School Support Staff Topic Paper

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Contents

Chapter One: Introduction and Policy Context

1.1 Introduction

This topic paper presents the latest statistics and research on school support staff. Topics covered include: details of the numbers and characteristics of support staff, the impact of receiving additional support on pupils' attitudes to learning and academic progress, the deployment of support staff, and the training and development of support staff.

1.2 Policy context

2009 saw the publication by the Department[1] of several large-scale studies of support staff. The Deployment and Impact of Support Staff in Schools study (DISS) was commissioned by the Department in 2003 with the aim of gathering information on the deployment, characteristics and impact of support staff. The Aspects of Workforce Remodelling research aimed to explore the strategies that schools were using to implement the changes as a result of the 2003 National Agreement. The Training and Development Agency for Schools (TDA) and Ofsted have also recently published research in this area.

The Department felt it was important to draw all the research together into one coherent report on support staff in order to inform the debate about the future role and likely impacts of support staff.

This next section presents an overview of the recent policy developments which have affected the numbers of support staff in schools and the roles that they play.

1.2.1 The National Agreement and School Workforce Remodelling

The 2003 National Agreement between Government, employers and school workforce unions was designed to support schools in raising standards and tackling workload issues through workforce reforms. The agreement was borne out of concerns over excessive workloads, confirmed by research (PricewaterhouseCoopers, 2001) which found that two thirds of teacher time was spent on activities other than teaching. The agreement includes a seven point plan:

a. Progressive reductions in teachers' overall hours

b. Changes to teachers' contracts to ensure all teachers:

   i. Do not routinely undertake admin/clerical tasks

   ii. Have a reasonable worklife balance

   iii. Have a reduced burden of providing cover

   iv. Have guaranteed planning, preparation and assessment (PPA) time within the school day

1 Throughout this report, 'the Department' refers to the Department for Education, as the Department responsible for education up to age 18, or to its predecessors, the Department for Children, Schools and Families and the Department for Education and Skills.

v. Have a reasonable allocation of time in support of leadership/ management responsibilities and (for heads only) the strategic leadership of their schools

vi. Are not expected to invigilate external exams

c. Reductions in unnecessary paperwork and bureaucracy

d. Reform of support staff roles to help teachers and support pupils

e. Recruitment of new managers (including business and personnel managers) to contribute to school business teams

f. Additional resources and national "change management" programme to help schools achieve the necessary reforms

g. Monitoring of progress by the signatories to the Agreement.

The Agreement recognised the impact that it would have on support staff, who would be increasingly recognised for the contribution they make to raising standards and stated that they would have increased choices and career development opportunities.

The change management programme introduced in order to help schools implement the reforms of the National Agreement is commonly referred to as *school workforce remodelling*. The Workforce Agreement Monitoring Group (WAMG) play a critical role in ensuring implementation of remodelling, supported by the TDA. WAMG, otherwise known as *The Social Partnership (www.socialpartnership.org)* is a group of 11 organisations representing employers, government and school workforce unions.

As part of the remodelling agenda the National Remodelling Team (NRT) was established in 2003 – the work of the NRT is now embedded within the work of the TDA. Their role was to work with local authorities to support schools in managing change, implementing the contractual changes from the National Agreement and in the wider workforce remodelling. Local authorities recruited Remodelling Advisors and Remodelling Consultants to support schools through this process.

New support staff roles and status have been introduced as a result of remodelling:

- Enhanced roles for those achieving Higher Level Teaching Assistant (HLTA) status
- Creation of cover supervisor and invigilator roles
- Support staff also now have roles in for example, attendance monitoring, pupil data analysis, pupil welfare and counselling, community liaison, oversight of external examinations, extended school provision, behaviour support and school business management.

1.2.2 The Children's Plan: Building brighter futures

In December 2007 the Department published the Children's Plan which outlined plans to make England "the best place in the world for children and young people to grow up". Whilst recognising the impact of the expanded school workforce on teaching and learning, the Children's Plan outlined the need for schools to fully exploit the potential of this wider workforce. The Department committed to asking the TDA to work with the National College for Leadership of Schools and Children's Services (formerly National College of School Leadership and commonly referred to as the National College) to refresh their development strategy to ensure it takes into account the increasingly diverse range of support staff working in schools. The Plan also committed to creating a new negotiating body (the School Support Staff Negotiating Body, SSSNB) which would ensure that support staff were fairly rewarded for their work by developing a national framework for pay and conditions.

1.2.3 Your child, your schools, our future: building a 21st century schools system

The commitments outlined in the Children's Plan were further developed in the 2009 Schools White Paper. This document also recognises the important role that support staff have played to date in improving children's lives but acknowledges that more work is needed to ensure effective deployment and development of all support staff so that they are all contributing effectively to the delivery of high quality personalised learning. The White Paper outlined a series of commitments to improve the skill-base and deployment of support staff (DfE, 2009a).

1.2.4 Lamb inquiry: Special Educational Needs and Parental Confidence

The report of the Lamb Inquiry highlights concerns about the way in which teaching assistants are sometimes used to support pupils with SEN. It suggests that to ensure that children benefit from the support of teaching assistants there has to be a ruthless focus on the impact of how they are deployed and on the skills they need to support children's learning. The report recommends that the TDA should develop guidance on effective deployment of teaching assistants. These issues were also identified in the 21st century schools White Paper and the Department had made a commitment to work with partners to develop clear principles and guidance on the recruitment and deployment of support staff. The recommendation in the Lamb report is concomitant with that commitment. The Department accepted this recommendation and undertook to work with TDA on the content of the guidance (Lamb Inquiry, 2009).

Chapter Two: Roles, Numbers and Characteristics

2.1 Summary

Numbers

- The number of support staff in schools has increased from 134,000 in 1997 to 346,000 in 2009. Teaching assistants make up the largest group of support staff (181,600 in 2009).
- Around half of all support staff are working in primary schools and a third are working in secondary schools. This proportion varies by category of support staff. Around 70% of teaching assistants work in primary schools but around 90% of technicians and almost 70% of other admin or clerical staff work in secondary schools.
- The pupil: teaching assistant (TA) ratio is smaller in primary schools than in secondary schools. In 2009 there were, on average, 33.5 pupils for each TA in primary schools, compared to 80.1 pupils for each TA in secondary schools. The special school ratio is a lot smaller than in primary or secondary at 4 pupils per TA in 2009.
- Data from DISS shows that the majority of schools (over two thirds) have more than 20 members of support staff. Special schools and secondary schools tend to employ greater numbers of support staff than primary schools. Over half of the secondary schools in the DISS sample employed 61 or more support staff members. As well as school type, the number of FTE pupils and % FSM, EAL and SEN pupils all influence the number of support staff employed in a school.

Spend on support staff (in real terms)

- In 2008/09 schools spent £4.1bn on education support staff and £3.1bn on non-education support staff. Spend on support staff, both in real terms and as a proportion of schools' total expenditure has increased since 2002-03, especially for education support staff.
- Schools vary greatly in the amount that they spend on education support staff in relation to the amount spent on teachers.
- Schools with higher proportions of pupils eligible for free school meals and with identified SEN tend to spend more on education support staff than other schools although this could be a function of the fact that schools with higher levels of FSM and SEN attract, on average, a higher level of funding and hence have a higher level of total per pupil expenditure.

Characteristics

- Support staff are overwhelmingly white, female and aged 35 or over.
- Between a quarter and a fifth of support staff are qualified up to A/AS Level and more than one in ten have a degree. Around a tenth have no qualifications. This varies by support staff category. Site and facilities staff tend to be less well qualified than other support staff groups and specialist and technical staff tend to be better qualified. In addition, support staff in secondary and special schools were more highly qualified than those in primary schools.
- Most support staff are not required to have specific qualifications or experience for their post and the majority of support staff had not been working in education prior to taking on their current role.
- The majority of support staff are employed on permanent term-time-only contracts.
- Support staff appear to work a range of hours. In one study there was an equal split between full-time and part-time workers; in DISS a fifth worked 35 hours or more (classed as full-time). The average hours worked per week was 21.7 in wave 3.
- Support staff in secondary schools worked longer hours than those in primary schools, and site staff, admin staff and pupil welfare staff worked longer hours than other groups.
- A third of staff would like to work more hours. A fifth of staff were required to work extra hours and two thirds worked extra hours voluntarily.
- The average hourly wage for support staff is £9.71 although this is higher for staff in secondary schools and for certain groups of support staff (notably pupil welfare staff, admin staff and technicians. Overall, less than half of support staff are satisfied with their pay.

2.2 Categories of support staff used in research and statistics

The three main sources of data which cover all support staff are the Department's School Census, the Deployment and Impact of Support Staff research (DISS) and the Training and Development Agency for Schools' (TDA) Support Staff Study (SSS).

The table below illustrates the match between the different categories of support staff used in these data sources. Although there is generally a broad agreement between the categories there are some differences which mean comparisons between the data sources are not always straight forward.

Table 1: Categories of Support Staff used in the School Census, DISS and SSS

School Census	DISS	SSS
Teaching Assistants Teaching assistants (includes Higher Level Teaching Assistants, nursery nurses, nursery assistants, literacy and numeracy support staff and other non-teaching staff regularly employed to support teachers in the classroom) Special needs support staff Minority ethnic pupil support staff	**TA Equivalent** Bilingual support classroom assistant Cover supervisor HLTA Language assistant Learning support assistant (SEN) Nursery nurse Teaching assistant	**Teaching Assistants** Classroom assistant HLTA Learning Support Assistant Teaching Assistant **Learning Support** Bilingual Support Assistant Cover assistant/supervisor/manager Early Years Foundation Stage assistant LSA Nursery Nurse Special Needs assistant Sports coach/technician
Other education support staff Includes: librarians, welfare assistants, learning mentors and any other non-teaching staff employed at the school not covered in teaching assistants. Also includes technicians and matrons/ nurses/medical staff in nursery schools and pupil referral units	**Pupil Welfare** Connexions Advisor Education welfare Extended schools Home liaison ICT Learning mentor Librarian Music specialist Nurse Therapist Welfare assistant	**Pupil Support** Behaviour mentor Careers/Connexions advisor Education welfare officer Healthcare assistant Home-school liaison officer Learning mentor Nurse Therapist School escort Welfare assistant

School Census	DISS	SSS
Technicians Includes: laboratory assistants, design technology assistants, home economics and craft technicians and IT technicians but excludes technicians in nursery schools and pupil referral units	**Technicians** Art/design technician ICT manager ICT technician Reprographics Resources staff Science technician Technology technician	**Specialist & Technical** Art & craft technician Design & technology technician Food technology technician ICT technician/manager Lab technician Librarian Library/information assistant Music specialist Science technician Textiles technician
No comparable category in School Census (there roles are included in other education support staff category)	**Other Pupil Support** Escort Exam invigilator Midday assistant/supervisor	No comparable category in SSS
No comparable category in School Census (there roles are included in other education support staff category)	**Facilities** Cleaner Cook Other catering **Site** Caretaker Premises manager	**Site staff** Caretaker Catering assistant/manager/kitchen supervisor Cleaner Cook/assistant cook Premises/site supervisor or manager

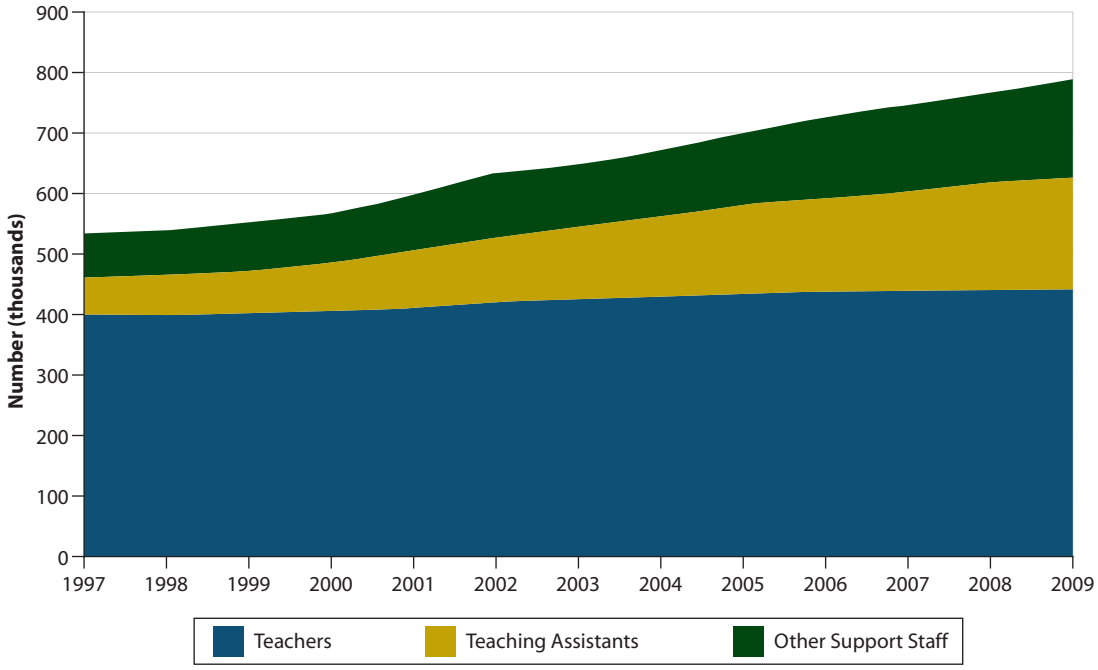
Administrative staff	Administrative	Administrative staff
Bursars	Administrator	Administrator
Secretaries	Attendance officer	Bursar
Other admin/clerical staff	Bursar	Clerical assistant
	Business manager	Data manager
	Data manager	Examinations invigilator
	Examinations officer	Examinations manager
	Finance officer	Finance officer
	Office manager	Finance technician
	PA to head	Office manager
	Receptionist	Receptionist
	Secretary	School business manager
		Secretary/PA

2.3 Numbers of support staff

2.3.1 How many support staff are there and where do they work?

Figure 1 shows the **full-time equivalent (FTE) number of support staff in schools which has increased by more than 200,000 from 134,000 in 1997 to 346,000 in 2009, a 150% increase**[2]. In comparison, the number of teachers in schools has increased by around 40,000 over the period 1997 – 2009 (DfE, 2009b).

Figure 1: FTE number of teachers and support staff in LA maintained schools, academies and CTCs[3], 1997-2009



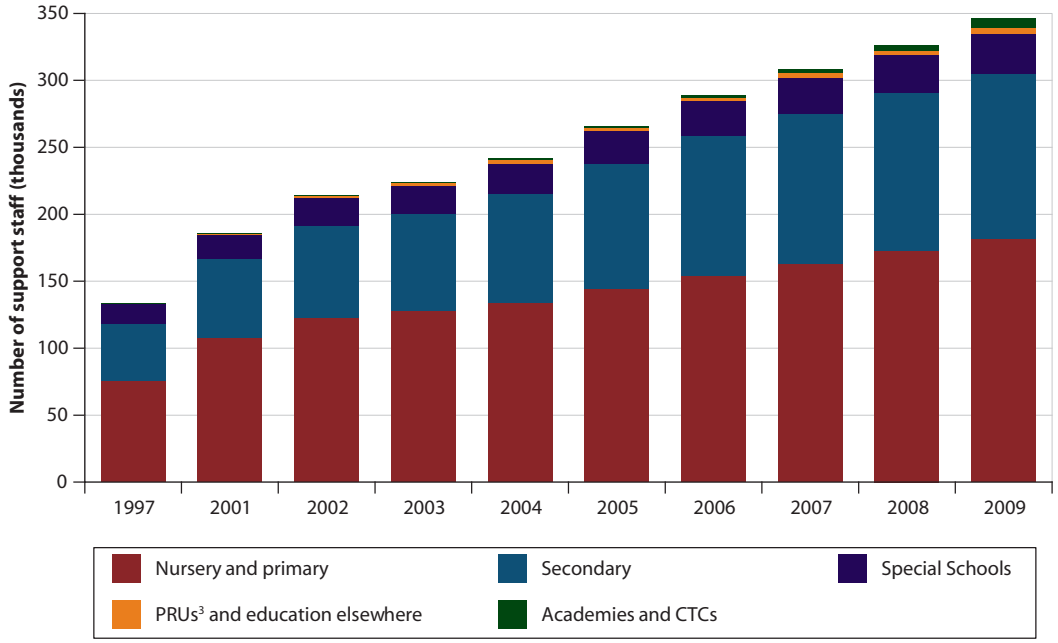
Source: School Census

2 Unless otherwise stated this section refers to Full-Time Equivalent (FTE) numbers of support staff working in schools. The actual number of support staff is likely to be a lot higher than the FTE number.

3 City Technology Colleges

Figure 2 shows that the number of support staff in nursery & primary schools is greater than the number in secondary schools and other schools (DfE, 2009b).

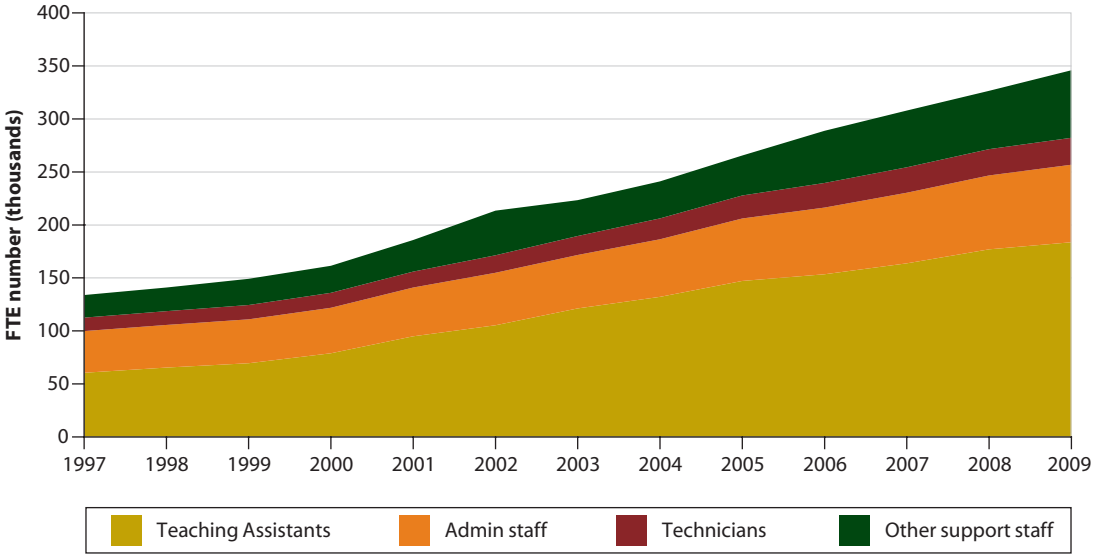
Figure 2: FTE number of support staff in local authority maintained schools, academies and CTCs



Source: School Census

Figure 3 shows that **Teaching Assistants (TAs) represent the largest group of support staff** (approx. 184,000 in 2009), followed by administrative staff, other support staff and technicians (DfE, 2009b).

Figure 3: FTE support staff in maintained schools,PRUs, CTCs and academies 1997-2009

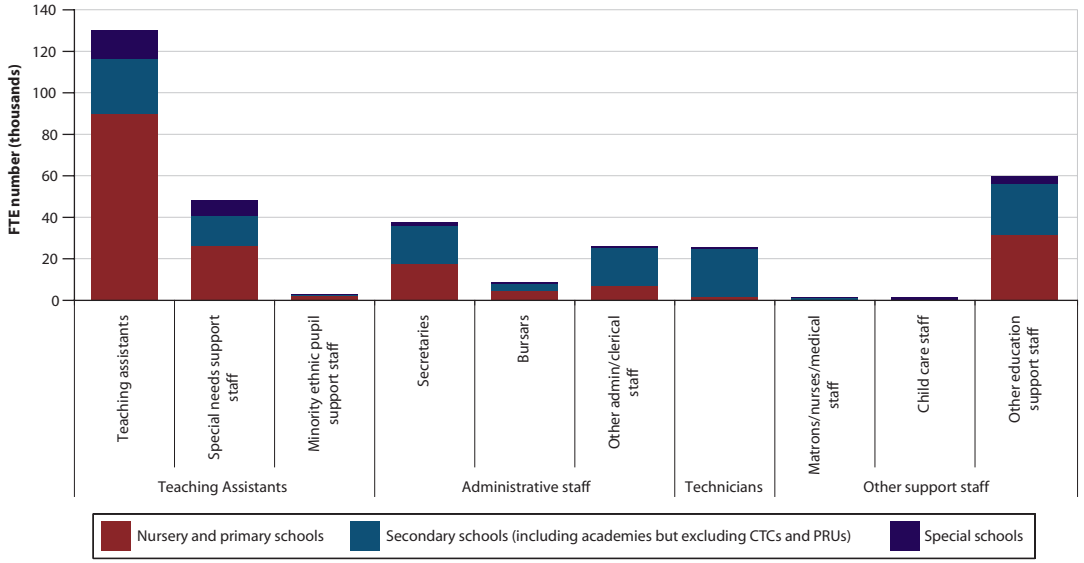


Source: School Census

4 Pupil Referral Units

Figure 4 shows that these broad categories mask a lot of differences in the numbers of support staff in schools. Looking at more detailed definitions within schools (excluding CTCs and PRUs), we can see that teaching assistants (TAs) still make up the largest group (131,000 in 2009, of which around 13,800 were HLTAs[5]). Within the broader category of teaching assistant, however, there are nearly 48,000 special needs support staff and almost 3,000 minority ethnic pupil support staff. The next largest category after teaching assistants is other education support staff (59,000) this category includes librarians, welfare assistants, learning mentors and other non-teaching staff not covered in teaching assistants (see Table 1). Within the broad category of administrative staff there are around 37,000 secretaries and 26,000 'other' admin staff, followed by a much smaller number of school bursars[6] (c. 9,000) (DfE, 2009b).

Figure 4: Number of FTE support staff in 2009 in primary, secondary and special schools



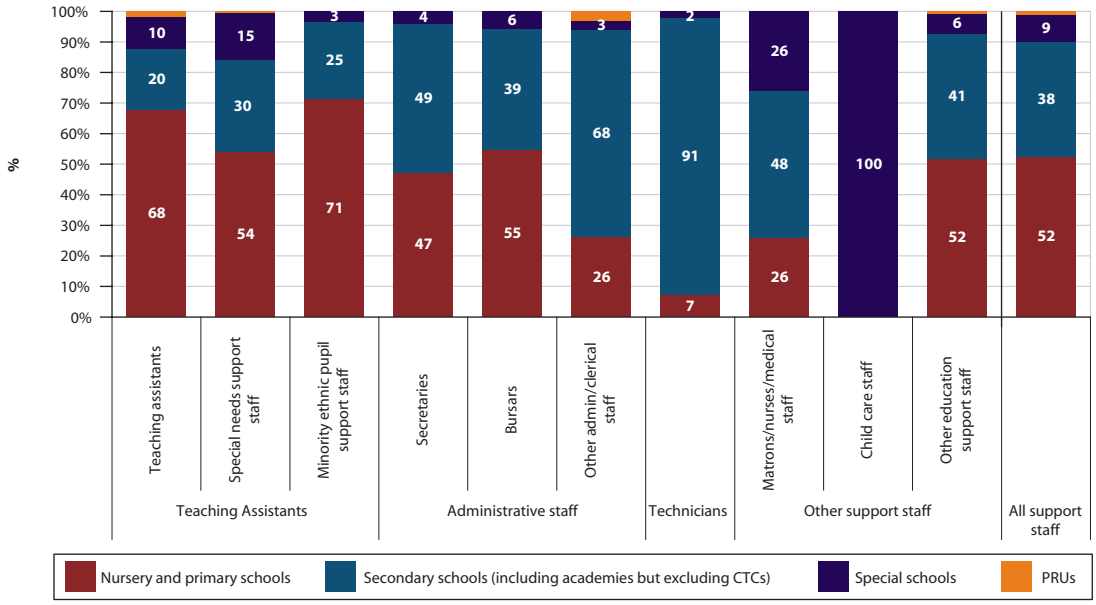
Source: School Census

5 The role of HLTA was introduced in 2003 in order to recognise the role played by more senior teaching assistants, and to provide them with targeted training to reinforce and improve their skills, thus allowing them to make an even greater contribution to improving standards in schools. HLTAs work alongside teachers acting as specialist assistants for specific subjects or departments, or help lesson planning and the development of support materials. In order to get HLTA status an individual has to undergo a training and assessment programme with support from their school.

6 Now more commonly referred to as School Business Managers.

Figure 5 shows that the distribution of categories of support staff across different school types varies. **Around half of all support staff work in primary schools and a third work in secondary schools**. Around 70% of teaching assistants and minority ethnic pupil support staff work in primary schools. Compared to this, 90% of technicians, and almost 70% of other admin or clerical staff work in secondary schools (DfE, 2009b).

Figure 5: Proportion of support staff by school type, 2009



Source: School Census

An examination of pupil to TA ratios (see Table 2) shows that the pupil to TA ratio is smaller in primary schools than in secondary schools (i.e. there are fewer pupils to each TA in primary schools than in secondary schools). Although these ratios have decreased over each school type since 2002, in 2009 there were, on average, 33.5 pupils for each TA, compared to 80.1 pupils per TA in secondary schools. In special schools there were, on average, 4 pupils for every TA (DfE, 2009b).

Table 2

Pupil:teaching assistant[1] ratios in local authority maintained[2] nursery/primary, secondary, special and pupil referral Units

Years: January 2002 to 2009

Coverage: England

	2002	2003	2004	2005	2006	2007	2008	2009
Nursery/Primaryschools	59.1	50.9	46.4	41.8	40.8	37.8	34.6	33.5
Secondarydata	167.2	148.5	131.2	110.6	98.7	91.7	84.8	80.1
Special	6.7	5.7	5.5	5.0	4.5	4.3	4.1	4.0
PRU	11.2	9.1	7.1	7.0	7.8	7.1	6.9	5.6
Total Maintained Schools	72.2	62.7	57.2	51.1	48.6	45.2	41.5	39.7

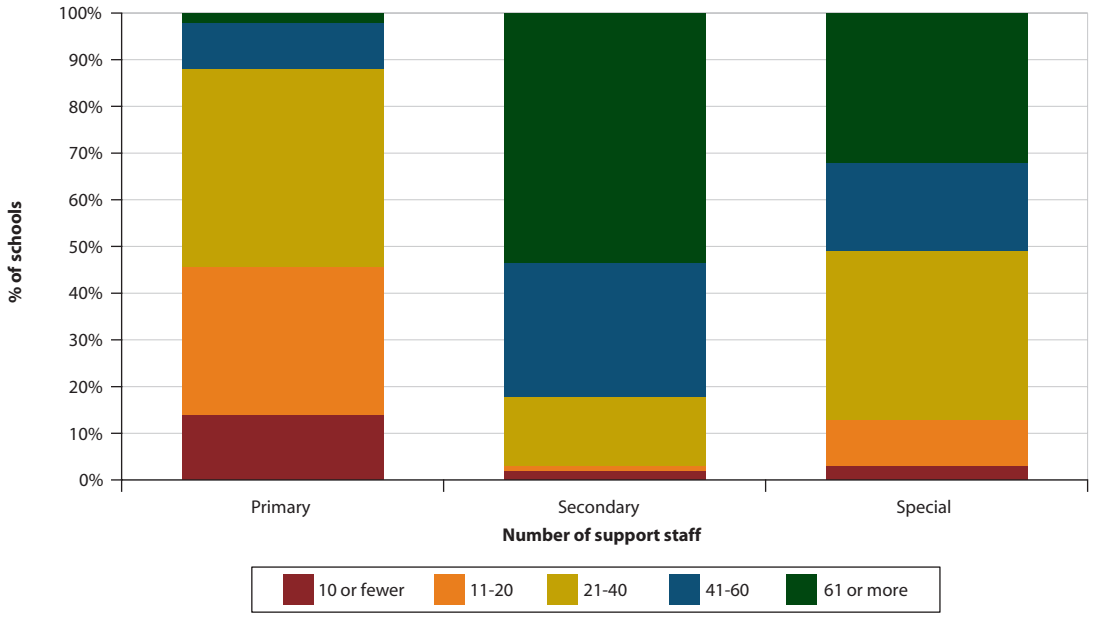
1. Includes higher level teaching assistants, nursery nurses, nursery assistants, literacy and numeracy support staff, any other non-teaching staff regularly employed to support teachers in the classroom, special needs support staff and minority ethnic pupil support staff.
2. Excludes nursery education, academies and city technology colleges.

Source: School Census

Data from the Deployment and Impact of Support Staff (DISS) project gives us some further evidence on the distribution of support staff in schools. In 2008 around one in ten maintained schools had 10 support staff members or fewer, a quarter had between 11-20 and over a third had between 21-40. Just under a third had 41 or more support staff members (Blatchford et al 2009a).

Data broken down by school type (see Figure 6) suggests that although in overall terms there are more support staff members in primary schools than in secondary or special schools, this is because there are a greater number of primary schools than secondary or special schools and **proportionately, secondary and special schools employ greater numbers of support staff than primary schools** (Blatchford et al 2009a).

Figure 6: Number of FTE support staff employed by schools in DISS wave 3 sample



Source: DISS W3 (2008)

DISS also examined the factors which influenced the number of support staff within a school and found that three sets of factors were independently related to the numbers of support staff in school: school type, school size, and pupil need.

Controlling for:

- School type
- Number FTE pupils
- % FSM pupils
- % SEN pupils
- % EAL pupils
- % non-White pupils
- School setting (urban/rural)
- Area of country

Special schools have more support staff than primary or secondary schools.

Schools with greater numbers of FTE pupils had more support staff

Schools with higher proportions of FSM, SEN and EAL pupils had more support staff (results differed across role categories)

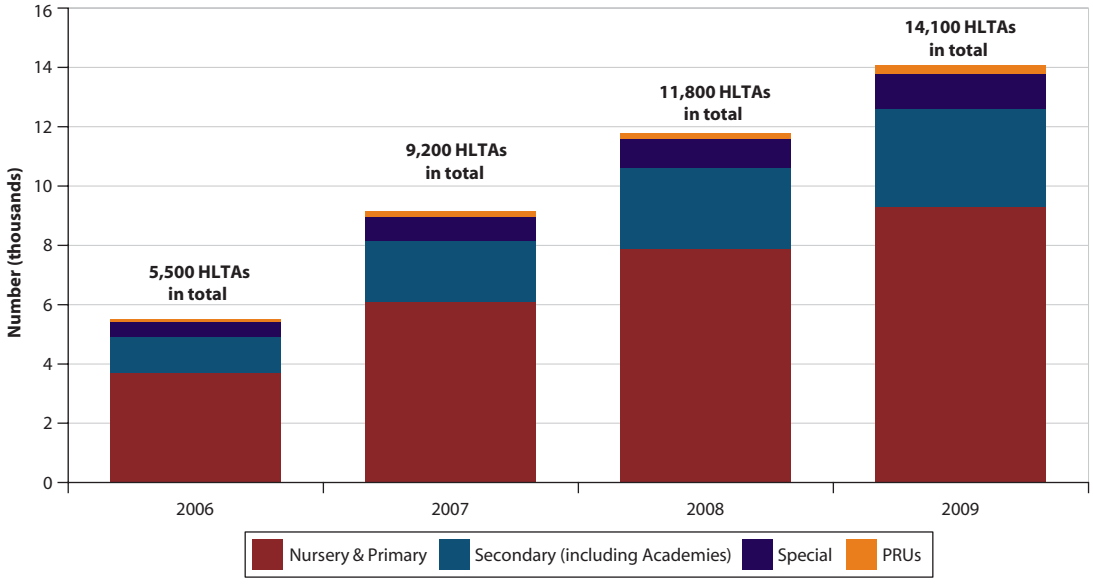
Adapted from DISS (Blatchford et al 2009a)

2.3.2 Higher Level Teaching Assistants

The role of HLTA was introduced in 2003 in order to recognise the role played by more senior teaching assistants, and to provide them with targeted training to reinforce and improve their skills, thus allowing them to make an even greater contribution to improving standards in schools. HLTAs work alongside teachers acting as specialist assistants for specific subjects or departments, or help lesson planning and the development of support materials. In order to get HLTA status an individual has to undergo a training and assessment programme with support from their school.

Figure 7 shows the number of FTE HLTAs in maintained schools and academies since 2006.

Figure 7: Number of FTE HLTAs in local authority maintained schools and academies



Source: School Census

A survey of a sample of school senior leaders who employed HLTAs found that over two thirds of schools in the sample had one or two members of staff with HLTA status, however, only 53% of schools reported that they had one or two members of staff carrying out HLTA-level duties. 15% of schools had no one carrying out HLTA-level duties (Wilson et al, 2007).

The same study surveyed a nationally representative sample of people with HLTA status and found that **just over a third were employed in an HLTA role only (27% full-time and 9% part-time). Sixteen per cent were working part-time as an HLTA and part-time in another role and 17% were working as a senior TA but taking on some HLTA duties. Almost a third were not taking on HLTA duties at all.**

2.4 Spend on support staff

Tables 3 and 4 show that **expenditure on support staff (especially education support staff) has grown rapidly over recent years, both in real terms and as a percentage of schools' total gross expenditure. In addition, primary schools spend more on support staff as a proportion of their total gross school expenditure than secondary schools.** In 2008-09 the total expenditure on education support staff[7] in maintained primary and secondary schools was £4.1bn, of which expenditure in primary schools was £2.5bn and in secondary schools £1.5bn. This represents an 86% increase since 2002-03 (in real terms). Growth has been strongest in the secondary sector with expenditure increasing by more than 100% in real terms, whilst growth in primary schools was 74%.

In addition to these real terms increases the amount that schools spend on educational support staff as a proportion of their total gross expenditure has also increased year-on-year. In primary schools in 2002/03, 11.2% of total expenditure was on educational support staff and by 2008/09 this had increased to 15.9%. In secondary schools this proportion increased from 5.6% to 9.3%.

7 This category includes nursery assistants, child care staff, classroom assistants, nurses & medical staff, laboratory, workshop & technology technicians & assistants, educational psychologists, advisers & inspectors, education welfare officers and librarians who are not paid within the scope of the Education Act 2002

Table 3

Total expenditure on educational support staff 2002-03 to 2008-09 in local authority maintained mainstream primary and secondary schools								
	£bn in 2008-09 prices based on GDP deflators at 4/1/2010			% increase in real terms since 2002/03			Spend as a % of total gross school expenditure	
	Primary schools	Secondary schools	Total	Primary schools	Secondary schools	Total	Primary schools	Secondary schools
2002-03	1.5	0.7	2.2				11.2	5.6
2003-04	1.6	0.9	2.5	11.6	18.8	14.1	11.9	6.1
2004-05	1.8	1.0	2.8	22.2	37.8	27.5	12.8	6.8
2005-06	2.0	1.2	3.2	37.8	61.1	45.6	13.7	7.5
2006-07	2.2	1.3	3.5	50.5	79.9	60.4	14.6	8.3
2007-08	2.4	1.4	3.8	63.1	95.9	74.1	15.3	8.8
2008-09	2.5	1.5	4.1	74.2	109.2	86.0	15.9	9.3

Source: Section 52 Out-turn statements (EDUCATION SUPPORT STAFF (E03))

Table 4 shows that unlike primary schools, secondary schools spend more on non-education support staff than they do on education support staff (both in real terms and as a proportion of total expenditure) and growth in this area has not been as marked as it has for education support staff. In 2008-09 the total expenditure on non-education support staff in maintained primary and secondary schools was £3.1bn , of which expenditure in primary schools was £1.4bn and in secondary schools £1.6bn. This represents a 43% increase since 2002-03 (in real terms). Growth has been strongest in the secondary sector with expenditure increasing by 58% in real terms, whilst growth in primary schools was 29%.

The amount that schools spend on non-educational support staff as a proportion of total gross expenditure has increased from 8.5% to 9.1% in primary schools and from 7.8% to 9.7% in secondary schools.

Table 4

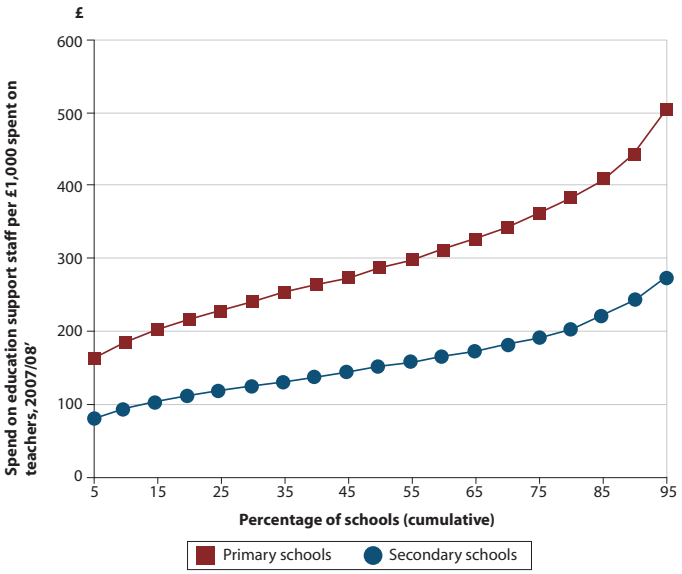
Total expenditure on non-educational support staff 2002-03 to 2008-09 in local authority maintained mainstream primary and secondary schools								
	£bn in 2008-09 prices based on GDP deflators at 4/1/2010			% increase in real terms since 2002/03			Spend as a % of total gross school expenditure	
	Primary schools	Secondary schools	Total	Primary schools	Secondary schools	Total	Primary schools	Secondary schools
2002-03	1.1	1.0	2.1				8.5	7.8
2003-04	1.1	1.1	2.3	3.2	7.9	5.5	8.4	7.8
2004-05	1.2	1.2	2.4	7.1	18.5	12.6	8.6	8.2
2005-06	1.3	1.4	2.6	14.0	32.4	22.8	8.7	8.7
2006-07	1.3	1.5	2.8	18.2	42.5	29.9	8.8	9.1
2007-08	1.4	1.6	2.9	23.2	50.8	36.5	8.9	9.4
2008-09	1.4	1.6	3.1	29.2	57.5	42.8	9.1	9.7

Source: Section 52 Out-turn statements (Premises Staff(E04), Administrative & Clerical Staff (E05), Catering Staff (E06), Cost of other staff (E07))

The Department's Consistent Financial Reporting (CFR) data demonstrate variation in expenditure on teaching assistants between phases and by school characteristics (such as the proportion eligible for free school meals). The 2008/09 data show that **schools operating in areas of high deprivation, as measured by the proportion of pupils eligible for free school meals (FSM), spend much more on education support staff than schools with more affluent intakes. Having a high proportion of pupils with Special Educational Needs (SEN) also tends to be related to higher per pupil expenditure on support staff**. It should be noted that schools with higher levels of FSM and SEN attract, on average, a higher level of funding and hence have a higher level of total per pupil expenditure. Therefore we might expect schools with these characteristics to be spending more on education support staff simply as a function of spending more overall.

The Audit Commission carried out analysis of school expenditure on teachers and education support staff in order to look at the variation in deployment. Figure 8 looks at the amount spent on education support staff for every £1,000 spent on teachers. The analysis shows a **wide variation in the amount that schools spend on education support staff in relation to teachers.** In 2007/08, 5% of primary schools spent £500 or more on education support staff for every £1,000 spent on teachers, 55% of primary schools spent £300 or less and 15% of primary schools spent £200 or less. 5% of secondary schools spent around £280 or more on education support staff for every £1,000 spent on teachers, around 50% spend £150 or less and around 10% spend under £100. The Audit Commission argues that schools face difficulties in making informed decisions about the balance of teachers to education support staff because of the lack of evidence and guidance on the cost effectiveness and impact of different options. They recommend that national stakeholders should work to improve the evidence base in this area and to disseminate this in the form of information and guidance to schools and governors.

Figure 8: Schools' decisions on the ratios of teachers to education support staff



Source: Audit Commission (2009)

2.5 Characteristics of support staff

2.5.1 Demographics

The Department's school census does not collect demographic information on school support staff. However, data gathered from the DISS project and the Training and Development Agency for Schools's (TDA) Support Staff Study (SSS) develops our understanding of the profile of support staff.

The evidence shows that support staff are overwhelmingly white, female and aged 35 or over. Both DISS and SSS suggest that a very small proportion of support staff are from minority ethnic groups (c. 4%). This compares to a quarter of pupils in primary schools and a fifth of pupils in secondary schools (DfE, 2009c).

Table 5: Gender, age and ethnic profile of support staff in DISS and SSS

	DISS (WAVE 3, 2008)	SSS (2008)
Gender		
Male	11%	13%
Female	89%	87%
Age (SSS)		
18-34		15%
35-44		32%
45-54		34%
55+		18%
Ethnicity		
White	96%	96%
N =	**2,847**	**3,261**

The age categories used in DISS were different to SSS but showed that 96% support staff were aged 36 or over

Source: Blatchford et al 2009a (DISS) and Teeman et al, 2009 (SSS)

These profiles did differ to some extent by category of support staff:

- Although only around 10% of all support staff were male, there were larger proportions of males within the site staff and specialist/technical categories (34% and 43% respectively in SSS and 76% and 41% in DISS).
- In SSS there was a more even age spread among the specialist and technical category, where around a quarter of all such staff were in each age category. There was also a higher proportion of site staff (34%) in the 55+ category than for all support staff (18%).

(Blatchford et al, 2009a and Teeman et al, 2009)

2.5.2 Qualifications

Both DISS and SSS asked about what types of qualification support staff held. The results are not directly comparable because of the different ways in which the questions were asked in the two studies.[8] The results show that **around 10% of all support staff hold no formal qualifications, between a quarter and a third hold A/AS Level qualifications and more than one in ten have at least a degree** (see tables 6 and 7). As would be expected there are differences between the different support staff groups:

- Site and facilities staff are less well-qualified than other support staff groups. Between a third and two fifths of site staff and a quarter of facilities staff have no qualifications, and fewer than 5% of these members of support staff have a degree.
- Technicians/specialist and technical staff appear to be the most qualified group. According to SSS almost a third of this group holds a qualification above A/AS-Level. In DISS almost a third of this group said they had a degree and over a tenth said they had a higher degree.

(Blatchford et al, 2009a and Teeman et al, 2009)

Table 6: Highest academic qualification of support staff in SSS[9]

	None (%)	Level 1 or Level 2 (%)	Level 3 (%)	Higher than Level 3 (%)
TA/HLTA	8	54	23	13
Pupil support	20	49	17	10
Specialist & Technical	8	34	28	31
Learning support	3	56	20	14
Administrative	6	54	21	16
Site	44	44	7	3
All	**14**	**52**	**20**	**14**

Source: Teeman et al (2009)

8 DISS asked support staff to list which qualifications they held and hence staff could select more than one qualification. SSS asked support staff to name their highest qualification.

9 A Level 1 qualification includes GCSE grades D-G or equivalent. A Level 2 qualification includes GCSE grades A*-C or equivalent. A Level 3 qualification includes A/AS Levels or equivalent.

Table 7: Qualifications of support staff in DISS (Wave 3)

	None (%)	GCSE D-G (%)	GCSE A*-C (%)	CSE (%)	O-Level (%)	A/AS Level (%)	Cert. of Education (%)	Foundation Degree (%)	Degree (%)	Higher Degree (%)
TA equivalent	1	12	29	44	59	37	10	7	15	3
Pupil Welfare	4	11	32	39	58	35	10	7	22	9
Technicians	2	11	32	27	57	41	9	3	31	12
Other pupil support	15	11	22	38	47	21	10	2	11	3
Facilities	24	10	17	45	36	9	6	1	2	1
Administrative	2	8	23	37	68	32	7	2	14	4
Site staff	35	13	18	30	30	10	8	0	3	1
All	**9**	**11**	**25**	**40**	**52**	**25**	**9**	**4**	**13**	**3**

Source: Blatchford et al (2009a)

The Department's *Aspects of workforce remodelling* research (the Remodelling research) found that a fifth of primary school teaching and learning support staff taking whole classes had an HE qualification, around two fifths (45%) were qualified up to Level 3 and a quarter up to Level 2. In secondary schools, two fifths of secondary school teaching and learning support staff taking whole classes had an HE qualification, a quarter were qualified to Level 3 and a further quarter to Level 2. In special schools a fifth had an HE qualification and a half had a Level 3 qualification (Hutchings et al, 2009).

2.5.3 Maths and English qualifications

Tables 8 and 9 (from SSS) show that **the majority of support staff hold a qualification in maths (75%) and English (83%) and the majority of these are GCSE or equivalent qualifications**. This varied by support staff group:

- 80% or more of TA/HLTAs, specialist and technical, Learning support and administrative support staff hold maths qualifications.
- 20% of specialist and technical staff with a maths qualification hold a maths A-level or equivalent compared to 7% of all support staff with a maths qualification.
- Smaller proportions of pupil support and site staff hold maths qualifications (68% and 44% respectively).
- Around 90% of TA/HLTAs, specialist & technical, learning support and administrative support staff hold an English qualification compared to three quarters of pupil support staff and half of site staff.

(Teeman et al, 2009)

Table 8: Maths qualifications of support staff in SSS

	% with a maths qualification	Of these:	
		% with GCSE or equivalent	% with A-level or equivalent
All support staff	**75**	**83**	**7**
TA/HLTA	82	82	4
Pupil support	68	85	5
Specialist and Technical	86	77	19
Learning support	80	84	5
Administrative	83	88	9
Site	44	83	2

Source: Teeman et al (2009)

Table 9: English qualifications of support staff in SSS

	% with an English qualification	Of these:	
		% with GCSE or equivalent	% with A-level or equivalent
All support staff	**83**	**85**	**11**
TA/HLTA	91	83	12
Pupil support	77	85	11
Specialist and Technical	89	85	13
Learning support	89	85	10
Administrative	92	87	13
Site	50	82	4

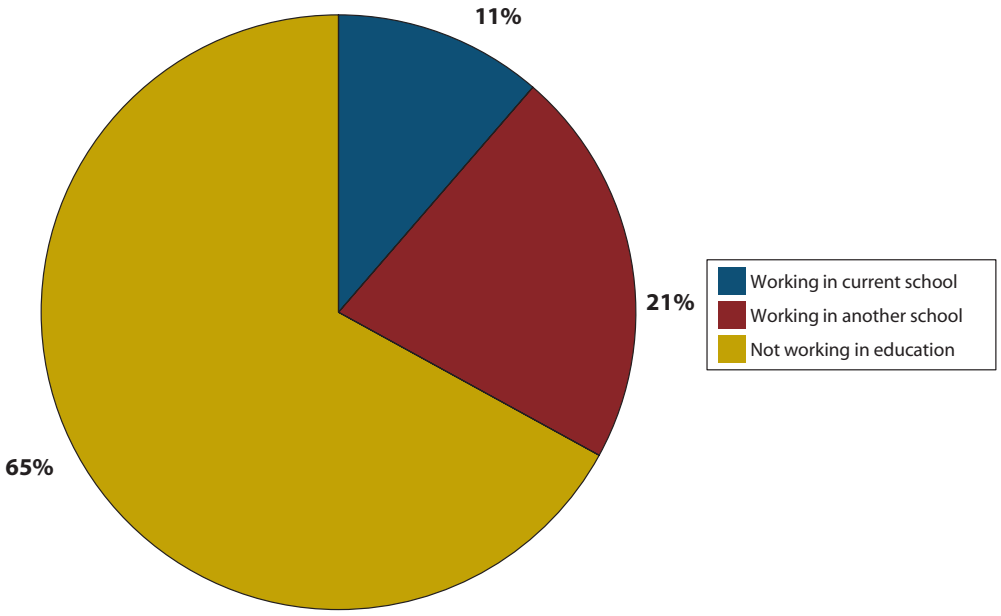
Source: Teeman et al (2009)

2.5.4 Experience

There is evidence that most support staff members are not required to have specific qualifications or previous experience for their posts. The DISS research found that 60% of support staff did not need specific qualifications in order to be appointed to their post. However, the proportion reporting that they had needed specific qualifications showed statistically significant increases over each wave (2004, 2006 and 2008) of the research. Some 45% of support staff stated that they were required to have previous experience for their post (Blatchford et al, 2009a).

SSS provides further evidence on the previous experience of those working as support staff. Figure 9 shows that a third of the sample had been working in a school prior to taking on their current role but two thirds of the sample had not been working in education prior to their current role. There were no real differences by category of support staff (Teeman et al, 2009).

Figure 9: Previous Employment of Support Staff



Source: Support Staff Study (SSS)

This is not to imply that these support staff do not have other relevant skills and experience. Ofsted identified a number of examples of highly skilled professionals working as support staff as a result of the "revolutionary shift" in the school workforce. For example:

- A marine biologist with a PhD working as a technician in a biology department
- A psychologist training in a maths department
- A recruitment officer from a major national company taking responsibility for recruitment across the school

- A retired bank manager working as a business manager
- Graduates working as TAs or cover supervisors before undertaking teacher training.

(Ofsted, 2007)

2.6 Contractual arrangements

2.6.1 Contract types

The vast majority of support staff are permanently employed (88% in SSS and DISS) and it appears that equal proportions work full-time and part-time (48% and 52% respectively in SSS) (Blatchford et al, 2009a; Teeman et al, 2009)[10].

The majority of support staff are contracted to work term-times only as less than a third of staff at each wave of DISS and a fifth of staff in the SSS survey reported to be contracted to work 52 weeks a year. The exception to this is site staff, 95% of whom said they were contracted to work 52 weeks a year (Blatchford et al, 2009a; Teeman et al, 2009).

DISS also reported that 14% of support staff held more than one post. Split roles appear to be relatively common for support staff who have achieved Higher Level Teaching Assistant (HLTA) status. A third of HLTA-status support staff surveyed by NFER in November 2006 were working in split roles (including some HLTA duties). Two thirds of these were paid differently for working in these different roles but a third were not paid differently (Wilson et al, 2007).

Most of those with HLTA status (59%) were paid on a term-time only basis with pay spread over 52 weeks, a further fifth were paid throughout the year (e.g. paid for holidays) and just over a tenth (13%) received pay on a term-time only basis. **Two thirds of those with split roles received different pay for their HLTA and non-HLTA roles** (Wilson et al, 2007).

The vast majority of senior leaders were aware of, and used, their LA's recommended pay structure for HLTAs. However 10% of those that were aware of the pay structure recommendations were not using them (Wilson et al, 2007).

2.6.2 Hours worked

The DISS survey asked in more detail about the number of hours worked. Around a third of staff worked less than 15 hours a week and a fifth worked between 15-24 hours a week. A further third worked between 25-34 hours a week and under a fifth (17%) worked 35 hours a week or more (classed as full-time in DISS). **The average hours worked per week was 21.7 in wave 3 – a reduction from 23 hours in wave 1.** However, there were some marked differences in working hours across phase of education and by support staff category.

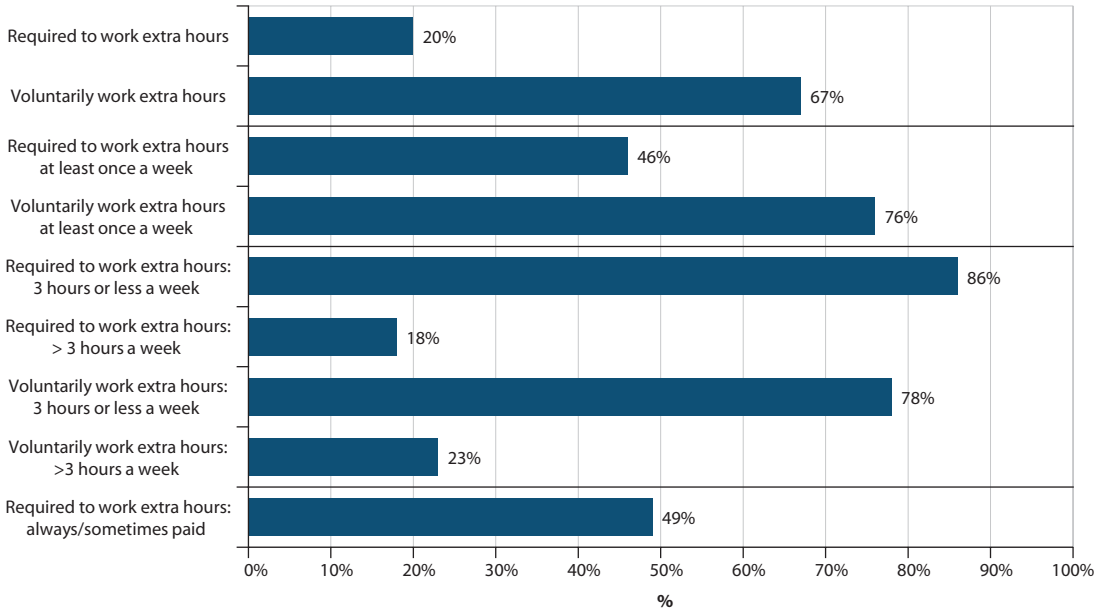
10 Note that DISS classed working 35 or more hours a week as full-time whereas SSS classed working 30 hours or more a week as full-time.

The average number of hours worked was considerably higher in secondary schools (27.2 hours in wave 3) and special schools (24.6 hours) than in primary schools (19.3 hours). Support staff in secondary schools were much more likely to work 35 hours or more a week (32%) than those in primary school (9%).

Site staff had the longest average weekly hours (31.1 hours in wave 3), followed by admin staff (29.4), pupil welfare staff (28.9) and technicians (28.1), whereas other pupil support staff (which includes escorts, exam invigilators and midday supervisors) had the shortest (10.7). This was consistent across all 3 waves. Site staff, admin staff and pupil welfare staff were the groups most likely to work 35 hours or more a week.

DISS also asked support staff about working extra hours (see Figure 10). A third of staff reported that they would **like** to work more hours (this was more common among primary school staff). A fifth of staff were **required** to work extra hours and two thirds do so **voluntarily**. Working extra hours is quite a common occurrence. Just under half of those who are required to work extra hours do so at least once a week, and three quarters of staff who voluntarily work extra hours do so at least once a week. Over three quarters of those who work extra hours work 3 hours or less a week. Only half of those who are required to work extra hours always/sometimes get paid for doing so. Almost all support staff were working on tasks that were part of their usual jobs when they were working overtime, although a quarter were performing tasks outside of their usual roles (Blatchford et al, 2009a).

Figure 10: Working extra hours (all support staff at wave 3)



Source: DISS W3 (2008)

Data from the DISS case studies (Blatchford et al, 2009b) provides further evidence that schools often rely on the 'goodwill' of support staff to work extra hours. Eight of the 9 primary schools and 6 of the 9 secondary schools visited raised this issue, as illustrated by this quote from a secondary school headteacher:

"I don't expect them to stay behind for meetings if they're not paid for it. A lot of them volunteer to do extra...But no, I would never expect it."

(Blatchford et al, 2009b p.70)

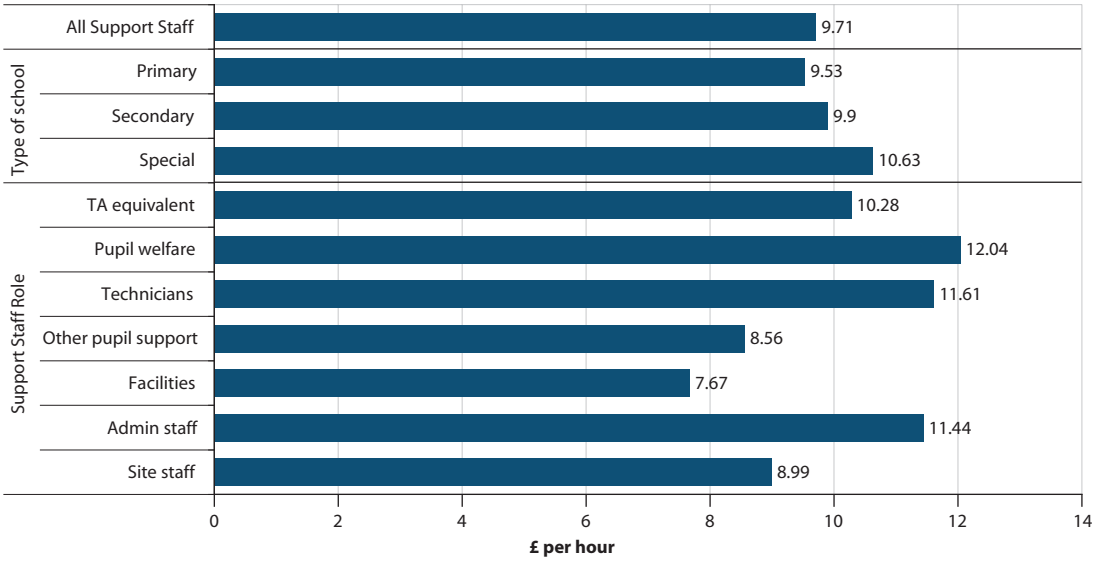
In addition, only half of the schools were paying support staff for these extra hours.

2.6.3 Wages

DISS asked support staff about their wages (before tax). Figure 11 shows that, **on average, in wave 3 (2008) support staff were paid £9.71 an hour, this was higher than the average wage in wave 1 (£8.80 an hour) and in wave 2 (£8.69 an hour).** The increases in average wages are roughly in line with the inflation over that period.

Figure 11 also shows that support staff in secondary schools have a higher average hourly wage than those in primary or special schools, and Pupil welfare, technicians and admin staff have higher average hourly wages than other groups. Facilities staff have a much lower average hourly wage (£7.67) than other support staff.

Figure 11: Average wage per hour (before tax) of support staff

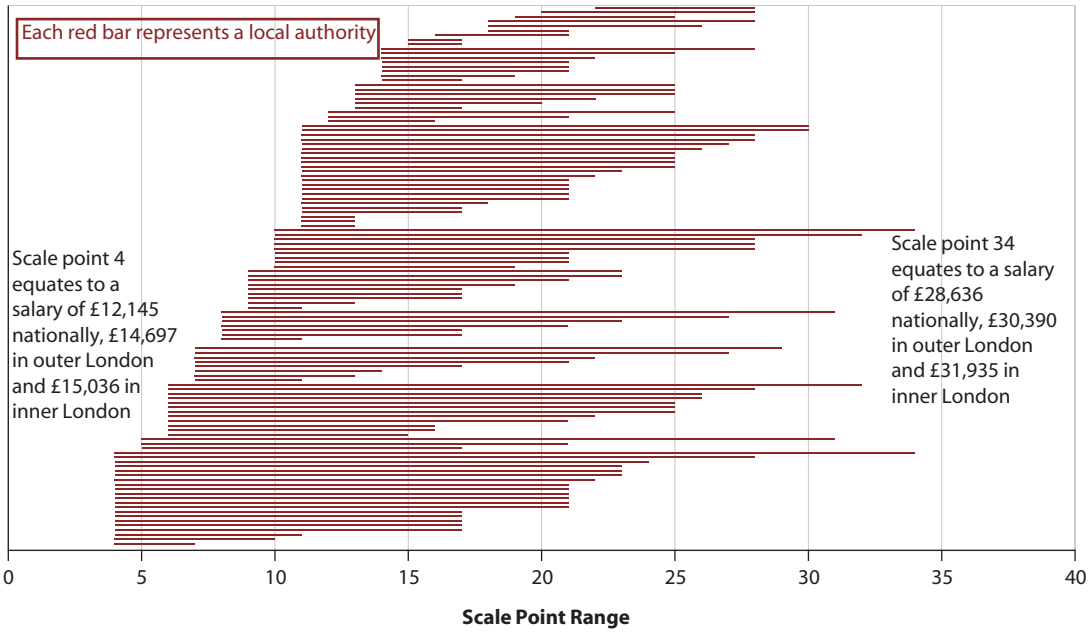


Source: DISS W3 (2008)

These broad categories mask a lot of differences in average hourly earnings which range from as little as £6.91 an hour for a cleaner (within the facilities category) to £18.51 an hour for Therapists (in the TA equivalent category). **Annex A** includes a full list of the mean wages for individual post titles.

Even within the same category of support staff there is likely to be a great deal of variation in pay depending on which local authority the member of staff works in. Data gathered during 2009 by the Labour Research Department (using the Freedom of Information Act), from 129 local authorities on the grading of these staff identified a wide variety in the grading of these staff, suggesting a wide variation in salaries. Some authorities paid on a fixed point or a short scale whilst others graded on wide ranges. Figure 12 demonstrates the wide variation in pay scale ranges for TAs in these 129 authorities and indicates the implications of pay scales for salary ranges (Labour Research Department, 2010).

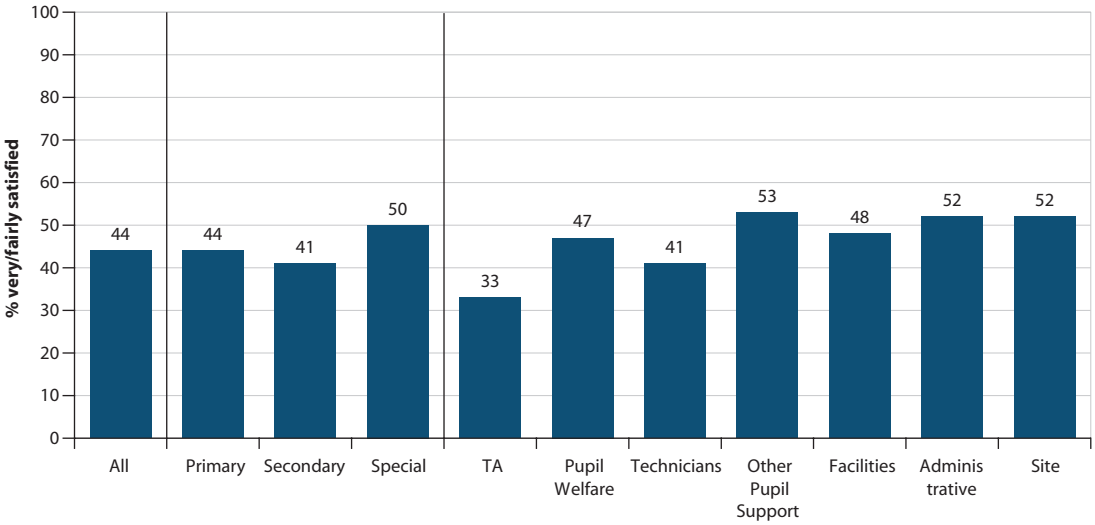
Figure 12: Scale Point Ranges for Teaching Assistants in 129 Local Authorities



Source: Labour Research Department

Figure 13, based on data from the DISS surveys, shows that less than half of support staff are satisfied with their pay. Support staff in secondary schools and TAs appear to be the most dissatisfied (Blatchford et al 2009a).

Figure 13: Support staff satisfaction with their pay



Source: DISS Wave 3

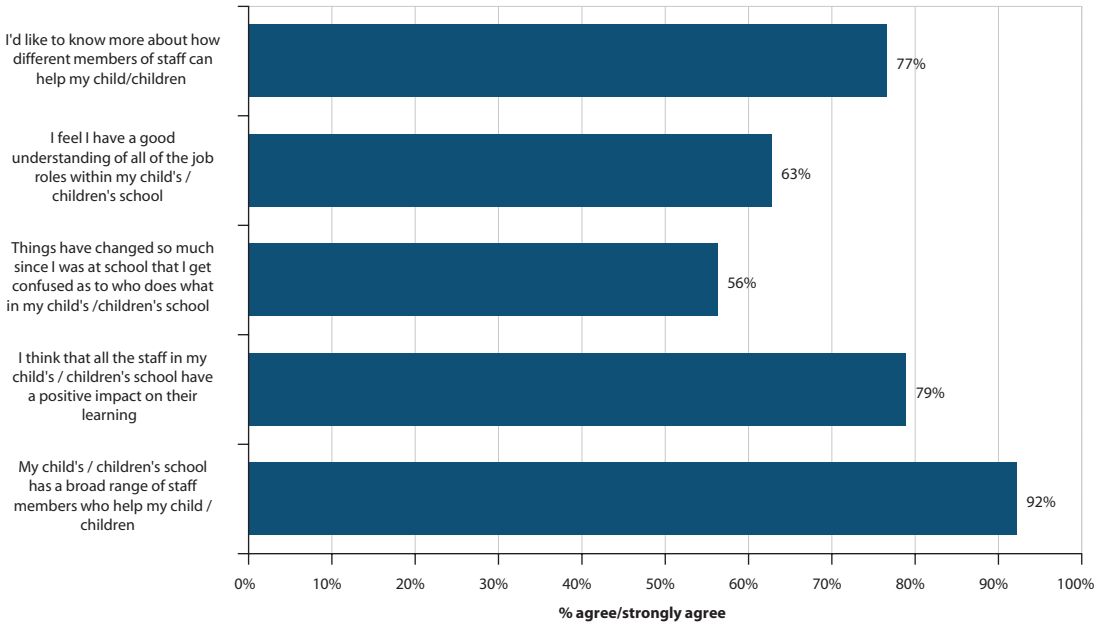
Interview data from the Remodelling report revealed **high levels of dissatisfaction among support staff in terms of their pay and contractual arrangements.** Many were unhappy about use of split- and term-time-only contracts, many felt pay did not reflect the work they did and some referred to feeling exploited by having to do unpaid overtime. A number of headteachers acknowledged that there was a problem regarding poor pay, terms and conditions and poor career/pay development opportunities and there was a perception that recent changes to support staff roles and training had raised support staff expectations about progression and pay but that these were impossible to fulfil (Hutchings et al, 2009). Ofsted (2010) found that the support staff that they interviewed during the course of their research were largely unclear about how their pay or terms and conditions fitted in with the national picture, due to the lack of coherent national guidance.[11]

11 Note that the School Support Staff Negotiating Body have been formed to negotiate support staff pay and conditions.

2.7 Liaison with parents

A recent survey of more than 1,000 parents of school-aged children showed that the majority of these parents feel that their child's school has a range of staff who help their child and that all staff have an impact on their child's learning (TDA opinion poll, 2010). There is clearly a desire from parents to know more about the different roles within their child's school: over three quarters of parents said they would like to know more about how different members of staff can help their child and over half said they were confused about who does what (see Figure 14).

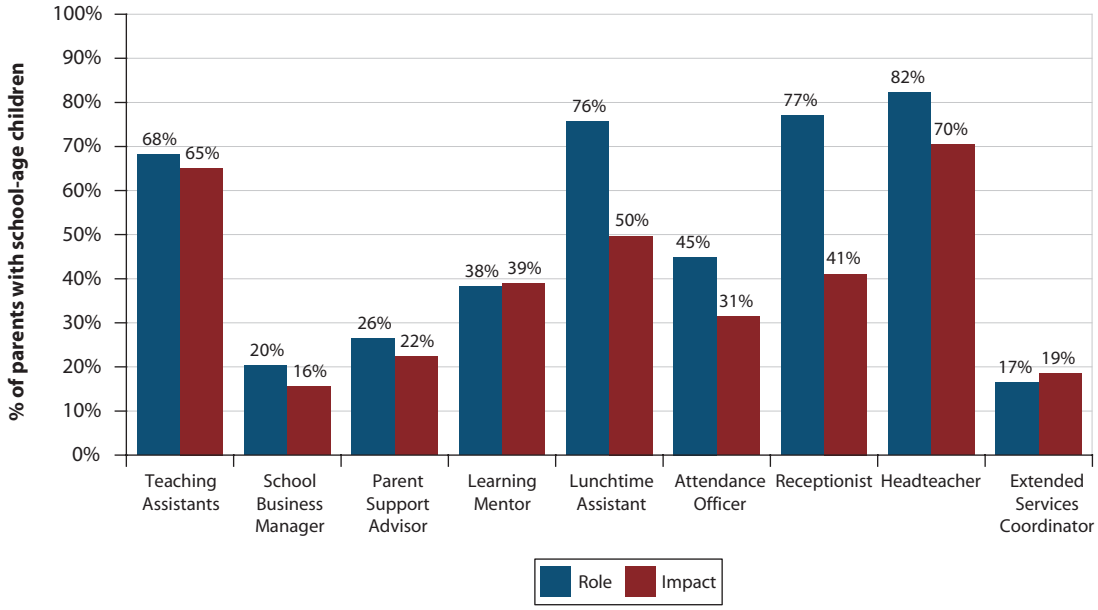
Figure 14: Parents views on school staff



Source: TDA opinion poll, 2010

This is supported by further evidence from this survey which suggests that parents' awareness of the role and impact of some members of support staff is low (see figure 15). Over three quarters of parents in this survey felt that they had a good understanding of what lunchtime assistants, receptionists and headteachers do in a school and around two thirds felt they had a good understanding of what teaching assistants do. Fewer parents were aware of what attendance officers, learning mentors, parent support advisors, school business managers and extended services coordinators do. Parents' awareness was also relatively low about the impact that some members of support staff have on their child's learning. Although around two thirds of parents in the survey felt they knew what the impact of headteachers and teaching assistants was on their child's learning and half were aware about the impact of lunchtime assistants, fewer parents were aware about the impact of receptionists, learning mentors, attendance officers, parent support advisors, extended services coordinators or school business managers.

Figure 15: Percentage of parents of school-age children who feel they have a good understanding of the role and impact on their child's learning of the following individuals



Source: TDA opinion poll, 2010

This lack of awareness could be explained by a lack of contact between parents and some members of support staff. Data from this survey suggest that parents are most likely to have frequent contact with teachers, teaching assistants and receptionists and that the majority never have any contact with other members of school staff. Between a quarter and a third of parents reported that they have contact with teaching assistants and receptionists daily or weekly (although nearly half of parents said they never had contact with teaching assistants) whereas the majority of parents reported that they never had any contact with lunchtime assistants, school business managers, learning mentors, attendance officers, parent support advisors or extended services coordinators (see Table 10).

Table 10: Frequency of contact between parents and members of school staff

	Daily	Weekly	Monthly	Yearly	Never	Don't Know
Teacher	23.5%	17.2%	28.6%	24.0%	4.1%	2.5%
Teaching assistants	13.9%	16.6%	13.3%	7.3%	44.7%	4.1%
Receptionist	5.5%	21.7%	33.3%	17.3%	17.6%	4.6%
Headteacher	4.5%	15.3%	24.9%	31.1%	19.3%	4.7%
Midday assistant	4.1%	5.8%	6.8%	3.9%	72.4%	7.1%
School Business Manager	2.2%	3.1%	4.9%	4.8%	76.9%	8.2%
Learning Mentor	2.1%	3.7%	10.3%	7.1%	68.2%	8.7%
Attendance Officer	1.9%	2.9%	5.5%	6.0%	75.7%	7.9%
Parent Support Advisor	1.8%	3.6%	8.7%	8.1%	69.0%	8.8%
Extended Services Co-ordinator	1.4%	3.0%	4.1%	5.9%	73.1%	12.5%

Source: TDA opinion poll, 2010

Chapter Three: Impact of Support Staff

3.1 Summary

Impact on teachers

- Evidence from DISS and the Teachers' Workload Diary Survey shows that the amount of time that teachers spend on admin tasks has decreased. However, there is evidence that teachers do not always perceive that they are spending less time on these tasks. In addition, Ofsted (2010) found no evidence that schools were considering how releasing teachers from these tasks could improve standards.
- The evidence suggests shows that teachers feel that support staff have had a positive impact on their workloads, their job satisfaction and their stress levels. The EPPI review of international evidence found that a 'team teaching' approach to using teaching assistants was most likely to lead to positive impacts upon the teacher and the school.
- There was some evidence from DISS and the Remodelling research that teachers feel that support staff can have a positive impact on their teaching. However, there is also evidence that the presence of support staff in the classroom can have a negative impact on the extent of teachers' interactions with supported pupils.

Impact on pupils

- The evidence on the impact of support staff on pupils' **attitudes and behaviour** is mixed. The EPPI review showed that support staff appear to have positive impacts on academic engagement but can have a negative impact on supported pupils' interactions with peers and teachers. Effective training and collaborative planning between teachers and support staff is essential to maximise their benefits. Ofsted found many examples of where support staff had been used to improve the quality of support, care and guidance on offer to pupils which in turn had led to improvements in attendance and behaviour. However, quantitative analysis within DISS showed that for most year groups there was no significant effect of receiving additional support on pupils' Positive Attitudes to Learning (PAL) outcomes. The exception to this was in Year 9 where high levels of support were associated with pupils' becoming less distracted, less disruptive, more confident, more motivated, more independent, being better able to follow instructions and complete tasks, and having better relationships with peers.
- The evidence on the impact of support staff on pupils' **academic progress** is also mixed but strongly suggests that effective training, preparation and deployment is essential in maximising their impacts. Both the EPPI review

and Ofsted found that classroom-based support staff can have a positive impact on academic progress when they are delivering specific and robust interventions in which they are well-trained and supported. Results from the DISS quantitative analysis was less positive. Controlling for a range of pupil characteristics, receiving higher levels of additional support was largely associated with less academic progress. However, this analysis did not take into account the type or quality of support received and did not include a control group.

- There were some interactions between effect of support and SEN status although the results do not present a consistent story of the impact of receiving support on pupils with SEN.
- There was also no consistent story on whether support staff have a beneficial impact on unsupported pupils by allowing the teacher to focus more on these pupils.

3.2 Introduction

The first section of this chapter explores the impact of support staff on teachers' workload, stress and job satisfaction. The second section looks at the impact of support staff on pupils behaviour, attitudes and academic attainment, distinguishing between studies that have looked at perceptions of impact and those which have looked at the impact of support staff on pupils' outcomes.

3.3 Impact on teachers

3.3.1 Impact on teachers' workload

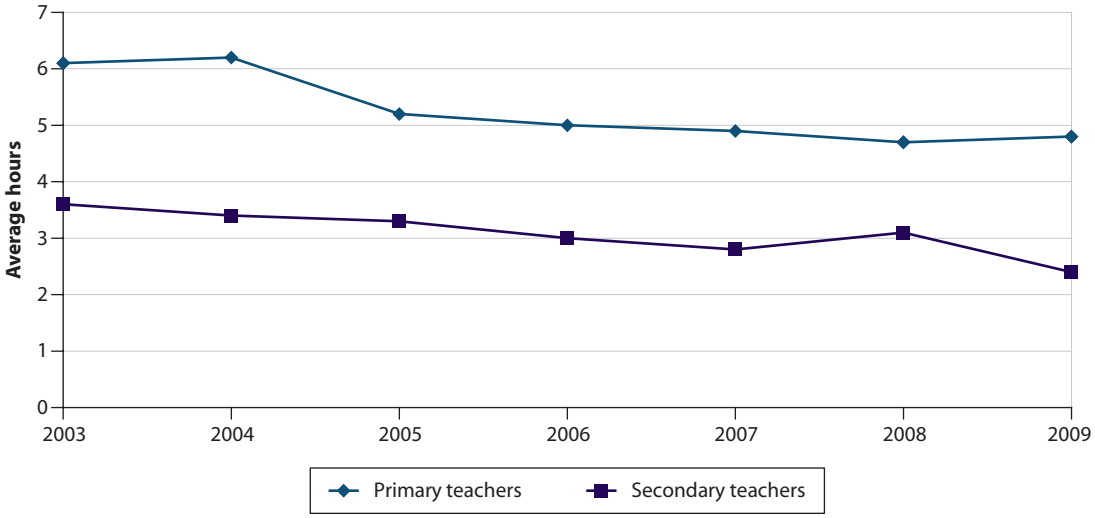
Transfer of routine admin tasks

One of the main changes introduced as a result of the National Agreement was that teachers should no longer routinely undertake a range of clerical and admin tasks[12]. A number of studies have looked at the extent to which this has happened, **and the evidence suggests that the amount of time teachers spend on admin has decreased over time (although teachers may not always perceive this to be the case).** The DISS study found that the extent to which teachers were performing these tasks decreased at each wave of the study. There were also marked increases in the percentage of teachers reporting that these tasks were now performed by others (typically administrative staff and, to a lesser extent, teaching assistants). However, tasks such as record keeping, arranging classroom displays and giving personnel advice were still largely performed by teachers (over 60% teachers reported performing these tasks). (Blatchford, 2009a).

The Department's Teachers' Workload Diary Survey also shows that time spent by primary and secondary teachers on general admin support has decreased since 2003 (Angle et al, 2009).

12 Annex 5 to Section 2 of the School Teachers Pay and Conditions Document (STPCD) set out a list of 21 routine and clerical tasks which should be transferred from teachers to support staff, but this was not meant to be exhaustive. The number of tasks commonly quoted is 25, though in the DISS study 26 were listed because pilot research showed that one task seemed to cover two separate activities.

Figure 16: Average hours spent on general admin support by primary and secondary classroom teachers



Source: Teachers' Workload Diary Survey

However, data from the Remodelling study suggests that teachers may not perceive that they are spending less time on administrative tasks. This research found that **only a quarter of teachers (in all sectors) agreed that they now spent less time on routine admin tasks** whilst 40% disagreed. Whilst the case studies showed that schools had implemented a range of measures to ensure the transfer of routine admin tasks, teachers identified a number of reasons why these were not always effective. These included the hours worked by support staff and, in primary, the already large workload of support staff. In some cases it appeared that **teachers also felt that many of these tasks required their professional skills** and were unsure about the criteria for deciding which of these tasks should be undertaken by support staff. The case studies also showed that **some teachers were choosing to undertake these tasks.** For example, some felt that classroom display work was a key part of their role. **In some cases, delegation of these tasks was thought to take longer than performing the tasks themselves** (Hutchings et al, 2009).

Data from the Remodelling research case studies suggests that primary and secondary schools differ in how they have responded to the need to transfer administrative tasks from teachers to support staff. In primary schools this requirement tends to be met through existing administrative staff (who may require additional training). Secondary schools, on the other hand, had tended to create new, and specialist admin roles, and had recruited new staff from outside of the education sector to fill these roles. Perhaps as a consequence of this, the transfer or admin tasks in primary schools has tended to lead to increased workloads for admin staff. The expansion of admin teams in secondary schools has largely meant that they have been able to absorb the additional workload. This research found that two out of three secondary headteachers said that

complex administrative or pastoral roles had transferred from teachers to support staff ('to a large extent' or 'completely'), compared to one in three primary or special school headteachers although in a third of all schools, some teachers with the relevant expertise continued to carry out complex admin roles. This transfer had been accommodated either through training existing support staff or hiring new support staff members. Teachers often continued to supervise the support staff in these roles (Hutchings et al, 2009).

An Ofsted study of the early effects of the remodelling initiative found that although schools were making progress in the transferral of these tasks from teachers to support staff, **few schools were considering how releasing teachers from these tasks could improve standards** (Ofsted, 2004). In their latest report there was little evidence of improvement in this area although there was a perception among the heads in the schools they visited that this additional time had resulted in schools that were better managed and more efficient (Ofsted, 2010).

Teachers perceptions of workload

The DISS surveys also sought teachers' perceptions of how support staff that they had worked with in the last week had impacted on their workload. **In each wave of the survey around half of the teachers reported that support staff had decreased their workload** (although a higher percentage reported this in wave 1 than in wave 3). A further third reported no change in workload and around a tenth said that their workload had increased (see Figure 13). Not surprisingly, given the findings reported above it appears that **administrative staff and, to a lesser extent, teaching assistants, are having the most impact on reducing teachers' workloads.** Teachers who had worked with administrative staff were most likely to report that their workload had decreased (70% in wave 3), followed by those working with teaching assistants (58% in wave 3). Site staff, facilities staff and Other pupil support staff appear to have the least impact on teachers' workloads (73%, 64% and 64% respectively reporting no change in workload at wave 3 for these categories). When asked to comment further on the impact of support staff on their workload, teachers most frequently referred to not having to carry out certain routine/admin tasks.

Just over one in ten (12%) teachers in wave 3 reported that working with support staff in the last week had increased their workload. Reasons for this (given in open-ended responses) included the increase in the amount of preparation and planning that was needed as a result of working with support staff (Blatchford et al, 2009b).

Other studies have also found evidence that support staff can reduce teachers' workloads:

- Just under half of secondary teachers in a study of secondary maths and science HLTAs agreed that these HLTAs had reduced their workload (Walker et al, 2010).
- The Remodelling research found that headteachers were largely positive about the impact of remodelling (of which the increased use of support staff is a major part) on teachers' workloads and stress levels. In this study two thirds of heads felt that workforce remodelling had meant a decrease in teachers' workload, a quarter felt that it had had no change and less than a tenth said that it had had an increase. The most common reasons given for the reduction in teacher workload was the transfer of routine/admin tasks to support staff and the impact of allocated PPA time. However, teachers' views were more mixed. Primary and special school teachers were just as likely to agree as to disagree that remodelling had improved their worklife balance and secondary school teachers were more likely to disagree (Hutchings et al, 2009).

Both the DISS research and the Remodelling research found that headteachers largely perceived that workforce remodelling had meant that their workload, the workload of the leadership team, and the workload of support staff had increased. Reasons for the perceived increase in support staff workloads included the transfer of routine admin tasks to support staff and the use of support staff for cover supervision or to deliver PPA (Blatchford et al, 2009a; Hutchings et al, 2009).

3.3.2 Impact on teachers' job satisfaction

The DISS surveys asked teachers to report on the impact on their job satisfaction of two types of support staff that they had worked with in the last week. **At all three waves, the majority of teachers (around two thirds) reported that support staff had increased their job satisfaction.** Less than one in ten said that their job satisfaction had decreased as a result of working with these support staff and the rest reported no change (see Figure 13). Teachers who had worked with teaching assistants were most likely to report a positive change in their job satisfaction (77% in wave 3) and teachers working with other pupil support staff, facilities staff and site staff were the most likely to report no change in their job satisfaction (54%, 59% and 58% respectively). When asked to comment further on job satisfaction the most common responses related to:

- the ways in which support staff helped to meet the needs of pupils;
- the contribution that they made to improving pupils' learning and achievement;
- the personal qualities and skills of support staff; and
- increasing the amount of time available for, and the quality of, teaching

(Blatchford et al 2009b).

This is supported by the EPPI review of international evidence on the impact of teaching assistants which identified several studies which showed that the presence of *motivated* TAs in the classroom increased teachers' satisfaction (Alborz et al, 2009). In the Remodelling report, a quarter of primary teachers, a fifth of secondary teachers and just under a third of special school teachers agreed that remodelling (not support staff specifically) had increased their job satisfaction but half reported no change (Hutchings et al, 2009).

3.3.3 Impact on teachers' stress levels

Around two thirds of teachers in DISS reported that working with support staff had decreased their levels of stress. Less than one in ten reported that it had increased stress levels. Teachers who had worked with TAs, pupil welfare staff, technicians and admin staff were most likely to report a positive impact on stress (over 60% in each category). When asked to comment further on this the most frequent responses (in wave 3) related to:

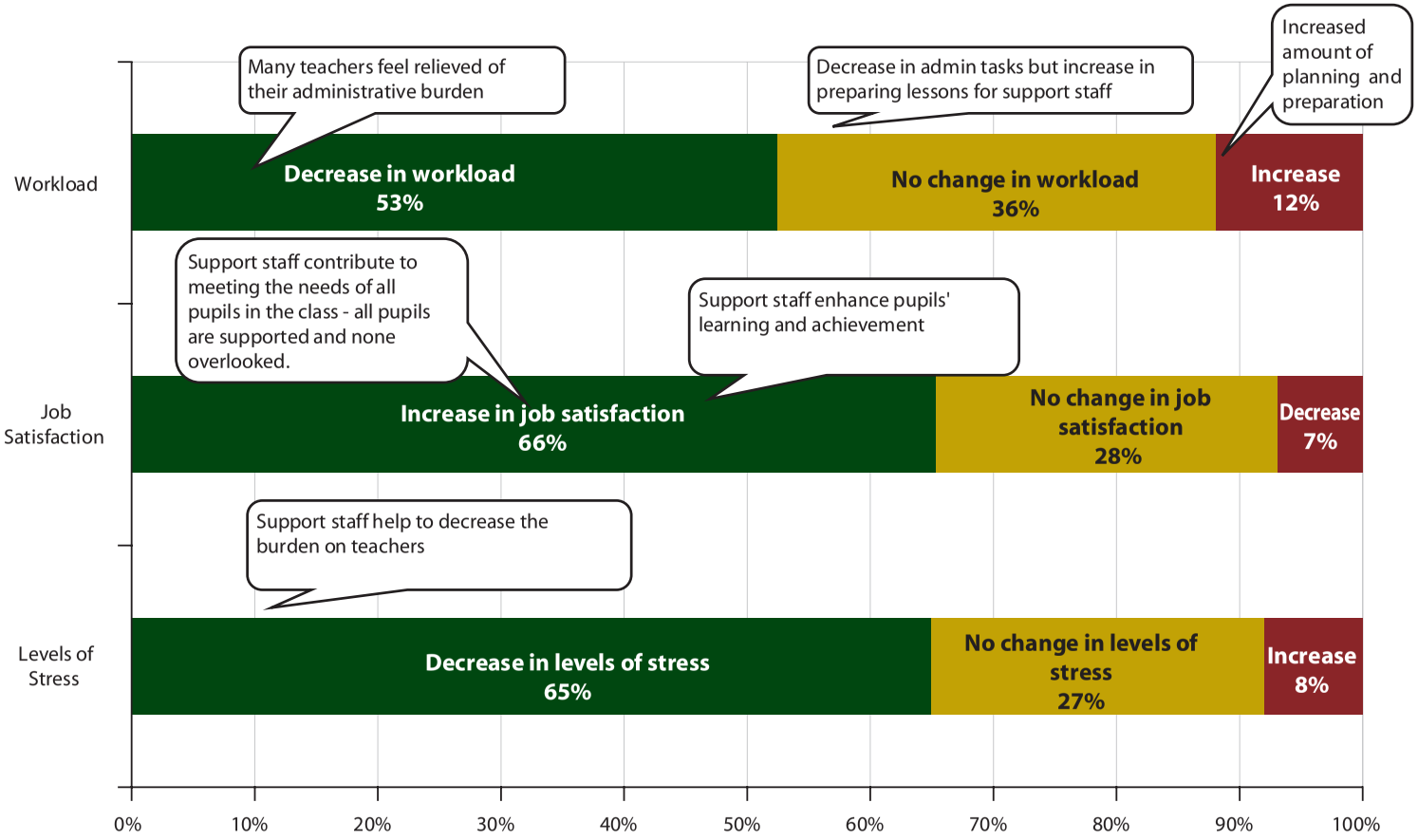
- The impact that support staff have on teachers and their teaching
- Knowing that their pupils were receiving support and attention
- Support staff themselves (e.g. the tasks they carried out).

(Blatchford et al, 2009b)

Around half of secondary teachers in the study of specialist maths and science HLTAS reported that these HLTAs had reduced their stress levels (Walker et al, 2010). The Remodelling research suggests that the only group for whom remodelling has had a positive impact on stress levels is teachers. Headteachers across all sectors largely reported increases in stress or no change in stress for all other groups of staff. (Hutchings et al, 2009.) Evidence from the EPPI review supports these findings about the positive impact support staff have had on stress levels, in particular the impact appears to be greatest where TAs are supporting the most disruptive pupils. The review concludes that a 'team teaching' approach (where the TA is supporting small groups of pupils within the classroom) is most likely to lead to these positive impacts on teachers and the school more widely. This approach can also have the effect that supported children are less stigmatised (Alborz et al, 2009).

Figure 17 below summarises the results from DISS on the impact of support staff on teachers' workload, job satisfaction and levels of stress.

Figure 17: Impact of support staff on teachers' workload, job satisfaction and levels of stress



Source: DISS W3 (2008)

3.3.4 Impact on teaching

There is evidence that support staff can have an impact on teaching, specifically, allowing teachers to spend more time on teaching and learning and less time dealing with poor behaviour. However, there is evidence that teachers use this extra time to spend with non-supported pupils and that supported pupils actually get less contact time with the teacher.

The DISS study asked teachers to report on how support staff had affected their teaching. About a quarter of the wave 3 sample responded to this question and one in ten of those said that there had been no effect on their teaching. The vast majority of comments, however, were positive and included:

- Support staff bring expertise or a specialism to the classroom
- Support staff have a positive impact on the amount of teaching time available – either in total, or in terms of allowing time to teach more or different pupils
- Support staff remove administrative, routine and other non-teaching responsibilities
- Support staff allow more time for planning and preparation

(Blatchford et al, 2009b).

The Remodelling study also found evidence of an impact on teaching. Over 40% of teachers surveyed said that the remodelling process had enabled them to spend more time on teaching and learning. Although this refers to remodelling rather than support staff specifically, it is not unreasonable to assume that support staff have played a role here. Despite this, teachers were less positive about the impact that the remodelling process had had on standards. Only a third of primary teachers, 27% of secondary teachers, and 38% of special school teachers agreed that remodelling had contributed to raising standards in their schools (Hutchings et al, 2009). In addition, in the study of specialist maths and science HLTAs two thirds of secondary teachers reported that they felt these HLTAs had improved the quality of their teaching (Walker et al, 2010).

These findings are supported by an international review of the evidence on support staff which found that the presence of a TA can allow teachers to engage pupils in more creative and practical activities and allows the teacher to spend more time working with small groups or individuals (Alborz et al, 2009).

Systematic observations of support staff and teachers in wave 1 of the DISS research provides evidence of how support staff impact on teaching. They appeared to allow for more individual attention from adults for all pupils. However, for supported pupils this increase was accounted for by increased contact with support staff and actually meant less contact with the teacher. The classroom also appeared to benefit from better control of behaviour, evidenced by a decrease in the amount of talk from adults that dealt with negative behaviour (Blatchford et al, 2008).

3.4 Impact on pupils

Many studies have looked at perceptions of the impact of support staff on pupils and have largely found that teachers and headteachers perceive positive impacts. These perceptions will be based on many things but findings vary considerably as to whether perceptions are informed by hard data-monitoring. In their 2008 report, Ofsted found that only 8 of the 23 schools they visited were able to demonstrate the impacts support staff had had on pupil outcomes (Ofsted, 2008) and in the HLTA study only 14% of schools had actually collected data on the impact of HLTAs (Wilson et al, 2007).

In DISS, teachers were able to identify ways in which they felt support staff affected pupils' learning. Responses (from the Wave 3 survey) were in 4 general categories:

- Their positive impact on pupils' attitudes and motivation e.g. improving confidence, security and willingness to play a part in learning
- Their general positive impact on learning and behaviour
- Their indirect impact
- The fact that they allow more individualisation and differentiation.

Some 91% of primary school teachers and 75% secondary school teachers interviewed in the 2010 Teacher Voice survey were very/fairly confident about the positive impact of support staff on pupils' learning (Pyle & Rudd, 2010). A survey of schools employing HLTAs found that three quarters of senior leaders were able to identify at least one positive contribution made by an HLTA to improving pupil performance (e.g. contributions to intervention strategies/programmes or small group work targeting specific pupil needs) (Wilson et al, 2007). HLTAs, teachers and HODs in the secondary maths and science HLTA research frequently cited enhanced pupil understanding, and improved attainment as ways in which these HLTAs helped pupils in maths and science. Large proportions of teachers and HODs also pointed to the improved opportunities for personalisation which HLTAs offered (Walker et al, 2010).

3.4.1 Impact on attitudes to learning and behaviour

The evidence from studies using quantitative measures of impact show that the impact of support staff on pupils' attitudes to learning and on their behaviour is mixed. Teaching assistants can have positive impacts on academic engagement but can also have a negative impact on supported pupils' interactions with peers and teachers. However, other categories of support staff have been effectively used to improve the quality of support on offer to pupils, leading to improved behaviour and attendance. Effective training and collaborative planning between teachers and support staff is essential to maximise their benefits.

The EPPI review found that **the evidence with regard to the impact of TAs on the participation of pupils with SEN is mixed.** Half of the studies reviewed found that too much TA support had a negative impact on these pupils' interactions with peers and teachers, on their opportunities for self-determination and, in some cases, led to the supported pupil feeling stigmatised. Four studies, however, found that support from a TA promoted academic engagement for SEN pupils, and found that with appropriate training TAs were able to facilitate social interactions. Three further studies had mixed or neutral findings (Alborz et al, 2009).

The same review concluded that the impact of TA presence in the classroom on all pupils (not just SEN pupils) is largely positive. Four of the five studies reviewed in this area found that the TA helped pupils engage with the academic tasks they were given. The remaining study supported the evidence on engagement but also found that intensive support could lead to isolation from the teacher.

The reviewers note that TAs and teachers need to strike a delicate balance in order to promote academic engagement but not at the cost of social interactions with peers and the teacher. Close support appears to benefit the former but can have a negative impact on the latter. They note that training can be beneficial here as can joint planning between the teacher and TA (Alborz et al, 2009).

In Ofsted's series of reports on the impact of the remodelling agenda they identified examples of schools which had deployed support staff effectively to produce measurable improvements to the range and quality of support, care and guidance on offer to pupils, which in turn had led to improvements in pupils' behaviour and attendance. Many schools had employed learning mentors or introduced specific units to support disaffected pupils. Both teachers and pupils valued these interventions which had a significant impact on achievement in the short-term. They were less effective, however, when used to compensate for poor teaching or a mismatched curriculum (Ofsted 2008 and 2010).

Examples of schools deploying support staff to improve pupils' attitudes to learning

A number of extended schools used members of the wider workforce to staff extended services provision such as breakfast clubs and after-school clubs. Where this was most effective, support staff were deployed according to their areas of interests and abilities and were provided with relevant training. These schools were able to provide evidence of improved attendance, punctuality, concentration and behaviour in attending pupils.

One secondary school used data to identify pupils with poor attendance and behaviour. HLTAs were then used to teach a certificate on personal effectiveness as an alternative Key Stage 4 curriculum. The attendance and behaviour of these pupils increased and they all gained qualifications which were equivalent of 2 GCSE passes.

One school focused on eliminating poor behaviour and reducing sanctions and exclusions. A team of year managers was formed from members of support staff, led by a non-teaching SMT member. The team used data on attendance, behaviour and progress to plan how to support pupils' welfare and achievement. This included:

- A whole-school Discipline for Learning programme
- A facility for withdrawing pupils with poor behaviour, staffed by mentors for behaviour
- Creation of a learning support unit staffed by learning mentors to meet the needs of disengaged and disaffected pupils, at risk of exclusion
- Team of TAs to support SEN pupils

As a result of this the school saw an improvement in the attendance of specific pupils and reduction in the number of exclusions and the number of referrals to the behavioural unit.

(Ofsted 2008 and 2010)

DISS included quantitative analysis of the impact of support staff on pupils' Positive Approaches to Learning (PAL) outcomes[13]. A statistical model was used to isolate the impact of additional support on the 8 PAL outcomes by controlling for a range of pupil characteristics (e.g. prior attainment, SEN status and FSM eligibility)[14]. The results show that **for most year groups there was no significant effect (positive or negative) of receiving additional support on most of the PAL outcomes.**

However, there were some exceptions:

- There was a negative relationship for Year 1 pupils between receiving additional support and the 'independent' outcome. However, this relationship only just reached statistical significance.
- Year 3 pupils receiving the greatest amounts of support were likely to make less progress in working independently and completing assigned work than pupils with similar characteristics receiving less support.
- Year 9 pupils receiving high levels of support were more likely to make progress across all of the PAL dimensions than pupils with similar characteristics receiving low levels of support. As a result of receiving high levels of additional support these Year 9 pupils had become less distracted, less disruptive, more confident, more motivated, more independent; better able to follow instructions and complete tasks; and had better relationships with their peers.

A summary of these results can be found in **Annex B**.

In their discussion of these results the authors state that the fact that positive impacts of support are found only at secondary level in wave 2 (e.g. Year 9) suggests that "the explanatory processes at work differ between primary and secondary sectors" (Blatchford et al, 2009b p.128). Their research uncovered differences in the deployment of classroom-based support staff between primary and secondary schools which could perhaps explain these differences. In the primary sector, observations revealed that support staff were more likely to work with groups of pupils, interacting both with the pupil they were supporting and others in the group; at secondary, however, support staff tended to interact exclusively with the pupil they were supporting. Their results suggest therefore, that the latter approach is associated with more positive outcomes in terms of attitudes to learning. The authors note that these results may be inconsistent with other evidence from their case studies, and evidence from other research, which suggested that pupils with high levels of support can become over-reliant on this

13 The 8 dimensions of the PAL outcomes are: not distracted, confident, motivated, not disruptive, independent, good relationships with peers, completes work, follows instructions.

14 Two measures of the extent of support received were used. Firstly, teacher ratings of the amount of support were used. In Wave 1 three groupings were used: low (<10% of time supported), medium (11-50% of time supported) and high (>50% of time supported). In wave 2 five groups were used: No support (0% of time supported), low (1-10% of time supported), medium low (11-25% of time supported), medium high (26-50% of time supported) and high (51%+ time supported). Secondly (for wave 1 only), measures based on the systematic observations by the research team: support staff presence, proximity, interaction and attention. In wave 1 the analysis looked at years 1, 3, 7 and 10 and in wave 2 the analysis looked at years 2, 6 and 9.

support, resulting in, for example, these pupils disengaging during whole-class teacher input. The researchers argue that the fact that no impacts (positive or negative) were found for Year 10 pupils could be due to sampling issues – wave 2 used a larger sample which may have made any impacts easier to identify (Blatchford et al, 2009b).

3.4.2 Impact on academic progress

Independent studies show that the evidence on the impact of support staff on pupils' academic progress is mixed, but strongly suggests that effective training, preparation and deployment is essential in maximising their impacts.

The EPPI review found that **teaching assistants can have a positive impact on the academic progress of supported pupils (in basic skills literacy development at primary[15]) when they are delivering specific and robust interventions in which they are well-trained and supported.** The review identified 8 studies which looked at the impact of targeted support for literacy and in 7 of these studies there was a positive impact on pupils' progress where the TA was trained and supported. Similar findings were seen in the one study which looked at a language intervention. There were fewer studies which looked at numeracy interventions, but the evidence from the 2 studies that did look at this is inconclusive. The reviewers conclude that support needs to strike a balance between providing sufficient support whilst still promoting independence and social interaction (Alborz et al, 2009).

Similarly, Ofsted found that **specific and focused support from well-trained TAs had an impact on pupils' learning**:

"High-quality intervention from members of the wider workforce who had qualifications and training that were directly relevant to the specific areas in which they were working had the greatest impact on learning."

(Ofsted, 2010 p.7)

A number of schools visited as part of Ofsted's series of reports on remodelling were able to provide evidence of measurable impacts on attainment. In their latest report, 18 of the 30 schools visited were using classroom-based support staff to provide structured and defined intervention programmes (typically in phonics, reading, writing and numeracy) for pupils who were not meeting their targets. These **interventions were most effective (and thus schools were able to provide evidence of a positive impact) where the teaching assistant (or equivalent) was well-trained, knew what was expected of them, was aware of pupils' targets and was confident about assessing programmes** (Ofsted, 2010). Ofsted concluded that the more general support offered by TAs in the classroom was less effective. This was especially the case where teachers were too reliant on support staff or deployed them in ways that were beyond their skills, qualifications and experience, or where they were given a passive role which did not make good use of their skills and experience (Ofsted, 2010).

15 The evidence on numeracy support was inconclusive and the review did not include any reviews of support for secondary school pupils.

Brown and Harris (2010) also identified a positive association between increases in the numbers of TAs in a school and improvements in GCSE attainment. They also identified a positive association between expenditure on teaching assistants and improvements in GCSE attainment although this was a less strong association than that between absolute numbers and attainment. However, it is important to note the methodological limitations of this analysis. The analysis included only a very small sample of schools (83) which were not representative of all schools in terms of their levels of attainment. It is therefore difficult to generalise from this research. In addition the analysis did not control for other factors that could have an impact on attainment.

Evidence from the DISS quantitative analysis of the impact of support staff on pupils' academic progress is less positive. A statistical model was used to isolate the impact of additional support on academic progress by controlling for a range of pupil characteristics (e.g. prior attainment, SEN status and FSM eligibility)[16]. As in the PAL analysis, different year groups were analysed in different waves. In wave 1 the analysis looked at years 1, 3, 7 and 10 and in wave 2 the analysis looked at years 2, 6 and 9.

The results of the analysis largely showed that, **controlling for a range of pupil characteristics, receiving additional support was associated with less academic progress.**

The results of the analysis are presented in Table 11 below. Further information on the size of the impact of support staff is presented in **Annex C**.

Table 11: Summary of the effect of additional support on pupil progress

Wave	Year	English	Maths	Science
1	1	×	×	~
	3	×	×	~
	7	×	×	~
	10	×	~	~
2	2	×	×	×
	6	×	×	×
	9	×	×	×

Source: Blatchford et al, (2009b)

~ indicates no significant effect of additional support

× indicates a significant negative effect of additional support

✓ indicates a significant positive effect of additional support

16 Two measures of the extent of support received were used. Firstly, teacher ratings of the amount of support were used. In Wave 1 three groupings were used: low (<10% of time supported), medium (11-50% of time supported) and high (>50% of time supported). In wave 2 five groups were used: No support (0% of time supported), low (1-10% of time supported), medium low (11-25% of time supported), medium high (26-50% of time supported) and high (51%+ time supported). Secondly (for wave 1 only), measures based on the systematic observations by the research team: support staff presence, proximity, interaction and attention

Analysis of the measures of support based on systematic observations (support staff presence, proximity, interaction and attention) showed a similar, although less marked, trend.

Impact on SEN pupils

The DISS quantitative analysis also looked at whether the impact of receiving additional support differed for pupils with identified SEN. In Years 1, 3 and 7 the effect of support on attainment did not vary between pupils with and without SEN. In other academic years there were some interactions between effect of support and SEN status although the results do not present a consistent story.

In their latest report, Ofsted note that the role of Learning Support Assistants (LSAs) who supported SEN pupils had not really changed as a result of workforce reforms. Teachers valued the support of LSAs and the SEN pupils who formed part of the research had established strong relationships with the staff who supported them. In the schools visited it appeared that LSAs were well-trained and had high levels of specialist knowledge. However, they did find that there was a wide variation in the extent to which LSAs had the opportunities to apply these skills and knowledge (Ofsted, 2010).

Impact on non-supported pupils

DISS (wave 2) included an exploration of whether support staff have a beneficial effect on non-supported pupils by allowing the teacher more time to focus on the non-supported pupils. The results do not present a consistent picture:

- Year 2: support for other pupils in the class had no effect on the attainment of unsupported pupils in English, had a positive impact in science and a negative impact in maths.
- Year 6: support for other pupils in the class had no impact on attainment in English, maths or science.
- Year 9: support for other pupils in the class had a negative impact on attainment in English, maths and science.

(Blatchford et al, 2009b)

3.4.3 Discussion

The evidence presents a mixed picture of support staff impact on pupils. Whilst some research has shown that support staff can have positive impacts on pupils attitudes, behaviour and attainment, the DISS analysis suggests that they have a broadly negative impact on attainment and a broadly neutral impact on attitudes to learning (with the exception of Year 9 where their impact was largely positive). **The evidence suggests that these differences could be explained by factors associated with the ways in which support staff are deployed. Ofsted, the EPPI review and Brown & Harris all concluded that the deployment of support staff was critical to their effectiveness.** The less positive results identified in DISS could imply that support staff are not being deployed effectively in many schools. Indeed, the DISS authors identified concerns with the deployment, preparedness and practice of support staff in their case study schools and suggested that these factors (along with others) could explain the results seen in the impact analysis. These issues will be explored further in chapter 4.

It is also important to bear in mind some methodological issues with the DISS analysis:

- The analysis did not include a control group so it is difficult to prove causality – without support these pupils may have made even less progress.
- The analysis looked only at attainment at the end of each key stage. This level of detail may not be fine-grained enough to pick up progress made by the group of pupils receiving support.
- The statistical model used only a general level of support (teachers' estimates of the amount of support received by each pupil over the year) and does not account for the type or quality of that support. For example, the model could not take into account the differing levels of experience and skills of support staff and the different ways in which they are deployed.

Chapter Four: Support Staff in Practice

4.1 Summary

- The culture and ethos of the school is a key factor in the effective deployment of support staff. In schools where support staff were effectively deployed there was a strong culture of professionalism and accountability for all staff. Support staff had clear career structures, were well-trained and well-managed and were clear about how their work contributed to pupils' learning. However, it appears that the strategic deployment of support staff is still evolving in schools. Often, decisions about deployment are made by teachers in the absence of strategic direction.
- TAs and other pupil support staff spend the majority of their time providing direct support to pupils, followed by support for teachers or the curriculum. Admin, facilities and site staff spend most of their time supporting the school. Technicians and pupil welfare staff spend time supporting pupils, teachers and the school.
- Classroom-based support staff spend the majority of their time supporting low ability or SEN pupils, usually in English or maths and usually on a one-to-one or small-group basis. Primary TAs are more likely to support pupils in small groups whereas secondary TAs are more likely to provide support on a one-to-one basis. When providing support in the classroom, TAs were usually working with pupils on non-differentiated tasks. About a third of TA time was spent supporting pupils away from the classroom, typically on differentiated tasks.
- Opportunities for joint planning or feedback between teachers and support staff were rare, and where they did happen were usually brief and on an ad hoc basis.
- Very few teachers have received training on how to work with support staff although some schools provide guidance and support on this.
- It is likely that support for the least able pupils is being delivered by support staff who have less pedagogical and subject knowledge and experience than teachers.
- There are marked differences between the way in which teachers and TAs interact with pupils. TAs are often more concerned with task completion than with enhancing learning and can sometimes remove the responsibility for the task from the pupil. This can lead to the supported pupil becoming dependent on the TA.

4.2 Introduction

The evidence presented in the previous chapter suggests that effective deployment is key to maximising the benefits of support staff. This chapter identifies and explores how support staff are deployed in practice. The chapter looks at the strategic deployment of support staff, their preparedness, and classroom deployment and practice.

4.3 Strategic deployment

4.3.1 School ethos and culture

The available research identifies a number of features of schools which are effective in their use of support staff. At a strategic level the culture and ethos of the school appears to be crucial. Ofsted found that in schools where it was clear that the wider workforce had made positive contributions to raising standards, school leaders had ensured that **all staff had a clear professional status, were well trained, deployed effectively and were held accountable for pupils' outcomes**. A culture of professionalism and accountability appeared to be key in the most effective schools which they achieved through changing attitudes and preconceptions and creating an ethos where support staff and teachers worked with, and learnt from, each other (Ofsted, 2010).

Both Ofsted and the EPPI review identified a number of features of schools which were deemed effective in their use of support staff:

Key features of effective use of support staff

From Ofsted:

- All members of staff contributed to the school development plan, understood the school's priorities and objectives and saw how they contributed to improvement
- The roles for the wider workforce who supported teaching were defined in clear and specific job descriptions which were up-to-date, relevant and linked directly to pupils' learning and the school's improvement priorities. This information was used by teachers to deploy support where it had the greatest impact.
- The wider workforce had a defined status, professionalism and accountability.
- A supportive professional culture encouraged all staff to have high expectations of their work and to be held accountable for pupils' learning.
- The ethos was one where teachers and members of the wider workforce were determined to learn from and work with each other.

- Members of the wider workforce were managed and deployed in teams that focused on key areas of the school's work. Clear lines of responsibility and accountability ensured that they understood how their work related to that of other staff across the school and what difference they could make to pupils' learning.
- Regular meetings and formalised working practices gave members of the wider workforce opportunities to share opinions and identify training and development needs that linked well to the priorities for school improvement. These meetings provided a useful forum for demonstrating good practice as well as disseminating the outcomes of training.
- Leaders, managers and teachers provided good-quality guidance and direction to make sure that the work of the wider workforce achieved outcomes that linked to pupils' learning.

(Ofsted, 2010 pp. 14-15)

From EPPI Review:

- Effective management and support
- Effective training (for support staff and teachers)
- Clear career structures
- Collaborative working
- Joint planning between teachers and TAs

(Alborz et al, 2009)

In addition, as part of their research on support staff with HLTA status, Wilson et al (2007) developed a model of best practice in the deployment of HLTAs which, arguably, could be applied to other groups of support staff.

Best practice in deployment of HLTAs

1. Take a whole school view of staffing, including deciding on the number of HLTA posts and matching the needs of the school with HLTA interests and skills.
2. Consult with HLTAs about a specialist role.
3. Allocate HLTAs to staff teams and develop teamwork, including identifying a 'close' line manager.
4. Define role requirements and responsibilities.
5. Raise awareness of the HLTA role among staff and parents.
6. Support and develop HLTAS, including training and continuing professional development (CPD), performance reviews, resource allocation and role/career development.

(Wilson et al, 2007)

It appears that strategic deployment in schools is still evolving. In their most recent report Ofsted found that 6 of the 30 schools they visited were judged to be most effective. In these schools, standards of achievement had improved and they were able to identify the contributions that the wider workforce had made to these improvements. In 18 of the schools they visited, it was clear that workforce reform had had less of an impact, and where improvements had been made this was usually due to individuals rather than changes across the school. Ofsted identified 6 schools where workforce reform had had limited impact and they concluded that in these schools there had not been enough consideration of how support staff could contribute to improving standards. In particular, Ofsted identified the following features of these schools:

- Support staff were unaware of how their work related to that of other staff;
- Support staff were unaware of how they could contribute to pupils' learning;
- Wide variation in skills and expertise of support staff; and
- Wide variation in ability of school leaders and teachers to deploy support staff effectively.

(Ofsted, 2010)

4.3.2 Supporting teachers, pupils or the school?

At each wave of the DISS surveys the majority of TAs, other pupil support staff and, to a lesser extent, pupil welfare staff said they spent all or most of their time directly supporting pupils. In contrast, the vast majority of facilities, admin and site staff said they never directly supported pupils (Blatchford et al, 2009a). Analysis of the Wave 2 timelogs within the DISS research shows the amount of time that support staff spent on different tasks. Table 12 shows that, unsurprisingly, there appears to be a divide between those groups of support staff who spend more time supporting teachers and pupils (TAs and other pupil support staff) and those who spend little time supporting pupils or teachers and most time supporting the school (administrative, facilities and site staff). Technicians and pupil welfare staff are the exception to this, spending time supporting pupils, teachers and the school (Blatchford et al, 2009b).

Table 12: Time spent on different tasks (from DISS Wave 2)

	Mean hours per day (Standard Deviation)						
	Support for teachers/ curriculum	Direct learning support for pupils	Direct pastoral support for pupils	Indirect support for pupils	Admin/ communicative Support for school	Physical/environment support for school	Total
TA	1.44 (1.06)	3.84 (1.30)	0.25 (0.46)	0.27 (0.37)	0.00 (0.00)	0.27 (0.43)	6.07 (1.63)
Pupil welfare	1.38 (1.02)	1.44 (1.58)	2.10 (1.67)	0.88 (1.05)	0.54 (0.72)	0.27 (0.74)	6.60 (2.01)
Other pupil support	0.17 (0.36)	1.52 (1.54)	0.40 (0.53)	0.00 (0.00)	0.00 (0.00)	0.29 (0.63)	2.39 (2.06)
Technicians	1.76 (1.51)	1.05 (1.46)	0.00 (0.00)	0.00 (0.00)	1.71 (1.90)	1.94 (1.64)	6.47 (1.96)
Administrative	0.14 (0.42)	0.00 (0.00)	0.00 (0.00)	0.00 (0.00)	6.48 (1.89)	0.38 (1.89)	7.02 (1.84)
Facilities staff	0.00 (0.00)	0.00 (0.00)	0.00 (0.00)	0.00 (0.00)	0.30 (0.49)	3.26 (1.95)	3.55 (2.09)
Site staff	0.16 (0.13)	0.00 (0.00)	0.00 (0.00)	0.00 (0.00)	0.21 (0.42)	5.57 (2.20)	5.91 (2.34)
All support staff	0.73 (1.10)	1.24 (1.78)	0.33 (0.89)	0.15 (0.47)	1.71 (2.78)	1.41 (2.14)	5.58 (2.54)

Source: Blatchford et al, 2008

Headteachers in the DISS surveys were asked for their comments on the changes in the employment and deployment of support staff that had occurred over the course of the surveys[17]. Responses fell into two broad groups. The first group encompassed comments on the degree of changes over the course of the surveys and the second group included comments on the detail of the tasks and roles undertaken by support staff. In wave one of the survey the majority of responses fell under this first group but by waves two and three, heads were mainly making responses under this second group.

1. Degree of change:
    - At each wave heads referred to the continued appointment of new staff (particularly those in secondary schools);
    - At each wave heads referred to the reallocation of routine and admin tasks from teachers to support staff;
2. Detail of tasks and roles :
    - Responses about support staff taking on administrative roles and tasks had decreased by wave 3, perhaps reflecting the stage of implementation of the National Agreement that schools were at.
    - By contrast, responses about the use of support staff in pedagogical roles and tasks increased in waves 2 and 3. Heads frequently referred to using support staff for cover and for taking whole classes ; in supporting pupils with SEN/other learning needs; and for mentoring/ inclusion work or work experience.
    - Many heads also referred to the use of support staff (usually TAs or HLTAs) to deliver PPA.
    - Heads also referred to the representation of support staff within the management chain. For example, some schools had created SLT posts for support staff (e.g. Business Managers) and others had created management roles focused on pastoral or behaviour support.

(Blatchford et al, 2009a)

17 Note that the response rates for this question were not high (a third of headteachers in W3 responded) but the researchers note that there were no obvious differences between those that did and did not respond

4.3.3 How are decisions about deployment made?

In the TDA's Support Staff Study (SSS), meeting the needs of individual pupils, improving the skills and knowledge of support staff and meeting the priorities identified in the school's improvement plan were frequently cited by school leaders as key factors in determining the roles and responsibilities of support staff. Of less importance was meeting the school's obligations under the National Agreement (Teeman et al, 2009). This was echoed in a study of specialist maths and science HLTAs which found that the specific needs of pupils was the factor which most commonly determined how teachers and heads of department made decisions about the deployment of these HLTAs. Other common factors included the particular type of lesson and the strengths and abilities of the HLTA. For headteachers, a consideration of school improvement policies and the need to ensure that maths and science HLTAs worked mainly in their subject areas were important factors in deployment decisions (Walker et al, 2010).

In SSS, school leaders were confident that their school would be able to adapt the roles and responsibilities of support staff to meet school priorities, particularly in the case of admin staff, TAs and Learning Support staff, but less so in the case of Specialist and technical staff and Site staff (Teeman et al, 2009). Throughout their series of reports Ofsted found that schools were getting better at identifying the experience and skills of their support staff and were using this to deploy them more effectively (Ofsted, 2010).

In the HLTA research half of the heads of department surveyed reported that the skills and interests of their HLTAs were matched to the needs of the school but around a third reported the school matched the needs of the department to the skills and interest of the HLTA (Wilson et al, 2007).

Evidence from DISS suggests that in many schools there is no clear strategy on deployment and that often decisions about deployment are made by teachers in the absence of clear direction from school leaders, as illustrated by the quote below:

"I never really thought about it [how deployment decisions are made], and I'm not sure. No…we haven't got a specific policy for that. I think generally, if funds are there, I think we work under their job descriptions and that sort of thing."

Primary headteacher
(Blatchford et al, 2009(b) p. 88)

The Remodelling research focused on those teaching and learning support staff who had ever taught whole classes. In primary schools support staff took on this responsibility both for planned and unplanned reasons. In secondary schools however, support staff usually only took on this responsibility for unplanned teacher absences (Hutchings et al, 2009).

A study of support staff from minority ethnic groups (in 40 schools) found that ethnic background, and specifically language skills had an impact on the deployment of minority ethnic support staff who worked directly with pupils, but not on those who did not work directly with pupils. A small number of LA representatives confirmed this to be the case but school leaders reported that there were no particular roles which minority ethnic support staff were more likely to fill. The research found that often, minority ethnic support staff were deployed to support pupils from the same ethnic group. For example, a Czech teaching assistant reported that he helped interpret for the school's Czech children and liaised with their parents. In addition, a lack of English language skills could limit the roles that some minority ethnic support staff could fill. For example, classroom, administrative or technical support work were roles where a good command of English was seen as essential. LA representatives felt that minority ethnic support staff in areas with high minority ethnic populations were likely to be deployed in roles which involved liaising with parents. All of the groups interviewed felt that being able to communicate with parents and having a shared cultural or religious background was a valuable asset in building relationships between parents and schools (LSN, 2010).

4.3.4 Recruitment

Given the increasingly pedagogical role played by many support staff members, recruiting people with the right level of skills and abilities to take on these roles is of increasing importance. However, the evidence suggests that few schools have formal recruitment systems for support staff. Often personal qualities play a greater role in staffing or deployment decisions than do qualifications or experience, especially for those working in classrooms (Blatchford et al, 2008; Teeman et al, 2009).

Evidence from a study of minority ethnic support staff suggests that schools use a variety of methods to recruit support staff, ranging from formal adverts to involving community groups, or word of mouth. Senior leaders within this study confirmed that they preferred to employ minority ethnic support staff who they were already familiar with, who were familiar with the school, pupils and the community (LSN, 2010).

Informal recruiting practices, drawing staff from the school community can have many advantages. For example, it could mean that the mix of support staff is more reflective of the pupil population; and it could mean that staff have a greater understanding of, and commitment to, the school. However, it could also mean that support staff are taking on roles for which they do not have the necessary skills, experience and qualifications.

4.4 Classroom deployment

In their latest report Ofsted note that support staff were most effective when they were delivering intervention programmes to targeted groups of pupils and where they were well-trained, knew what was expected of them, were aware of pupils' targets and were confident about assessing progress. In contrast, the general

support offered by support staff in the classroom was less effective. In particular they highlighted a wide variation in the skills and expertise of support staff and in teachers' ability to deploy them effectively. For example, sometimes the teacher was too reliant on the member of support staff, in others the support staff was forced to take a more passive role which did not make best use of their abilities (Ofsted, 2010).

Some TAs (e.g. LSAs) are employed specifically to provide support for pupils with SEN. However, evidence suggests that **most** TAs are providing support for SEN pupils, or those with low attainment. Structured observations of classroom-based support staff in DISS showed that **TAs spent most of their time supporting low ability/SEN pupils, usually on English or maths and usually on a one-to-one or group basis** (see Table 13).

Table 13: Support delivered by TAs and cover supervisors (% of structured observations)

	Primary TA % of observations	Secondary TA % of observations	Secondary Cover Supervisor % of observations
Ability group			
High/middle ability	2	<1	22
Low ability/SEN	70	88	22
Mixed ability	28	12	56
Curriculum subject			
English	32	35	5
Maths	27	19	0
Science	2	14	35
Humanities/PSHE	12	9	0
Modern languages	6	1	10
Arts subjects	10	3	23
Technology/ICT	5	11	15
Other	7	9	12

Source: Blatchford et al, 2009b

The picture of TA activity in primary and secondary classrooms is quite different. Table 14 shows that TAs in primary classrooms spend the majority of their time listening to the teacher teach whilst providing additional explanations and reinforcement to the pupils they were with, or working with individuals or groups of pupils (mainly low ability/SEN pupils). Around 10% of the time they are leading the whole class. By contrast, TAs in secondary schools are mostly working with individual pupils (again, mainly low ability/SEN pupils) as opposed to groups of pupils. Only a fifth of their time is spent listening to the teacher teach and a further fifth of their time is spent roving around the classroom. There were no observations of secondary TAs leading the whole class.

Table 14: Structured observations of TAs working with pupils in classrooms

	% of observations	
	Primary	**Secondary**
One-to-one	10	45
Small group	20	11
Medium group	11	1
Large group	5	–
Roving	4	22
Leading whole class	7	–
Listening to teacher – active	37	20
Other	5	1
Total	**100**	**100**

Source: Blatchford et al, 2009b

The researchers noted that periods of inactivity whilst working with pupils was more frequently observed among secondary TAs than among primary school TAs. The researchers also noted that when working with low ability/SEN pupils in the classroom the task that they were being supported on was, in the most part, not differentiated from the task that the rest of the class were undertaking (Blatchford et al, 2009b).

Around a third of TA observations were of TAs working with pupils away from the classroom and the teacher. The vast majority of this time was spent with low ability/SEN pupils. Table 15 shows that for primary TAs the majority of this sort of work was with small groups whereas for secondary TAs this work was usually with individual pupils. **When working with these pupils away from the classroom, the pupils were usually working on differentiated tasks**, although this was more common for secondary schools than for primary schools (Blatchford et al, 2009b).

Table 15: Structured observations of TAs working with pupils away from the classroom

	% of observations	
	Primary	**Secondary**
One-to-one	19	72
Small group	49	22
Medium group	24	3
Large group	2	1
Roving	7	1
Total	**100**	**100**

Source: Blatchford et al, 2009b

4.4.1 HLTAs

It appears that HLTAs spend a significant proportion of their time working with groups or individual pupils or teaching whole classes. According to school leaders in Wilson et al (2007) HLTAs are most likely to be working with groups of pupils (in or out of class) (60%) and taking whole classes (57%). A third of school leaders said that HLTAs worked with individual pupils (in or out of class) and a further third said that HLTAs worked with a variety of pupils and teachers according to need.

A quarter of leaders said that HLTAs were team-teaching whole classes with the class teacher and another quarter said HLTAs were working in specific subject areas. There were some significant differences between the types of activities carried out by HLTAs in primary and secondary schools. Primary HLTAs were more likely to work with whole classes than secondary HLTAS and secondary HLTAs were more likely to work with individuals or groups of pupils, or to work in specified subject areas than primary HLTAs.

Table 16: Main activities carried out by HLTAs

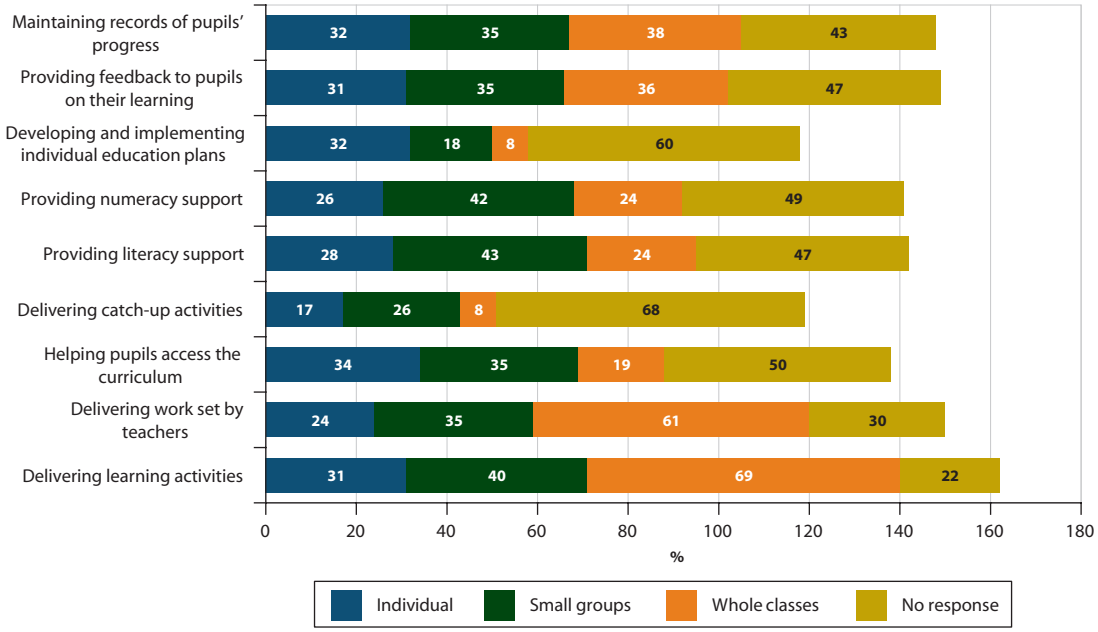
Working with:	All schools (%)	Significant differences between:	
		Primary (%)	Secondary (%)
Groups of pupils (in or out of class)	60	58	69
Whole classes (teacher not present)	57	73	31
Individual pupils (in or out of class)	32	24	44
Variety of pupils/teachers according to need	31	ns	ns
Whole classes (paired teaching with class teacher)	26	ns	ns
Specified subject areas	25	19	33
Other support staff	17	ns	ns
Specified teachers	8	ns	ns
No response	10	ns	ns
N=	**906**	**606**	**356**

Source: Wilson et al (2007)

Ns = no significant difference between primary and secondary

Figures 18 and 19 outline the types of pupil support carried out by HLTAs in primary and secondary schools. **HLTAs in primary schools are most likely to be involved with delivering learning activities, delivering work set by teachers, maintaining records of pupil progress and giving feedback to pupils on their learning, whether on an individual, small group or whole class basis. For most types of pupil support, they are more likely to be delivering support to individuals or small groups than to whole classes.** The exception to this is delivering work set by teachers and delivering learning activities, where at least 60% of HLTAs do this on a whole-class basis.

Figure 18: Type of pupil support carried out by HLTAs in Primary schools

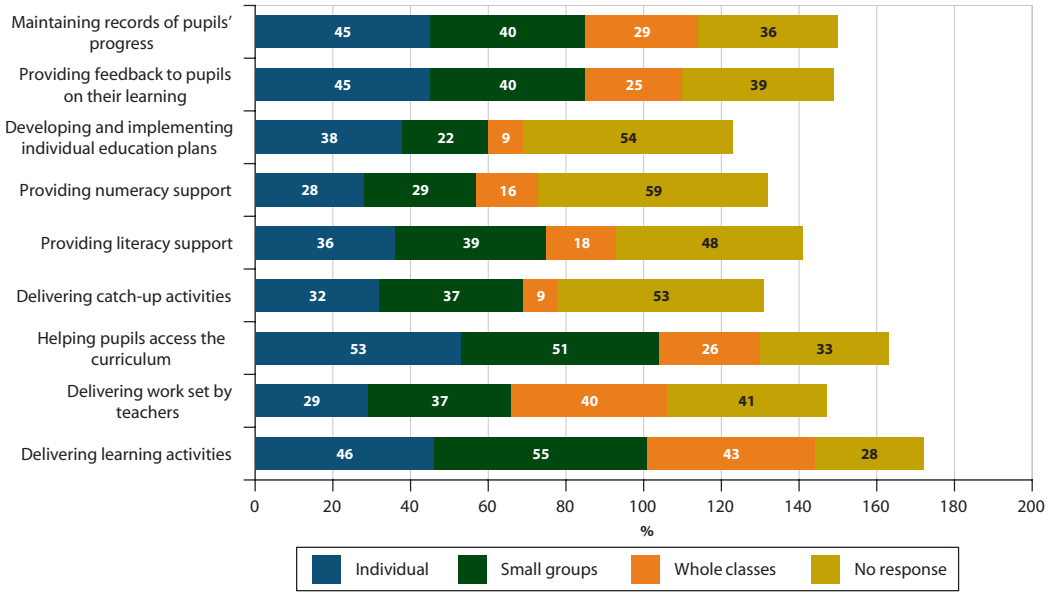


Source: NFER survey of HLTAs (Wilson et al, 2007)

Note that percentages do not sum to 100 as this was a multiple response question

HLTAs in secondary schools are most likely to be delivering learning activities, helping pupils access the curriculum, maintaining records of pupil progress and providing feedback to pupils on their learning. For most types of pupil support, they are **more likely to be delivering support to individuals or small groups than to whole classes.**

Figure 19: Type of pupil support carried out by HLTAs in Secondary schools



Source: NFER survey of HLTAs (Wilson et al, 2007)

Note that percentages do not sum to 100 as this was a multiple response question

The survey of secondary maths and science HLTAs showed that nearly 90% of these HLTAs said that they frequently supported the management of behaviour in the classroom; 85% said that they frequently provided feedback on pupils learning and behaviour; and over three quarters said that they frequently differentiated activities to meet the needs of different pupils (Walker et al, 2010).

Just under two thirds of HLTAs are employed in specialist areas, typically SEN (40%), followed by English/Literacy (13%) or Maths/Numeracy (12%). However, this varied by phase of education: 40% of primary HLTAs are employed in specialist areas compared to 80% of secondary HLTAs. As would be expected HLTAs with a speciality in SEN/literacy/numeracy were more likely to be helping individuals access the curriculum and to provide literacy or numeracy support than those with no specialism (Wilson et al, 2007).

4.5 Communication between teachers and support staff

Evidence from Ofsted and the EPPI review highlights the importance of good collaborative planning for the effective deployment of support staff. Ofsted's 2010 study of the implementation of workforce remodelling found that joint planning between TAs and teachers, shared understanding of what good teaching and learning was, and their direct involvement in assessing and recording pupils' progress were key factors in delivering effective support. They stressed the need for leaders to recognise the importance of the involvement of support staff in the planning and feedback process and provided examples of how some of the schools they had visited were managing this. Support staff who had planning meetings with teachers, and who were able to look at and discuss their plans in advance, expressed greater confidence about their ability to make a positive contribution to pupils' earning (Hutchings et al, forthcoming).

However, the evidence suggests that **opportunities for joint planning or feedback between teachers and support staff were rare**. The DISS case study data showed that there were few opportunities for teachers and support staff to discuss lesson objectives, tasks or pupil performance/behaviour, or discuss feedback from the lesson. Where these discussions did take place it was usually during lesson changeovers or in break times, and therefore tended to be very brief. Data from the DISS teacher surveys showed that only between a quarter and a third of teachers at each of the three waves reported that they had allocated planning time with the support staff working in their classroom and under a quarter of teachers had allocated feedback time. Allocated planning time was more common in special schools than in primary or secondary schools (Blatchford et al, 2009a and 2009b). Results from the 2010 Teacher Voice survey found that there are differences between primary and secondary school teachers in the methods they use to communicate with support staff about lesson plans and their role within it. For primary school teachers the most frequently reported methods of communication were a conversation at the start of the lesson (70%), a written lesson plan (64%), a conversation at the start of the lesson (47%) and a timetabled planning session (31%), Only 4% reported that they did not have any

regular arrangements in place. By contrast, secondary school teachers were more likely to use informal and ad hoc methods of communication: 60% reported that they used conversations at the start of the lesson, and just under half said they used ad hoc conversations outside of the classroom. Around a fifth used written lesson plans and email/telephone conversations. A fifth reported that they had no regular arrangements in place and less than 10% said they used timetabled planning sessions (Pyle & Rudd, 2010). Evidence from the Remodelling study suggests that even where PPA time is allocated for support staff it is often not protected and therefore not always used (Hutchings et al, 2009).

Evidence from the 2009 NFER Teacher Voice survey suggests that schools do encourage collaboration between teachers and support staff, even if formal opportunities are not routinely provided. Two thirds of teachers in the survey said that their school enabled them to discuss lessons with support staff so as to make the best use of their skills and knowledge. This was more common in primary schools (75% of teachers agreeing) than in secondary schools (54% of teachers agreeing). However, it is not clear whether this was through allocated time, how much time was made available and whether this was always used for the intended purposes (NFER, 2009).

A lack of planning and post-lesson feedback time with teachers was found to contribute to classroom-based support staff feeling and being inadequately prepared to work most effectively with pupils (Blatchford et al, 2009b). Similarly, both HLTAs and senior leaders thought that the lack of time for teachers and HLTAs to plan and prepare together was identified as the key barrier to effective deployment of HLTAs (Wilson et al, 2007). In addition, senior leaders in the HLTA study reported that a lack of time for teachers and HLTAs to plan and prepare together was the main barrier to the effective deployment of HLTAs (Wilson et al, 2007).

Case study evidence from DISS found many examples of teachers not involving TAs, and their feedback, in their planning, assessment and classroom interactions. This issue was more common in secondary schools than in primary schools (Blatchford et al, 2009b).

4.6 Training for teachers to work with support staff

The evidence from Ofsted's series of reports suggests that deploying support staff effectively is a skill, as this quote from their most recent report illustrates:

"The quality of support for teaching and learning depended very much on teachers' ability to manage and evaluate the effectiveness of members of the wider workforce. It is a considerable challenge for teachers to direct the work of additional adults in the classroom and also to liaise with the increasing number of staff with support roles across the school."

(Ofsted, 2010 p.10)

Similarly, one of the conclusions of the EPPI review on support staff was that teachers need training in the 'team teaching' approach to working with support staff (Alborz et al, 2009).

The evidence suggests that the majority of teachers have not received formal training on how to work with support staff. In each wave of the DISS surveys, the majority of teachers (around three quarters) reported that they had never had any training or development to help them work with support staff. For those that had received training, this was usually one day or less and views about its usefulness were fairly mixed (around half were positive and half were neutral) (Blatchford et al, 2009a). There is some evidence that teachers would welcome more support and guidance on how to work with HLTAs. Walker et al (2010) found that only a third of secondary maths teachers and a quarter of secondary science teachers reported that they had had enough training on how to work with maths/science HLTAs. These teachers were slightly happier about the guidance they had received on this issue but the majority still thought that more guidance was required.

The NFER's 2009 Teacher Voice Survey asked teachers about the kinds of support they received from their school for making the best use of classroom support staff. Only a quarter of teachers in the sample said that their school offered training on this but larger proportions reported that guidance was available to them (65% oral and 35% written). In addition around two thirds said their school provided them with opportunities to ask questions about effective deployment. It was not clear, however, the extent to which teachers used the available guidance/support. Just under half (42%) said that guidance on this issue was included in their induction process but nearly a third said it wasn't included and just under a third were not sure (NFER, 2009).

4.7 Pedagogical and subject knowledge of support staff

Classroom-based support staff are playing increasingly more pedagogical roles in schools, typically working with low ability or SEN pupils. Supporting these groups of pupils arguably requires greater levels of pedagogical skill, although perhaps less subject knowledge, than supporting higher ability pupils.

In their latest report Ofsted noted that the skills and experience of the support staff in the classrooms they visited varied greatly (Ofsted, 2010). In addition, many schools do not require their support staff to have specific experience or qualifications for their post and around two thirds of support staff were not working in education prior to their current role (Blatchford et al, 2009a; Teeman et al, 2009).

However, evidence from the Remodelling research shows that school leaders are generally satisfied with the qualifications and experience of their support staff (Hutchings et al, 2009) and evidence from DISS and SSS shows that support staff have a range of qualifications and that most support staff undoubtedly have a lot of experience of working in schools (about three quarters of support staff in

SSS had been at their current school for 3 years or more, and three quarters had been in their current role for three years or more) (Blatchford et al, 2009a; Teeman et al, 2009).

It is, however, likely that much support for the least able pupils is being delivered by staff with less pedagogical and subject experience or knowledge than teachers. In addition there is evidence that the way in which support staff are deployed can result in the supported pupil becoming isolated from the teacher (Alborz et al, 2009; Blatchford et al, 2009b).

Training and development on pedagogy or specific subjects was not routinely offered (Blatchford et al, 2009a; Teeman et al, 2009b). SSS found that in the last twelve months only just over a half of TA equivalent support staff had had training which focused on understanding the curriculum or supporting a subject area or key stage (Teeman et al, 2009). Data from the DISS case studies showed that TAs were most likely to pick up subject and pedagogical knowledge via the teachers' whole-class input rather than through formal or informal training or through pre-lesson instructions from the teacher. Quotes from teachers and school leaders imply that this was not thought to be a priority (Blatchford et al, 2009b).

These issues were similar for cover supervisors. Headteachers reported that cover supervisors were not expected to teach, following national guidance. However, cover supervisors themselves often thought that their role included a pedagogical element, and sometimes struggled to support pupils in areas with which they were unfamiliar (Blatchford et al, 2009b)

4.8 Support staff practice

Within the DISS case studies TAs often referred to their role as changing the pace of tasks for the supported pupil[s], deconstructing concepts or instructions, rephrasing and augmenting the teachers' talk, personalising the context etc. The researchers noted that whilst this practice was often successful in engaging pupils constructively, there were also examples of TAs removing the responsibility for the task from the pupil by 'scribing' and 'spoon feeding'. There appeared to be a focus on ensuring that the pupil was keeping pace with the rest of the class and this often meant that learning or understanding was secondary to the end product, or the completion of the task. These findings were supported by the analysis of teacher-pupil and TA-pupil talk which showed a number of important differences in how teachers and TAs interacted with pupils:

Teacher	TA
Spends more time organising groups	Spends more time organising individuals
Spends more time explaining concepts	Sometimes inaccurate or confusing explanations
Tends to use prompts and questions to encourage thinking and check understanding	More likely than teachers to supply pupils with answers
Tends to use feedback to encourage learning	Tends to be concerned with task completion

The research found that an unintended consequence of these practices was that supported pupils could often develop dependency upon the TA. Observations showed that supported pupils repeatedly sought validation from the TA. TAs were more likely than teachers to recognise the need for a balance between the right type of support and nurturing dependence but where teachers did recognise this they were often unsure as to how to mitigate against it.

Another element of TA practice was in managing pupil behaviour. The case studies found that TAs tended to use the same strategies for managing behaviour that teachers used (e.g. rewards and sanctions). TAs could often act quickly to minimise the escalation of poor behaviour and its disruption. However, there was evidence that pupil behaviour can often be worse for support staff than for teachers – especially in secondary schools (Blatchford et al, 2009b).

Chapter Five: Continuing professional development, retention and job satisfaction

5.1 Summary

Performance management

- Although the evidence suggests that most support staff are involved in performance management systems, concerns have been raised in the research evidence, about the quality and effectiveness of these systems.
- It appears that the majority of support staff have job descriptions, although we know less about the content and quality of these. Ofsted found that the best job descriptions are clear about how the role is expected to contribute to teaching and learning.
- Support staff are most commonly managed by the headteacher or deputy headteacher although it was also relatively common for them to be managed by teachers or another member of support staff.

Training and development

- A variety of people are responsible for support staff continuing professional development but it was usually the head/deputy headteacher who made the final decisions.
- Support staff appear to be motivated to undertake training for personal development reasons rather than to further their careers.
- School leaders are broadly confident about identifying and meeting the training needs of support staff (although less so in the case of specialist and technical staff). Over three quarters of support staff reported that only one person was involved in identifying their training and development needs, usually their line manager, and typically as part of the performance management system. The majority of support staff felt well supported by the school in terms of meeting their training needs (although less so for specialist and technical staff).
- For staff with less direct contact with pupils (admin staff, site staff and specialist & technical staff) leaders generally felt that role-specific training was the most appropriate type of training required. For TAs, learning support staff and pupil support staff many more types of training were considered appropriate (e.g. general curriculum knowledge, SEN).
- Although most support staff had received training in the last twelve months a quarter of staff had not. The most frequent type of training received by support staff was on role-related skills or knowledge, or promoting safety/child welfare etc.

- Training usually takes place within the school and usually within School Closure Days (INSET). However, there is evidence that not all schools involve support staff in these sessions.
- Although support staff were overwhelmingly positive about the quality and relevance of the training they had received, only 50% thought that it had helped them in their role and only 15% thought that it had helped improve children's outcomes. Ofsted expressed concerns about the quality of training available and also noted that systems to evaluate the impact of training were poor.
- Issues to do with covering for support staff and fitting training into contracted hours were commonly mentioned as barriers to support staff training by school leaders. A large proportion of support staff appear not to perceive any barriers to their training or development but where they do these tend to be in relation to the timing of training (not being able to get time off, lack of cover etc.), funding and support.

Vacancies and turnover

- There is evidence that increasing numbers of schools are facing problems with recruiting and retaining support staff. Increasing proportions of schools are reporting support staff vacancies, recruitment problems and turnover problems.
- It appears that schools are facing difficulties in attracting high-quality applicants and feel they are unable to compete with jobs outside of the school sector which are able to offer more hours, better pay and more favourable conditions.

Job satisfaction

- The majority of support staff are satisfied with their job, their contract and conditions of employment and with their working arrangements and feel appreciated by their school. Primary school support staff are more satisfied than secondary school support staff, and technicians appear to be less satisfied than other roles.

5.2 Introduction

This chapter will look at performance management, training and development, vacancies and turnover and job satisfaction.

5.3 Performance management

Ofsted have criticised some of the performance management arrangements for support staff. In their 2007 report around half of the schools had appraisal or performance management systems for support staff that were similar to those in

place for teachers, but even these were not working as well as they could. There were often unclear lines of accountability, with staff reporting to several people and being unclear about who would conduct their appraisal. Improvements were noted in the 2008 survey but overall Ofsted were still critical of the performance management arrangements for support staff:

"One of the greatest challenges facing school leaders in this survey was to provide relevant induction, training performance management and professional development to contribute to an identifiable career structure for an increasingly diverse workforce."
(Ofsted, 2007 p.33)

By their 2010 report, all schools had performance management arrangements in place for support staff although practice was better in some schools than others. In the most effective schools, there was a culture of professionalism and accountability, with teachers and support staff determined to learn from, and work with, each other.

Examples of performance management techniques used in effective schools

- Appropriate training for those who managed support staff
- Joint coaching sessions for members of the senior leadership team and their equivalents in the wider workforce
- Formal observations to evaluate the work of TAs

(Ofsted, 2010)

In a survey of senior leadership team members, 80% of respondents said that they set performance management or appraisal targets with support staff. This figure varied by category of support staff: over 80% of learning support staff were involved in performance management systems compared to two thirds of admin staff and around half of pupil welfare staff, site staff and specialist and technical staff. However, case study visits confirmed that support staff were often involved in performance management practices even if the terms used were different (Bubb, Early & Hempel-Jorgenson, 2008).

Research evidence suggests that around half of all support staff have annual appraisals/performance reviews (Blatchford et al, 2009a; UNISON, 2009, Wilson et al, 2007; and Walker et al, 2010). It is likely that the quality and content of these reviews vary. For example, respondents to the UNISON survey on training of support staff noted that reviews did not always include a discussion of training needs (UNISON, 2009).

5.3.1 Job descriptions

Across each wave of DISS the vast majority of support staff said that they had job descriptions, however, what is not clear is the quality of these job descriptions. Ofsted found that the quality and relevance of support staff job

descriptions varied greatly, ranging from those that made clear how the role would be expected to contribute to teaching and learning, to those that were just descriptions of a range of tasks (Ofsted, 2007).

In their latest report Ofsted noted that there was little knowledge about the national occupational standards or the career development framework, but some schools had used these to draw up clear job descriptions for all levels of support staff. These clearly outlined the qualifications, knowledge and skills required for each role and how they would be expected to support the school, teachers, pupils and the curriculum (Ofsted, 2010).

5.3.2 Line management arrangements

Support staff in DISS were asked about their line management arrangements. Table 17 shows that there were variations across the different support staff categories, but **support staff were most commonly line managed by the head or deputy head** (44% of all support staff).

Teachers were often managers, especially for TAs and technicians. It is also relatively common for support staff to be managed by others in the same role. For example, nearly a fifth of admin staff are managed by another admin staff member.

Table 17: Line management of support staff (from DISS Wave 3)

	Most frequent responses		
	1st	2nd	3rd
TA equivalent	Teacher (41%)	Head/deputy head (38%)	SENCO (13%)
Pupil welfare	Head/deputy head (44%)	Other (16%)	Pupil welfare staff (13%)
Technicians	Teacher (38%)	Head/deputy head (28%)	Technicians (20%)
Other pupil support	Head/deputy head (57%)	Administrative (18%)	Other pupil support (12%)
Facilities	External (25%)	Head/deputy head (21%)	Facilities (19%)
Administrative	Head/deputy head (67%)	Administrative (19%)	Other (12%)
Site	Head/deputy head (80%)	Administrative (8%)	Other (8%)
ALL	**Head/deputy head (44%)**	**Teacher (20%)**	**Administrative (8%)**

Source: Blatchford et al, 2009a

Senior leaders surveyed in the study of HLTAs reported that in the majority of cases line management responsibility for HLTAs lay with a senior member of staff, most commonly the headteacher (37%), SENCO (29%) or deputy headteacher (23%). This varied across primary and secondary schools with over half of senior leaders in primary schools reporting that HLTAs were managed by the headteacher compared to only 4% of secondary schools. Over half of senior leaders in secondary schools said that HLTAs were managed by the SENCO (Wilson et al, 2007).

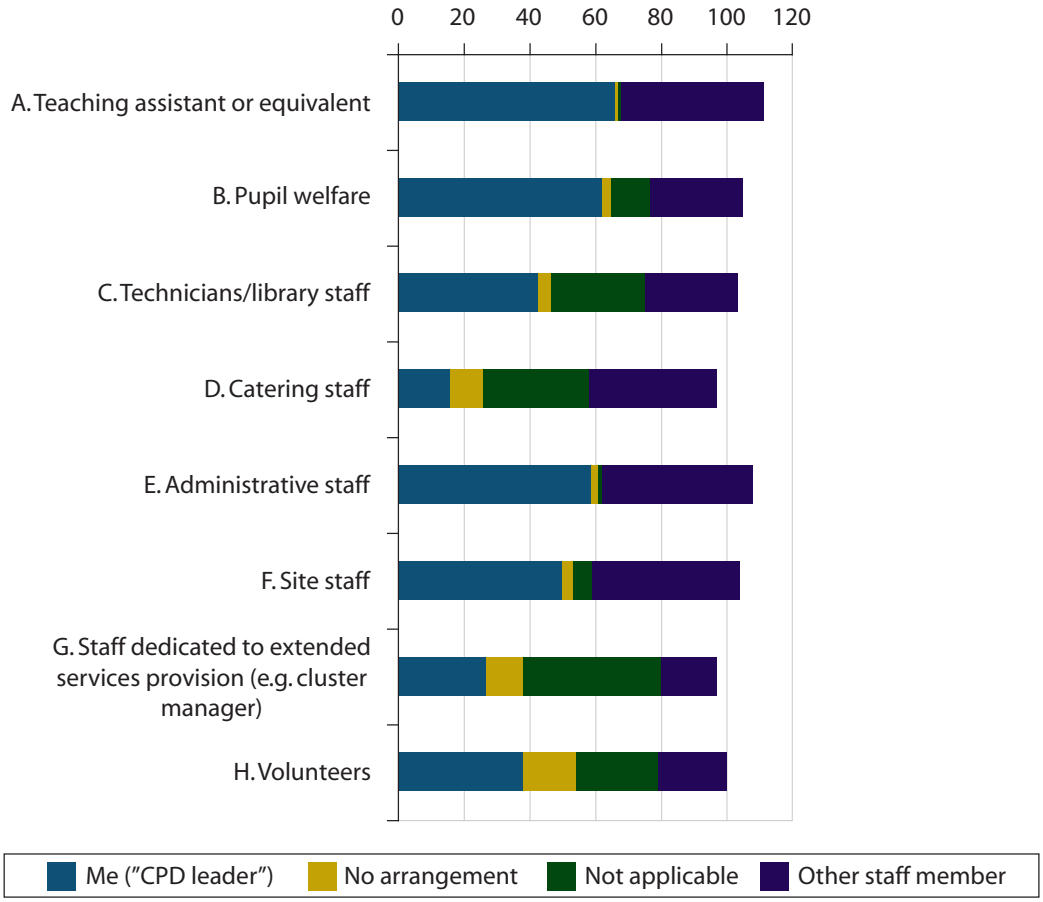
5.4 Training and development

The evidence presented in chapters 3 and 4 suggests that effective training and development of support staff is key to their effectiveness. This section will explore support staff training and development, including who has responsibility for support staff training and development, what motivates support staff to undertake training and development, how training and development needs are identified and addressed, and barriers to, and impacts of, training and development.

5.4.1 Responsibility for Continuing Professional Development (CPD)

A survey of CPD leaders showed that responsibility for the training and development of support staff lay with a variety of people (see Figure 20). At least half of CPD leaders said they were responsible for the training and development of TAs, pupil welfare staff, site staff and administrative staff, but other staff members were also commonly responsible. For some support staff, the CPD leader said that no arrangements were in place, or that the question was not applicable. This was more common for technicians, catering staff, staff dedicated to extended services provision and volunteers[18] (Robinson et al, 2008).

Figure 20: Responsibility for training and development of support staff



Source: Robinson et al (2008) p.20

Note: bars do not add up to 100% as multiple responses were allowed

18 Many of these may not be directly employed by the school

Table 18 gives more detail on which other staff members are responsible for the training and development of different support staff roles.

Table 18: Top three job titles of other staff members responsible for support staff CPD

	Other responsible staff member		
	Primary	**Secondary**	**Special**
TA or equivalent	• SENCO • Deputy head • HLTA/senior TA	• SENCO • Bursar[19] • Inclusion	• Deputy head • HLTA/Senior TA • Head/community manager
Pupil welfare	• Headteache • Deputy head • SENCO	• Bursar • Deputy head • SENCO	• HLTA/Senior TA • Deputy head/headteacher • Pastoral care manager/LA
Technicians/library staff	• Headteacher • ICT coordinator • Deputy head	• Bursar • Subject leader • Line manager	• ICT coordinator • Resources manager • Bursar/head/subject leader
Catering staff	• External catering company • LA • Headteacher	• Bursar • External catering company • Catering manager	• LA • Bursar • External catering company
Administrative staff	• Headteacher • Bursar • Office manager	• Bursar • Office manager • Senior administrator	• Bursar • Headteacher • Office manager
Site staff	• Headteacher • Bursar • LA	• Bursar • Site manager/supervisor • External agencies	• Headteacher • Bursar • LA

Source: Robinson et al, 2008 p.22

19 Bursar includes School Business Manager

The research found that in the majority of cases final responsibility for making decisions about CPD opportunities for individual support staff lay with the headteacher (53%), followed by CPD leaders (29%), line managers (22%) and deputy headteachers (20%). This differed slightly by school type. In primary and special schools, headteachers made the final decision in the majority of cases (78% and 63% respectively) whereas in secondary schools only a fifth of headteachers had this responsibility. CPD leaders and line managers were more likely to have this responsibility in secondary schools.

5.4.2 Motivations for training

Evidence from SSS suggests that **support staff are more motivated to undertake training or development for reasons related to their personal development than reasons related to career progression**. Over 90% of support staff said that providing support in carrying out their current role, to help with self-development and to increase job satisfaction were important reasons for training and development. Between two thirds and three quarters said career progression, higher pay or to enable a move into a different job were important (Teeman et al, 2009).

5.4.3 Identifying and meeting training and development needs

School leaders' views

The TDA's SSS asked school leaders about the professional development of their support staff. **The majority of school leaders were confident that their school had been able to identify the professional needs of support staff, and had been able to access training provision to meet these needs. However, they were less confident about identifying and meeting the needs of specialist and technical staff, site staff and pupil support staff than other groups**. Over 90% of leaders said they were confident that they could identify the professional development needs of TAs and admin staff, compared to around 80% for pupil support and site staff and around 70% for specialist and technical staff. Over 90% of leaders reported that they had been able to access training and development provision for TAs and admin staff compared to around three quarters for pupil support and site staff and around two thirds for specialist and technical staff. (Teeman et al, 2009). A survey of CPD leaders found that almost all CPD leaders said that CPD was sometimes/always linked to the individual needs of support staff (61% always, 34% sometimes) (Robinson et al, 2008).

According to a study of the outcomes of development, in just under half of the schools in their case study sample, training needs were identified and addressed very effectively; there was a wide range of development activities identified by senior leaders as being particularly effective, including formal training, coaching and mentoring and observing others and being observed. Conversely in schools where needs were not met as well there appeared to be an over-reliance on training courses at the expense of other forms of development (Bubb, Earley & Hempel-Jorgenson, 2008).

Table 19 shows how leaders' views on the most important areas for professional development varied by support staff category (from SSS):

Table 19: School leaders' views on the most important areas for professional development

	1st most important area	2nd most important area	3rd most important area
Site staff	Role-specific knowledge/expertise (46%)	Basic skills (e.g. first aid) (15%)	Safeguarding children/promoting welfare (5%)
Administrative staff	Role-specific knowledge/expertise (44%)	ICT skills (10%)	Integrated/multi-agency working (7%)
Specialist and technical staff	Role-specific knowledge/expertise (29%)	ICT skills (15%)	Subject knowledge (4%)
Teaching assistants	General curriculum knowledge (13%)	SEN (11%)	Role-specific knowledge/expertise (10%)
Pupil support staff	Safeguarding children/promoting welfare (12%)	SEN (9%)	Behaviour management (8%)
Learning support staff	SEN (16%)	Role-specific knowledge/expertise (8%)	General curriculum knowledge (7%)

Source: Teeman et al (2009)

Leaders felt that the most effective types of training to meet these identified needs were externally-provided and in-house training (as opposed to on-the-job training, NVQs/other accredited qualifications, self-directed learning, school induction training or foundation degrees). Around a fifth of leaders said they had rarely or never been able to access training and development provision for site staff and around a tenth said the same for specialist and technical staff. Where leaders had had difficulties in accessing training, reasons for this included a perceived lack of relevant/appropriate courses, responsibility for training lying outside of the school's responsibility, not being sure of what their training needs were, and financial constraints (Teeman et al, 2009).

The role of the Local Authority

A recent UNISON survey of LA-based School Workforce Development Advisors (SWDAs) found that the most widely available courses were those where the TDA either provided the funding or the materials, such as HLTA training, TA induction programme and the support staff induction programme. Other training on offer included:

- Training leading to the Support Work in Schools qualification (almost all responding LAs mentioned this, although there was some evidence that uptake was greater among classroom-based staff than other support staff)
- Bursar development programme
- Management training for support staff (e.g. NCSL's Leading from the Middle programme)
- Foundation degrees
- Courses in support of the curriculum
- Courses on SEN issues
- Courses on behaviour and classroom management

SWDAs use a variety of methods to communicate training information to schools (e.g. flyers/posters, brochures, websites, emails and newsletters/bulletins) but the report noted some concern that some LAs are limited in the methods they use. UNISON conclude that more direct contact with staff, and targeted communications is necessary (UNISON, 2008).

Support staff views

Around a third of support staff said that their headteacher (36%) or another senior member of the teaching staff (31%) were involved in helping them to identify their training and development needs. A further 17% said that a senior member of support staff was involved. For most support staff (77%) only one person was involved in helping them to identify their training and development needs. In most cases this was their line manager but nearly a fifth of support staff who identified one person as helping them, and a tenth of those who identified more than one person, said that their line manager was not involved with their training and development (Teeman et al, 2009a).

Bubb et al (2008) found that performance management systems were the most common way in which support staffs' training and development needs were identified (66%), although informal conversations were also frequently mentioned (c.50%).

In SSS, **the majority of support staff reported that they felt well supported by their school in terms of meeting their training and development needs. Specialist and technical staff were the least likely to feel supported** (77% compared to at least 85% for all other support staff categories) – perhaps a reflection of the fact that around 10% of school leaders said they had rarely/never accessed training for this group over the last year (Teeman et al, 2009a).

Evidence from DISS shows that under two thirds of support staff were very/fairly satisfied with the training and development opportunities available to them (62%). There were marked differences in levels of satisfaction by phase of education and support staff category. **Only just over half of secondary school**

support staff (52%) were satisfied with the training and development opportunities available to them, compared to almost two thirds of primary support staff and 70% of special school support staff. Echoing the SSS findings, technicians were the least satisfied overall (41%). Pupil welfare and administrative staff were the most satisfied (both 70%) (Blatchford et al, 2009a).

Bubb et al (2008) found that where support staff were most positive about how the school helped them with their development this was frequently down to the ethos of the school, where professional development for all is highly valued, or down to the usefulness of specific courses. Where support staff were less happy, this was usually because of a lack of training and development opportunities due to financial constraints, lack of time, poor performance management systems or contractual issues.

5.4.4 Amount of training and development received

The majority of headteachers in the Remodelling report reported that most or all of their support staff had taken advantage of the training available to them and case study visits also showed that headteachers provided significant support for training for support staff. However, half of support staff in secondary schools and a third of those in primary and special schools felt that they needed more training and development, especially with regard to behaviour management (Hutchings et al, 2009).

In SSS three quarters of support staff had received some training or development in the last twelve months. About three fifths of staff had had more than one piece of training and a fifth had had just one piece of training. Table 20 shows that the most frequently received training was on role-related skills or knowledge (54%) and promoting safety/welfare/child protection (50%). Around a third of support staff had received training in managing behaviour, on working with pupils with SEN, and on supporting specific subjects or key stages. However, this varied by category of support staff. It appears that TAs and Learning support staff receive a broader range of training than other categories of support staff. In each training category (with the exception of working with children with SEN) they were considerably more likely to have received this training than other support staff groups. (Teeman et al, 2009).

Table 20: Percentage of support staff receiving training and development in the past 12 months

	Site staff	Admini-strative staff	Specialist & technical staff	Pupil support staff	Learning support staff	TA/ HLTA
Improving own skills	11	22	12	20	40	42
Managing behaviour	7	9	18	44	54	59
Promoting safety and welfare/child protection	21	36	37	57	66	66
Role-related skills and knowledge	39	58	36	53	61	61
Supporting/ understanding specific subject/key stage	7	7	18	25	50	56
Working with children with SEN	91	92	79	63	44	37
Integrated/multi-agency working	2	7	4	20	22	21

Source: Teeman et al, 2009

Research into specialist maths and science HLTAs showed that this group of staff commonly received training in behaviour management, on specific subjects and on specific pupil needs (Walker et al, 2010).

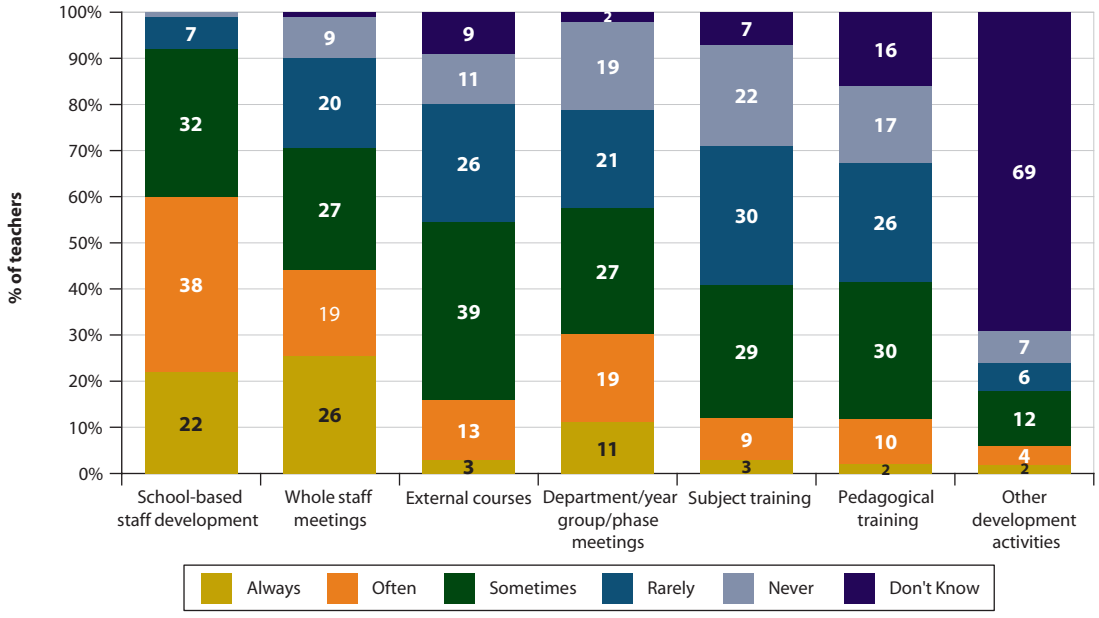
Training appears to take place most frequently in school (and usually within INSET time) and is usually provided by the local authority or by someone external to the school/LA (Teeman et al, 2009). Training does not usually lead to a formal qualification/status (Teeman et al, 2009; Blatchford et al, 2009a). A small-scale survey of UNISON member support staff in one Government Office Region (GOR) raised some concerns about the proportion of support staff who were undertaking training outside of their working hours and not being paid for this (UNISON, 2009).

There are 5 days a year during which time teachers in England and Wales have to be available for work but schools are closed to pupils. These are commonly known as INSET days, but more accurately known as school closure days. Previously, these days have been expected to be used for training. That is no longer compulsory. Bubb et al (2008) found that in practice, many schools do not use the whole 5 days for training, many using a combination of day sessions and 'twilight' (after school hours) sessions. Where schools used their allocated 5 days for INSET it was more likely that support staff would be involved. **Most of the case study schools involved support staff in their INSET days (although not always all of**

them). A fifth of the support staff who responded to the questionnaire stated that they had not taken part in an INSET day in the last year and only a third said they had participated in all of the school INSET days for the entire session. Support staff who have less of a direct impact on pupils were those most likely not to attend INSET days. A third of site staff, a fifth of administrative staff and just over one in ten specialist & technical staff never attended INSET days. There was a general perception among support staff that INSET days were geared more towards teaching staff and were not always useful to non-teaching staff.

The evidence suggests that joint training between teachers and support staff is not common. The 2009 Teacher Voice survey (NFER, 2009) asked teachers whether they attended any development activities with support staff. Figure 21 shows that school-based staff development and whole staff meetings appear to be the areas where joint attendance is most common, although even here joint attendance was more frequently 'often' or 'sometimes' rather than 'always'. Teachers and support staff rarely or never attend subject or pedagogical training together according to around half of teachers.

Figure 21: How often do teachers and support staff attend development activities together?



Source: NFER Teacher Voice Survey, 2009

There were some notable differences here between primary and secondary school teachers:

- Embedded joint attendance at school-based staff development appears more common in secondary schools than in primary schools. 32% of secondary teachers said this always happened compared to 14% of primary school teachers.

- Frequent joint attendance at whole staff meetings appears more common in secondary schools than in primary schools. 71% of secondary school teachers said joint attendance took place at least sometimes, compared to 22% of primary school teachers.
- 28% of secondary school teachers said they never attended subject training together with support staff compared to only 17% of primary school teachers.

A study of specialist maths and science HLTAs also found that only a fifth of these HLTAs had attended subject training with subject teachers and the majority of teachers and heads of department surveyed in the study reported that HLTA CPD was not coordinated with the teachers with whom they worked. However, between a quarter and a third of headteachers reported that they intended to provide joint teacher and maths/science HLTA training in the next 12 months (Walker et al, 2010).

5.4.5 Impact of training and development

Support staff were overwhelmingly positive about the quality and relevance of their most recent training although only half thought that it had helped support them in carrying out their role and only 15% thought it had improved outcomes for children (Teeman et al, 2009). DISS showed that secondary school support staff were less satisfied with the training and development they had received than primary or special school staff; and that technicians were a lot less satisfied than other support staff groups (Blactchford et al, 2009a). Bubb et al (2008) found that around two thirds of support staff felt that their overall training and development had had at least some impact on their existing skills, new skills and confidence but around one in ten thought there had been no impact on these areas.

Ofsted (2007) state that **systems to evaluate the impact and effectiveness of training are poor**. This is backed up by a survey of CPD leaders in which only 50% of respondents said that they always evaluated the impact of training, a further 46% said they sometimes evaluated the impact of training. (Robinson et al, 2008). Bubb et al (2008) also found that only one in seven of the case study schools in their sample had good systems in place for monitoring and evaluating the impact of staff development. Support staff were less likely than teachers to say that the impact of their development was monitored (53% compared to 70% respectively). The CPD leader survey found that where training was evaluated this was most likely to be done as part of performance management processes or by assessing impact on pupils' learning (Robinson et al 2008). Ofsted also note that the lack of knowledge and understanding of the national occupational standards or the career development framework "delays the development of the wider workforce into a coherent and fully-trained professional body" (Ofsted, 2010 p.6).

Gaining HLTA Status

It appears that gaining HLTA status has a personal impact as well as professional. In a survey of HTLAs three quarters of respondents agreed that the status had increased their confidence and self-esteem and over half of respondents reported

greater job satisfaction and increased pay. However, nearly two thirds reported an increase in their workload and around half reported increased stress (Wilson et al, 2007) . Maths and science HLTAs also largely agreed that gaining HLTA status had improved their job satisfaction and their subject knowledge (75% both) (Walker et al, 2010).

In Wilson et al (2007) HLTAs were asked about changes to their role since gaining HLTA status. With the exception of taking on greater responsibility for teaching and learning, the majority of primary HLTAs disagreed that they had taken on greater responsibilities or developed specialisms. The responses from secondary HLTAs were more mixed. Just under a third of HLTAs were satisfied with how their role had changed since gaining HLTA status, but a further third indicated some dissatisfaction with how their role had changed. Those employed as full-time HLTAs were more satisfied than part-time HLTAs.

Ofsted's 2007 report found that training for support staff, although readily available, was often of poor quality and not always matched appropriately to the needs of the school. Later Ofsted reports state that few schools are aware of the TDA's role in the training and development of support staff, or of the national occupational standards or the career development framework (Ofsted, 2007, 2008, 2010). This is supported by the case studies in Bubb et al (2008) which found that the vast majority of support staff had never heard of the career development framework, the National occupational standards, the Support Work in Schools (SWiS) materials or the support staff induction materials (see Table 19). There was, however, greater familiarity with LA initiatives and materials which replicated the TDA materials. Awareness and use of the materials was greater in special schools than in primary or secondary schools and the authors state that this could be a reflection of the greater ratio of support staff to teachers in special schools and the need for staff to have up to date certification in areas such as manual handling (Bubb et al, 2008).

Table 21: Support staff awareness of TDA materials

	% who have not heard of them			% who have used them		
	Primary	Secondary	Special	Primary	Secondary	Special
Career Development Framework	70	94	92	4	1	0
Skills for life planner	97	89	79	0	0	13
Support Work in Schools (SWiS)	90	83	100	0	0	0
National Occupational Standards	68	93	67	0	1	13
School business managers and bursars	87	78	50	9	0	50
HLTA booklets	48	77	73	7	2	27
TA/Support staff induction materials	82	85	87	4	3	9

Source: Bubb, Earley & Hempel-Jorgensen (2008)

5.4.6 Barriers to training

School leaders' views

School leaders in SSS were asked about whether a range of issues were barriers to support staff training. The issues that were most often mentioned as being frequently a problem were:

- Releasing support staff when several need the same training (74%)
- Training taking place within support staff contracted hours (73%)
- Cover not available (69%)
- Organising cover (68%)
- Finding sufficient time for training within part-time support staff hours (65%)
- Difficulty in locating alternative funding sources (63%)

(Teeman et al, 2009)

Support staff views

The evidence suggests that a large proportion of support staff do not experience any barriers to training or development. A third of support staff in SSS reported that nothing gets in the way of training[20] and half of support staff in Bubb et al's research and in UNISON's survey reported that they had not experienced any barriers to their training (Teeman et al, 2009; Bubb, Earley & Hempel-Jorgenson, 2008; UNISON, 2009).

Despite this, Bubb et al (2008) report that many support staff felt that their training and development was not a priority for the school. Where staff had experienced barriers the evidence suggests that these were usually related to the timing of training (getting time off, lack of cover etc.), funding (e.g. not being paid for training outside of contracted hours) and support (Teeman et al, 2009; Bubb, Earley & Hempel-Jorgensen, 2008; UNISON, 2009). For example, a third of support staff in SSS said that other commitments are a barrier and 14% also said that a lack of funding was an issue (33% in Bubb et al).

5.5 Vacancies and turnover

There is evidence that an increasing number of schools are facing problems with recruiting and retaining support staff.

Across each wave of the DISS surveys an increasing proportion of schools reported carrying at least one support staff vacancy. In wave 1 29% of schools had at least one vacancy compared to 37% at wave 3. This is in contrast to teacher vacancies where over the period 2004-2008 the rate of classroom teacher vacancies (the number of vacancies per teachers in post) remained at 0.7 and the actual number of vacancies decreased (from 2,630 in 2004 to 2,510 in 2008) (DfE, 2009b).

20 This was an open-ended question and we must bear in mind that respondents may have had difficulty thinking of issues un-prompted

The increases were most noticeable in primary and special schools, although more secondary schools reported vacancies overall. Schools were most likely to report carrying a vacancy for other pupil support staff or for facilities staff.

In the same study there was also a statistically significant increase in the number of schools reporting recruitment problems, from 32% in wave 1 to 39% in wave 3. Again, this was more common for other pupil support staff than other roles. When asked further about recruitment problems the most common response related to the **poor quality of applicants, both in terms of their qualifications or previous experience** (Blatchford et al, 2009a).

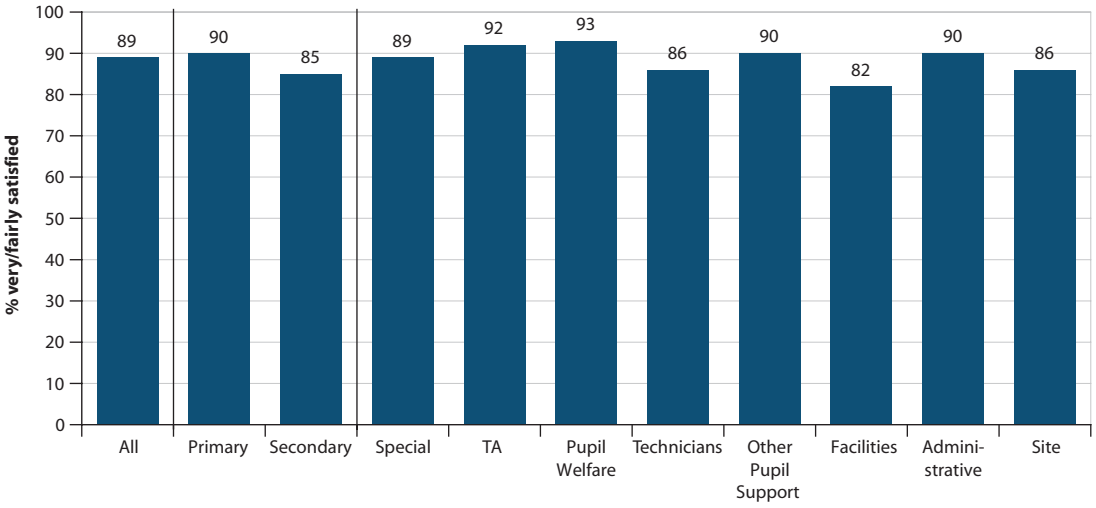
Data from DISS also suggests that turnover is becoming an increasing problem. Across the 3 waves of DISS there was a statistically significant increase in the number of schools reporting problems with turnover of support staff from 11% in wave 1 to 15% in wave 3. Secondary schools were more likely to report turnover problems than primary or special schools. When asked to comment further on the reasons for these problems, the most common response was that **jobs outside of schools offered more hours and better pay and conditions**. Despite this increase the overall proportion of schools reporting tunover problems was low. In SSS a quarter of staff had been at the school for 10 years or more and 30% had been at the school for 5-9 years. Only 10% of staff had been at the school for less than a year (Teeman et al, 2009).

In wave 2 of DISS the researchers identified a disadvantage effect for problems with vacancies, turnover and recruitment: where schools in more challenging circumstances were more likely to experience these problems than other schools. However, this had disappeared by wave 3 for turnover and recruitment problems, but not for numbers of vacancies (Blatchford et al, 2009a).

5.6 Job satisfaction

Evidence suggests that **the vast majority of staff were satisfied with their job**. In each wave of the DISS surveys around 90% of support staff said they were very/fairly satisfied. Support staff in primary and special schools tended to be more satisfied than those in secondary schools. Technicians, facilities and site staff tended to be the least satisfied although there was a marked increase in the percentage of facilities staff who were very/fairly satisfied from 77% in wave 1 to 85% in wave 3; for all other categories the percentage who were very/fairly satisfied remained relatively stable across the waves (Blatchford et al, 2009a).

Figure 22: Support staff satisfaction with their job

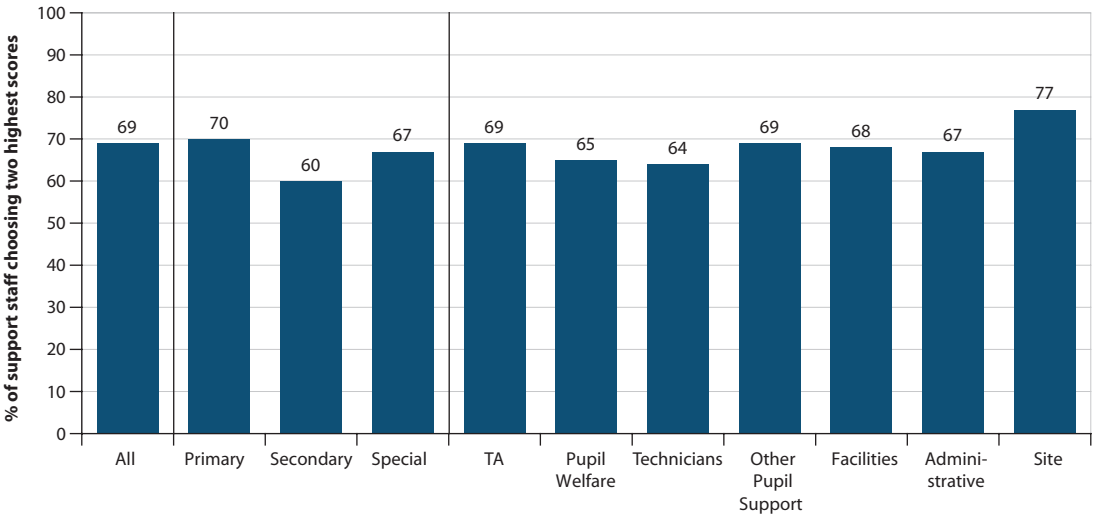


Source: DISS, Wave 3

Ofsted (2005) found that job satisfaction among support staff was high where they were fully integrated in teams, encouraged to take on greater responsibilities and had good quality training.

DISS also asked support staff whether they felt that the work they did was appreciated by the school (see Figure 23). Support staff were less positive on this issue, although 69% of support staff chose the two most positive ratings. Staff in primary and special schools were, again, more positive than secondary school staff; and site staff were a lot more positive than other support staff groups. Technicians and pupil welfare staff were the least satisfied (Blatchford et al, 2009a).

Figure 23: Support staff perceptions of how much their school appreciates their work



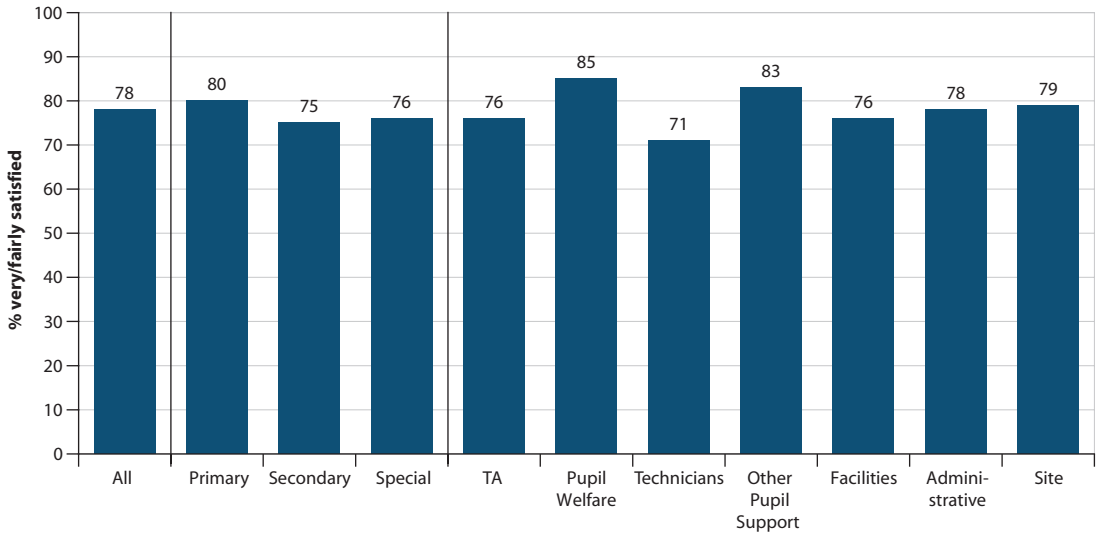
Source: DISS, Wave 3

Over three quarters of support staff were satisfied with their contract and conditions of employment (see Figure 24). Primary school staff were more satisfied than secondary or special school staff and pupil welfare and other pupil support staff were the most satisfied. Technicians were markedly less satisfied than the other groups (Blatchford et al, 2009a). Ofsted, however, found that there was confusion among support staff about how their pay and conditions related to others doing the same role or how they compared to others nationally (Ofsted, 2010).

"This confusion resulted largely because some schools created their own roles, guidance on pay levels varied between different local authorities and few schools referred to the levels identified in the national occupational standards."

(Ofsted, 2010 p.13)

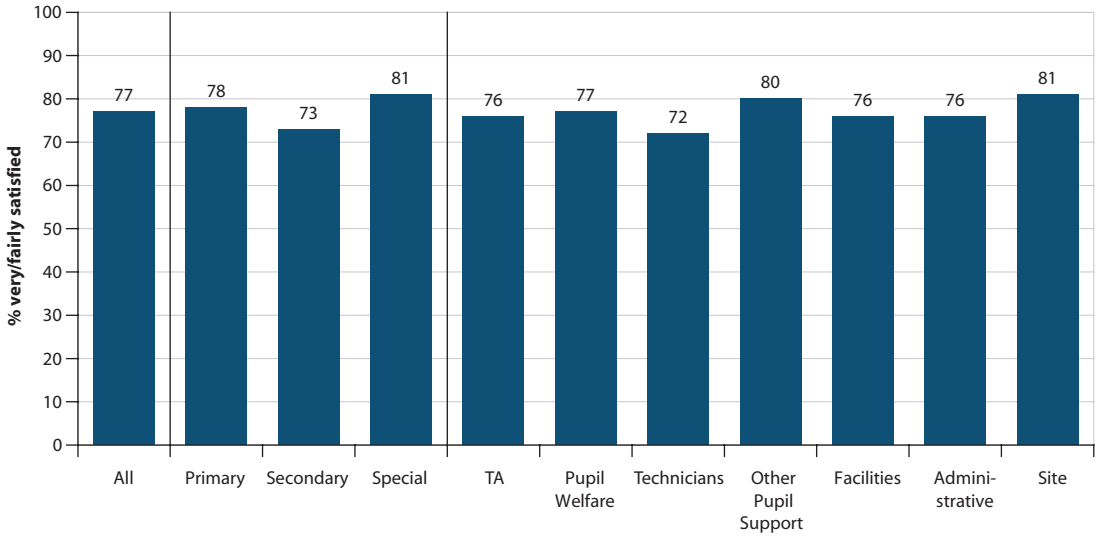
Figure 24: Support staff satisfaction with their contract and conditions of employment



Source: DISS, Wave 3

Just over three quarters of support staff are satisfied with the working arrangements[21] for their post but secondary school staff are less satisfied than primary or special school staff (see Figure 25). Technicians are less satisfied than other support staff categories and site staff and other pupil support staff are the most satisfied (Blatchford et al, 2009a).

Figure 25: Support staff satisfaction with the working arrangements for their post



Source: DISS, Wave 3

21 This includes aspects of line management, job description and appraisal arrangements

Support staff also appear largely positive about the changes that have occurred to their role (see Table 22). At least three quarters of support staff in the Remodelling research who had been working in schools before 2006 and who said that their role/workload/job description had changed over the last 5 years, were largely positive about the changes that had been observed. At least three quarters agreed that they had gained new skills, that they had more responsibility and that their work was more interesting than it had been. Staff were less likely to agree that they enjoyed their work more now, or that their status or pay had increased.

Table 22: Extent to which role or job descriptions have changed

	% agreeing		
	Primary	**Secondary**	**Special**
I have gained new skills	83	79	82
I now have more responsibility	88	87	84
My work is more interesting than it was	76	75	69
I enjoy my work more than I used to	56	56	52
My status has risen	42	55	41
My pay has increased	39	52	41

Source: Hutchings et al (2009)

There is some evidence that heads feel that remodelling has led to an increase in the workloads and stress levels of teaching assistants and admin staff. Support staff themselves largely agreed with this and generally felt that they now had more work to do in the same number of hours which therefore meant unpaid overtime for many of them as well as increased stress levels (Hutchings et al, 2009).

Annex A: Wages of Support Staff by Post Title From Wave Three DISS

Post title	Mean wage (standard deviation)
TA Equivalent	
Classroom assistant	£8.15 (£2.28)
HLTA	£11.90 (£1.84)
LSA (for SEN pupils)	£9.41 (£2.13)
Nursery Nurse	£12.33 (£2.45)
Teaching Assistant	£9.70 (£2.27)
Therapist	£18.51 (£5.95)
Pupil welfare	
Connexions Advisor	£16.47 (£3.13)
Education Welfare Officer	£12.98 (£2.09)
Home-School Liaison	£11.12 (£2.45)
Learning Mentor	£11.74 (£3.51)
Nurse	£12.33 (£3.09)
Welfare Assistant	£10.13 (£2.78)
Technicians	
ICT Network Manager	£13.86 (£2.70)
ICT Technician	£12.00 (£8.34)
Other ICT Support Staff	£15.77 (£17.27)
Librarian	£10.95 (£3.05)
Science Technician	£10.41 (£2.26)
Technology Technician	£9.12 (£1.76)
Other Pupil Support	
Bilingual Support Assistant	£10.07 (£3.61)
Cover Supervisor	£11.05 (£2.78)
Escort	£6.93 (£0.54)
Exam Invigilators	£8.13 (£1.65)
Language Assistant	£11.67 (£4.41)
Midday Assistant	£7.76 (£1.93)
Midday Supervisor	£8.00 (£1.99)

Facilities	
Other Catering staff	£8.42 (£2.62)
Cleaner	£6.91 (£2.06)
Cook	£7.79 (£1.75)
Administrative	
Administrator/Clerk	£10.36 (£2.57)
Attendance Officer	£9.63 (£1.93)
Bursar	£15.29 (£4.15)
Data Manager/Analyst	£11.10 (£2.07)
Examinations Officer	£11.41 (£1.78)
Finance Officer	£11.88 (£2.89)
Office Manager	£12.51 (£3.03)
PA to Head	£11.46 (£2.45)
School Secretary	£10.37 (£1.83)
Site	
Caretaker	£7.30 (£1.36)
Premises Manager	£10.76 (£2.89)

Source: Blatchford et al, 2009a

Annex B: Summary of effects of amount of additional support on PAL measures (from DISS)

Positive Attitudes to Learning Dimension									
Wave	**Year**	**Not distracted**	**Confident**	**Motivated**	**Not disruptive**	**Independent**	**Good relationships with peers**	**Completes work**	**Follows instructions**
1	1	~	~	~	~	×	~	~	~
	3	~	~	~	~	×	~	×	~
	7	~	~	~	~	~	~	~	~
	10	~	~	~	~	~	~	~	~
2	2	~	~	~	~	~	~	~	~
	6	~	~	~	~	~	~	~	~
	9	✓	✓	✓	✓	✓	✓	✓	✓

Source: Blatchford et al (2009b)

~ indicates no significant effect of additional support

× indicates a significant negative effect of additional support

✓ indicates a significant positive effect of additional support

Annex C: The size of the impact of support staff on attainment (from DISS)

The charts below show the size of the impact of receiving different levels of additional support on attainment.

In wave one, pupils receiving low levels of support were compared to similar pupils receiving medium or high levels of support.

The results showed that the impact of receiving additional support is greatest for:

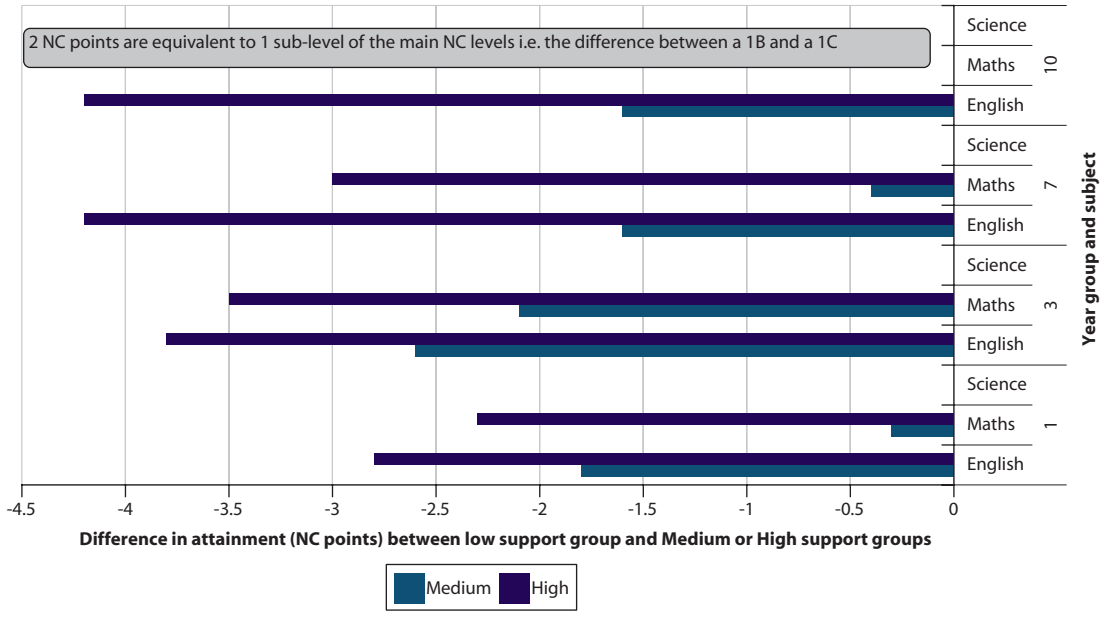
- those receiving high levels of support
- those receiving support for English.

In addition, the size of the impact increases with each Year group.

Worked example:

A Year 10 pupil receiving high levels of additional support in English, will on average, score 4 National Curriculum (NC) points less than a similar pupil receiving low levels of support. This is equivalent to 2 sub-levels of the main NC levels, e.g. the difference between a 1A and a 1C

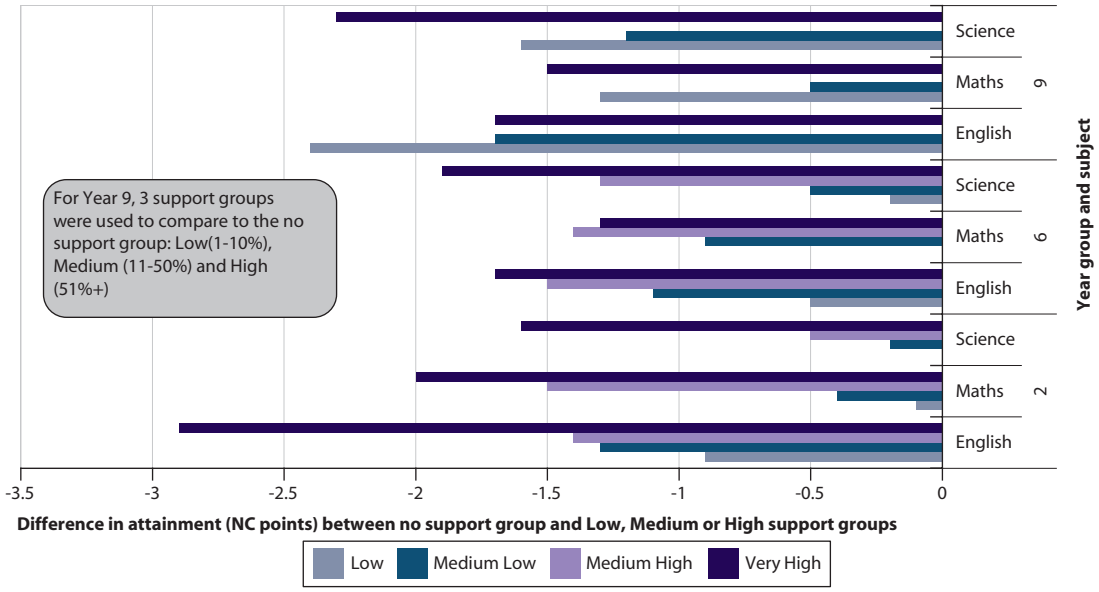
Figure 26: The size of the effect of receiving high or medium levels of additional support (compared to receiving low levels of support) on attainment in English, maths and science (DISS Wave 1)



Source: DISS Wave 1

In wave two the results show that in general, the higher the level of support received, the greater the impact on attainment.

Figure 27: The size of the effect of receiving different levels of additional support (compared to receiving no support) on attainment in English, maths and science (DISS, Wave 2)



Source: DISS Wave 2

Annex D: Methodological Overview of Studies

Title	Methodology
Alborz, Pearson, Farrell & Howes (2009) *The impact of adult support staff on pupils and mainstream schools* The EPPI Review	A systematic review of English language literature carried out between May and October 2008. The review followed the EPPI Centre guidelines and comprised 5 stages: literature searching and identification; selection of literature in accordance with inclusion criteria; mapping and quality evaluation of identified publications, data extraction; and final synthesis. In order to be included studies had to provide empirical data of the impact of adult support for pupil learning in mainstream schools. The mapping exercise identified that few studies looked at the impact of support staff other than TAs and therefore the review focused on the TA category. 35 studies were included in this in-depth review.
Angle, Fearn, Elston, Bassett & McGinigal (2009) *Teachers' Workloads Diary Survey 2009*	2,170 randomly-selected Teachers in a sample of 460 maintained primary, secondary and special schools were asked to take part in the research. 1,572 teachers (from 169) schools returned a usable completed diary. The diaries were completed over a single week during March 2009 and respondents were asked to record all their work related activities against a list of 50 activities, including the time it began and the duration. The survey responses were weighted to the population of teachers in different areas to ensure that schools from different regions and different phases are properly represented in the results. Response rates have been falling for a number of years, and in 2009 the lowest sample size was recorded. Secondary school response rates fell in particular, down to 22% of schools sampled (equates to 58 secondary schools). Falling response rates have affected the sample sizes of secondary school heads and deputies in particular. The Department's researchers and statisticians are looking at ways to improve the sample size and response rates for the 2010 survey.
Audit Commission, 2009 *Valuable Lessons: Improving economy and efficiency in schools*	The research took place during July-December 2008 and involved three phases: • review of literature on value for money in schools • documentary analysis, data collection and semi-structured interviews in 23 case study schools. 60 individuals were interviewed, including headteachers, school governors and council officers. • Analysis of secondary data on school finance, attainment and workforce deployment.

Blatchford et al (2008, 2009 a and b) *Deployment and Impact of Support Staff in Schools* (DISS)	Large-scale study which aimed to describe the types of support staff in schools, their characteristics, deployment and how this had changed over time (STRAND 1); and to analyse the impact of support staff on teaching and learning, management and admin in schools (STRAND 2). The study was carried out over three waves, in 2004, 2006 and 2008. **Strand 1: School, teacher and support staff questionnaires** • School Questionnaire: each wave involved a nationally representative survey of all primary, secondary and special schools in England and Wales. A random sample of schools was selected at each wave, representing about 40% of all schools (n=10,000). At wave 1 the overall response rate was 23%, this dropped to 21% in wave 2 and to 12% in wave 3. Analysis of responders and non-responders showed that at waves 1 and 2 there were no real differences in terms of some key variables but at wave 3 secondary schools had a worse response rate than primary schools. • Support staff questionnaire: using responses to the school questionnaire a random sample of support staff was selected in order to get responses from a spread of support staff. In wave 1, a sample of 5,000 support staff was selected but this increased to 10,000 at waves 2 and 3. Some groups of support staff were over-sampled but weighting was used at the analysis stage to adjust for this. In wave 1 just over 2,100 questionnaires were returned, a 41% response rate. Response rates dropped to around 27% in subsequent waves but because of the larger sample sizes this still resulted in over 2,500 responses at each wave. • Teacher questionnaire: questionnaires were sent to 4 teachers in each school. In wave 1 the questionnaire was only sent to teachers in the main school sample, but in waves 2 and 3, due to concerns about the burden of the research, questionnaires were sent to a random sample of schools which excluded those in the main school sample. In primary schools the questionnaires went to 2 teachers from each key stage; in secondary schools the questionnaires were sent to 2 core subject teachers and 2 non-core subject teachers. In special schools any 4 teachers were selected. Decisions about which teachers received the questionnaires were made by schools. 20% of selected teachers responded in wave 1 (n=1,800+) but this dropped to 16% in wave 2 (n=c.1,300) and to 12% in wave 3 (n=c.1,000).

Title	Methodology
	Strand 2: multi-method approach Strand 2 included 2 waves. Wave 1 was carried out during 2005/06 and wave 2 was carried out during 2007/08. • Main Pupil Support Survey (MPSS): this aimed to gather quantitative data which would enable the research team to address the question of the impact of support staff on pupils' outcomes (special schools were excluded). Wave 1 focused on pupils in years 1, 3, 7 and 10 and wave 2 focused on pupils in years 2, 6 and 9. Data were collected from a range of sources: – Information on pupils: data from the School Census was used to collect data on pupil characteristics, supplemented by information from schools. In wave 1 around 300 pupils from each of the focus year groups were included in the sample. In wave 2 the sample sizes increased to over 1,000 pupils in each of the focus year groups. – Information on amount of support: teachers were asked to rate the amount of support (from a member of support staff) that each pupil in the sample received in English lessons. – Information on pupil outcomes - Positive Attitudes to Learning: teachers were asked to complete rating scales that measured pupils' Positive Attitudes to Learning on a range of dimensions. The instrument used was an amended version of an instrument used in previous research. Towards the end of the school year, teachers were asked to describe change over the year on each of the dimensions. – Information on pupil outcomes – attainment: the research collected data on pupils' prior attainment and their end of year attainment. For prior attainment this information came from Key Stage tests. End of year attainment came from teacher assessments or, for Year 10 pupils, from predicted grades. • Wave 1 Systematic observations: systematic observations were carried out in 49 primary and secondary schools. Two year groups were observed in each school (generally Year 1 and Year 3 or Year 7 and Year 10). Observations took place on a sample of 6 pupils per class. 686 pupils were observed in total in maths, science, English and Welsh lessons. Information from these observations allowed the research team to obtain additional information on the amount of additional support received by pupils. • Wave 1 case studies: visits to 47 schools took place during 2005/06. These case studies focused on schools and included semi-structured interviews and observations in teaching and non-teaching contexts. 496 interviews with headteachers, teachers, support staff and pupils were conducted. • Wave 2 Case studies: visits to 47 schools took place during 2007/08. These case studies focused on classroom-based support staff and included transcripts of interactions between teachers and pupils and TAs and pupils in the classroom. Nearly 500 interviews were carried out with teachers, support staff and pupils.

Brown & Harris (2010) *Increased expenditure on Associate staff in schools and changes in student attainment*	Data was gathered from 83 maintained secondary schools in England in order to examine the relationship between increases in expenditure on Associate Staff and changes in attainment. Schools in the sample were asked to provide a range of details for the 2005/06 and 2008/09 financial years: • total spend on pastoral or curriculum staff • number of FTE staff Data on the % of pupils in each school who obtained 5+A*-C grades at GCSE including in English and maths in these two years were obtained from the National Pupil Database. The schools selected for the research were known to the researchers from previous research. Of the 319 schools in the sample, 83 returned data that could be used in the analysis. Attainment in the sample schools was substantially higher than the national average. Regression analysis was used to explore the relationship between expenditure on support staff and attainment. However, it appears that these were the only two variables included in the model and therefore the analysis does not control for other factors which could impact upon outcomes. For these reasons the results from this research should be interpreted with caution.
Bubb, Earley & Hempel-Jorgenson (2008) *Staff Development Outcomes Study*	The research aimed to explore how staff development could lead to improved outcomes for pupils and staff. The project involved 2 phases: • Case studies of 35 schools (a mixture of primary, secondary and special schools and 25 high performing schools and 10 not so effective schools – based on Ofsted ratings). In total 385 staff and 100 pupils were interviewed between February and July 2008. • School workforce survey (autumn term 2008): questionnaires were sent to senior school leaders, teachers and support staff in a random sample of 1,000 primary, secondary and special schools. A total of 1,612 responses were received from 600+ schools in all 9 Government Office Regions (GOR).

Title	Methodology
Cooper (2009) *Research into the deployment, roles and training of support staff in 14-19 applied learning programmes*	The research was commissioned by the TDA to explore the changes resulting from the introduction of 14-19 Diplomas and Diploma delivery in relation to the roles, responsibilities and training needs of support staff working in schools. A variety of methods were used in the research: • Literature review of key research, policy documentation and Diploma specifications and documentation. • 4 telephone interviews with strategic leads • Case study visits to 20 consortia. These included focus groups and interviews with support staff, teachers, senior leadership team representatives/ support staff line managers and consortia leads. • 12 follow-up telephone interviews with regional 14-19 stakeholders • 9 follow-up interviews with consortia leads The research team had concerns about the quality of data collected from the first 9 case studies due to time constraints; pressures on consortia in relation to preparing for delivery in September 2008; and the fact that visits were being conducted before delivery of the Diplomas. Therefore the remaining 11 visits were delayed until the following school year.
Hutchings, Seeds, Coleman, Harding, Mansaray, Maylor, Minty & Pickering (2009) *Aspects of workforce remodelling: strategies used and impact on workload and standards*	The aim of the research was to explore the strategies schools used to implement the key contractual changes of the National Agreement. The research involved: • Literature review • Surveys of headteachers (n=1,764), teachers (n=3,214) and support staff (n=2,414) in primary, secondary and special schools. A total of 6,000 schools (and thus headteachers) were selected and teachers and support staff in these schools were selected using a Probability Proportional to Size (PPS) method. Responses were received from 38% of the sample schools and 17% of the sample of school staff. • Case study visits to 19 schools: 8 primary, 2 middle, 7 secondary and 2 special schools were selected for the case study visits. The sample was selected from the survey responses to represent schools operating a variety of practice and strategies and with a broad regional coverage. Interviews were conducted with the headteachers, teachers and support staff.

Hutchings, Burley, Mansaray, Allen & Minty (forthcoming) *Research about lesson planning in schools*	The research involved: • in-depth qualitative research in 8 schools • interviews with key stakeholders • a survey of heads and teachers
Labour Research Department (2010) *Variations in the grading of teaching assistants and higher level teaching assistants*	Data on the current grading of TAs and HLTAs was obtained from 129 Local Authorities (using the Freedom of Information Act) during the latter half of 2009.
LSN (2010) *Research into minority ethnic support staff in schools*	The research aimed to explore the experiences of minority ethnic support staff, in particular their experiences of recruitment, training and deployment. The research involved: • Review of literature • Interviews/focus groups with representatives from authorities. 8 local authorities were selected based on their minority ethnic population (some local authorities with a range of different groups and some with small numbers of ethnic minorities in the area). • Case study visits to 29 schools. The schools were selected from the 8 case study authorities and in collaboration with the local authority. They included primary, secondary and special schools. Interviews or focus groups were undertaken with senior school leaders, minority ethnic support staff, parents and pupils. 528 interviews were conducted in total, just over half of which were with minority ethnic support staff.

Title	Methodology
NFER (2009 and 2010) *NFER Teacher Voice Omnibus surveys*	The Teacher Voice Survey is an annual survey of teachers from maintained schools in England. The 2009 survey (conducted in February 2009) included questions on classroom-based support staff and cover for absence. The 2010 survey (conducted in February 2010) included questions on the perceived impacts of support staff and coordination between teachers and support staff. **2009 survey** The on-line survey was completed by 1,661 teachers from 1,027 (weighted) schools. The panel of teachers include those from the full range of roles in primary and secondary and included headteachers. 54% of the responses were from teachers in primary schools and 46% were in secondary schools. **2010 survey** The survey was completed by 1,758 teachers from 1,201 maintained schools in England. 52% of responses were from primary school teachers and 48% of responses were from secondary school teachers. For both the 2009 and 2010 surveys the researchers note that the achieved sample represented a good spread of school types and regional areas but that schools in the highest quintile in terms of FSM eligibility were under-represented and also that the secondary school sample had an over-representation of schools with low proportions of pupils eligible for FSM. Weighting was used to adjust for this. With the weightings applied to the data, the researchers state that they are confident that the omnibus sample is broadly representative of teachers nationally and provides a robust analysis of teachers' views.
Ofsted series on Workforce Remodelling	The Ofsted series of reports are based on inspection visits to schools in a range of locations (inner city, urban and rural). The visits included discussions with members of the school staff with a wide range of roles and responsibilities, including support staff, teachers and school managers, and also with governors and pupils. The inspectors also carried out lesson observations and reviewed school policies and other relevant documentation. The reports also draw on evidence gathered from local authority inspections. • The 2004 report is based on inspection visits to 25 primary schools, 20 middle schools, 10 special schools and 45 secondary schools, which took place in the autumn term 2003 and spring term 2004. • The 2005 report is based on inspection visits to 26 primary schools, 5 middle schools, 20 special schools and 27 secondary schools, which took place in the period from September 2004 to July 2005. • The 2007 report is based on inspection visits to 51 primary schools, three special schools and 45 secondary schools between September 2005 and March 2007. • The 2008 report was based on visits to 13 primary schools and 10 secondary schools between September 2007 and March 2008. • The 2010 report is based on visits to 16 primary schools and 14 secondary schools between May 2008 and March 2009.

PriceWaterhouseCoopers (2001) *Teacher Workload Study*	The Department commissioned PWC to undertake a review to identify the main factors that determine teachers' and head teachers' workload, and to develop a programme of practical action to eliminate excessive workload and promote the most effective use of all resources in schools in order to raise standards of pupil achievement. The research included fieldwork in over 100 schools, discussions with many national and local bodies, an exercise to benchmark teachers' hours against other UK occupations and against overseas teachers and a national seminar with key stakeholders. Unfortunately the report does not give any further detail of the methodology used in the research.
Robinson, Walker, Kinder & Haines (2008) *Research into the role of CPD leadership in schools*	The TDA commissioned this research to explore how continuing professional development(CPD) is led in schools today, how it is supported, and the barriers and challenges faced by CPD leaders. The research involved a literature review and a large-scale survey of CPD leaders in schools. The researchers identified a nationally representative sample of 5,385 primary, secondary and special schools in England. Headteachers in the sample of schools were asked to route the questionnaire to the school CPD leader/coordinator. 1,509 responses were received and the sample was broadly representative in terms of achievement, FSM eligibility, school and LA type, geographical spread and school size.
TDA Opinion Poll (2010)	The research was carried out for the TDA by Opinion Matters bvetween 25th February and 8th March 2010. The sample was made up of 1,063 UK adults, including 1,109 parents of school-age children. Unfortunately the research summary does not include any details on how the sample was selected and how representative it was.
Teeman, Mundy, Walker, Scott, Lin, Gallacher, Barnes, Phillips & Johnson (2009) *The support staff study: exploring experiences of training and development*	This 3-year study, commissioned by TDA, aimed to explore support staff experiences and perceptions of training and development and how this has changed over time. It used 2 methods: • Telephone surveys of support staff: – wave 1 of the survey was carried out in November 2006 and wave 2 in November 2008. A multi-stage approach was used to select a sample of support staff in wave 1. A stratified random sample of 1,793 schools (primary, secondary and special) was selected and headteachers in these schools were sent a proforma to collect basic information about the support staff in these schools. Selected support staff were then contacted via telephone to take part in the survey. 584 schools agreed to take part and provided basic information on 13,758 support staff. The sample of schools was broadly representative of the national picture although the sample included more schools in the smallest size band and there were significantly more infant schools. The research team then selected a sample of support staff with broadly equal numbers across the different support staff groups and school types using an electronic quota matrix. Respondents were then contacted by phone (via the school) and asked to take part in the survey. A total of 3,156 support staff were surveyed.

Title	Methodology
	– Wave two of the survey was carried out in November 2008 and involved approaching schools that had taken part in wave 1 of the survey and a top-up sample of schools (a total sample of 3,693 schools). The sample of support staff was selected using the same method as for wave 1. 809 schools returned records on 22,169 support staff and 3,261 interviews with support staff were conducted. • Survey of senior school leaders: this was carried out in November 2008 and involved a postal/online questionnaire which was sent to headteachers in 2,281 schools. A total of 630 responses were received. The achieved sample was broadly representative of the national picture in relation to secondary and special schools and differed only slightly on 2 factors relating to primary schools.
UNISON (2009) *Time to train: a report about support staff training*	This research aimed to explore the changes that have taken place in the organisation of support staff training over the past five years and examines their impact at local level. It involved gathering the views of several stakeholder groups through a series of surveys: • School Workforce Development Advisors: a questionnaire was sent to all School Workforce Development Advisors in England (n=150, one in each local authority). Responses were received from 51 LAs across the country. • A survey of School Business Managers (SBMs) across different types of school in England. Some 35 responses were received. The report does not state how the sample was selected. • A survey of support staff: a questionnaire was sent to UNISON members working as support staff in schools in the North West. Responses were received from 195 staff across different types of school. In addition, the research included views from workshop participants at a regional conference for CPD developers in local authorities organised by TDA and an international conference for School Business Managers organised by NCSL and TDA.
Walker, Haines, Harland & Kinder (2010) *2008/09 Secondary maths and science HLTA research*	The research was commissioned by TDA and aimed to explore the deployment and impact of support staff who have achieved maths and science HLTA status. The research involved: • Survey of headteachers, maths and science HLTAs, teachers and heads of department (HODs): the research team contacted a sample of maths and science HLTAs who had agreed to be contacted for research purposes (from the TDA). Using information from NFERs school database the sample was selected to be broadly representative of the national picture. Respondents from 676 schools were selected to take part. Questionnaires were sent directly to the headteacher and HLTA whilst the teacher and HOD questionnaires were sent to the HOD for distribution. 3,915 questionnaires were sent and usable responses were received from 975 respondents. • Case study visits to 9 schools. The report does not provide any information on how the case study schools were selected or who was interviewed.

Wilson, Sharp, Shuayb, Kendall, Wade & Easton (2007) *Research into the deployment and impact of support staff who have achieved HLTA status*	The research was commissioned by TDA and aimed to explore the deployment and impact of support staff who had gained HLTA status. **Strand 1: Surveys** • Survey of 1,560 people with HLTA status working in primary, secondary and special schools in England (a response rate of 56%). HLTAs were selected by matching a dataset of HLTAs involved in phases 1 and 2 of the HLTA assessment programme to NFER's database of schools. Over 9,000 matches were made and 25% of these HLTAs were selected for the sample using stratified random sampling. The achieved sample was broadly representative of the whole school population in terms of achievement, region, LA type and FSM. • Survey of 1,108 senior leaders working in primary, secondary and special schools in England which employed HLTAs (a response rate of 54%). Questionnaires were sent to headteachers of the HLTA sample schools. The achieved sample was broadly representative of the whole school population in terms of achievement, region, LA type and FSM. **Strand 2: Case studies** • Visits to 9 case study schools were carried out and interviews took place with 19 HLTAS, 9 senior leaders and 8 teachers.

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ISBN: 978-1-84775-754-8