



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

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Executive Summary

The Training and Development Agency for Schools (TDA) commissioned the Learning and Skills Network (LSN) in May 2008, to explore how consortia are dealing with and planning for delivery of the new Diplomas.

Aims and objectives

In particular, the project focuses on current activity and future plans in relation to the roles, deployment and training needs of school support staff in preparing for Diploma delivery in 2009. The overarching aim is to gather evidence which will help to inform future DCSF guidance on roles, deployment and development of support staff and consortia planning for effective deployment and training of their staff.


Six key objectives steered the work:

1. To understand the variety of models of practice across centres.
2. To explore and illustrate the variety of roles and functions undertaken by school support staff.
3. To identify the skills and knowledge requirements of school support staff working within the above roles and functions.
4. To identify examples of current or completed training for school support staff and further plans and requirements in this area.
5. To examine how partnership working has taken account of the deployment, skills needs and development of school support staff.
6. To understand how consortia are planning for future growth in Diplomas and the impact this will have on the deployment, skills and development of school support staff.

Methodology

The project ran from May 2008 to April 2009. This includes an extension in the timescale to allow consortia a 'settling in period'. During early fieldwork, it became clear that consortia were struggling to prioritise the research when they were preparing for first delivery in September 2008. The findings were also limited to what consortia were expecting to achieve rather than what was happening in practice. It was therefore, considered beneficial to extend the project over a longer timescale to allow at least six months of delivery experience to inform the research.

The project used a combination of methods although due to the nature of Diploma delivery, it required a qualitative approach to cover the range of support staff roles and variations in Diploma delivery.

- Literature review of key policy, research and evaluation documents and Diploma documentation.
 - 4 initial telephone interviews at national strategy level.
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- Focus groups and interviews with school support staff, teachers, school Senior Leadership Team representatives/support staff line managers and consortia leads across 20 consortia – the majority conducted face-to-face with some conducted via telephone and electronic methods.
- 12 follow-up telephone interviews with regional 14-19 stakeholders.
- 9 follow-up interviews with consortia leads from the first phase of visits

Defining support staff

For the purpose of this project, support staff were defined by four overarching functions:

Learning Support	Pupil Support	Administration	Specialist & Technical
HLTA TA Cover supervisors	Learning mentors Careers advisers Work placement organisers/ coordinators	Admin assistants Secretaries School business managers Examination officers	Librarians Science technicians ICT technicians CDT technicians Sports technicians Food technicians

These categories were used when selecting the sample of support staff and also during interviews to explore the variations in activities across roles and their respective training needs.

Key findings


Early indications were such that consortia had a fair way to go in their planning of support staff roles, responsibilities and training needs. This however, seems to have improved during the course of the project and signs are that consortia are starting to think more strategically about how support staff can best be deployed and prepared for delivery, now that first delivery priorities have been dealt with. The key message remains though that there is a significant need for providing guidance to consortia to assist them in delivering a well organised qualification. This research was commissioned in order to meet this need and as such the findings will be used to inform development of guidance and support mechanisms. Key messages from the research are summarised below.

Preparedness for delivery

- Those partnerships with experience of vocational provision and the functional skills pilots were more prepared.
- In terms of training and development, a cascading model has been adopted; management staff receiving information and filtering this down to other staff.

- The cascading model that was used in most schools was perceived to not be working effectively by support staff, as a result they reported feeling less prepared than teaching and management staff, although this seems to be slowly improving as their role in delivery becomes apparent through its practical application.
- Key concerns when planning delivery were timetabling, curriculum planning, lesson and assessment planning and planning the workload and roles of teachers.
- Support staff have been less involved in the visionary and forward planning stage of the Diploma. Now that it is being implemented across consortia, the situation is starting to change, with support staff taking more of an active role, as they become involved in the day to day practicalities of the delivery.
- Of the support staff types, administration and technical staff have had more involvement in the planning stages and are therefore better prepared than other types of support staff.
- Administration staff have learned from current delivery practices and through involvement with partners and networks. This has helped them to better understand the nature of the Diploma and their role in delivery.

Key roles and functions of support staff


- Technical staff and administration staff have experienced/expected to experience the most significant changes to their role due to the nature of Diploma delivery (e.g. partnership working, engaging with employers).
 - Pupil support staff and Learning support staff are expected by managers to continue their role in much the same way as they were doing prior to Diploma implementation.
 - For administration staff, common activities undertaken relate to partnership working, such as, information sharing, managing partner relations, dealing with protocol for administration, standards and timetabling.
 - For pupil support staff, working with employers and organising work placements, were considered to be the most significant additional or expanding functions associated with Diploma delivery, as well as offering pastoral support.
 - Technicians have experienced/expected to experience a change in their role in terms of mentoring projects, dealing with industry and visits (including health and safety) and making use of their industry expertise.
 - For learning support staff, key functions becoming apparent were preparing for assessment, supporting the use of technology, developing and sourcing materials and resources.
 - These functions are not however, exclusive to the type of support staff, rather, the functions are adapted and applied where needs are identified and according to the type of staff employed within a centre or across consortia.
 - Support staff roles seem to be broadening to include, new work placement and transport staff as well as Diploma key Workers.
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Training and development of support staff

- Only a small proportion of support staff have had access to national or external training and development activity in relation to Diplomas.
- Some support staff have joined in formal or informal training or briefing sessions which were designed for other school staff, such as teachers. Examination officers have received extensive training to support the requirements of the examination boards.
- Access to training has improved after delivery started in September 2008, since managers and consortia leads have been able to consider and plan the needs of support staff, in relation to their roles in delivery.
- Annual reviews are now being used to cover training needs in relation to Diplomas. Support staff saw this as crucial to their development and success in delivery.
- CPD and organisation of training tended to be dealt with at institutional level rather than across the consortium partners although some examples of the latter do exist.
- Many support staff reported finding it difficult to attend training because cover for support staff cannot always be arranged due to time and budget limitations. Other barriers include, finding specific training for their needs and making sense of the array of resources available nationally.
- The most significant development requirement expressed by all stakeholders was the need for support staff to better understand the structure and nature of the Diploma and a better awareness of their role within this.
- A range of training needs have been identified across administration, pupil support, technical support and learning support staff. These however, are not absolutely exclusive to each type of staff since roles vary considerably due to individual experience and the setting and context within which they work.

It is clear that support staff have not been the central focus whilst consortia have been preparing for the first stage of delivery in September 2008. However, by extending the project timescale to cover implementation and the first six months of delivery, evidence has started to emerge to show that support staff roles, responsibilities and training needs are now being more formally considered and planned.

Consortia are still in early stages of development regarding Diploma delivery and there are lots of good practice examples to learn from. However, it is only with further follow-up research at a later stage that this changing picture can be reviewed. Whilst there is an opportunity to develop guidance for consortia and support staff, it cannot remain static since consortia are in a stage of transition. Re-evaluating how roles and training needs have changed once they become more experienced with Diploma delivery, further Diploma lines are on board as well as more pupils involved, will be a necessity to ensure relevant and fit-for-purpose guidance and support.



1 Introduction

The introduction of 14-19 Diplomas has brought about fundamental changes in the way that schools and colleges approach delivery of the curriculum. The first five lines of the new Diplomas were implemented for first delivery in September 2008 and consortia of providers are coming to terms with the practical challenges and changes that this brings in implementation. This includes changes or adjustments in the way providers collaborate, plan the curriculum (including content, assignments and assessment), timetabling, and preparing and allocating staff to deliver the Diploma.

The Training and Development Agency for Schools (TDA) commissioned the Learning and Skills Network (LSN) in May 2008, to explore the nature of these changes and Diploma delivery in relation to the roles, responsibilities and training needs of support staff working in schools.

1.1 Aims and objectives

This research project aims to explore the current activity and future plans in relation to the roles, deployment and development of school support staff in preparing for Diploma delivery in 2009. The overarching aim is to gather evidence which will help to inform future DCSF guidance on roles, deployment and development of support staff and consortia planning for effective deployment and development of staff.

To meet this overarching aim, a number of objectives steered the work:

- To gain an understanding of the variety of models of practice across centres (e.g. support staff working across institutions and within institutions or employed by the consortium).
- To explore and illustrate the variety of roles and functions undertaken by school support staff (e.g. within generic and specialised learning support, pastoral support, programme support and targeted support, as defined by Sheffield Hallam University) and to refine and develop these functions.
- To identify the skills and knowledge requirements of school support staff working within the above roles and functions.
- To identify examples of current or completed training for school support staff and development activity specific to Diploma delivery and further plans and requirements in this area.
- To examine how partnership working has taken account of the deployment, skills needs and development of school support staff and to identify examples of good practice in this area.
- To understand how consortia are planning for future growth in Diplomas and the impact this will have on the deployment, skills and development of school support staff.



1.2 Methodology

The project commenced in May 2008 and used a variety of methods in order to meet these objectives:

- An expedient literature review of key policy, research and evaluation documents and Diploma documentation, as they were made available.
- 4 initial telephone interviews at national strategy level to inform following stages.
- Focus groups and interviews with school support staff, teachers, school Senior Leadership Team representatives/support staff line managers and consortia leads across 20 consortia¹ – the majority conducted face-to-face with some conducted via telephone and electronic methods.
- 12 follow-up telephone interviews with regional 14-19 stakeholders.
- 9 follow-up interviews with consortia leads from the first phase of visits.


1.3 Changes in timescales and final sample

The project started at the beginning of June 2008 and was originally due to finish at the end of October 2008. All visits to consortia sites were originally planned to be conducted in June and July 2008. However, the first nine site visits highlighted concerns relating to:

- Tight timescales for organising the site visits and therefore, limited success in achieving a good mix of staff involved in the interviews/focus groups.
- Pressures on consortia in relation to preparing for first delivery in September 2008 and the added burden of organising the research site visits.
- The quality of data achievable given that the visits were being conducted prior to first delivery of the Diplomas.

At the time of the first nine visits, the steering group (including members at LSN, TDA and DCSF) felt that the research was adding unnecessary burden on to consortia at a particularly busy period leading up to first delivery and preparation before the summer break, and it was therefore, making the visits extremely difficult to organise and limiting their success (in terms of number of staff attending to take part in interviews and the quality of data obtained). A significant concern at the time was that delivery staff were providing data pre-delivery of the Diplomas and were therefore, in many cases, struggling to discuss their roles in delivery or training needs since they had no Diploma delivery experience to use as a benchmark. Furthermore, due to the tight timescales of Diploma development and implementation, some consortia had not at the time of the site visits, devised a plan for support staff roles and responsibilities in delivery or for identifying and meeting

¹ The consortia were selected from Gateway 1 results although some were later found to be preparing for 2009 delivery rather than delivering in 2008 due to, in some cases, deciding that they would not be ready for 2008 delivery. Some follow-up interviews were completed by telephone to boost response rates of support staff or teachers and a small number were completed via electronic response.



training requirements. As a result, the remaining 11 site visits were re-scheduled for after the summer holidays (November and January/February). The plan to re-schedule site visits also allowed consortia to start their Diploma delivery, therefore, becoming more familiar with the nature of delivery and staff essentially having a 'settling in' period.

The final methods and number of interview completions are as follows:

- Review of policy documents and research reports.
- Review of Diploma specifications and key Diploma documentation.
- 4 interviews with strategic leads (national organisations involved in Diploma development, policy and delivery, a union and some representing the school sector – see below for details).
- 9 consortia site visits conducted during July 2008 with a number of follow-up telephone interviews to boost the sample and two repeat visits.
- 4 consortia site visits were completed in November 2008.
- 7 consortia visits completed in January/February 2009 (2 completed by telephone and electronic response).²
- 12 telephone interviews with local authority 14-19 teams completed in February 2009.

1.4 Sample details

The research was conducted in two phases. Phase 1, comprised the national perspective - four representatives of organisations concerned with workforce development; representing schools and school staff, were interviewed to explore their take on the expected roles, responsibilities and training needs of school support staff. The organisations were: Unison, National College School Leadership (NCSL) Quality Improvement Agency (QIA) and Specialist Schools and Academy Trust. This phase also involved a review of relevant policy documents and research reports to set the context for the work and a review of key Diploma documents to draw out support staff roles and functions within delivery.

During phase 2, various staff within the 20 consortia were interviewed and follow-up telephone interviews (conducted to boost sample quotas across types of staff), were conducted to provide a holistic view of support staff roles and training needs. Those we have engaged with to date are summarised in the table in Appendix 1. In total, we interviewed 186 members of staff.

- 79 Support staff
- 63 Teachers
- 25 School Leadership Team
- 19 Consortia Management Team

² The final two visits proved extremely difficult to organise due to demands on consortia and their regular involvement with research. For these two, telephone interviews were conducted with consortia leads and management staff and the research team are chasing response from teachers and support staff.

The 20 consortia taking part in the project were spread across a variety of regions and settings – some in more rural areas, some more metropolitan and some in urban areas. The sample achieved represents a good spread across the nine regions as shown in the table below.

Region	Number of participating consortia
East Midlands	3
East of England	1
London	3
North East	2
North West	2
South East	3
South West	3
West Midlands	2
Yorkshire and the Humber	1
TOTAL	20



2 14-19 Reforms and Implications

2.1 The policy context

The '14-19 Education and Skills' White Paper, published in February 2005, outlines the Government's proposals to improve secondary, post-16 and further education. As part of these proposals a number of 14-19 reforms are being rolled out over following years, which are designed to improve the educational choices available to young people, to recognise the talents of all young people and equip them with the skills they need to succeed in education and employment.

Significant changes included a new curriculum for 11-14 year olds, introduction of the Foundation Learning Tier, new functional skills qualifications in English, mathematics and ICT, and a new framework of personal, learning and thinking skills (the skills which employers and universities consistently request of their new recruits). There is also the introduction of the extended project and revisions to the GCSE and A level curricula. In addition, policy changes include the raising of the participation age to 18, introduction of Area Prospectuses and a new entitlement to an apprenticeship place for all school leavers who meet the entry criteria.

At the heart of the qualifications and curriculum reform is the introduction of a new suite of Diploma qualifications. This reform constitutes the most significant change to the UK's education system since the introduction of GCSEs. Diplomas are intended to provide young people with a fully rounded qualification by combining theoretical and practical learning. They are designed to allow young people the flexibility they need to choose appropriate options for study and to be an exciting and motivating qualification where pupils acquire a range of widely applicable skills, attributes and knowledge within the context of a specific employment sector or subject area.

As a more comprehensive qualification, the Diplomas will include functional skills in English, mathematics and ICT, integrated personal, learning and thinking skills, the extended project, work-related learning and work experience, subject-specific learning (as the Principal learning element) and additional and specialist learning where pupils can choose from already existing or new qualifications to specialise further or to broaden their study. By 2011 there will be 17 Diploma lines³, the first five of which started first delivery from September 2008: Creative and Media; Construction and the Built Environment; Engineering; Information Technology and Society; Health and Development.

Due to the complex nature of Diplomas, their introduction will involve significant changes throughout the education system, with schools and colleges having to create local consortia to collaborate in providing the broad content of these new qualifications. The creation of these consortia will involve staff, including support staff, working together across schools and colleges (<http://www.dcsf.gov.uk/>).

³ The phase 4 Diplomas in Science, Languages and International Communication and Humanities and Social Sciences will be available from 2011 although the Advanced (level 3) in Science will be available from 2012.

2.2 Policy implications

The significant changes across the education system associated with the introduction of the Diplomas increase the importance of workforce development of all staff, including support staff, due to their crucial role in delivering the Diplomas. Consortia who wish to offer Diplomas have to go through a Gateway process. The DCSF's '14-19 Education and Skills Implementation Plan' outlines how the Gateway process assesses consortia readiness for delivering specific lines of the Diplomas, which includes an assessment of workforce development needs. In order to offer the Diplomas providers need to demonstrate that:

- Institutions within the consortium are working together, with firm collaboration arrangements in place.
- They have in place, or are developing effective collaborative delivery of impartial information, advice and guidance on curriculum choices, pathways and progression routes for all young people.
- They have the capacity to deliver the high quality blend of general, applied and practical teaching and learning required for delivery of the Diplomas, to young people of all backgrounds and abilities.
- They have the capacity and commitment to provide the necessary workforce and to develop the workforce to deliver the Diplomas.
- They have in place, or are developing, effective links with local employers and higher education institutions.

Once consortia have successfully passed through the Gateway process they are required to undertake further workforce development activities. The DCSF website outlines the importance of schools undertaking an ongoing 'gap analysis' to determine workforce needs and gaps of all staff. This involves consortia identifying practitioners who need general Diploma training, and who would benefit from attending functional skills training. In addition the ongoing 'gap analysis' involves consortia coordinating training schedules and reviewing workforce needs against the Diploma specifications. To meet identified needs, consortia receive support from the DCSF and partner organisations:

- Learning and Skills Improvement Service (LSIS).⁴
- Learning and Skills Network (LSN).
- Lifelong Learning UK (LLUK).
- National Assessment Agency (NAA).
- National College for School Leadership (NCSL).
- Secondary National Strategies (SNS).
- Specialist Schools and Academies Trust (SSAT).⁵
- Training and Development Agency for Schools (TDA).

The workforce development support offered by the DCSF and its partners will complement that of awarding bodies.

⁴ LSIS have recently been formed from the merger of two organisations – the Centre for Excellence in Leadership (CEL) and the Quality Improvement Agency (QIA)

⁵ SSAT and LSN are both involved in providing the Diploma Support Programme

2.3 Workforce development

Workforce development is high on the learning and skills agenda and has been for some time. It has become even more significant since the 14-19 reforms started to materialise and take shape. The TDA has taken a lead on supporting workforce development for school support staff in particular.

The School Workforce Development Board (SWDB)⁶, which was established in 2004, recognised the importance of support staff training and development. Concerned with developing the wider workforce and consisting of representatives from national bodies, including the DCSF and QCA, the SWDB published a three-year strategy for the training and development of support staff. This strategy outlines:

- Support for schools in developing new ways to train and deploy support staff.
- A framework of standards and qualifications to enable schools to develop the potential of all staff.
- How schools can extend training opportunities for support staff.

In 2008, it was proposed that a single strategy for the professional development of the children's workforce in schools, would be introduced along with a single advisory group, the National Advisory Group (NAG), replacing the National Reference Group (NRG) and SWDB. The NAG brings together partners with a national remit for funding, delivery, policy development and quality assurance of professional development, to facilitate a more integrated approach to the training and development of the children's workforce in schools. The strategy is expected to be published in May or June 2009.

Furthermore, the TDA has developed a career development framework which provides a comprehensive list of national training and qualifications that are available for support staff. To recognise that support staff make a significant contribution to teaching and learning and that they have great potential, it is has been important to review qualifications and training available to all support staff and align these to a national framework and the relevant National Occupational Standards (NOS). The TDA has completed a review process of the NOS for supporting teaching and learning in schools, helping to make career paths for certain categories of support staff more clearly visible.

Development of the Higher Level Teaching Assistant (HLTA) programme came about because of the need to recognise the skills, attributes and experience of support staff and to provide a status for those working at a higher level and taking on more responsibility. Recent workforce reforms have pushed for greater flexibility in the deployment of support staff allowing them to take on more varied responsibilities, such as working more autonomously in individual, small group or classroom settings, taking on more administrative tasks and helping with planning, preparation and assessment. The recently revised HLTA standards (2007) reflect such activities.

⁶ In Autumn 2008, it was proposed that the SWDB would be replaced by the National Advisory Group for Professional Development for the Children's Workforce in Schools. This change reflects the belief that a 'whole school approach' is the most effective way to support continued professional development.

Since the introduction of HLTA status in 2003, over 27,000 support staff have achieved this status.

The Support Work in Schools (SWiS) qualification, offered since 2003, aims to help support staff to do their job more effectively and to gain a nationally recognised award, certificate or Diploma for their work. The qualification covers administration, learning support, pupil support, catering, site maintenance and specialist and technical information. This qualification has recently been evaluated to ensure it is fit-for-purpose.

Further voluntary qualifications within the FE sector, which aim to support the professionalisation of support staff within FE are provided by the LLUK.⁷ These qualifications are underpinned by the recently developed national occupational standards (NOS) for the learning support practitioner role. NOS provide a benchmark for performance and underpin professional development opportunities including qualifications development. These standards are overarching and appropriate for all learning support practitioners in FE. There are three standards: learning support, planning and assessment for learning support, and specialist learning support.

2.4 14-19 Workforce development

The recent reforms in the 14-19 sector have brought with them a series of initiatives aimed at preparing the education workforce for implementation of Diplomas. With responsibility for the development of the workforce, the TDA and LLUK have been working hard to ensure that the education and training workforce are suitably prepared for Diploma delivery. A number of support activities have already taken place, some of which are offered through the Diploma Support Programme, providing training, consultancy and resources to all practitioners preparing to deliver Diplomas:⁸

- Discussions with representatives from TDA, LLUK, DCSF, secondary schools, FE colleges, employers and Diploma Development Partnerships (DDPs) to discuss commercial and industrial updating for Diploma practitioners,
- Publication of the report, Excellence in Supporting Applied Learning, identifying current good practice in the teaching of applied learning to 14-19 year old pupils by institutions working in partnership.
- A booklet based on the outcomes of the report was published entitled Training and Development Guidance for Teachers of Diplomas. This booklet has recently been updated to A Guide to Support the Professional Development of Diploma Teachers (2008).
- An on-line self audit training needs analysis tool of skills and knowledge for teachers planning to deliver the Diplomas and an equivalent tool designed for support staff.

⁷ LLUK's 'draft Learning Support Practitioners in the Lifelong Learning Sector Guidance for awarding institutions on learning support practitioner roles and initial training qualification Learning Support Practitioners in the Lifelong Learning Sector.

⁸ www.diploma-support.org

- Development of a classroom-based resource to support Diploma teachers working with employers and industry representatives.
- A report on the effective deployment of and training and development needs of support staff working in applied learning settings.
- Support materials and guidance supplied by SSAT and QIA.

Schools are faced with a complex delivery programme to which their teaching and support staff must be adequately prepared and efficiently deployed. Much of the training, however, has been focused on teaching and learning and is mainly related to those in the teacher role. This includes preparing secondary school teachers for the implementation of the Diplomas in their initial teacher training and the continued professional development of teachers.⁹ Support staff play a crucial role within schools, indeed such is the need for their support, that vastly increased numbers have been recruited over recent years. DCSF figures show that there has been an increase of over 13,000 teaching assistants from last year.¹⁰

In recognition of the complexity of Diploma delivery and the issues associated with collaboration between centres, particularly in rural areas, some consortia have created new posts to support delivery. For instance, some consortia located in rural areas face increased difficulties because their transportation is generally less convenient and more costly than in urban areas. In addition, rural distances between schools are much greater than in urban areas, meaning that young people, taking the Diploma may have to travel further. As a result of such issues, consortia have taken the decision to employ a member of staff as a transport co-ordinator, driver or escort.

Considering this, the DCSF announced £20m in total capital and equipment funding shared equally among the 20 most rural local authorities, and £3m to fund new 14-19 transport coordinators for the 40 most rural areas. These transport coordinators work with schools and colleges to ensure that transport provision to support the delivery of the Diplomas is effective¹¹.

Recognising the variety and complexity of the training areas that staff involved in delivering the Diploma may need, the TDA outlines the five stages that schools need to go through in developing support staff:¹²

1. Auditing the school's support staff needs.
2. Recruiting staff with the right skills.
3. Inducting support staff.
4. Training and developing staff skills and experience.
5. Giving staff opportunities to progress in their careers.

For each of these stages the TDA provides guidance documents, resources, tools and programmes. One of these resources is the '*skills for life planner*', which is an

⁹ <http://www.tda.gov.uk/>

¹⁰ DCSF 28. 04. 2008. New Figures Show Record Numbers Of School Staff, Press Notice 2008/0077

¹¹ Delivering 14-19 reforms in rural areas, DCSF 30. June 2008.

¹² http://www.tda.gov.uk/leaders/supportstaff/staff_development.aspx

online guidance tool to help schools identify gaps in their support staff's literacy and numeracy skills. Important skills to assist successful delivery of the Diploma includes; providing support for the planning and evaluation of learning activities, and supporting numeracy and literacy activities. In addition, the TDA suggests that support staff involved in delivering the Diploma should have other, more specific skills, such as using information and communication technology to support learning. While the importance of schools taking an initiative in training their support staff workforce is stressed, the TDA also provides advice and guidance aimed directly at support staff. The TDA was also involved in developing the Skills4Schools website, an online resource that helps support staff access learning opportunities.¹³

In addition to the information and guidance provided by the TDA, the SSAT and LSIS are establishing a Diploma support mechanism, which highlights the need to train staff in the delivery of functional skills and in the delivery of subject-specific skills.¹⁴ The support mechanism therefore includes the following wide-reaching sets of materials:

- Guidance for delivering generic aspects of Diplomas, contextualised to specific Diploma lines.
- Guidance for employers engaged with the Diploma programme.
- Teaching and Learning in the specific Diploma line of learning.
- Continued professional development.
- Face to face training programme for practitioners (teachers, support staff and adults other than teachers).
- Networks, including ongoing support.
- National Diploma learning networks.
- Regional training and support networks.
- Communications and marketing.
- Monitoring and evaluation.

In addition, the Secondary National Strategies (SNS) and the Quality Improvement Agency (QIA), now LSIS, have provided training and support materials for the delivery of functional skills, and the National Assessment Agency (NAA) has provided support for examination officers involved in assessing the Diplomas.

The 14-19 reforms have concentrated strongly on teachers. For example, in the 2007 Guardian special section on the Diplomas (Guardian, March 2007), and more recently in the DCSF releases, a press notice highlights that £18m has been set aside to prepare teachers for the 14-19 overhaul (June 2008). Until more recently, there has been little mention of support staff in the media. In addition, consortia going through the gateway process have focused almost exclusively on skills audits and the training of teachers and senior managers, such as through in-house teacher training and teachers sharing their expertise. While support staff are clearly

¹³ <http://www.skills4schools.co.uk/>. This website is now run by Unison.

¹⁴ QIA's 2007 'Resources to support the pilot of functional skills Managing delivery of functional skills'.

important during the Gateway process, there was little information on how support staff will be deployed and trained for the delivery of the Diplomas. However, the role of support staff to contribute to the delivery of the Diploma is considered extremely important, as substantiated by DCSF and TDA taking forward this research, and in which the findings have yet to be translated into action. This current project therefore, seeks to address how consortia have progressed and are progressing in terms of their thinking and planning of the role, deployment and training of support staff for Diploma delivery and to contribute to the policy developments and support mechanisms available to support staff particularly.



3 A closer look at School Support Staff

3.1 Defining support staff

From 1997 – 2005 the number of support staff working in schools has almost doubled from 136,500 to around 268,600. This compares to an eight per cent increase in the number of teachers during the same period.¹⁵ More recent figures state that there are now 322,400 support staff in all maintained schools (including teaching assistants, administrative staff, technicians and other support staff), rising from 305,600 in 2007.¹⁶

These support staff have varying job titles, duties and responsibilities and consequently the definitions of support staff vary greatly within the literature. However, the '*National Occupational Standards for the role of supporting teaching and learning in schools*' (2007) notes that the role of those who support teaching and learning in schools is principally concerned with supporting learners rather than supporting learning. Within the literature focusing on support staff within schools there is also a general agreement that there are two categories of support staff: classroom based support staff, such as higher level teaching assistants, and non-classroom based support staff, such as support staff concerned with timetabling and transportation. For the purpose of this project, the following support staff have been identified using TDA categories and definitions:¹⁷

Learning Support	Pupil Support	Administration	Specialist & Technical
HLTA TA Cover supervisors	Learning mentors Careers advisers Work placement organisers/ coordinators	Admin assistants Secretaries School business managers Examination officers	Librarians Science technicians ICT technicians CDT technicians Sports technicians Food technicians

In contrast to the school sector, the introduction and expansion of support staff in the FE sector is not based on a deliberate government policy. Instead, the use of support staff in FE stems from supporting pupils with learning difficulties and/or disabilities, was then extended to include pupils who are weak on basic skills, and is now recognised to be an important feature in assisting FE institutions to attract and retain new groups of learners, who require additional support to succeed.¹⁸

Due to this broad range of support staff deployed in FE, the duties, qualifications and experience of support staff in FE are even more diverse than those noted by Blatchford et al (2008) for support staff in schools. In addition the roles of support staff working in the FE sector differ considerably to those in schools. The current project therefore does not include support staff working in the FE sector; but an

¹⁵ School Workforce Development Board <http://www.tda.gov.uk/support/swdb.aspx>.

¹⁶ DCSF 2007 and 2008 figures.

¹⁷ See appendix for details of the types of support staff involved in this project.

¹⁸ LLUK Report to DfES on the Development of National Occupational Standards for Learning Support Practitioners in the Learning and Skills Sector 2006-2007.

equivalent project specifically related to the FE sector has been taken forward by Lifelong Learning UK (LLUK).

3.2 Current evidence on deployment and development of support staff

The importance of providing tailored training, progression and development opportunities for support staff, and the integration of support staff into workforce development activities has been noted by several authors (Higham and Yeomans, 2005; Berkshire IFP, 2004, cited in Harkin et al, 2007; and O'Brien, 2007). In order to consider this, the TDA and LLUK in 2007 commissioned Sheffield Hallam University (SHU) to conduct a study of four consortia to determine the role of support staff in vocational and applied learning. This study found that the four consortia used one of two models of support staff deployment: either support staff were principally deployed within institutions or they were principally deployed across institutions. In addition, five broad sets of support staff functions were identified. It is suggested that the roles of support staff should be conceived as encompassing one or more of these functions:

- **General pedagogical support.** This involves:
 - Support for portfolio building.
 - Helping pupils see links between different aspects of their work.
 - Work with small groups to guide understanding.
 - Assisting pupils to scaffold their learning.
 - Targeted activity to support the lecturer.
 - Encouraging and motivating pupils.

- **Personal/pastoral support.** This involves:
 - Informal and formal mentoring.
 - Counselling.
 - Pastoral tutoring.
 - Dealing with behavioural problems;
 - Ad hoc emotional support.
 - Information, advice and guidance;
 - Mediation.
 - Communication with parents.

- **Programme support.** This involves:
 - Liaison and communication with colleges/schools/providers.
 - Organising placements.
 - Monitoring attendance, achievement, progress and quality of provision.
 - Overall 'maintenance functions' to ensure smooth running especially in relation to pupil engagement in the programme.




- **Specialised vocational support**, which involves using experience gained in industry or through general life experience to support pupils engaged in vocationally oriented tasks.
- **Targeted pedagogical support**, which involves support for key skills (literacy, numeracy, ICT) in relation to applied programmes.

The SHU project also lists elements of good practice in terms of working with and managing support staff. This good practice includes providers encouraging liaison between support staff and teachers; engaging senior leaders with support staff deployment; monitoring support staff; and enabling teachers to understand how to use support staff effectively. These issues mirror elements of good practice identified by Blatchford et al (2008) for working with and managing support staff in schools.

While the SHU project found that in-house training and development activities for support staff were important to consortia, none of the consortia visited had well-developed training and development activities for support staff. The project report indicates that this may be due to support staff taking on new responsibilities, which are still developing, and therefore training needs for these responsibilities have not yet become evident. The SHU project suggests that, in developing training for support staff, consortia should consider the sets of standards and role descriptions used for Higher Level Teaching Assistant (HLTA).

The report concludes by noting that support staff are vital in the effective delivery of the Diplomas and that new training and development needs are likely to be identified as the consortia move closer to the delivery of the Diplomas. It is suggested that these needs could be addressed by in-house training/consultancy and/or national/regional conferences or networks focussing on support staff roles. This indicates the importance of policy-makers, consortia and agencies keeping support staff in the forefront of their thinking. While the SHU project clearly lays out this importance, it considered only four consortia, which leads the project report to suggest the need for further research.

As with the SHU project, the *'Excellence in Supporting Applied Learning'* report for LLUK and TDA (Harkin, 2007) also notes the importance of workforce development for all staff, including support staff. The following activities are noted as especially important:

- Understanding roles and responsibilities.
 - Understanding how to make use of periods of work experience as a means of improving learning in the classroom.
 - Understanding how to effectively assess what is learned and achieved in a work placement environment.
 - Understanding how to synthesise the elements and skills of employment to make best use of a variety of employment experiences to the benefits of all pupils.
 - Understanding the types of assessment evidence that will be acceptable within the Diploma frameworks and how to prepare for these requirements.
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The possibility of staff requiring training in the delivery of functional skills is also noted. It is claimed that it may be necessary for an expert to teach functional skills, depending on the level of the course. The delivery of these aspects of workforce development may benefit from collaborative peer coaching and mentoring across and within institutions. This is based on evidence from evaluations of Initial Teacher Training (ITT), which show that observations of and feedback discussion about teaching by peers is highly valued in staff development. This finding is in line with research into FE teachers' perceptions of what is most valued in ITT (Harkin, et al, 2003).

The '*Excellence in Supporting Applied Learning*' report for LLUK and TDA also identifies current good practice in workforce development for the teaching of applied learning for 14-19 year olds. Key areas of this good practice include:

- On-going staff training programmes.
- Availability of one-to-one work with staff new to teaching the courses, particularly with pre-16 pupils.
- Training for staff working with pupils with additional educational needs, for challenging pupils and for those who would otherwise be on the NEET register.
- Local networking from national subject learning coaches programmes.
- Internal college and county networks for rolling out applied GCSE courses.

In addition, the report concludes that '*network management*' is of key importance to managing partnerships between consortia. As also implicated in the SHU project, it seems that support staff are generally well placed to take on this function through their '*programme support*' function. A further element of good practice identified by Harkin is '*horizontal integration*' between young people's different learning elements, which again implicates the importance of support staff based on their '*general pedagogical support*' function.



4 Review of Key Diploma Documentation

4.1 Introduction

This section provides the findings of an expedient review of 14-19 Diploma specifications and related documentation. The purpose of this review of Diploma documentation was to support and inform the rest of the project:

- To draw out any initial indications of the types of roles and responsibilities that support staff might be involved in when supporting delivery of the Diplomas.
- To inform development of research tools such as interview schedules.

4.2 Documents reviewed

The table below gives information as to which key Diploma documents have been included in the review. For the purpose of this research, we have reviewed several across three phases of the Diplomas, different Diploma lines and levels.

Document Type	Line of Learning	Diploma Phase	Diploma Level	Publishing Organisation
Diploma Specification	Construction and the Built Environment	1	1	OCR
		1	2	AQA
	Creative and Media	1	All levels	Edexcel
	Engineering	1	2	OCR
	IT	1	2	AQA
	Society, health and Development	1	All levels	Edexcel
		1	All levels	EDI
	Business Administration and Finance	2	All levels	Edexcel
	Hospitality	2	3	AQA
Hair and Beauty	2	1	AQA	
Diploma Guidance	Society, Health and Development	1	3	QCA
		1	2	QCA
	Construction and the Built Environment	1	2	QCA
	IT	1	2	QCA
Diploma Statement of Content	Engineering	1	All levels	DDP
	Creative and Media LOL	1	All levels	DDP
	Construction and the Built Environment	1	All levels	DDP
Diploma Criteria	Retail LOL	3	All levels	DDP/Ofqual
	Travel and Tourism LOL	3	All levels	DDP/Ofqual

4.3 Document structure and purpose

The ***Diploma specifications*** are key documents developed by awarding bodies as the legal requirement for providers to adhere to when delivering the qualification. They provide guidance on the key content and structure of the qualification.

The specifications gave a clear outline for the qualification across various sections, although each awarding body has their own style, the general structure is as follows:

- Introduction.
- Diploma structure.
- Diploma aims.
- Unit overview.
- For each unit – introduction, aims and purpose, learning outcomes, delivery guidance, opportunities for applied learning, assessment, assessment criteria, Personal, Learning and Thinking Skills (PLTS), Functional Skills (FS) and learning resources.

The ***Diploma guidance***, developed by QCA, sets out the curriculum aims, the importance of the Diploma, the structure and purpose of the elements of the Diploma, the importance of the line of learning, key themes, processes and range of content of the line of learning, curriculum opportunities, and unique Diploma features. The purpose of this curriculum guidance is to support curriculum planners and teachers in their decisions about introducing the Diploma, choosing qualifications and devising schemes of work.

The ***Diploma statement of content***, developed by Diploma Development Partnerships (DDPs) sets out the vision, rationale, market view and skills and knowledge requirements for the Diploma plus the suggested content and structure of the Diploma. This document is the first stage in the process of developing the qualification.

The ***Diploma criteria*** document, produced by DDPs, is developed from the statement of content and provides a summarised and more structured version of the suggested content for the qualification. This document is then used by awarding bodies to develop the qualification and to produce their Diploma specifications.

4.4 Timing and implications for use of key documents

The review of these key documents was conducted from April to October 2008. This period of time was necessary to allow publication of some of the phase two Diploma specifications. When the review started, the phase 1 specifications and QCA guidance documents were readily available, however, due to the staged implementation of Diplomas, phase two documents were more difficult to source. The review had to be delayed to allow time for further phase two documents to appear in the public domain and even so, by October, the researchers were only able to source a small number of these documents for some awarding bodies and lines of learning. For this reason, supplementary documents, such as the statement of content and criteria documents were used, particularly for phases two and three.

4.5 Method

In considering the various documents, the main focus was given to any guidance on assessment criteria, applied learning and delivery options since these related most

closely to the delivery in practice. The overall content was also considered although this process was a little more abstract when relating units or learning outcomes to how this might be delivered. An important issue to be considered here is that the process was an iterative one, building up a picture of the type of activity and delivery that might take place based on the content and guidance suggested in the documents. However, it was also a subjective exercise, relying on the interpretation of researchers and their knowledge of the nature of Diplomas, the overall vision and aims of the Diploma, applied and vocational delivery practices, and the nature of support staff roles and relationships with teachers and colleagues.

4.6 Findings

Types of support staff

The main types of support staff involved in Diploma delivery, as shown below, were considered for this Diploma document review exercise:

- **Learning support** (e.g. Teaching Assistants, Higher Level Teaching Assistants).
- **Pupil support** (e.g. Learning Mentors, Work Placement Organisers).
- **Specialist and technical** (e.g. Librarians, Science Technicians).
- **Administrators** (e.g. Administration Assistants, Examination Officers).


The findings relate to these types of support staff generally. However, given the diverse nature of support staff roles, the variations depending on school type and practices, the nature of consortia and individual competencies and responsibilities, only generic findings can be presented here. The findings show the types of roles and responsibilities that support staff might have when involved in Diploma delivery and again, given that their circumstances, roles and competencies are so varied, training needs cannot be clearly identified and therefore, are not included to a substantial degree here.

Key themes and responsibilities of support staff

The salient findings highlighted through the document review are outlined below in relation to eight key themes drawn from the review and relating most closely to the type of responsibilities that support staff might contribute to.

- | | |
|----------------------------|---|
| 1. Learning support | 5. Employer Engagement |
| 2. Assessment | 6. Work experience |
| 3. Administration | 7. Collaborative practices |
| 4. Mode of delivery | 8. Specialist and personal support |

The learning support theme also considers roles relating to the structure of the Diploma.



4.6.1 Learning support

Edexcel has emphasised the importance of the role of tutors and assessors and that the Diploma lines will necessitate the development of new materials and activities. Teachers, HLTAs and classroom based learning support staff could contribute to the development of the teaching, learning and assessment resources and to the overall culture and ethos of the Diploma and its pedagogy:


“Tutors and assessors need to ensure that appropriate links are made between theory and practice and that the knowledge base is applied to the sector. This will require the development of relevant and up-to-date teaching materials that allow learners to apply their learning to actual events and activity within the sector.” (Edexcel, Creative and Media)

In our analysis of how it would work in practice, a suggestion is that classroom based support staff could be deployed to select materials from a range of sources that have the potential to be developed into teaching materials, such as the internet, books, journals, newspapers, weblogs and TV. Support staff could develop their own materials, such as by using digital cameras, digital recordings and podcasts. However, in order to achieve this support staff may need training in the use of equipment and information about copyright laws and referencing protocols.

Equally, support staff could be deployed to support experiential learning by working with the pupils individually or in groups and providing feedback in the form of formative assessment on tasks. In order to accomplish this support staff may need to know about good practice in authentic assessment environments and in formative assessment question and answer techniques.

“Tutors are reminded that experiential learning techniques are required and that the opportunities for formative assessment where learners benefit from regular and structured feedback are a necessary requirement of a Diploma programme.” (Edexcel Creative and Media)

Such points are covered in the following which requires a whole range of support staff to be fully engaged in a range of functions. The analysis below provides an interpretation of the documents in terms of likely roles and functions:


- a) Functional skills delivery:** sourcing information, presenting and communicating it using ICT resources, assisting with reading, writing, speaking, listening, using mathematics, conducting analysis and processing information, interpreting and presenting results. Such activities include demonstrating the use of equipment, how to use websites, how to use libraries etc, how to analyse and interpret information and how to cite work appropriately.
 - b) Personal, learning and thinking skills delivery:** supporting pupils in developing their PLTS; assisting them to negotiate with others, influence people to make decisions (effective participator), problem solve, plan research evaluate information and consider evidence (independent enquirer), set their own learning goals, offer feedback to pupils, review progress and consider future goals (reflective learner), reach an agreement in a team, consider others'
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views (team working), organise time and resources, manage risks, and provide advice and support for dealing with change (self-management).

Support staff could help with the embedded elements, in helping pupils to evidence their skills, in tracking and monitoring their skills and by helping them to build their portfolios. They could, for example, help with discussions of the scenarios designed to support exploration of values and principles, by helping pupils to effectively question their own and other's assumptions and stereotypes.

c) Principal learning delivery

The roles relative to delivery of Principal Learning are wide ranging. Examples are provided below; in most cases these are generic to Diploma lines although some Diploma line exemplars are provided:

- Setting up and supervising practical work (individual and group work) e.g. testing materials, performing an environmental assessment, selecting & using appropriate tools (construction).
 - Sourcing learning resources: books; journals and magazines; videos, CDs, DVDs; websites.
 - Ensuring group dynamics work by suggesting who works well, with whom and by supporting the group work (and by knowing about any special needs).
 - Supporting the development and tracking of work in the portfolio, helping to record work completed and write up and present in the portfolio.
 - Supporting pupils to develop ideas for a project, to plan the project, work through the project and record results or write up and present findings in a suitable format.
 - Facilitating discussion and thought-processes e.g. interpreting the results of a test on materials (construction).
 - Delivering work related learning within and outside the classroom, using sector knowledge to help pupils apply skills to new tasks, interpret tasks or findings from research; experiments, tests, tasks and relate learning to the work or industry sector context.
 - Supporting the use of technology.
 - Helping to reflect on learning e.g. how to improve a design (creative and media).
 - Helping to conducting research (library/internet) on topics and issues.
 - Guiding researching career opportunities, looking at goals, qualification needs, time demands and producing a career development plan.
 - Helping pupils to make direct contact with people who are employed or have been employed in the sector industry or job roles in which they are interested.
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- Supporting pupils in understanding how to transfer information and learning from the classrooms to their personal lives. e.g. how to use information to open a bank account (business, administration and finance).

d) Additional and specialist learning delivery (ASL)

Support staff may already assist with delivery of specialised subjects. However, pupils can select from a range of subjects to deepen their understanding of a subject area or to broaden their knowledge and skills. It is our expectation that support staff will continue to support delivery of ASL in a similar vein to their current practices.


4.6.2 Assessment

Assessment practices are changing with the implementation of Diplomas and becoming more varied. They are conducted internally as well as externally. Support staff need to be able to adapt to new requirements and practices to support the following tasks:

- a) **Preparation for examination**, preparation for assessment of practical tasks e.g. structuring and writing a report, putting a portfolio together or completing and recording the results of a practical task.
- b) **External assessment**, this is accomplished by external assessors and through the moderation process. Support staff help support the assessment process in terms of compiling and making sure pupils have completed their tasks, evidenced their work and that their portfolios are complete or that they are preparing for examinations.
- c) **Internal assessment**, especially related to assessment of group work, includes; gathering evidence for assessment, assessment of portfolio, marking multiple choice examinations, providing witness testimonies, and helping to compile evidence and different types of evidence in relation to the aims of the unit or individual competencies and needs (e.g. use of photographs, videos rather than written work).
- d) **Reflecting** on the outcomes of assessment with pupils, assessing what went well or did not go well and looking at the way forward. This includes speaking to pupils about the assessment and how they can prepare and improve on assessment.

4.6.3 Administration

Given the nature of Diplomas, there are likely to be changes to the administrative support that support staff engage in. A review of Diploma documentation has highlighted these key functions.

- a) Coordinating information and ensuring that information about pupils' needs is passed on to appropriate personnel and in the appropriate manner.
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- b) Keeping records of performances and supplying copies to pupils.
- c) Organising feedback to pupils and parents.
- d) Preparing and organising external visits, preparing tasks and delivery of learning with the teacher, organising the permission for pupils to go on visits and administration processes for setting up a visit.
- e) Organising pupils' transport.
- f) Ensuring health and safety protocols are adhered to for pupils moving locations.
- g) Carrying out risk assessments, researching site visits and compliance with Health and Safety legislation and procedures.

4.6.4 Mode of delivery

Teaching assistants in particular play an active role in ensuring that pupils are exposed to as realistic and practical learning environment as possible (thereby ensuring that learning is applied to a realistic sectoral context). Although there are links with what is described across other themes, their role may include:

- a) Assisting with organising and supervising site visits and work experience.
- b) Helping with discussion groups, lectures, practical work, and presentations.
- c) Helping to apply knowledge and skills to different contexts.
- d) Supporting pupils during visits.
- e) Finding resources to produce a realistic environment.

4.6.5 Employer engagement

Some support staff may be required to build sustainable relationships and links with employers; inviting employers to take part in group work, assessment, projects and attend presentations. This involves keeping up to date on changes within the sectors that they are working in, sourcing employer contacts and then building and maintaining good relations. Support staff may be asked to co-ordinate activities with employers, to arrange visits in which employers take part in designing the exercises. Support staff need to ensure that employers are informed and happy about their involvement.

4.6.6 Work experience

Although not assessed, each pupil for each level of the Diploma, are required to complete 10 days of work experience, with appropriate structured recording of skills development. In this regard, some support staff may support the acquisition of a placement, resulting administration (e.g. Health and Safety assessments) and

escorting of pupils. They may also need to co-ordinate with employers (or education providers) to help support smooth transition and ensure work placements are well organised. It is likely that these support staff will be encouraged to conduct visits to pupils on site, to review their progress, ensure they are acting accordingly and to support their learning and development during the visit and help with tasks set by teachers or employers.

4.6.7 Collaborative practices

A key feature of the Diplomas is the nature of collaborative delivery. Building and strengthening links within and between consortia is an important role of all staff, including support staff. For instance, they can attend open evenings, network with staff, review websites and documentation from within and outside the consortia and give support in hosting meetings. Support staff need to work closely with other support staff and delivery staff (particularly teachers and tutors) to assist with the smooth transition of pupils, particularly those with SEN, between delivery centres and to ensure that their individual needs are transferred across centres. They will need to work with colleagues within and outside their own institution, to plan and deliver a comprehensive and consistent qualification and to share good practice in delivery.

4.6.8 Specialist and personal support

Though the role of support staff in respect of EAL, ESOL and SEN has not been mentioned in the documents reviewed, it is nonetheless an important aspect to be considered. Many support staff are employed specifically to support individual pupils and this role continues for Diploma delivery. Individual needs may differ due to the changing nature of the qualification (a more applied approach) and pupils need support to adjust to a new way of learning.

4.7 Summary of key issues

The above review has drawn out examples of key roles and responsibilities in which support staff are or could be involved. This review has been a useful exercise; it has highlighted key activities for consideration during the project and subsequent primary research. Although training needs have not been specifically addressed, one could infer from the above findings that these key roles may also have key development needs, to ensure that support staff are fully prepared and skilled for the tasks at hand.

Apart from the roles that are highlighted above, there are other areas in which support staff can play an important role:

- An important focus for support staff is on supporting the pupil rather than the subject area.
- Mentoring may be a key area for support staff and for specialist staff employed in industry.



- Support staff could have a key role in the personal development of the pupil, in motivating and seeing the purpose and value of their learning and encouraging them to take responsibility for their own learning.
- In terms of development needs, support staff may require some sectoral knowledge to be able to apply their knowledge and skills to different contexts. For example, when facilitating a discussion, would support staff need to know the detailed sector and subject knowledge to be effective at their role, or when supporting a pupil with SEN on the IT Diploma, would they need to have a high level of IT knowledge and skills? This type of knowledge, may however, already be present if they have been supporting another qualification within the subject area or if not, be built upon over the first few years of delivery.
- Support staff roles differ according to the nature of their deployment. For example, HLTAs can be expected to run sessions, but other support staff do not do this.



5 Consortia Developments and Preparation for Delivery

The following sections of the report provide a summary of key findings from the primary research, including findings from telephone interviews conducted with national stakeholders, face-to-face and telephone interviews with delivery staff during site visits and follow-up telephone interviews with a selection of consortia first visited in July 2008. The findings are summarised around the four key themes of:

- Consortia developments.
- Preparedness for delivery.
- Deployment of support staff.
- Skills issues and development requirements.


Throughout this section of the report, reference will be given to illustrative examples of practice drawn from the site visits and interviews with a variety of stakeholders.

5.1 Consortia developments

Schools and colleges (and work based learning providers, employers and universities), in a geographical region come together to work collaboratively to provide 14-19 provision. The nature and the extent of the collaboration may vary across differing partnerships.

5.1.1 *Nature of partnerships*

Partnerships often arise in order to meet a need or a demand that cannot be met by a single provider. This could be an informal arrangement that evolves into a formal arrangement for delivery of the Diploma. Alternatively, partnerships can be newly formed for Diploma implementation or long-standing and successful partnerships can be utilised to broaden provision to Diploma delivery. The variance can be diverse with small and large groups, long or short histories. The site visits highlight that there are instances of:


- Clusters of between 4 to over 20 partners.
 - Histories ranging from 3 to 25 years of partnership working.
 - Partners coming together to meet a variety of needs, combining to offer GCSE or 'A' level courses when demand for the subject is low or when there is a need to offer greater flexibility of course choice post 16, that cannot be met by a single provider or to offer alternative, vocational opportunities for potentially disaffected pupils.
 - Partners collaborating to offer alternative courses, involving training providers, work placements, careers staff and FE colleges.
 - Linkages with larger sixth form colleges or schools with sixth forms to provide academic courses in minority demand cases.
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5.1.2 Extent of collaborative working

The extent of collaborative working may be based around the timetabling framework, for which it is possible to devise a common timetable across the partnership. Finance can be a factor shaping the partnership, and pilots have provided the impetus in some instances. Methods of working are determined to encompass a multiplicity of delivery options:

- Some partnerships have worked to a common timetable for one option at KS 4 and courses for post-16, covering two half days or one full day each week.
- Some partnerships are made possible by timetabling two groups at different times, across the consortium for each subject.
- Alternatively, some partners offering academic courses and within easy travelling distance have agreed the two periods each week for GCSEs, and pupils have travelled independently.

To help support Diploma delivery and make working relationships possible across consortium partners, practices have been adjusted and systems optimised to enable effective delivery of the Diploma offer. These include the following actions and steps reported by consortia leads, that some of the partnerships have chosen to take:

- Disruption and lost time (due to travel requirements) has been reduced by putting site delivery options at the beginning or end of the day.
 - In some partnerships, finance has been agreed by the strategic groups, including head teachers or their representative, but managed and supported by a member of staff either in each centre or by one school or college for the whole group.
 - New staffing arrangements have been put in place to support Diploma delivery - e.g., a vice principal seconded for two days a week.
 - Additional support posts have been appointed, e.g. work placement officers, Information Advice and Guidance staff.
 - Support roles across the partnership have been designated (and in some cases new staff appointed) e.g., 'Link staff' or 'Student Support Manager'. The roles can include collating schemes of work for off-site courses, covering health and safety issues off site, providing a point of contact for parents and employers, linking with the key workers from all schools, attending various employer engagement groups, linking with the strategic management team for the partnership, heads of year in the schools, the Business Manager, and the consortium lead.
 - Another new role includes: 'Key worker', this role has responsibility for mentoring, pupil supervision, contact and support for pupils and monitoring attendance through the Schools Information Management System (SIMS) used across all partners).
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5.1.3 Stage of preparation

There is naturally a difference in the stages of preparation across the various partnerships according to whether or not they started delivering Diplomas in 2008 or if they are preparing for their first delivery of Diplomas in 2009. Significant factors influencing the 'stage or preparedness' seem to be:

- Engagement in existing collaborative arrangements, for example, in relation to offering vocational learning and the Increased Flexibility Programme.
- Engagement in pilots of functional skills, providing knowledge of the nature of delivery and advancements in planning and preparation for delivery over those new to 14-19 delivery.


In relation to the above, these partnerships:

- Have already established protocols and have experienced staff, delivering off site and shared courses.
- Have systems and personnel who are already filling roles which should adapt to Diploma delivery without much alteration.

The illustration below shows a well-established partnership where there is a strategic key partnership team which provides an overarching steer for the consortium.

The partnership has a core team of staff, comprising; a 14-19 Co-ordinator, an Assistant 14-19 Co-ordinator, a Business Links Development Manager, Two Offsite Student Support Managers, Director of E-Learning and Administration, Finance and E-Network support staff. The core team are responsible for the management structure and planning of the Diploma delivery. They communicate with key diploma delivery staff through task groups, meetings and staff training events and through the link management staff.

In terms of preparing for delivery, some consortia have, out of necessity, planned the roles of staff, including their support staff. For those centres involved from 2008, the planning has taken place for support staff and training for those who cover examinations, finance, monitoring, career advice, attendance and attainment and transport. In terms of preparation, the analysis suggests that:

- Generally, most technicians have been involved in the planning of the subject area in which the institution is either leading or delivering some part of the Diploma.
 - Very little attention has been paid to planning taking place with learning support staff, but schools have already had experience of supporting young people with poor social skills and low level literacy and numeracy skills.
 - Other plans seem to be evolving as they become necessary. The view being that, in the very short planning time available, it has been necessary to focus on the preparation of front line teaching staff first.
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A general impression of researchers, certainly during the first nine site visits, was that key concerns were timetabling, curriculum planning, lesson and assessment planning and planning the roles and workload of teachers rather than the roles of support staff. In some cases, certainly prior to September 2008 first delivery, there seemed to be a 'wait and see' approach in relation to how support staff may be needed to support delivery and whether they would need specific training and development.

However, this approach is changing. Our interpretation of the data suggest that, those who have already begun with at least one course in 2008, are now, understandably much better equipped to plan, train and organise the next round in 2009. In seven out of the nine consortia visited in the first round in 2008 and interviewed again later in the project, Consortium Leads reported a refreshing number of developments indicating a positive approach to preparing and helping support staff from a variety of disciplines to:

- Improve their understanding of and role awareness in, Diploma delivery.
- Hit the ground running when Diploma delivery began.
- Recognise the breadth and depth of support roles which are critical in the delivery of Diplomas at various levels.
- Clarify their roles and specify key objectives for what they do.
- Clarify transport agreements or even appointments and purchases.

They are now more confident that they have ironed out most of the problems with administration and organisation and they are beginning, where it hadn't already happened, to draw the partnership together for agreed protocols which they have realised are needed (for example, how support staff should support learning, the site they should work at). They (depending on consortium) want to be clear about Quality Assurance, annual reviews and health and safety.

Those visited later in the research have had further time to plan for and have some experience of delivering the Diplomas. Because of this, they have identified and met many of the challenges that they were not clearly aware of, prior to implementation:

- Providers are now offering support staff, some for the first time, annual reviews by line managers and access in paid time to training for issues arising. These are in one of two categories:
 - Overview of the Diploma alongside teaching staff, perhaps in staff meetings or training days, including a review of systems, procedures, progression routes, style of learning.
 - Training or knowledge specific to needs which have emerged during the year in their particular role. These include variously, FS, employer engagement and work experience, data sharing, technical skills and knowledge, and Information, Advice and Guidance (IAG). Mostly these are met either on the job, by a teacher or another support staff or by engagement with a partnership network which has grown up in mutual need throughout this first year, by meeting or telephone/email.
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- The partnerships are also in the process of addressing the need for protocols to cover those support staff who travel between centres. Issues include 'duty of care' and health and safety.

Analysing the data of those delivering in 2008 and those due to begin delivery for the first time in 2009 has highlighted that, those beginning for the first time in 2009:

- Feel that they are at an advantage, in that they have been able to speak with those who have already started and perhaps avoid some of the pitfalls.
- Feel that they have experienced some good access to training (e.g. Edexcel, NAA).
- Are experiencing help from local networks offering help to new partnerships.
- Are more aware of the need to anticipate how they will use support staff, more aware of the challenges with delivering aspects of the Diploma, supporting off site for instance, and understand the need to engage support staff more in raising awareness and annual review and identification of need. Many of those who went through the gateway in the first round, had ticked the box which agreed that they had done audits of all staff, but are only now really taking this and its implications on board.

Indeed, it seems that consortia are moving towards a more strategic approach in that the partners and consortia leads are coming together to consider, plan and take action on a joint approach to deploying, preparing and retaining support staff.

5.1.4 Management structures and planning


Partnerships that are well established and deliver Diploma lines and those that are beginning in 2009, have integrated the decision making process into existing management structures. Although these have different titles, they fulfil similar functions:

- Strategic groups of the partnership

These include heads (or their Senior Leadership Team representatives) of each institution. They consider the recommendations from other planning meetings and decide whether to accept them, adapt them, fund and staff them in the context of the other needs and developments in their institution. They will consider in principle, the use of finance and examination staff and other whole school support roles. The deployment of other support roles is likely to be delegated through the management structure e.g. administration through the office manager and school business managers pupil support through the pastoral deputy and heads of pastoral teams, technicians through the curriculum deputy and heads of faculties and learning support through the SENCo.

- Curriculum development steering groups

These are mostly the curriculum deputies. They look at the structure of the curriculum across their whole institution, consider the recommendation of the



14 - 19 strategy meetings and work out how to implement them, e.g. to block out one whole extended day for each learning line, or to fit it in within 2 half days to reduce disruption to school timetables. They will consider the implications for support and teaching staff and use the curriculum, pastoral and administrative leaders in their school system to plan the specific use of support staff.

- 14-19 consortium groups

A senior person from each institution, possibly the curriculum deputy, careers staff, employers, a SENCo and others, as available and necessary, considers the use of learning support and personal support staff. Each Diploma learning line has a lead person from the institution and leads on principal learning, with staff involved from each school in various parts of the delivery. These make specific decisions about how support staff will be used. Because they know their subject best, they make decisions about the use of technical staff and specialist staff.

Although overall strategic planning is taking place, there seems to be a top heavy approach to this process. Senior Leadership Teams, Consortia Leads and Diploma line leads seem to be most involved, whereas teachers and support staff themselves, have in most cases, had very little input to date. Only in a few examples have the support staff themselves been involved in these discussions so far:

- Where an administrator has worked closely with the consortium lead, they have been engaged in deployment of those who assist them, for timetabling, marketing, examination and administration.
- Where there is a long tradition of shared provision and off site learning, the pupil support manager has been part of the decision making process through the strategic team and the curriculum framework and input has been made to partnership decisions.
- Where a finance officer has already coped with funding for KS4 across their partnership, they have been consulted about which finance staff should pick up which new role.
- Examination officers also have been consulted where they have others working with them as to the precise responsibilities and the way they will share confidential information about pupil attainment.
- Pupil support staff have discussed at some level how they will ensure attendance in different centres.
- Technical staff have made some input, for example IT technicians establishing Virtual Learning Centres.

One local authority 14-19 representative noted how they have worked hard to include support staff within their strategic planning:

We have always been committed to including support staff in our planning, for example, for Increased Flexibility Programmes. For the Diploma we had a team of people for each learning line which developed the curriculum. I had the strategic view and ensured that audits were done as part of the Gateway. Support staff were implicit in these.

Our analysis indicates that there is some difference in perception of the stage of planning between those who plan at a strategic level and the practitioners themselves:

- Consortium leads identify their current work as getting agreement to protocols, sharing of resources and achieving commitment from schools.
- Managers are planning for financially viable growth of numbers of pupils, internal systems for review and CPD as part of this planning and the need to meet the needs identified (FS , technical specialism and an overview of how it all fits together) as economically as possible, using internal training as far as they can.
- Teachers are occupied with getting enough support in class for big groups and SEN pupils in practical or independent learning situations, administrative support for all the data gathering, appropriate careers advice and technical support.
- Support staff are concerned that adequate consideration is given, prior to expansion, to ensuring health and safety, data handling, motivation of pupils, links with employers and parents, institutions' financial systems and knowledge of technical advances, as more shared provision is introduced.

5.2 Preparedness for delivery

5.2.1 Knowledge of the Diploma

In terms of the 'preparedness' of support staff, overall, a key message is that the vast majority of support staff themselves and their colleagues (teachers, school leadership teams and consortia leads) report that they do not feel that support staff have been well prepared, in terms of receiving the required information, guidance and training to help them effectively support the delivery of the Diploma.

i. Administration staff

The administration staff have been the most involved in introducing the Diploma. One example is provided below of how administration staff have been involved from the very beginning of Diploma implementation.

The Administrator describes her role as 'in from the beginning' and was involved in the planning and editing the Gateway submissions, with each Diploma having a separate submission. The Administrator had a role in advertising for the Lead Practitioners for each Diploma line in the college and school and was responsible for the administration connected with the appointments process. The administrator is responsible for providing administration support for each Diploma Development Group within the consortium.

Many of the administration staff reported having completed examination board training, helped with marketing the Diploma with parents, staff and local people,

become involved in drawing down initial funding and distributing it or collecting funding from other partners, putting together options and developing the timetable. However, even with this experience, the administration staff think that they do not understand enough about how it all fits together.

The interviewers' impressions were that those visited in phases 2 and 3 (November 2008 and particularly March 2009) seem to know a lot more; from sharing across local networks, researching, learning on the job and for a few, from attending 14 -19 meetings or specific training, e.g. examinations, data handling systems.

ii. Pupil support staff

Those involved in careers, advice and guidance report having a good idea of vocational courses, but most of them feel that the Diploma is as yet an unknown quantity. Those who mentor have some way to go before they are fully prepared.

The group of Connexions staff who were interviewed expressed their frustration to the interviewer in that they had heard from national sources about the Diploma but had not been engaged in any local planning or preparation. They were in the period when pupils and parents were visiting for pre-option advice, without knowing what was on offer and what the local progression routes would be in three and four years time.

This is likely to have been the inevitable case across the country because plans were not agreed about which courses would be available, where or at what levels, until just a few months before decisions about choice of course had to be made. This may be considered a significant reason for the lack of take up of Diploma courses, particularly by able pupils who have more choices of routes available to them.

Those support staff who mentor and support pupils are able to adapt what they do already in terms of interpersonal relationships, which encourage and motivate pupils, but they expressed concern about the need to enable pupils to become independent learners. This is a concern shared by a fair number of teachers, who believe that pupils should be supported to become more self-reliant.

iii. Technical staff

Technicians mainly report having been involved in planning courses in their subject area with uptake from September 2008, and so have a good understanding of the Diploma, within the parameters of their own area of specialism. An illustration of how this has worked in practice is shown below.

Specialist technical staff reported working closely with Head of Department, the lead teacher for the engineering diploma. The Specialist Technician was involved in the planning and bid stage: helping with the audit of skills and facilities, planning the objectives together with Head of Department and attending early meetings of potential partners.




The remaining technicians, who have not been involved in the planning stages are much less aware of the nature of Diplomas and the teaching and support requirements.

iv. Learning support staff

The majority of learning support staff report having received very little information about the Diploma, other than what they had picked up by being parents or through the media and school publicity. There is very little evidence of any awareness of the way the Diploma covers generic elements, FS and PLTS, which will be the aspects they are most likely to need to support at the lower levels, along with their preparedness for adequately supporting both principal learning and work-related learning.

For a small number of support staff, involvement in this research was their first introduction to the nature of Diplomas. These participants stated that prior to the meeting with researchers, they did not really know what Diplomas were and some had taken the opportunity to conduct some research as preparation for the interview or focus group, for example, reviewing TDA and Teachernet websites and accessing the Diploma Support Programme. This minority are mainly from those consortia who will be delivering in 2009. The impression of the research team is that the majority of support staff have at least an overarching view of Diplomas, if not a more detailed understanding of their nature.

5.2.2 Understanding their role in Diploma delivery

- Most administration staff and technicians who are, or will be in the near future, involved with the Diplomas generally knew what they were expected to do.
 - Support staff and school management teams have reported that, in many institutions, there has not been a great deal of involvement of support staff in marketing and decision making for the Diploma. The fact that decisions have been made by management representatives at the 14-19 strategic partnership level or Senior Leadership Team level, has often left support staff without full or clear information.
 - Some consortia now have administration staff responsible for marketing, alongside career advisers.
 - Those organising work experience in the partnerships which will begin to offer the Diploma in 2009, were not clear about their role, but where a pilot project to organise a system for work based learning or for FS had been set up, there seemed to be a better understanding amongst work experience co-ordinators.
 - There is still concern about the vast need for suitable work placements, which will increase. One Local Authority released a document with advice on 'employer engagement' which was found to be helpful.
 - Concern was expressed by the majority of careers staff about the greater need to know pupils well and be very familiar with learning lines, levels, the styles of delivery and interrelation of content, cross phase continuity, opportunities for higher education and employment prospects in the local area.
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- This has been frequently mentioned by support staff as a reason for wanting a simple information route for the Diploma and a network of local people to develop an information bank. The most effective seems to be where there is an established Business Education Partnership already, which can act as information broker between the various partners.
- Where they had been working closely with teaching staff to plan their institution's work in delivering or leading a particular section, technical staff had a good idea of their role. However, those who had not been involved in the planning stages had little or no idea. The concerns of many technicians, who understand their role, were more about how they would ensure that they would have up-to-date knowledge and whether or not it would be clear to them how much help they could give pupils when work was to be assessed. This however, is becoming clearer through the experience of delivering the Diploma.
- Staff with the least idea of their role or how their role might be affected, were those who work as learning support to pupils. However, there was a belief by many teachers and some of these support staff that they would continue to work much as before and under the direction of teaching staff/SENCo.



6 Deployment of support staff – location, roles and functions

6.1 Models of deployment - location

An analysis of the data has allowed the project team to identify a variety of models for deploying staff within consortia. These are summarised below.

Support staff involved in, or to be involved in Diploma delivery are either employed in the main by the Local Authority e.g. (Senior Managers, Administrators, Advisers, Data Managers, Finance Officers, Transport Officers) or by schools and colleges; (Learning Support Staff, Technicians, Administrators, Pupil Support, Examinations Officers). In some locations staff have been specifically appointed or seconded to lead partnerships or consortia.

Localised centre-based employment and deployment

This model relates to where a school or college is delivering Diplomas largely within its own structure and has therefore adapted its support staff roles to suit the needs of its own delivery. This model denotes that support staff are more likely to be retained within their centre although this is not exclusively the case, particularly where SEN support is required. Their preparation, planning for deployment, training and development assessments and delivery are more likely to be conducted at centre level.


Localised centre-based employment and shared deployment

As a variation on the above model, staff employed by a centre can be shared across the consortium where need is identified, such as sharing technicians with specialist knowledge and skills relating to a line of learning. Planning deployment and training needs can be more co-ordinated across the centres compared to the above model. This is widely anticipated by managers and consortium leads to be a growing model as new Diplomas are introduced, it will probably not be possible for each school to keep the full range of specialism needed. Some partnerships have, or are currently developing protocols and employment plans for quality assurance and reviews.

Distributive consortium-based deployment

This model relates to where protocols have been, or are being developed at consortium partnership level, to facilitate the movement of pupils and staff across centres and to ensure that all available resources including best practice can be accessed by all pupils in the most appropriate locations. In this model some staff may have been seconded to the consortium partnership to play a leading or driving role or for one or two days per week. In others a consultant has been appointed to lead the development of Diplomas.

However, these models are not exclusive; variations can be seen across consortia, including a combination of aspects of the three models. Early indications were that many consortia were operating within the localised centre-based employment and



deployment model although acknowledging the need for more collaborative delivery with the scaling up of Diplomas meant that they were considering other options, such as shared deployment or the distributive consortium-based deployment model.

Consortia with a longer history of collaborative working were more likely to have adopted a distributed consortia model. There was one consortium who has opted to move the staff across the consortia and not the pupils. Key factors and determinants reported by support staff that could influence and shape the deployment of support staff are:

- The way in which support staff work with pupils, whether or not PLTS and FS are embedded throughout the curriculum and through Personal, Social and Health Education (PSHE) and core subjects, or as discrete units. The embedded model seems to be growing but the majority of support staff are concerned that they, not the teachers in some cases, are not really adequately prepared to ensure this style.
- The type of help which is admissible for a project. At the moment it is thought that more support will be needed. One provider already had the experience of having to provide for pupils who are doing extended work or projects, to complete these on site and with access to technical or support staff. Certainly, the industrial level and recent technical experience is still a worry for support staff and consortium leads. They would welcome a bit more clarity about the amount of help that can be given, except for those with experience of delivering BTECs who seem quite clear.
- The access to specialist knowledge from the person giving learning support needs to be considered. Most support staff are aware that the pupil they support may now be learning in an area in which they are not familiar. Where learning support staff are attached to a pupil or group of pupils rather than a department, this may continue to be an issue.
- One business link manager has noted that teachers do not yet realise that he cannot appropriately place all pupils without their help. There needs to be more input from teachers in each learning line to help locate and contact suitable placements for each line and level. Some work placements are proving very difficult in some areas. Business Education links can be helpful in these circumstances.
- The interpersonal skills and the knowledge that support staff have in dealing with and helping pupils to cope with their learning, their intricate knowledge of group dynamics and to what type of situation the pupil responds well or adversely. This is highly rated by the majority of teachers, who are aware that in planning the big picture for a class, they simply don't have time to engage at this level with individuals. The large class sizes necessary for economic viability in practical learning contexts makes this more valued from a health and safety point of view.
- One teacher said that the learning support staff will need an understanding of the schemes of work and the acronyms used in order to support and understand the aims and objectives of the learning requirement.



6.2 Key roles of support staff involved in 14-19 delivery

Where site visits took place prior to first delivery in September 2008, consortia staff were asked to comment on the likely roles of various support staff in Diploma delivery. Those visited at a later stage, who were currently delivering the Diploma, were asked to comment on current roles. Examples of key roles and functions are provided below for the four main types of support staff. For this section, information is drawn mainly from consortia leads and support staff. Consortia leads were particularly able to give examples of roles and functions where these related to overall management and administration processes across the partnership (refer to the administration staff roles below). Although some support staff (administration, learning support or pupil support staff), also identified administrative functions, they were more likely to discuss functions relating to working with pupils.


i. Administration staff

Those responsible for timetabling have a central role, to ensure the possibility of transporting pupils and appropriate staff for all learning lines and at all levels across all partners at the right times. Some of the timetabling is done centrally for one site and specific parts of the week are planned in common for those partnerships which already share some courses.

- Used as attendance officers, producers of protocols for administration and standards of success, users of software for registers, providing advice and guidance in relation to pupil needs.
- Sharing information across consortia.
- Data gathering from all partners and checking it to ensure attendance, commitment to work, and examination assessments are recorded.
- Developing and maintaining a tracking and monitoring system and liaising with centres to develop useful data tracking systems (e.g. Data Co-ordinator).
- Opening and maintaining learner accounts with the Diploma Aggregation Service.
- Administering examination entries, ensuring pupils have completed the required elements of the Diploma to be able to achieve the qualification (e.g. Examinations Officer).
- Organising transport of pupils.
- Health and Safety and duty of care to those under 16 years.

During the later site visits (February 2009), all support staff were asked to indicate which of such tasks listed above they complete as part of their Diploma delivery function. The most common activities seem to relate to working with partner centres to share information, manage relations and protocols, administration, standards and organising the timetable.

Less common activities seem to be dealing with the transfer of pupils across centres, arranging transport or acting as an escort or driver. This however could be due to



the nature of Diploma delivery at present in that it was first rolled out on a small scale prior to full entitlement. This has meant that partnership delivery is not as well advanced as it may need to be once the number of Diplomas and learners has increased. As a result, transfer of pupils at present might not be a significant issue for some partner centres.

The table below shows the administrative activities reported as undertaken by support staff.¹⁹

ADMINISTRATIVE ACTIVITIES	No. of responses
Organising a timetable/common timetable	7
Arranging transport of learners	3
Managing cross-partnership protocols for administration and standards	8
Sharing information across consortia and managing partnership relations	10
Opening and maintaining learner accounts with the Diploma Aggregation Service	5
Administering examinations	5
Tracking pupils and monitoring attendance and attainment	6
Monitoring Health and Safety, risk assessments across the partnership	2
Co-ordinating drivers and escorts	1
Escorting learners to employer or other sites	3
Liaising with escorts and teachers to see if learning support is needed	5
Co-coordinating literacy and numeracy training	4

ii. Pupil support staff

Guidance and advice teams will have an earlier and more critical role. In order to offer KS4 option advice about the Diploma, they need an understanding of the pupil's abilities, enthusiasms and context out of school, from half way through year 9. They need to understand exactly what implications there are for the future of a pupil of following different learning lines and at different levels.

- Supporting project work (e.g. mentors).
- Helping pupils to understand the skills or research.
- Assisting with using the internet.
- Co-coordinating literacy and numeracy training.
- Liaising with employers (e.g. school business/liaison officer).
- Drivers and escorts.
- Checking attendance, behaviour and monitoring data (recording grades, targets and progress) and linking this information with parents / the school (e.g. KS4 co-ordinator).

¹⁹ Note that this exercise was conducted with the final stage of visits at 5 locations and therefore accounts for 15 support staff responses (where their agreement to complete the form could be achieved). The options were multiple choice in that respondents could select any of the activities presented in the table. Raw figures are presented due to low response. All consortia involved in this exercise were 2008 deliverers.

- Liaising with escorts and teachers to see if learning support is needed, particularly at level 1 (e.g. KS4 co-ordinator).
- Arranging work placements (e.g. work placement officer).
- Liaising with staff delivering the Diploma and ensuring pupils are comfortable with the different demands it brings (e.g. mentors).
- Linking education and the world of work and illustrating the relevance and potential of the Diploma (e.g. careers advisors).
- Ensuring pupils are aware of how Diplomas link successfully to work placements.

Similar activities were presented to support staff to explore the extent to which they carry out these activities. The following table shows that a variety of aspects of working with employers are important as well as other pastoral support activities such as working with small groups of targeted pupils, providing SEN support and providing advice and emotional support to pupils.

The table below shows the pastoral type activities reported as undertaken by support staff.²⁰

WORKING WITH EMPLOYERS	No. of responses
Engaging with employers about learning content, learning aims or practical activities	3
Organising employer visits to the school	3
Organising work placements for pupils	5
Assessing tasks in the workplace	0
Linking education and the world of work and illustrating the relevance and potential of the Diploma	3
PASTORAL SUPPORT	No. of responses
Providing one-to-one support and SEN support	4
Working with small groups of targeted students	5
Helping students to organise time/ plan their learning	3
Offering advice and emotional support to students	4

It is interesting to note that assessing tasks in the workplace was not selected. This could be due to the nature of the current working practices of those support staff participating within the interviews at this stage of the research. The tasks provided were drawn from earlier interviews and as such this activity was previously highlighted by respondents as a requirement for their role in delivery.

iii. Technical staff

A clear message was that technical staff will have a bigger role in Diploma delivery compared to other support staff, due to their technical subject expertise.

²⁰ Note that this exercise was conducted with the final stage of visits at 5 locations and therefore accounts for 15 support staff responses (where their agreement to complete the form could be achieved). The options were multiple choice in that respondents could select any of the activities presented in the table. Raw figures are presented due to low response. All consortia involved in this exercise were 2008 deliverers.

- Applying industrial experience to learning aims.
- Setting up and supervising practical tasks.
- Project support (e.g. librarians, ICT supporting website access, technicians in specialist fields).
- Developing and sourcing teaching materials and planning resources.
- Planning and improving projects to ensure they are interesting and applying theory to maintain motivation in pupils.
- Facilitating project work.
- Reflecting progress of pupils for assessment, observing work, making visual assessments, signing witness statements.
- Planning what pupils need to experience during work experience and visits to employers.
- Monitoring health and safety.

The increased pressure to meet requirements during practical lessons and the health and safety of large numbers of pupils in practical contexts is a concern to support staff, particularly the majority of technicians when in workshop situations.

A small number of school managers noted that a 'hybrid' role of instructor or technician could solve the problem of where one teacher cannot be covered by another teacher from the same discipline, perhaps even for a long term absence.

A number of specialist support activities were presented to support staff, although a smaller number of these roles were acknowledged as key tasks (perhaps due to there being lower numbers of technicians in the sample). These are shown below, with monitoring health and safety and providing industry expertise being slightly more common than other technical functions.

The table below shows the specialist technical activities reported as undertaken by support staff.²¹

SPECIALIST TECHNICAL SUPPORT	No. of responses
Setting up equipment for learning in specialist workshops	1
Assisting learners in the application of specialist tools	1
Supervising practical tasks	2
Monitoring Health and Safety, risk assessments	4
Providing industry knowledge and expertise	3
Facilitating project work	2

²¹ Note that this exercise was conducted with the final stage of visits at 5 locations and therefore accounts for 15 support staff responses (where their agreement to complete the form could be achieved). The options were multiple choice in that respondents could select any of the activities presented in the table. Raw figures are presented due to low response. All consortia involved in this exercise were 2008 deliverers.


iv. Learning support staff

Consortia have had to make and will need to make decisions as to how dedicated staff attached to a pupil with specific learning needs will be deployed. Some pupils may be able to relate to someone else, allowing for sharing a TA/HLTA between a group on any site. Other pupils need the stability of maintaining the support which they have come to trust. This is very much a decision-making process conducted at local and individual level and has therefore, led to a variety of roles – ranging from supporting pupils from other centres to travelling with a pupil across centres (although travel between sites is limited with the first September 2008 phase).

- To work with borderline pupils and have an intervention role with targeted pupils.
- Providing one-to-one support and SEN support.
- Making sure pupils understand their tasks/requirements and how to collect and collate evidence.
- Supporting project work and practical tasks.
- Preparing for assessment (including online testing).
- Supporting work experience.
- Dealing with transport issues and assisting transport of pupils (acting as drivers and escorts).
- Assisting with research and planning projects.
- Assisting with sourcing / developing resources and teaching materials.
- Ensuring that generic requirements are met, especially for those with learning difficulties.
- Supporting PLTS and FS and project work (e.g. HLTA in Mathematics supporting FS).
- Sourcing opportunities and planning work-related learning.
- Helping pupils to organise time/ plan their learning.
- Those with industry experience can give credibility to tasks and produce authentic materials.

The issue of learning support for pupils with learning needs in the Diploma is not a problem so far because few partnerships are offering the Foundation Diploma. The problem has, however emerged, that pupils who would have thrived on the Foundation level are struggling on the Higher level, putting huge pressures on teachers, support staff and other pupils.

Transport and offsite supervision requires all partnerships to have clear protocols and lines of responsibility. Some do have clear protocols although, our impression is that a considerable number are still developing these. Some support staff not yet involved with this aspect are not anticipating this change in their role with confidence and enthusiasm since it will mean a change in their usual way of working.



Interestingly, some of the few FE college staff interviewed²² and those from off site learning bases said that they valued most the skills of those learning support staff who travelled with pupils, in their general support and knowledge of the young person, rather than subject specific role. This is because they felt that they did not know the pupils personally enough to ensure that they were motivated and these staff could follow up at the home school, ensuring that pupils didn't fall behind each week.

As with other functions, support staff were asked to indicate the type of learning support activities that they fulfill as part of their Diploma delivery support. Preparing for assessment, supporting pupils to use technology and developing and sourcing teaching materials and resources are as most common.

The table below shows the learning support activities reported as undertaken by support staff.²³

SUPPORT TO AID LEARNING	No. of responses
Co-coordinating literacy and numeracy training	2
Developing and sourcing teaching materials and planning resources	6
Preparing materials and resources	3
Supporting project work	4
Supporting practical tasks	3
Supporting functional skills	3
Supporting Personal, Learning and Thinking Skills	4
Supporting specialist subject teaching	4
Making sure students understand their tasks/requirements and how to collect and collate evidence	5
Helping students to understand the skills of research (using the internet, library)	5
Aiding reflective learning	3
Applying sector knowledge to tasks and learning aims, providing a more realistic learning environment relating to the sector	4
Supporting the use of technology	7
Guiding research on career opportunities, planning learning and progression	4
Preparing for assessment (including online testing, examinations)	7
Reflecting on progress of students for assessment, observing work	4
Assessing work (internal and external assessment), including formative assessment and providing feedback	1
Visual assessments, signing witness statements	3

²² Consortia provided some FE staff to help with the research, these were included for a rounded view and to show our appreciation for their support. These were dealt with separately in terms of analysis and did not influence results regarding school support staff.

²³ Note that this exercise was conducted with the final stage of visits at 5 locations and therefore accounts for 15 support staff responses (where their agreement to complete the form could be achieved). The options were multiple choice in that respondents could select any of the activities presented in the table. Raw figures are presented due to low response. All consortia involved in this exercise were 2008 deliverers.

6.3 Changes in roles from pre-delivery onwards

Through repeat interviews with those consortia leads visited first in July 2008 and through later visits of other consortia, it became clear that the awareness of the importance of support staff in Diploma delivery is growing, particularly for roles such as:

- Teaching assistants to help pupils and teachers.
- Technicians to secure well prepared and equipped functional locations for pupils and teachers.
- Examination officers, critical, in registering and delivering examinations and assessments.
- Transport staff to organise travel and transport for pupils and staff.
- Connexions PA and IAG staff.
- Employer links and relationships to secure work placement and confident endorsement of the Diplomas from employers.


These later visits and repeat interviews have shown that the definition of support staff has widened to include work placement and transport staff. In addition Diploma Key Workers have been established in delivery centres, their role being to:

- Support pupils travelling off site.
- Meet pupils arriving at a centre and ensure they reach their correct location.
- Provide a communication network.
- Collect reports and pupil evaluations for teachers.
- Provide a friendly supportive face for pupils.

One Key Worker explained that:

I support staff and students by being the link person to other centres. I oversee transport of students between centres, deal with paperwork, attendance and pastoral care of students. I am a point of contact between students, staff and parents.

Indeed, our analysis shows that there is still considerable work to take place to plan the roles and functions of support staff at centre and consortia level. However, during later repeat interviews, consortia leads have highlighted how they have now had the time to start regular meetings with support staff to confirm their important roles and status in Diploma delivery and to meet the needs for training and resources.



6.4 Diploma implementation and the changing nature of support staff roles

Ideas put forward by all stakeholders taking part in this research, of how support staff roles might be altered, ranged from attaching support to a pupil, a learning line or an institution. In making any such decisions, the partnerships have to agree on which model best suits the delivery, the pupils and also the geographical context.

Within one school there was a different view from the Head than from the teacher and technician who had worked together. The head of subject and the technician were agreed that it would be essential to take a holistic approach so that the support staff would be familiar with the contents of the unit ahead of its delivery, to help to inform the level and style of learning, and to 'tweak and fine tune' information to best achieve differentiated learning for individual pupils and for groups. The Head thought that support staff would be needed to 'float' more when the school began to deliver the Diploma.

In those institutions which have considerable experience of vocational learning and off-site provision and have already been involved with pilots, the management teams do not consider there to be a considerable need for change in support staff practice.

The majority of support staff in those institutions which have focused on academic courses in the past, with less experience of work based or vocational learning, are less convinced that they are working in the pedagogic style required by the Diploma.


Later visits to consortia delivering from September 2008, revealed differences in teacher perceptions of theirs and support staff roles, depending on the context within which they work:

- Where schools have always used fairly didactic, academic styles, the teachers are reluctant to see blurring of support staff and teaching roles, and their heads are not keen to launch into unknown waters.
- Where the Diploma follows a history of interactive, practical, flexible learning styles, the roles have been getting blurred for years through work with training providers, work placements, practical departments in FE and schools with a history of flexible learning and engagement.

Looking in more detail at the changes to the particular roles of various support staff, it is clear that the applied nature of delivery and collaborative style of working have a significant impact on the roles of support staff.

i. Administration staff

All administration staff reported the nature of collaborative delivery has brought about several changes and requirements for their role in schools. This has included development and implementation of a common timetable, developing complex attendance and attainment monitoring systems across partnerships and dealing with transport issues. In addition, examinations officers had found that there has been considerable change in the nature of assessment which has a direct impact on



planning and implementing assessment, marking, monitoring and recording attainment.

ii. Pupil support staff

Most work placement staff reported their role has and will increase further in complexity because pupils need individually appropriate work placements for their particular learning line, level, project and personal interest. Several partnerships already share work placement staff, who need to expand their role considerably to offer specific work-related learning at appropriate levels. Most school-industry liaison officers and work-related learning managers and assistants, reported having a similar role but broader brief to cover for the Diploma.

The majority of support staff and teachers anticipate the need for mentors to increase, particularly to meet the needs of immature pupils, who will not find it easy to organise themselves or their work without considerable 'parenting', and because they will have a variety of teachers within the partner institutions.


iii. Technical support staff

Many school management teams reported that the technical support staff role is likely to change more in some lines than others. Where facilities and equipment are essential to a particular level of learning, it may be that only that institution which has the highly trained technician has the equipment and expertise. Examples include: in Creative and Media, where theatre facilities or advanced recording equipment is only in one centre; in Manufacturing and Product design where recent industrial experience may be a key factor in instructing pupils; and in Information Technology, it is possible that the technician in one centre may have equipment which they are not able to use to full capacity, and would benefit from sharing delivery with someone who has both high quality facilities and instructing ability in another centre.

This is illustrated in the examples below drawn from the interviews.

Technicians and teachers are now aware that, although the school does not have sophisticated equipment, they need to understand it themselves to support learning. In one partnership a teacher has accompanied pupils this first year, to familiarise himself with the industrial level technology, but the expense has been great. Next year it is planned that the technician will go, but after they have both experience in the facilities, another less expensive plan will be needed for accompanying pupils.

Technical/specialist staff for the courses to be introduced in September 2009 have been able to some degree to see how the role changes. One Home Economics technician was quite concerned that she would need to be able to prepare resources at a higher level and respond more quickly to teacher or pupil demands during a lesson, as she had observed the change in role of the technician in CDT last year. She felt at least forewarned and was discussing this with the teaching staff in her department.



iv. Learning support staff

Learning support is thought by the majority of managers and consortia leads not likely to change in role, but context. Examples of how this might occur were provided by those expecting to deliver in 2009. Some learning support staff, who have a long term and good relationship with pupils, will need to travel with pupils and will find their role in supporting learning challenging in learning lines of which they have no experience.

Other learning support staff will find a new situation, where they need to support pupils from several schools in their own institution, or even in a different one.

Learning support staff, who have previously worked mainly independently, will need to adapt to a team working environment – within and external to their home centre. They will also need to adapt to working with FE staff and with staff who travel between centres. Two issues are raised here by a small number of teachers in relation to learning support staff:


- Having the skills to encourage self-reliant working.
- Knowing enough about the Principal Learning content to know how to support pupils.

6.5 How has/might SEN provision change?

It is not generally thought by managers and teachers that SEN roles will need to change significantly, or their skills be in need of developing differently for functional skills or personal learning and thinking skills, since this has always been the domain of the special needs department and the learning support staff.

- Where these are delivered in an embedded way, they will simply be encompassed by what exists; where they are discrete, the support staff will be led by the teaching staff.
- Issues which have been raised by support staff, and to which there are as yet, no clear answers in all participating consortia:
 - Whether SEN support staff will need to travel across centres, to maintain attachment to a pupil, and how many will be allocated from which home school to each group, the time allowed or lost to travelling.
 - The need for detailed knowledge of a number of learning lines and levels, assessment criteria and evidence.
 - The need to discipline pupils from other schools when in the home school or off site and dealing with attendance and safety.

These findings are relevant to current 2008 deliverers and those expecting to deliver in 2009 since the data collection took place prior to or during early 2008 delivery. At this time, it was too early for some consortia to provide a concrete idea of how SEN support might change.



7 Skills issues and development requirements

7.1 Transfer of current skills

It is clear that support staff hold a wide range of skills, attributes and specialist knowledge areas which are important to draw from in Diploma delivery. There seems to be consensus among support staff, teachers and school management teams regarding the skills and attributes that support staff can bring to Diploma delivery:

- Some support staff (particularly technicians) have a more recent experience of the workplace than teaching staff.
- One partnership has 3 schools within it that have for several years employed two people from work-based learning as support staff or instructors to contribute to hairdressing and construction courses.
- Knowledge of local context e.g. employers and other organisations, for those pupils in particular sector-related lines.
- Technicians have technical skills that can be transferred to the applied learning context of Diploma delivery.
- Pupil support staff have always needed the ability to bond with pupils, whilst still expecting them to make maximum effort.
- Experience of working with a range of pupils with differing learning styles and needs and adapting the schemes of work to ensure that these needs are met.
- Experience of working with young age groups (an advantage over those working in colleges who may only have experience of working with post-16 pupils).
- Administration staff are used to dealing with examination and recording information/statistics.

Many of these skills could be highly beneficial to delivery of the Principal Learning element of the Diploma, to allow pupils to experience a different style of teaching and instructing and also to ensure that the experiential learning is of current working practise in that sector area.

In addition, many consortia leads have reported that, with the need to maintain enthusiasm and maximise effort over a two year course with an extended project, the skill of enabling pupils to be consistently engaged by something will be invaluable, particularly to those who may be less mature or less motivated.

The Creative and Media course delivered in conjunction with a training provider where all staff work for half the week in their own professional area, allows pupils to be exposed to the real life context of this area. Their projects, embedded FS, work placements and independent learning gain from the wide range of contacts and expertise available immediately to them. In addition all the staff are either qualified as teachers, or are currently qualifying (including some support staff). This is seen as a successful model for ensuring that pupils are exposed to professionals with current skills, evidenced through the enthusiasm of the young people.

7.2 Training undertaken to date

The model of training for Diploma delivery staff, has been a cascading model and therefore, the most well informed are those at the top of the chain, e.g. consortia leads, senior management team and Diploma line leader.

It is noticeable that those at school management level have an understanding that line managers are cascading relevant information to support staff. This process however, depends on those teachers, heads of department and leaders having adequate information and being able to relay this accurately and promptly. The majority of support staff on the other hand, feel that they have not been suitably informed or prepared for Diploma delivery.

Partnerships are at different stages in their thinking about the deployment and training needs of support staff and for staff delivering the Diploma there has been limited training or opportunities. The picture emerging from support staff interviews is that:

- Support staff already engaged in Diploma organisation or delivery, have had some training but;
- Many support staff have had no training and a few have shared training provided for teaching staff. More general training is seen as a route for most of the more recent interviewees, but there is still the need for specific training.
- Some support staff have been invited to attend after school sessions, or one or two INSET training days however;
- Many support staff have not attended because of other commitments and their contracts do not pay them for out of school hour meetings.

One local authority 14-19 representative noted that:

Individual institutions will no doubt have annual reviews and training planning for teachers. Some may have support staff included. It has not been part of the Diploma partnership discussions.

Examples of training taken and suppliers used are shown below.

i. Administration staff

Examinations officers have had training with the Awarding Bodies (Edexcel, AQA, OCR). Other sources have been:

- National Assessment Agency – a day course & access to a field officer.
 - Partnership Co-ordinator, Vice-Principal/Deputy Head.
 - Local organisations including Education Business Partnerships.
 - DCSF consultant.
 - Career service.
 - LSIS (formerly QIA) and QCA.
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Comments from administrative staff were that the early training sessions in 2007 and the beginning of 2008 from one examination board did not fully answer individual questions. However, other staff who had undertaken the examination officer training, have reported more positively about it. Positive feedback was also received from examination officers in the later site visits.

The NAA and various local training sessions were widely regarded as good training. Some unions had published material which was thought to be helpful. Some other training was considered less helpful due to it being very generalised training provision.

- Finance staff have had various local training sessions, to try to agree on systems for drawing down and distributing finance.
- Few administrators have had any formal training about the exact nature of the Diploma; an example was given though where working alongside the partnership co-ordinator helped in preparing marketing and option material and helping to construct the timetable. Much of their preparation has been completed through informal methods such as shadowing or working with a colleague.
- In some partner institutions, support staff have been invited to staff meetings, where there was a short explanation of the Diploma as one agenda item, but they were not obliged to attend, as their hours did not cover this.


ii. Pupil support staff

Several careers and work placement staff reported having had some information and training given across their partnership, through links with local business enterprise groups, careers at Local Authority level and with Connexions staff. The majority of careers and work placement staff expressed a need to know how all the aspects of learning are related to assessment. Where business partnerships have been actively engaged in the partnership, some for many years, their input has been valued by pupil support staff. However, providing career advice is still difficult when little is known about progression routes in different lines of learning and across different locations.

Many other pupil support staff who currently mentor stated that they have had no training other than information through the media, school publications, and staff meetings, when they have been able to get to them. However, a few partnerships have a mentor who reported they have gained information through working across several schools, supporting pupils who go to a local FE college for part of their KS 4 provision.

iii. Technical staff

Many technicians working in specific learning lines from September 2008, have been given information as they have been involved in developing the course. However, they also felt a lack of understanding of how the elements of the Diploma fit together. Most have little idea apart from what they have read in the press and perhaps



gathered in staff room conversations or have gleaned as parents. Indeed technicians have learnt rapidly on the job and seem generally to prefer to learn as they need to use information.

Some partnerships have established virtual learning access this year and it is assumed by consortia leads and managers that the IT technicians understand more about Diplomas.

iv. Learning support staff

This group is least likely to have had any information or training. They reported that any information they may have picked up is from the media and school options information, if they managed to attend any in house training, or as parents.


Much of the training has therefore, been informal and in the form of providing a briefing or some information on the Diplomas to be delivered. A few learning support staff have taken part in briefings or training offered to teachers and other staff.

It is believed by teachers in general and it is the experience of some support staff attached to pupils studying the Diploma, that SENCOs are offering good advice as the courses progress. The biggest concern is ensuring that FS is acquired, especially when it is embedded. Support staff are reliant on the heads of English, Mathematics and Information and Communication Technology, to help them and there is often no one-stop shop for help. Several partnerships have a person responsible for co-ordinating this, sometimes from the Local Authority, local college or a local training provider, but now some partnerships themselves are considering making an appointment to steer this area.

There is also an additional implication for the identification of training needs for learning support staff; the SENCO is likely to train those who move with pupils in a general learning support capacity, covering FS and PLTS as an extension to what they already do. However, those who do not move with pupils and support subject areas are likely to be trained by the departments in the enabling skills of their subject. Clearly, the different approaches need to be tailored to the roles of these staff and their relevant needs.

7.3 Changes in access to training from pre-delivery and onwards

Later site visits and follow-up interviews suggested to the research team that access to training is opening up, making access possible for agreed, identified training needs as part of annual reviews. Encouraging developments include the following examples provided by consortia leads:

- In preparing for delivery of new Diploma lines, training learning support staff to help teachers by using prepared materials with pupils if teaching staff are unavailable, ensuring the maintenance of learning continuity.
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- Additional training for Examination Officers using QCA/NAA materials in-house and supporting Examination Officers to attend QCA/NAA courses external to the consortium.
- Holding a specific IAG event for Heads of Year.
- Providing seminars on Diplomas for the whole 14-19 development team.
- Programming and delivering a schedule of events in a Diploma support catalogue (from February to July 2009), for support staff.
- Local networks and focus groups established to maintain a Diploma delivery dynamic among all staff, including support staff.
- For support staff, a common inset day, including input and output by support staff.
- Further training alongside teachers in readiness for September 2009 delivery.
- Administrative support staff having training to work with area-wide Diploma delivery.

One local authority 14-19 representative noted how they had provided training for support staff:

We get the schools to use NAPTA²⁴ which we pay for, so the information comes to us. We then go into the schools and offer appropriate training to individual support staff. The LA works through the two skills centres to qualify support staff in whatever they need. For example, one assistant in hair and beauty is being supported to train to become an instructor.

One consortium used the following approach to providing training and development:

- Training needs of support staff will be met in house throughout the year by school staff and as identified with their line manager and faculty head
- Attendance at whole institution training on 5 training days and a residential overnight once a year
- Additional individualised training as identified as a need from annual reviews
- Support staff are trained alongside teachers, with the basic 5 annual days paid training leave allowance.

Even though developments are taking place in relation to identifying and accessing training, there remain limitations which prevent support staff accessing this training.

Many of the respondents at management level (e.g. consortia leads, school Heads or Deputy Heads) have voiced their concern that support staff have not been able to attend training or information meetings (apart from Examinations Officers). They have also acknowledged the difficulties in addressing the budgetary issues to pay for support staff time. Overwhelmingly, the most common barrier reported related to the difficulties in providing cover arrangements for the support staff resulting in support

²⁴ National Association of Professional Teaching Assistants

staff not being able to leave their role for a suitable period of time. Other barriers include:

- Sourcing appropriate training and lack of support staff specific training.
- Making sense of the range of training and development resources available across a range of locations – lack of a ‘one-stop-shop’.
- Access to funding to support training.
- The extent to which extra training days are covered in support staff contracts.
- Lack of time and focus on identifying specific training needs pre-Diploma delivery and during early implementation, particularly for September 2008 delivery where focus was given to preparing teachers, examination and management staff.

7.4 Training and development requirements


Overall, there was a consensus across all staff interviewed (support staff, teachers, school management teams and consortia leads), that there is a significant need for support staff to have a better understanding of:

- How all the different aspects of the Diploma fit together.
- How these elements are assessed.
- The specific knowledge needed in relation to learning lines.
- The overlaps across Diploma lines.
- The knowledge needed in relation to FS, PLTS and Projects.
- The nature of the learning experience and what evidence will be needed at each level.
- Up-to-date industry-related knowledge and skills.
- The difference and links between Diplomas and other qualifications.

These generic information requirements relate to the structure and nature of the Diploma but the majority of support staff and managers do feel that it would be beneficial to have a good base of knowledge around the policy developments and strategy which sit behind Diploma implementation.

Although these information needs are still prevalent among all support staff and teachers, a number of initiatives have been recently established to try to address these needs, such as a large communications campaign run by the Department for Children, Schools and Families (DCSF). A small number of support staff showed some awareness of Diplomas as a result but at the time of the visits, it seemed that information about the structure and nature of Diplomas had still not yet filtered down to most support staff.

Other skills needs relating to particular situations are addressed below.



- Skills with pupils requiring support

Most support staff thought that they had very good interpersonal skills with young people. Some technical staff interviewed, stated that they had been attracted to their job because of an enthusiasm for that subject, e.g. ICT or technology. However they thought there might be a need to understand how to approach young people in order to instruct them, in terms of training on the pedagogic skills needed for dealing with the nature of Diploma delivery.

- Working with a range of providers

Concerns were expressed mainly by learning support staff and pupil support staff about the difference in pedagogic style between the different providers; schools, FE, work placements, and other training providers. The majority of support staff felt they need to understand the different teaching and learning styles used across centres. They also identified their need for confidence in sharing their ideas, protocols, decisions and in looking at overlaps in delivery and resources.

- Skills with technology

Many staff who generally support pupils in terms of their personal learning needs, were concerned that they might be required to give specific technical support in principal learning and understand the assessment of these.


- Supporting generic elements of the Diploma

The assumption of most school management teams, teachers and support staff is that these (PLTS, FS, work experience, project), will either be taught discretely, in which case support staff would continue to take their lead from teaching staff responsible for that part of the course, or be embedded, in which case support staff would continue much as they do now, by supporting individual pupil's development in these areas.

Embedding FS throughout the curriculum is a great concern and the majority of learning support staff want more understanding of how they can support this.


Taking suggestions reported by stakeholders involved in the research, training needs across the types of support staff are identified as:

i. Administration staff

- Most of those in administration support roles identified a need to see how their role fits in with other staff and the range of requirements, experiences and assessments of pupils following the Diploma.
 - Many school management representatives identified that examination officers will need constant input of data from the beginning of the courses. The examination boards are training them, but systems for collecting data from across the providers seem still to be evolving.
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- The majority of consortia leads, school management and administrators dealing with finance issues identified that finance will need to be expanded from systems which secure finance for one institution, to ones which will accommodate the institutions invoicing each other for sessions which are purchased, and for funding shared facilities and employment contracts.
- Many consortia leads noted that those who manage marketing and publications, including option and course choices will need to be very clear at the outset about the Diploma right across the partnerships.
- Consortia leads, school management, those in administration roles and to a lesser extent, some learning and pupil support staff, acknowledged that dealing with different management information systems used by schools and colleges and putting in place systems for recording attendance and assessment is an immediate training and development requirement.

ii. Pupil support staff

- Those engaged in guidance, mentoring, careers and work placement have all mentioned their need to understand more about how their role impacts on other aspects of delivery and to have a better understanding of the whole Diploma at all levels, and the way in which FS, PLTS, generic skills, projects will be embedded or be discrete. This is supported across all support staff but to a lesser extent by teachers and managers who do not see pupil support and learning support changing as much as other support staff roles (e.g. administration).
 - One partnership expressed concern that, whilst staff who had been working with off-site learning and monitoring experiential learning for some time would be able to adapt to the Diploma easily in post, others who had been appointed from this September would need considerable information and training very quickly.
 - Many placement staff are keen to know how related work placements must be to the lines of learning at different levels. For many, concern is over finding enough employers who can offer specifically appropriate learning locally and ensuring that the system they use is adequate in health and safety and child protection. Many management staff and consortia leads have highlighted the similar needs in terms of how best to deal with the range of work placements that will be needed.
 - All careers and IAG staff have identified a need to know about Diploma lines, suitability of courses for different pupils, the aims of the Diploma lines and progression opportunities. Many consortia leads expressed the same concerns.
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iii. Technical staff

- The concern of some technicians is that they need to be able to cope with the higher level of skills they may need to serve the Diplomas in their areas. They have heard that the quality and experience must be equal to industry and many have not had recent experience e.g. a food and textile Technician who feels that she needs to update her experience with a refresher course to keep abreast of new high quality catering techniques and equipment.
- There is also a concern (identified by many support staff) that they need to be able to provide good planning in order to support pupils on extended projects who will need to use a wider range of equipment and improved techniques, which must be promptly available to them, to avoid holding them up or in some cases losing motivation.
- Support staff, teachers, school management and consortia leads all agree that some technical staff may need to boost their knowledge in sector subject areas and update their industry related skills and knowledge.

iv. Learning support staff

- The majority of learning support staff are concerned that they need:
 - To know how much support they can give and how to ensure they have adequate knowledge and skills themselves to support projects and principal learning over a range of areas and at higher levels.
 - To know how exactly they will support generic learning skills, such as FS, both embedded through the curriculum and in specific subjects.
 - Some sector specific training to ensure that they can effectively support projects and visits. This is supported by a small number of teachers who explained that work placement opportunities for learning support staff would help with contextualising the learning.
 - Some training to help pupils reflect on their progress and achievements and forward plan their own development.
- Many school management representatives, teachers and consortia leads are less concerned about learning support needs since many feel that these support staff will not be experiencing a great deal of change in their roles. School management, however, do feel that learning support staff may need more information on FS and PLTS, although they also acknowledge that this information could be cascaded from heads of relevant subject departments.
- A few teachers reported that they are keen to train learning support staff to enable pupils to be more independent and self-reliant. This involves a change in the style of support and is difficult because some pupils have such low self esteem and may fear failure enough to drop out when they do not receive the encouragement and support that they are used to.

Learning support staff who know the pupils well are able to contribute to their learning where they plan with teaching staff and instructors. These support staff feel that they are more in touch with the pupils than are the teachers, who have less time



to devote to individual teaching. Learning support staff can be good at building rapport with the pupils.

Training needs are very specific to roles and responsibilities, and there is still a preference for local training which understands the context of that particular partnership. Networks of support staff with different roles are growing up, within partnerships and across regions, and are highly valued because staff can get someone on the telephone immediately who has experience of the role in that area and will know how to get help.

Support staff involved with the Diploma do want to take responsibility for identifying their needs in order to be successful in their role. Many are well experienced and feel they have a right to tailored Continuing Professional Development (CPD).

Diploma specific and generic training needs


Some Diploma line specific training is seen as significant in relation to being up-to-date with industry and developing occupational currency, particularly for technicians and learning support staff where they may be supporting projects and industry visits. Technicians have specific concerns around using new equipment and up-to-date procedures and techniques. Other areas for Diploma line specific training highlighted by learning support staff include embedding FS and PLTS within the content of Principal Learning and for pupil support staff, sourcing appropriate work placements for Diploma lines, ensuring health and safety and managing the work placement (particularly for work placement staff). A concern of careers staff is having the range of knowledge needed to advise on each Diploma line and their relation to other qualifications, employment and progression opportunities.

However, the majority of development requirements are more generic than Diploma line specific. Although it is important for support staff to contextualise their support and they have shown some development requirements in this respect, their needs are common across the Diploma lines. For instance, administration staff will need to work across Diploma lines and consortia partners to help with management of Diploma delivery (timetabling, transport, monitoring data etc). Those training needs of pupil support staff and learning support staff are also generic in many cases, for example, assisting pupils to reflect on their progress, monitoring and recording progress and knowing how elements of the Diploma fit together.

7.5 Continuing Professional Development measures

Management staff from all the schools interviewed, stated that they had systems for quality control, linked through whole school systems of review and development, to identify requirements for allocation of finance for further development of staff. However, in many cases, support staff reported that they have not been included in this process in relation to identifying needs relating to Diploma delivery.

School management and support staff have reported that audits have taken place in a few cases including support staff, either across a department or on an individual basis (e.g. training providing an introduction to the Diploma where at the end of the



session there was a questionnaire which invited staff to audit their skills and needs) or through an annual review. One school has used the TDA on line staff audit programme for teaching staff and thought a similar process would be useful for support staff.

School management teams generally take responsibility for CPD (although there are cases where line managers such as SENCOs are involved). All school management representatives expressed a desire not to develop several different review systems and so are most likely to opt for extending existing procedures so that support staff training and development reviews are conducted on an annual basis alongside those for other staff.

In the majority of cases, CPD and training needs is dealt with at institutional level rather than at consortium level. This was reiterated by a number of regional interviews with local authority 14-19 teams. In most cases, these representatives stated that CPD was usually dealt with by individual schools or other institutions and that this was incorporated into annual reviews or that in the future, this would need to be the case. One local authority noted that in the future, it would be more efficient to transfer responsibility for this area from institutions or consortia to the local authority. This would mean that annual reviews would be conducted at institutional level but planning CPD and training would take place at a strategic level to co-ordinate support staff training and development across the consortium.

Later visits and follow-up interviews have revealed that CPD is becoming more significant for those who now have some experience of delivery. Centres are starting to think more strategically about training and development and are taking responsibility for training needs analysis and reviews. As with those visited in earlier stages of the project which were further on with CPD thinking and Diploma delivery, annual reviews are utilised to plan training and development needed. Further time for embedding Diploma delivery into normal school procedures is needed before evidence becomes clearer as to how well Diploma-related CPD is being planned and implemented, the nature of strategic decisions being taken and those responsible for taking these decisions.

7.6 How might roles and needs of support staff change in the future?


Many support staff and some of the consortia leads reported that more responsibility will fall on support staff, for organising what will be central to the success of pupils following a Diploma.

One partnership's coordinator was very aware of the need for service level agreements to cover both support staff and teaching staff and that unions had to be involved with these negotiations.

The following summary provides key development needs for support staff for the future, along with the relevant type of respondents to which these suggestions relate:

- For administrative staff, developing shared systems for attendance and monitoring, particularly as the Diplomas grow (an issue identified by administration support staff, consortia leads and school management teams).
- Language needs to support increasing numbers of pupils from Eastern European countries and translating instructions for machinery into different languages (a concern presented by a consortia lead).
- Support involving mentoring, monitoring progress and attendance will be more necessary where pupils learn in a number of different locations and contexts (identified by learning support staff, administrative staff and school management).
- Technical staff will be essential to provide adequate support at a range of levels for the increased practical experiences needed in schools. They will need to have adequate knowledge of recent industrial practice (an important concern across all types of respondents).
- Career staff and those offering advice and guidance will need to be absolutely up to date with equivalency of different courses, acceptance by employers and further education (an important concern across all types of respondents but deemed extremely important by those working in such roles or those likely to be asked for advice and guidance, such as pupil support and learning support).
- It will be essential that exam data and assessments are organised meticulously across the partnership and throughout the year (a concern of consortia leads, school management and examinations officers).
- Finance staff will need to know exactly what funding comes from where and what must be committed ahead to ensure the two year programme (highlighted by administrative staff and school management).

Support staff have suggested that to make the best of their contributions to delivering the Diplomas:

- They need recognition of a clear knowledge base and specialist domain that is relevant and appropriate to their standing within the educational community.
 - They need to be involved along with teaching staff in a professional system of audit and service level agreement.
 - Continuing professional development needs to be in place to support their practices.
 - There needs to be reviews for all staff, to keep up with developments in the Diploma.
 - To make the most of their skills, they need to be integrated into management structures within institutions, which ensure that they are kept up to date with developments and can be involved in planning their work.
 - Many support staff feel that they need to be accepted as valuable in their own right, with access to training and a right to have it funded.
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7.7 Key issues to address for future Diploma implementation

In terms of support staff roles and functions, a number of key concerns have been identified by all types of staff interviewed as part of this research:

- For all support staff, it was deemed important to ensure that they all have an understanding of the extent of their support and the experience they need to support delivery.
- Raising awareness about the importance of the Diploma was identified by many support staff, school management representatives and consortia leads as important.
- Nearly all support staff and many of the other stakeholders in this research, identified a significant need for procedures to be put in place to develop and maintain occupational currency.
- Protocols to manage staff across centres (including to cover staff travel time and funding), developing a quality framework across the partnership and ensuring that all pupils have equal access to support where required – extremely significant for all support staff.
- For a few support staff and some consortia leads, providing consistent and convenient transport arrangements in rural settings was highlighted as a concern.
- Many of the consortia leads and school management representatives identified a need to ensure suitable capacity of support staff e.g. adequate numbers to travel to centres or drive minibuses.
- For the majority of learning support and pupil support staff, but for some other support staff too, using protocols to manage pupil behaviour across centres was highlighted as a significant need.
- Having an agreed approach between partners for contacting employers within local areas was identified by a few support staff and a fair proportion of the consortia leads as a key concern.



8 Conclusions and Discussion

This project has provided detailed insights around the nature of consortia, their preparedness for delivery and plans for deployment and training of support staff. Extending the length of the project to cover implementation in September 2008 and the first six months of delivery has proved to be extremely beneficial. In this time, some early evidence has shown that consortia are developing their plans for preparing support staff for Diploma delivery and are thinking more strategically about their role in delivery.

However, overall, a key message is that there is still an urgent need to provide guidance to consortia about the importance of the various support staff roles and how they can be best galvanised to create a well organised and delivered Diploma. Although consortia are becoming more experienced with Diploma delivery and are adapting well to the needs of the new qualification, the prime focus remains on preparing teaching staff. For Diploma delivery to be successful, it is important that consortia are able to forward plan, thinking holistically about teaching, learning and the role of support within this framework. This need has been identified by DCSF and partners and as such has led to the commissioning of this piece of research. It is expected that the findings of this research will help to inform future guidance and support mechanisms for consortia.

Nature of consortia

The level of 'preparedness' or readiness to deliver the Diploma varies according to the nature and extent of the partnerships, those with experience of vocational provision and functional skills pilots appeared to be more prepared. In terms of training and development, a cascading model has been adopted by consortia. This entails that those at the management and strategic level are reasonably well prepared, while those at practitioner level (teachers and more so, support staff) are less well prepared, receiving much less information about Diplomas, their structure, nature and delivery expectations.

This was borne out in later visits and repeat interviews which show that from September 2008, consortia have become better equipped to plan and organise delivery ready for 2009 delivery. As a result some support staff seemed to be more knowledgeable about Diplomas and their role in Diploma delivery. Consortia seemed more confident and felt that they had ironed out early issues and problems. They now have been able to incorporate Diploma delivery discussions into annual reviews and staff have had time to access some training and deal with protocols for working across centres. Those who are preparing to start first delivery in September 2009 described how they are making use of their networks to learn from 2008 delivery and the increasing support resources becoming available.

Preparedness for delivery

In planning the roles of delivery staff, key concerns were timetabling, curriculum planning, lesson and assessment planning and planning the workload and roles of teachers. Support staff have been less involved in this stage of preparation

(although some administration and technical staff have been involved to some extent). This situation is starting to change though, with centres taking a more strategic and forward planning, rather than reactive, approach. Findings suggest that:

- Administration staff seemed to be more prepared in the later visits compared to those conducted earlier on in the research. They know more about Diplomas, their role and how delivery should work. Much of this has come from sharing knowledge through their networks, conducting research, learning on the job and attending some 14-19 briefings or training. Whilst managers, consortia leaders and administration staff see the administration role increasing in responsibilities, those at local authority level see administration for Diplomas being subsumed within the current role of administration staff.
- For pupil support staff, mentoring is seen as an increasing need and those involved in providing IAG are frustrated that they have not been suitably prepared to advise about the nature of Diplomas and progression routes. Those offering pastoral support are expected to be able to adapt to supporting Diploma pupils in the same way as they would other pupils.
- Many technical staff have been involved in planning courses with teachers and therefore, have an understanding of the Diploma in their subject area.
- Learning support staff have received the least amount of information since managers, teachers and some support staff see their role remaining as is. A few support staff admitted to not hearing about Diplomas or knowing anything about them prior to their interviews for the research.

Key roles and functions of support staff


The SHU study (2007)²⁵, identified five key function categories for support staff:

- General pedagogical support
- Personal / pastoral support
- Programme support
- Specialised vocational support
- Targeted pedagogical support

It is clear from the research conducted so far that these categories are relevant to support staff roles and many of the functions that we have identified will fit with the categories above. Refer to the table in Appendix 2 which maps the categories of roles identified by SHU, against the roles and functions identified through this research.

- General pedagogic support was identified by SHU (2007) as a very important function. This can also be considered to be the case when exploring the range of functions of learning support staff.

²⁵ Sheffield Hallam University (2007). *Support staff in 14-19 applied learning programmes. A preliminary study.* Centre for Education and Inclusion Research.



- Network management²⁶ was also identified as significant and it was thought that support staff can complete this through their project support function. This is corroborated through the findings of this work, where such functions as liaison between partner centres, sharing information and developing consortium wide monitoring systems have been identified.

Indeed there are similarities across the two studies and many of the functions identified in this research do map cleanly to the categories of support identified by SHU. However, others have been mapped where the relation is less clear and so further work would need to be completed to test out the relationship between the two frameworks used for the research. This mapping exercise has highlighted the range of roles which all support staff have in relation to 14-19 applied learning delivery and how these roles seem to be determined at the local level where need is identified, resulting in functions which can be carried out by a range of support staff types. For example, arranging placements is a function carried out as part of the Programme Support function identified by SHU. This however, maps to a range of related activities which can be carried out by all four categories of support staff used to frame this research.

Key roles and functions according to types of support staff found by this research are summarised below.

Administration staff

- Common timetabling and administering examination entries.
- Managing cross-partnership protocols for administration and standards.
- Sharing information across consortia and managing partnership relations.
- Opening and maintaining learner accounts with the Diploma Aggregation Service.
- Developing and maintaining a tracking and monitoring system and liaising with centres to develop useful data tracking systems (attendance, attainment).
- Organising transport of pupils.
- Providing information to partner centres, pupils, parents.
- Monitoring Health and Safety, risk assessments.

Common activities were related to partnership working, such as, information sharing, managing partner relations, dealing with protocol for administration, standards and timetabling. These were seen to be key changes to their role due to the nature of Diploma delivery.

Pupil support staff

- Supporting project work.
- Helping pupils to understand the skills or research (using the internet, library).
- Co-ordinating literacy and numeracy training.

²⁶ Network Management was acknowledged in the study of *Excellence in Applied Learning* (Harkin, 2007) as a key dimension to managing partnerships. The Sheffield Hallam study (2007) referred to this with reference to their findings where they state that support staff are often best placed to take a leading role in managing partnerships through their 'programme support' functions.

- Liaising with employers.
- Drivers and escorts.
- Checking attendance, behaviour and monitoring data.
- Liaising with escorts and teachers to see if learning support is needed.
- Arranging work placements.
- Liaising with staff delivering the Diploma and ensuring pupils are comfortable with the different demands it brings.
- Linking education and the world of work and illustrating the relevance and potential of the Diploma.
- Guiding research on career opportunities, planning learning and progression.


For pupil support staff, working with employers and organizing work placements were considered to be the most significant functions, as well as offering pastoral support. Their role is seen to change due to the work-related learning aspects of the Diploma and the need to engage with industry.

Technical staff

- Applying industrial experience to learning aims.
- Setting up and supervising practical tasks.
- Developing and sourcing teaching materials and planning resources.
- Planning projects to ensure they are interesting and apply theory.
- Facilitating project work.
- Reflecting progress of pupils for assessment, observing work, making visual assessments, signing witness statements.
- Planning work experience and visits to employers.
- Monitoring health and safety.
- Supporting specialist subject teaching.

Technicians have experienced/will experience a change in their role in terms of mentoring projects, dealing with industry and visits (including health and safety) and making use of their industry expertise.

Learning support staff

- Working with targeted pupils.
 - Providing one-to-one support and SEN support.
 - Making sure pupils understand their tasks/requirements and how to collect and collate evidence.
 - Assisting with research and planning projects, facilitating project work and practical tasks.
 - Preparing for assessment (including online testing, examinations).
 - Assessing work (internal and external assessment), including formative assessment and providing feedback.
 - Aiding reflective learning.
 - Supporting work experience.
 - Dealing with transport issues and assisting transport of pupils (acting as drivers and escorts)
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- Assisting with sourcing and developing resources and teaching materials.
- Ensuring that generic requirements are met, especially for those with learning difficulties.
- Sourcing opportunities and planning work-related learning.
- Helping pupils to organise time/ plan their learning.
- Applying sector knowledge to tasks and learning aims, providing a more realistic learning environment relating to the sector.
- Supporting the use of technology.

For learning support staff, key functions will be preparing for assessment, supporting the use of technology, developing and sourcing materials and resources. Their role is not considered to change a great deal although they may be expected to move across centres to support pupils in their learning (particularly for those with SEN). This view was supported by interviews with local authority 14-19 teams, suggesting that this finding is common across the country.


These functions are not however, exclusive to the type of support staff, rather, the functions will be adapted and applied where needs are identified and according to the type of staff employed within a centre or across consortia. For example, liaison with employers may be carried out by administrative staff, learning support and pupil support staff.

Support staff and managers do recognise the importance of support staff within Diploma delivery and this seems to be increasing as time passes. Managers and consortia leads are becoming more able to plan support staff roles and are attending meetings with support staff to help prepare them. Indeed support staff roles seem to be broadening to the extent that the definition of support staff is widening to include, work placement and transport staff as well as Diploma Key Workers.

Training and development of support staff

In line with the findings from the SHU (2007) project, respondents have expressed that support staff are vital to delivery of Diplomas and therefore, how important the training and development of support staff is. However, only a small proportion of support staff have had access to specific training and development activity. Some have joined in formal training or briefing sessions which were designed for other staff (e.g. teachers). Informal briefing sessions seem to have been popular although in many cases these were not targeted specifically to support staff. For those involved in 2008 delivery, they seem to have relied on learning on the job and working with other support staff and teachers to get by in the first year.

The good news is that access to training seems to be opening up, as later on in delivery, managers and consortia leads have been able to think more strategically about support staff roles, include discussions around Diploma delivery in annual reviews and plan for 2009 delivery. Some barriers do still exist however, the significant limitation being arranging cover for support staff to take time out of their role.



Overall, support staff and their colleagues express a significant need for support staff to:

- Understand how all the different aspects of the Diploma fit together.
- Know how these elements are assessed.
- Have the specific knowledge needed in relation to learning lines.
- Understand the overlaps across Diploma lines.
- Have the knowledge needed in relation to FS, PLTS and projects.
- Understand the nature of applied learning.
- Have clarity about what learning experience and evidence of it will be needed for each level.
- Be able to update industry-related knowledge and skills.
- Understand the differences and links between Diplomas and other qualifications.
- Work with a range of providers which have different teaching and learning styles and protocols.
- Have an awareness of the roles of support staff.
- Work with pupils with additional needs (if this is not previously an aspect of their role).

Training needs across the types of support staff are identified by consortia leads, school management teams, teachers and support staff as:


Administration staff

- Financial awareness across partnerships and finance systems.
- Management information system and establishing a generic system for recording attendance and assessment.
- Nature of the Diploma for marketing purposes.
- Common timetabling.
- Health and Safety legislation and protocols and child protection.

Pupil support staff

- Working off-site.
- Health and Safety legislation and protocols and child protection.
- Monitoring experiential learning.
- Organising relevant work placements.
- Understanding Diploma lines and progression opportunities.

Technical staff

- Working with higher level of skills.
 - Keeping up-to-date with industry skills, knowledge and equipment and techniques.
 - Planning for extended projects.
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Learning support staff

- Keeping up-to-date with industry knowledge and skills.
- Understanding the nature of support needed.
- How to embed generic learning (PLTS and FS).
- Supporting employer visits.
- Reflective learning.
- Skills with technology.
- Supporting pupils to become independent learners.

Support staff expressed a need for 'personalised' training and development.


- A 'menu' to make identification of who specifically any training offered would be helpful to and providing information of what training is available.
- A comprehensive resource rather than guidance and training accessed from a range of sources, a one-stop-shop for support.

All support staff consider their role to be important in Diploma delivery and as such, see their professional development as significant in helping to ensure that they are fully prepared. Although CPD for Diploma delivery has not previously been a key focus for those at management and strategic levels, this is starting to change. At present, assessing development needs and arranging training is most often dealt with at institutional level although some consortia and local authorities are starting to consider how training can be achieved more efficiently.

This research has uncovered a range of roles, responsibilities and training needs of school support staff and in many cases, raises issues around the inequity of opportunities for CPD and training across the different consortia and types of staff. This comes from the run up to first delivery in September 2008 and the need to focus on what consortia and centres considered to be critical to get Diploma delivery underway.

Although support staff may not have been central to this at the time, their significance in Diploma delivery is recognised and managers, consortia leads and local authorities are now turning to thinking more about how best to utilise and prepare support staff. It is expected that another year of delivery will see great improvements in these areas and as such, follow-up research would be extremely beneficial in evaluating the progress made by consortia, the changes in roles, strategic planning for use of support staff and developments in meeting training needs or where further needs can be identified.

A range of support resources are now available for all delivery staff with more being developed and some specifically for support staff. Follow-up research will also help to ensure that these resources remain up-to-date and fit for purpose.



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Appendix 1: Consortia sample

Consortia	Region	Support staff	Teachers	School Management Team	Consortia Management Team
1	YH	1 School exam officer	-	1 Assistant Head	1 Consortia Lead
2	SW	1 Off-site student support Mgr 1 Off-Site Education Keyworker 1 Year 9/10 Assistant + Diploma Keyworker 1 Data Management 1 D /T Technician	1 Teacher/ School Lead for SH&D Diploma 1 Assistant Headteacher for Professional Learning and Human Resources	1 Business Links Manager	1 Consortia Lead 1 IT Diploma Lead
3	SW	1 School librarian 1 Careers Librarian 1 Applied learning support officer 1 Careers support assistant 1 Work related learning coordinator 1 Connexions worker	4 teachers 1 deputy principal	1 Manager 1 Principal	1 Consortia Lead
4	SW	1 Lead admin 1 partnership data coordinator 1 Data coordinator – Linked to the SEN Team	6 teachers	1 Deputy Head	1 Consortia Lead
5	NE	2 Centre Mgrs 1 Centre administrator	1 Engineering 1 Teacher: Lead Assessor for Consortium 1 Teacher and subject leader of engineering	-	1 Consortia Lead
6	NE	8 Connexions advisors 1 School Management Information. Mgr 1 exams officer 1 finance officer 1 data/exams manager	8 teachers: Deputy Head Business Studies, English/Admin, Assistant Technician, PE, Assistant Head Geography, Textiles ,ICT.	1 Deputy Head	1 Consortia Lead
7	EM	2 exam admin 2 Timetable & options admin	1 Business studies	1 Vice Principal	1 Consortia Lead

Consortia	Region	Support staff	Teachers	School Management Team	Consortia Management Team
8	EM	1 Communications coordinator 1 partnership coordinator 1 Head of Post 16	2 Teachers/ Diploma Leads	1 Inter-Authority (city and county) 13-19 Implementation Officer	1 consortia Lead
9	EM	1 14-19 Manager 1 technician in technology department 1 KS 4 coordinator 1 TA allocated to technology department 2 exam officers	1 English teacher 1 Programme leader for engineering Diploma 1 head of technology department and lead for engineering Diploma 1 Deputy head	1 Head Teacher	1 Consortia Lead
10	SE	1 Alternative learning co-ordinator 1 TA	1 Diploma Teacher 1 Deputy Head teacher 2 Asst. Head Teachers	1 Deputy Head	-
11	SE	1 Senior instructor 1 Exams officer	-	-	1 consortia Lead
12	SE	1 personal tutor	1 teacher 1 electronics lecturer	1 Diploma Development Mgr (Eng.)	-
13	NW	1 Technology Technician 1 Admin Assist. 2 TA 1 Learning Mentor	1 Science 1 Technology 1 Maths, Key Stage Coordinator 1 Head of English, Assistant Headteacher 1 Maths, Exams Officer 1 English Key Stage Coordinator 1 Maths - Head of Year 1 Assistant Headteacher	1 Assistant Headteacher 1 Head of Media Studies 1 Head of Newall Green School	1 Strategic lead 14 to 19

Consortia	Region	Support staff	Teachers	School Management Team	Consortia Management Team
14	NW	1 Placement Coordinator 1 School Liaison coordinator 2 Exam Officers	3 Diploma Leads 3 IT Lecturers 1 Construction Lecturer	1 Director of 14-19 Education 1 Assistant Head	1 Consortia lead
15	WM	1 TA 1 Programme Manager 1 CLC Director, IT Diploma Lead	1 Course Team Leader - Advanced Diploma 2 IT	1 Functional Skills coordinator 1 SEO 14-19 Partnership	1 consortium lead
16	WM	2 Exam Officers 1 School Business Manager 1 Food Technician 1 Lead Teaching asst. 1 Receptionist 1 Learning mentor	1 Asst. Head (Arts)	1 Asst. Head (Progress)	1 Consortium lead
17	LN	1 FS support 1 student support & programme co-ordinator 2 TAs	2 Diploma lead tutors	1 Diploma Strategy - management	1 Diploma Coordinator (Consortia Lead)
18	LN	1 Cover supervisor		1 Assistant head and lead teacher for Diploma Creative & Media.	1 Consortium lead
19	LN			1 Coordinator	1 Consortium lead
20	EE	4 Admin staff 3 Essential services staff 1 Curriculum support	2 Teachers 1 deputy head teacher	1 Head teacher 1 Director of Specialism	1 consortia Lead
TOTAL		79	63	25	19

Grand total: 186 staff

Appendix 2: Mapping to previous research on support staff roles

Sheffield Hallam University (SHU, 2007) conducted a piece of research to identify the nature of support staff roles within 14-19 applied learning programmes. The general roles/type of support and examples of functions identified by SHU are mapped against those roles and functions identified in this report. Refer to the table below for this mapping exercise.

SHU (2007)	LSN (2009)
<p>General pedagogical support</p> <ul style="list-style-type: none"> • Support for portfolio building • Helping pupils see links between different aspects of their work • Work with small groups to guide understanding • Scaffold learning • Targeted activity to support the lecturer • Encouraging and motivating pupils 	<p><i>Learning support</i></p> <ul style="list-style-type: none"> • Working with targeted pupils • Providing one-to-one support and SEN support • Making sure pupils understand their tasks/requirements and how to collect and collate evidence • Assisting with research and planning projects, facilitating project work and practical tasks • Preparing for assessment (including online testing, examinations) • Assessing work (internal and external assessment), including formative assessment and providing feedback • Aiding reflective learning • Assisting with sourcing / developing resources and teaching materials • Ensuring that generic requirements are met, especially for those with learning difficulties • Helping pupils to organise time/ plan their learning <p><i>Pupil support</i></p> <ul style="list-style-type: none"> • Supporting project work • Helping pupils to understand the skills or research (using the internet, library) <p><i>Technical staff</i></p> <ul style="list-style-type: none"> • Reflecting progress of pupils for assessment, observing work, making visual assessments, signing witness statements

<p><i>Personal/pastoral support</i></p> <ul style="list-style-type: none"> • Informal and formal mentoring • Counselling • Pastoral tutoring • Dealing with behavioural problems • Ad hoc emotional support • Information, advice and guidance • Mediation • Communication with parents. 	<p><i>Pupil support</i></p> <ul style="list-style-type: none"> • Liaising with escorts and teachers to see if learning support is needed • Liaising with staff delivering the Diploma and ensuring pupils are comfortable with the different demands it brings • Linking education and the world of work and illustrating the relevance and potential of the Diploma • Guiding research on career opportunities, planning learning and progression
<p><i>Programme support</i></p> <ul style="list-style-type: none"> • Liaison and communication with colleges/schools/providers; • Organising placements; • Monitoring attendance, achievement, progress and quality of provision; • Overall 'maintenance functions' to ensure smooth running especially in relation to pupil engagement in the programme. 	<p><i>Administration staff</i></p> <ul style="list-style-type: none"> • Common timetabling and administering exam entries • Managing cross-partnership protocols for administration and standards • Sharing information across consortia and managing partnership relations • Opening and maintaining learner accounts with the Diploma Aggregation Service • Developing and maintaining a tracking and monitoring system and liaising with centres to develop useful data tracking systems (attendance, attainment) • Organising transport of pupils • Providing information to partner centres, pupils, parents • Monitoring Health and Safety, risk assessments <p><i>Learning support</i></p> <ul style="list-style-type: none"> • Dealing with transport issues and assisting transport of pupils (acting as drivers and escorts) • Supporting work experience <p><i>Pupil support</i></p> <ul style="list-style-type: none"> • Checking attendance, behaviour and monitoring data (recording grades, • Liaising with employers • Drivers and escorts • Arranging work placements

	<p>Technical staff</p> <ul style="list-style-type: none"> • Planning work experience and visits to employers • Monitoring health and safety
<p>Specialised vocational support, which involves using experience gained in industry or through general life experience to support pupils engaged in vocationally oriented tasks.</p>	<p>Technical staff</p> <ul style="list-style-type: none"> • Applying industrial experience to learning aims • Setting up and supervising practical tasks • Developing and sourcing teaching materials and planning resources • Planning projects to ensure they are interesting and apply theory • Facilitating project work • Supporting specialist subject teaching <p>Learning support</p> <ul style="list-style-type: none"> • Sourcing opportunities and planning work-related learning • Applying sector knowledge to tasks and learning aims, providing a more realistic learning environment relating to the sector • Supporting the use of technology
<p>Targeted pedagogical support, which involves support for key skills (literacy, numeracy, ICT) in relation to applied programmes.</p>	<p>Pupil support</p> <ul style="list-style-type: none"> • Co-ordinating literacy and numeracy training