

Royal Borough of Kensington and Chelsea 2011 to 2012

Career Progression for support staff working in schools.

Table 1 is taken from the TDA career progression framework, which may be found in full on the TDA website, www.tda.gov.uk. It shows, in a very general way, the kinds of tasks that workers at each qualification level may be expected to undertake. It needs to be interpreted with attention to the kind of work done and the context.

Table 2 shows where you might study locally to gain relevant qualifications needed to progress to being a teacher. The information is based on course information for 2007-8, but all options will continue to be available in 2008-9. Professional development opportunities that help contribute to skills in a current role tend to be short in duration and are usually offered within the school, in partnership with another school or within the local authority. These are not shown here. For progressing to other roles working with children, a similar pattern of qualifications is needed. The learndirect website, www.learndirect.co.uk gives good information about what qualifications and experience are needed for different jobs.

Introduction

Although experience and personal qualities are extremely important for anyone who works with children, work at all levels is increasingly being based on national occupational standards, linked to qualifications. In the Royal Borough of Kensington and Chelsea, all staff are encouraged to build a continuing professional development portfolio as their career progresses. The portfolio provides sample evidence of skills that have been used by the individual and may, or may not, include formal qualifications. In a school environment, portfolios will include evidence of how the individual has supported or enabled children in their learning and how they have worked as part of a school team. All staff in the school, teachers, classroom-based support staff and staff working in other areas of the school make a contribution to the achievements and well-being of children and the continuing professional portfolio can be used in many ways: to celebrate and share good practice and ideas, to use in performance management, to support career development within the existing role, in applying for a different post.

For teaching assistants, the Higher Level Teaching Award (HLTA) is not a qualification, but gives recognition for the ability to carry out a particular role in a school (based on a portfolio). It provides recognition for a very high level of competence, for example when applying for a new post. In order to take on further study, for example to progress to teaching, qualifications at a necessary level will also be required.

Literacy and numeracy skills which are at least 'good' are expected for all staff working with children. If you do not already have qualifications in English and mathematics and want help in gaining these, please contact your local college, adult education service or a learndirect centre or website. If you are not sure where to find these, start at your local library, who will tell you where to look. Many adults missed out on these when they were at school, or they may have lost certificates. For almost any career, evidence of good maths and English skills is essential to progress. Your course will cater for the specific needs of adult learners.

ICT skills are also often required to make progress and local colleges provide good opportunities for you to improve your personal skills.

Support for career and pay progression

Progression in skills and competence for all staff should reasonably be expected within the job role. Training and mentoring needs will be supported through the performance management process. Pay progression and the opportunity to take on more responsibility will depend on posts being available, and you should expect to make an application for higher-paid posts, either at the same or at a different school.

The school will not necessarily be able to provide full support for the training you might need to be able to progress, particularly if this goes outside the requirements of your current post. The priorities of the school must be determined, first of all, by the needs of the children, as specified in the school improvement plan, although your personal development will be considered as part of the performance management process. The school may not be able to provide funding or release time for external training.

In some cases, external support may be available to support your training, for example for the HLTA award or to take forward training as a school bursar.

Useful websites

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- The *learn*direct website provides information about careers in all sectors and explains the qualifications you need to get a job. It also shows how you can access additional information and advice and has a section on finding courses locally.

www.learnirect.co.uk/

- skills4schools is focused on the wide variety of career paths within schools. It provides you with pen portraits of different people working in schools and the training path that they have followed. For example, there is a portrait of a teacher who began as a nursery assistant and did all her training part-time.

www.skills4schools.org.uk/

- The childcare careers website shows how careers in working with children may be developed in different settings. There are some pen portraits of people describing the work they do.

www.childcarecareers.gov.uk

- The Training and Development Agency for schools (TDA) has a responsibility for all school staff. It explains the different routes into teaching and has a section for support staff.

www.tda.gov.uk

- For office-based staff, the Bursar Development Programme organised by the National College of School Leadership is explained on

www.ncsl.org.uk/programmes/bdp

- For help, to find your current level and practice for maths and English tests, go to the Move On website. The BBC skillswise site provides lots of additional practice material if you need to review the 'basics' and the bitesize site gives revision material at higher levels.

www.move-on.org.uk

www.bbc.co.uk/skillswise

www.bbc.co.uk/bitesize

Table 1- National Qualifications Framework Level indicators

The proposed level indicators in the NQF are a guide to the range of qualifications and levels. They describe the learning and achievement that happens at each level, and show how the skills and knowledge relate to job roles. The indicators are not intended to be precise or comprehensive – they are working guides.

Framework level	Level indicators	Examples of qualifications
Entry	Entry level qualifications recognise basic knowledge and skills and the ability to apply learning in everyday situations under direct guidance or supervision. Learning at this level involves building basic knowledge and skills and is not geared towards specific occupations.	Qualifications are offered at entry 1, entry 2 and entry 3, in a range of subjects
Level 1	Level 1 qualifications recognise basic knowledge and skills and the ability to apply learning with guidance or supervision. Learning at this level is about activities which mostly relate to everyday situations, and may be linked to job competence.	NVQ 1; certificate in business administration; GCSEs grades D–G; foundation certificate in health and safety in the workplace
Level 2	Level 2 qualifications recognise the ability to gain a good knowledge and understanding of a subject area of work or study, and to perform varied tasks with some guidance or supervision. Learning at this level involves building knowledge and/or skills in relation to an area of work or a subject area and is appropriate for many job roles.	NVQ 2; SWiS level 2, GCSEs grades A*–C; certificate in coaching football; diploma for IT practitioners
Level 3	Level 3 qualifications recognise the ability to gain, and where relevant apply, a range of knowledge, skills and understanding. Learning at this level involves obtaining detailed knowledge and skills. It is appropriate for people wishing to go to university, people working independently, or in some areas supervising and training others in their field of work.	Certificate for teaching assistants; NVQ 3; SWiS level 3, A-levels; advanced extension awards; diploma in cleaning services supervision
Level 4	Level 4 qualifications recognise specialist learning and involve detailed analysis of a high level of information and knowledge in an area of work or study. Learning at this level is appropriate for people working in technical and professional jobs, and/or managing and developing others. Level 4 qualifications are at a level equivalent to certificates of higher education.	Higher professional diploma for IT practitioners; certificate in early years practice, Certificate in School Business Management
Level 5	Level 5 qualifications recognise the ability to increase the depth of knowledge and understanding of an area of work or study, to enable the formulation of solutions and responses to complex problems and situations. Learning at this level involves the demonstration of high levels of knowledge, a high level of work expertise in job roles,	Diploma in school business management; higher national certificate in hospitality management, Foundation degrees

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	and competence in managing and training others. Qualifications at this level are appropriate for people working as higher grade technicians, professionals or managers. Level 5 qualifications are at a level equivalent to intermediate higher education qualifications such as diplomas of higher education, foundation and other degrees that do not typically provide access to postgraduate programmes.	
Level 6	Level 6 qualifications recognise a specialist high-level knowledge of an area of work or study to enable the use of an individual's own ideas and research in response to complex problems and situations. Learning at this level involves the achievement of a high level of professional knowledge and is appropriate for people working as knowledge-based professionals or in professional management positions. Level 6 qualifications are at a level equivalent to bachelors degrees with honours, graduate certificates and graduate diplomas.	Certificate in business awareness and advanced professional study, BA, BSc, BEd
Level 7	Level 7 qualifications recognise highly developed and complex levels of knowledge which enable the development of in-depth and original responses to complicated and unpredictable problems and situations. Learning at this level involves the demonstration of high-level specialist professional knowledge and is appropriate for senior professionals and managers. Level 7 qualifications are at a level equivalent to masters' degrees, postgraduate certificates and postgraduate diplomas.	PGCE, Executive diploma in management

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Routes to teaching

To teach in a school in the state-maintained sector, you must have Qualified Teacher Status. The requirements for this are given on the website for the Training and Development Agency for Schools (TDA) www.tda.gov.uk

The route from being a teaching assistant, nursery officer or learning mentor to becoming a teacher depends on the qualifications that you already have. The information site of *learndirect* shows the different routes. The following table provides you with local information about training routes.

Where can I study for the qualifications I need to become a teacher?

Qualification	NVQ level	Where can I study locally?	What is the cost?	What help can I get with funding?	Where can I find out more?	Anything else I need to know?
Maths and English qualifications	Entry to 2	Local colleges, Local Authority adult education service, <i>learndirect</i> centres	Free for entry to level 2 adult qualifications if you do not have these yet. You may have to pay for GCSE courses.		<p>Your local library will have good information about opportunities locally and is likely to be able to give you current brochures. The library may also have a <i>learndirect</i> centre where you can register to learn online.</p> <p>www.move-on.org.uk</p> <p>www.bbc.co.uk/skillswise</p> <p>www.learndirect.co.uk/</p>	Many adults missed out on these when they were at school, or they may have lost certificates. For almost any career, evidence of good maths and English skills is essential to progress. Your course will cater for the specific needs of adult learners.

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ICT courses	1/2/3	Local colleges, Local Authority adult education service, <i>learnirect</i> centres Your local authority training brochure for schools will offer courses for all school staff.	Some ICT courses may be offered free by providers. Fees will vary locally.	Check with providers on any concessions offered.	Your school CPD leader will have information about any LA courses offered. Or contact clare.smith@rbkc.gov.uk for information about our CPD programme. The full School CPD programme can be found at the following website: http://www.rbkc.gov.uk/isaacnewtonsearch/default.asp Your local library will have good information about other opportunities locally and is likely to be able to give you current brochures. The library may also have a <i>learnirect</i> centre where you can register to learn online.	
Science GCSE	2	There are relatively few part-time courses for science. There are a few courses available through e-learning. Use the Learndirect advice website to help you find a course locally.	Check fees with providers		http://www.learndirect-advice.co.uk/	
Pre-access and ACCESS course	3	Further Education College or University e.g. Kensington and Chelsea College	At most colleges you have an individual interview to determine options and fees before you start			Usually one year Challenging course for people over 21, successful completion recognised for entry to degree courses.

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HLTA	No level as this is not a formal qualification	Accredited by regional centre Time taken depends on your needs and is flexible. Apply to LA – fully funded	Programme is funded to March 2009	Fully funded if application successful	Application pack available from your local authority. Contact Charmaine Jude (Charmaine.jude@rbkc.co.uk) HLTA preparation courses also may provide credits towards a Foundation degree and these will be fully funded as part of a training plan for HLTA status.	You must have level 2 qualifications in maths and English to get HLTA status, but this can be included in your training plan. You must have the support of your school in your application for this status.
Specialist maths and science HLTA - this is for teaching assistants supporting the secondary school curriculum in maths or science	No level as this is not a formal qualification	As for HLTA with the requirement to show subject knowledge Apply to LA- fully funded	Programme is funded to March 2009	Fully funded if application successful	Application pack available from your local authority.	As for HLTA

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Foundation Degree –	5	University, College e.g. Institute of Education, London South Bank University, London Metropolitan University, Kingston University	Check current fees with the providers.	A grant of may be available from the your local council, plus means-tested support for fees. Check with the council for the borough where you live, not where you work. Also check with the University websites for details of fees and bursaries that are available.	<p>As well as information in brochures and on the website, providers will give you a contact number for advice and guidance about suitable courses and current levels of fees.</p> <p>www.ioe.ac.uk for the Institute of Education, Foundation degree in working with children</p> <p>www.lsbu.ac.uk for London South Bank University, Foundation degree Early Years</p> <p>www.londonmet.ac.uk for London Metropolitan University, Foundation degree in Early Childhood Studies</p> <p>www.open.ac.uk for the Open University, Foundation degree in Early Years, Foundation degree in Working with Young People</p> <p>www.kingston.ac.uk for Kingston University, Foundation degree in Early Years, Senior Practitioner</p>	Vocational route to higher education, for which you need to be working in a school, but may not need any formal qualifications. It takes two years and can be topped up to full degree level. Your school will need to agree to release you for one day a week to go to college.
Open University certificates and degrees	4/5/6	Part-time, distance learning, with the support of a tutor and tutorials with other students	Varies depending on course – all current fees information is on the website		<p>www.open.ac.uk for information about all courses.</p> <p>An introductory 20 week course, worth 10 CATs points, for example the module 'Understanding Children' may be useful to give you experience of what is required of degree-level study and to find out if distance learning suits you.</p> <p>You can also look at a leaflet on using the Open University to help you qualify as a teacher.</p> <p>www3.open.ac.uk/courses/recognition/becoming_a_teacher</p>	Very flexible, with wide range of degree subjects including foundation degrees, but requires a high degree of personal motivation, no specific entry requirements

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BEd Degree or BA degree in education-related subject	6	University e.g. Institute of Education	Check current fees with the providers.	As for Foundation degree	As well as information in brochures and on the website, providers will give you a contact number for advice and guidance about suitable courses and current levels of fees. www.ioe.ac.uk for the Institute of Education www.londonmet.ac.uk for London Metropolitan University www.open.ac.uk for the Open University and other London universities	This is an undergraduate course, with entry requirements as for other degree courses. For the BA courses, you will need to do a PGCE after completion
Degree in National Curriculum subject*	6	Any university	Check current fees with the providers.	As for Foundation degree	As well as information in brochures and on the website, providers will give you a contact number for advice and guidance about suitable courses and current levels of fees.	Entry requirement is usually level 3 vocational qualification, 2 A levels or completion on an Access course.

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PGCE		University	Cost is funded by the TDA			You must have GCSE in English, mathematics (and science for primary and KS3) to gain QTS and you must also pass skills tests in English, maths and ICT. You must also have a degree before you start on a PGCE course.
Graduate Teacher Programme/Registered Teacher Programme/Overseas Trained Teacher Programme (salary as unqualified teacher)		You will need to work through the 'designated recommending bodies' for these programmes.	Cost is funded by the TDA and/or the school	You will be paid as an unqualified teacher	<p>Check on the TDA website for more information about these routes and for the telephone number of the advice line.</p> <p>www.tda.gov.uk</p> <p>You need a degree (Graduate teacher), Foundation degree or 240 CATs points (Registered Teacher), Overseas Teacher qualification (Overseas Trained Teacher) to begin on these routes.</p> <p>The length of time it takes is variable, dependent on your training needs.</p>	You must have GCSE in English, mathematics and science to gain QTS and you must also pass skills tests in English, maths and ICT. You must secure your own post in a school to take this route.