

SECTION 3 – ALL SUPPORT STAFF

3.1 Basic Skills (Level 2)

A Basic Skills Level 2 qualification in either Adult Literacy or Numeracy is equivalent to a GCSE A* to C and can be used if Support Staff require English and Maths qualifications (although it should be noted that these qualifications are not accepted as alternatives to GCSE for those applying for teacher training). The Standards for Level 2 literacy and numeracy are given below:

a) Basic Skills Standards for Literacy

At this level, people can:

- (i) Listen and respond to spoken language, including extended information and narratives, and follow detailed explanations and multi-step instructions of varying length, adapting response to speaker, medium and context.
- (ii) Speak to communicate straightforward and detailed information, ideas and opinions clearly, adapting speech and content to take account of the listener(s), medium, purpose and situation.
- (iii) Engage in discussion with one or more people in a variety of different situations, making clear and effective contributions that produce outcomes appropriate to purpose and topic.

People will be expected to:

- Listen for and identify relevant information from extended explanations or presentations on a range of topics;
- Listen to, understand and follow lengthy or multi-step instructions and narratives on a range of topics and in a range of contexts;
- Speak clearly and confidently in a way which suits the situation;
- Respond to detailed or extended questions on a range of topics;
- Respond to criticism and criticise constructively;
- Make requests and ask questions to obtain detailed information in familiar and unfamiliar contexts;
- Express clearly statements of fact, explanations, instructions, accounts, descriptions using appropriate structure, style and vocabulary;
- Present information and ideas in a logical sequence and provide further detail and development to clarify or confirm understanding;
- Make relevant contributions and help to move discussions forward;
- Adapt contributions to discussions to suit audience, context, purpose and situation;
- Use appropriate phrases for interruption and change of topic;
- Support opinions and arguments with evidence;
- Use strategies intended to reassure, e.g. body language and appropriate phraseology in a wide range of formal and social exchanges.

Reading standards (including spoken communication) – at this level, people can:

- (i) Read and understand a range of texts of varying complexity accurately and independently;
- (ii) Read and obtain information of varying length and detail from different sources.

People will be expected to:

- Trace and understand the main events of continuous descriptive, explanatory and persuasive texts;
- Identify the purpose of a text and infer meaning which is not explicit;

- Identify the main points and specific detail;
- Read an argument and identify the points of view;
- Read critically to evaluate information and compare information, ideas and opinions from different sources;
- Use organisational features and systems to locate texts and information;
- Use different reading strategies to find and obtain information, e.g. skimming, scanning, detailed reading;
- Summarise information from longer documents;
- Read and understand technical vocabulary;
- Use reference materials to find the meanings of unfamiliar words

in a wide range of text type.

Writing standards (including spoken communication) – at this level, people can:

- (i) Write to communicate information, ideas and opinions clearly and effectively, using length, format and style appropriate to purpose, content and audience.

People will be expected to:

- Plan and draft writing;
- Judge how much to write and the level of detail to include;
- Present information and ideas in a logical or persuasive sequence, using paragraphs where appropriate;
- Use format and structure to organise writing for different purposes;
- Use formal and informal language appropriate to purpose and audience;
- Use different styles of writing for different purposes, e.g. persuasive techniques, supporting evidence, technical vocabulary;
- Construct complex sentences;
- Use correct grammar, e.g. subject-verb agreement, correct and consistent use of tense;
- Use pronouns so that their meaning is clear;
- Punctuate sentences correctly and use punctuation accurately, e.g. commas, apostrophes, inverted commas;
- Spell correctly words used most often in work, studies and daily life, including familiar technical words;
- Proof-read and revise writing for accuracy and meaning;
- Produce legible text

in a wide range of documents.

b) Basic Skills Standards for Adult Numeracy

Understanding and using mathematical information – at this level, people can:

- (i) Read and understand mathematical information used for different purposes and independently select and compare relevant information from a variety of graphical, numerical and written material.
- (ii) Specify and describe a practical activity, problem or task using mathematical information and language to increase understanding and select appropriate methods for carrying through a substantial activity.

People will be expected to:

- Use numbers, fractions, decimals and percentages in the context of measures, estimating amounts and proportions, and make accurate observations;
- Use shape and space to record relevant measurements and make accurate observations;
- Use discrete and continuous data from tables, charts, diagrams and line graphs;

- Collect and record discrete and continuous data in tests and observations;
- Design appropriate methods;
- Select and use appropriate mathematical tests, skills or concepts;
- Recognise that substantial activities should be broken down into smaller, more manageable tasks.

Calculating and manipulating mathematical information – at this level, people can:

- (i) Generate results to an appropriate level of accuracy using methods, measures and checking procedures appropriate to the specified purpose.

People will be expected to use:

- Whole numbers;
- Fractions;
- Decimals;
- Percentages;
- Measures;
- Shape and space;
- Data and statistical measures;
- Probability;
- Electronic or mechanical aids.

Interpreting results and communicating mathematical information – at this level, people can:

- (i) Present and explain results clearly and accurately using numerical, graphical and written formats appropriate to purpose, findings and audience.

People will be expected to:

- Use whole numbers, common fractions, decimals and percentages to present results;
- Select and use measures and units of measure to define quantities;
- Use tables, charts, diagrams and line graphs to draw conclusions and present results, e.g. for amounts, sizes, scales and statistics;
- Use approximation to corroborate and confirm results;
- Select and use appropriate methods and forms to present and explain outcomes.

Further Basic Skills information and practice tests can be obtained from the following websites:

- <http://www.dfes.gov.uk/readwriteplus/>
- <http://www.move-on.org.uk>
- <http://www.learndirect.co.uk>

3.2 ITQ – Flexible IT Qualification (Levels 1, 2 & 3)

This is a new IT user qualification that is benchmarked against recognised standards. It offers work-based training and assessment so you can learn at work and you only need to learn the skills that are relevant to your job. You learn at your own pace and choose from a range of modules that suit your needs best at the level that's right for you. If you already have IT qualifications, they could count towards the ITQ.

3.3 European Computer Driving Licence (ECDL) (Level 2)

The European Computer Driving Licence (ECDL) is the internationally recognised qualification which enables people to demonstrate their competence in computer skills. It is

designed specifically for those who wish to gain a benchmark qualification in computing to enable them to develop their IT skills and enhance their career prospects.

The ECDL syllabus is designed to cover the key concepts of computing, its practical applications and their use in the workplace and society. It is broken down into seven modules, each of which must be passed before an ECDL certificate is awarded.

The modules may be taken in any order and over any period of time up to three years - even all at once - offering maximum flexibility. When all 7 modules have been successfully passed, the logbook is exchanged for a certificate and ECDL 'licence' card. The seven modules that make up the ECDL are:

1. Basic concepts of IT
2. Using the computer and managing files
3. Word processing
4. Spreadsheets
5. Database
6. Presentation
7. Information and Communication

ECDL training is offered at Adult Education Centres across Leicestershire.

3.4 Vocational Qualification (VQ) – Award & Certificate in Support Work in Schools (Levels 2 and 3)

a) Level 2

These qualifications are aimed at developing candidates' skills and knowledge and to recognise their achievements in a practical way that is relevant to the work context. These qualifications are appropriate for all support staff roles.

To achieve the Level 2 Award in Support Work in Schools, candidates are required to complete three units made up of two mandatory units and one optional unit.

To achieve the Level 2 Certification in Support Work in Schools, candidates are required to complete four units made up of two mandatory units and two optional units.

Mandatory Units:

1. Help with the care and support of pupils
2. Provide effective support for your colleagues

Optional Units:

3. Communicate information using telephone and fax
4. Prepare and print documents using a computer
5. Photocopy, present and distribute complex documents
6. Receive and assist visitors
7. Record, store and supply information using a paper-based filing system
8. Enter, retrieve and print data in a database
9. Produce documents from your own notes
10. Maintain the arrangement of material to facilitate retrieval
11. Ensure your own actions reduce risks to health and safety
12. Help with classroom resources and records
13. Maintain the provision of materials, equipment and resources

14. Process requests to support learning
15. Controlling stocks of laboratory materials and equipment
16. Software installation and upgrade
17. Working with ICT hardware and equipment
18. Maintain resources
19. Maintain grounds
20. Maintain site security
21. Control the use of resources
22. Control the use of premises by customers and contractors
23. Provide support for learning activities
24. Support literacy and numeracy activities in the classroom
25. Contribute to the support of student activities
26. Support children's physical development needs
27. Support children's social and emotional development
28. Technical advice and guidance
29. Remote support for products and services
30. System operation

b) Level 3

The Level 3 Award and Certificate VQs in Support Work in Schools follow a similar format to the Level 2 qualifications detailed above.

3.5 Safeguarding Children: A Practical Guide for Support Staff

The aims of the safeguarding children training are:

- To raise awareness of all support staff to safeguarding and promoting the welfare of all pupils;
- To enable support staff to understand the role and responsibilities of the Designated Senior Person for Child Protection and the Governing Body;
- To enable support staff to report any matters of child protection in accordance with Area Child Protection Committee (ACPC) policies and procedures.

By the end of the training course participants will have:

- Gained an understanding of the legislative framework for child protection;
- Understood the role and responsibilities of the Senior Designated Person for Child Protection and the Governing Body;
- Been given relevant information on signs and symptoms of child abuse and neglect;
- Been given relevant information about procedures in relation to safeguarding children and young people;
- Considered the need for support and will have developed strategies to receive this.

The course is relevant to all school based support staff. The course is accredited by the Open College Network and represents a wide use of the learning skills and competencies. The course will require that participants complete a multiple choice examination on child protection and brief written piece of 500 words. Once completed, the participant will receive a certificate for completing the accredited course. The credit(s) gained from the course are recognised nationally and can be used to facilitate progress or access to further qualification or training.

3.6 Certificate – ESOL (Skills for Life) (Levels 1 and 2)

ESOL (Skills for Life) qualifications are designed to support learners for whom English is not their first language. They are only available for adult learners over the age of 16. The qualifications are offered at three levels Entry, Level 1 and Level 2. At each level all modes are individually assessed by an externally set test paper that is internally marked and externally verified. At Level 2, the reading unit is the Adult Literacy Test, which can be taken on screen.

The tests, at all levels, are based on the National Standards for literacy and the ESOL core curriculum.

ESOL courses are run by Leicestershire Adult Education Service, at localities around the county.

3.7 Support Staff Introductory Training (Level 1)

This is a DfES course for Support Staff in all roles, and provides fundamental information about matters that are relevant to all who work in schools. It consists of modules in role and context, behaviour management, inclusion, the curriculum, English as an additional language, and risk and reflection.

The Specialist Teaching Service will deliver the Support Staff Introductory Training in the Autumn and Spring Terms. If new or recently appointed Support Staff would like to attend the course they should obtain permission from the Headteacher/principal.

3.8 ILM Introductory Certificates

The Institute of Leadership and Management (ILM) is regarded as a premier awarding body for Management Qualifications within the UK and is a wholly owned subsidiary of City and Guilds.

The ILM courses are generic to all sectors, but bespoke programmes have been developed with Leicestershire County Council for training to be set in the context of the Every Child Matters Agenda and developed to support staff working within schools, colleges and central Children and Young People's Service departments.

a) Team Leading (Level 2)

Successful completion of this programme provides delegates with the ILM Introductory Certificate in Team Leading: an externally recognised qualification suitable for those new to leadership.

The programme aims to:

- Assist delegates in gaining the knowledge and to develop the skills required by team leaders as the foundation for formal development in this role;
- Enable delegates to acquire the skills and knowledge necessary to carry out their responsibilities effectively and efficiently and extend and maximise their role;
- Enable delegates to gain the confidence to apply their team leadership skills and knowledge;
- Promote understanding of organisational and cultural changes and the team leader role and responsibilities in helping the team manage change and contribute to the achievement of the 5 ECM outcomes;

- Enable delegates to enhance their personal development through the acquisition of transferable knowledge and skills;
- Encourage and enable delegates to take responsibility for their own learning and development.

The programme consists of 3 full day workshops which are delivered over a number of weeks. There is a core unit covering the role of the team leader, plus additional units covering the following areas:

1. Planning and monitoring the work
2. Developing the work team
3. Workplace communication
4. Managing yourself

There are no formal entry requirements, but participants ideally should be working in teams.

b) First Line Management (Level 3)

Successful completion of this programme provides delegates with the ILM Introductory Certificate in First Line Management: an externally recognised Management Qualification.

This qualification is aimed at staff with responsibility for managing people and resources at a first line level, who do not already possess a formal management qualification.

The programme aims to:

- Assist delegates in gaining the knowledge and developing the skills required by first line managers as the foundation for their management development;
- Enable delegates to acquire the skills and knowledge necessary to carry out their responsibilities effectively and efficiently and extend and maximise their role;
- Enable delegates to gain the confidence to apply their leadership and managerial skills and knowledge;
- Promote understanding of the required organisational and cultural changes, how delegates and their teams fit in the future of Children's Services and delegates' roles and responsibilities in helping the service achieve its vision;
- Enable delegates to enhance their personal development through the acquisition of transferable knowledge and skills;
- Enable the development of support networks by use of action learning as the vehicle through which learning is reflected and, transferred to the workplace and issues discussed;
- Encourage and enable delegates to take responsibility for their own learning and development and to encourage this approach in their teams.

The programme covers the following areas:

1. Problem Solving and Making Decisions
2. Achieving Objectives through Time Management
3. Giving briefings and Making Presentations in the Workplace
4. Building the Team
5. Motivating People to Perform in the Workplace
6. Managing Performance.

This course does not require applicants to be any more qualified or experienced than the Introductory Certificate in Team Leading, but its 6 day commitment over about eight weeks enables attendees to experience a broader range of modules.