer?



Key training needs

UNDERSTANDING THE DIPLOMA

- Fit of Diploma elements
- FS, PLTS and projects
- Assessment
- Evidence of learning
- Nature of applied learning
- Knowledge of lines
- Industry-related knowledge and skills
- Links with other qualifications

NATURE OF DELIVERY

- Awareness of SS roles
- Partnership delivery – logistics & working with varied protocols/learning styles
- Range of pupils incl SEN

CPD

- Address Diploma needs specifically
- Regular reviews and CPD planning
- Integrated into planning

Training Needs

- Some generic
- Some specific to type of role BUT...
- Cross-over in functions according to need
- Future changes:
 - Shared systems (admin)
 - Funding allocations (admin, finance officers)
 - Languages (all)
 - Mentoring (learning support)
 - Monitoring progress & attendance (admin)
 - Recent industrial practice (technicians)
 - Fit with qualifications, progression routes (pupils support, careers)
 - Organising exam data and assessment (admin, exam officers)



Any questions/comments?

Feedback





Our questions to you!

It seems that the knowledge is not being cascaded to many support staff.

- 1. Is this your experience?**
- 2. Do you have examples of how this has been achieved?**



Our questions to you!

A range of roles and functions have been identified along with extended/ additional roles.

- 3. Do you think that support staff roles are changing substantially enough to warrant reflection in key policy documents – will the NOS for supporting teaching and learning need to be revised?**

Our questions to you!



We identified a range of skills which support staff can transfer to Diploma delivery and add value.

4. Would you add other skills to the list?

5. Do you have examples of good practice in this respect?



Our questions to you!

A series of training needs have been identified.

6. What do you think would be most useful to help prepare the range of support staff involved in Diploma delivery?

Further information



14-19 team at the TDA

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