

# Workforce reform

Securing entitlements and benefits for pupils and the school workforce





# An historic agreement

The historic National Agreement was signed in January 2003 instigating a series of statutory changes to teachers' conditions of service. This supplement looks at the impact these changes have had, case studies of schools that have embraced the agenda, and new developments

The Workforce Agreement Monitoring Group (WAMG) is a social partnership of organisations representing employers, the English and Welsh governments, and school workforce unions.

WAMG's underlying aim is to support schools in raising standards and tackling staff workload issues.

Over the last seven years it has made huge strides in transforming the school workforce – putting in place working practices which enable teachers and headteachers to focus on their core role of teaching and learning and recognising that support staff, from teaching assistants to school business managers, are qualified professionals in their own right.

The key school workforce reforms WAMG has helped to achieve include changes to teachers' pay structure, the review of whole-school staffing structures, revisions to teachers' performance management, and the introduction of new professional standards.

The partnership began its work with the signing of the National Agreement in January 2003, whereby a series of statutory changes were introduced to teachers' conditions of service.

These changes also acknowledged the vital role played by school support staff and helped to create other new roles in schools for people who support teachers' work and pupils' learning. In most schools, there are now equal numbers of teachers and support staff.

The statutory changes were made in three phases. The first phase, introduced in September 2003, guaranteed that teachers would not be routinely required to perform administrative and clerical tasks. It stated that all teachers should be able to enjoy a "reasonable" work/life balance and that everyone with leadership and management responsibilities within schools should have time to focus on these activities.

In September 2004, bearing in mind that teachers are most effective when they are teaching their own subjects in timetabled lessons, new limits on covering for absent colleagues were brought in.

These were followed in September 2005 by the introduction of guaranteed professional time for teachers' planning, preparation and assessment (PPA) and dedicated headship time (for headteachers to lead, not just manage, their schools).

At the same time, new invigilation arrangements meant that teachers are no longer required to invigilate external exams, such as national curriculum tests, GCSEs and A levels.

The organisations which make up WAMG all agree that a huge amount has been achieved since 2003. In particular, they point to the fact that as well as delivering positive

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outcomes for the whole-school workforce – teachers, support staff and school leaders – the reforms have benefited the educational opportunities and outcomes of children and young people.

"The National Agreement has been an important and unique lever for cultural change in the way in which schools work," said Chris Keates, general secretary of the NASUWT.

"It represents a tangible recognition of the central importance of the workforce in securing the highest standards of education for every child and enables the workforce to do this by developing conditions of service which recognise and reward them as highly skilled professionals."

Meanwhile, John Dunford, general secretary

of the Association of School and College Leaders, said: "The reforms have helped school leaders to focus more directly on the core tasks of teaching and learning, with a major contribution to this coming from the increasing number of business managers and other senior support staff on school leadership teams."

All the organisations involved also pay tribute to the way in which WAMG social partners have worked together, both at national and local level, to encourage the exchange of ideas and bring about change. Local social partnerships, for instance, promote workforce reform in schools in their areas.

"WAMG has enabled a dialogue between all the parties and people involved, which has delivered change, but with stability and much improved industrial relations," said Peter Allenson, national organiser, public services, for Unite.

"It has started a cultural change to ensure that the workforce in schools is looked at as a whole workforce working towards better outcomes for every child."

But despite the undoubted achievements that have been made during the course of the last seven years, workforce reform is very much an ongoing process that schools are continuing to focus on.

Although some of the most crucial parts of the workforce reform agenda have now been put into practice, WAMG is keen to ensure that all staff in schools are receiving their entitlements.

The partnership's priorities during the coming year include looking at leadership standards and pay, and further work on tackling workload and excessive working hours, as well as the core themes of recruitment, new professionalism, effective deployment, CPD, and pay and conditions.

As Ian Elliott, headteacher of Ysgol Penmaes, a special school for two to 19-year-olds in Brecon, Powys, explained: "You don't remodel and then say 'that's it'. It's not one-size-fits-all, and it's certainly not a once in a lifetime thing."

# Team around the child

Over the course of the last seven years, workforce reform has had a major impact on learners

From increasing teachers' capacity to focus on teaching and learning to helping to bring about better attendance, schools across the country agree that the remodelling agenda has helped to ensure that pupils receive the support that they need.

A report published by Ofsted in 2007 concluded that workforce reform had "resulted in a revolutionary shift in the culture of the school workforce". It said that teachers' time and work is now focused more directly on teaching and learning and that the expansion of the wider workforce is enabling schools to "extend the curriculum, provide more care, guidance and support for pupils, and use data more effectively to monitor pupils' progress".

This was backed up by Ofsted research published in 2010, which highlighted the difference school workforce reform has made to pupils' learning.

The report, *Workforce reform in schools: Has it made a difference?*, looked at the impact in 30 schools of recruiting and deploying a wide range of staff since 2003 to raise standards and tackle teacher workload. Twenty-four of the schools visited could show how members of the wider workforce had contributed to improving pupils' learning. The six most effective schools had raised standards and achievement significantly and provided secure evidence of the contribution that workforce reform had made to this.

"Workforce reform should mean more staff working together in schools, with a strong plan for improvement," said Christine Gilbert, Ofsted's chief inspector, commenting on the 2010 report. "In the best performing schools, workforce reform has had a considerable impact on pupils' learning."

Furthermore, an evaluation of "the extent and impact of remodelling" on learning and the school workforce published by Estyn in 2009 found that curriculum provision had improved in about three-quarters of sample schools since the National Agreement.

It also highlighted the fact that the introduction of planning, preparation and assessment (PPA) time had given pupils at some primary schools the chance to take part in a wider range of activities, such as dance, drama and sport.

A joint statement from the English and Welsh governments said: "Workforce reform is a key element of an overall framework to improve school effectiveness. Through more effective deployment of teachers, headteachers and support staff, schools are more able to focus their resources on improving learning and providing a better learning environment for pupils."



"Schools are also increasingly looking to support staff to deliver pastoral support services. This has freed up teachers to focus on their teaching and improved accessibility of support services through increased availability during the school day."

Not only that, workforce remodelling has helped to reinforce the notion of schools as communities too.

"It has been a powerful force for changing the concept of what a school is," said Mary Bousted, general secretary of the Association of Teachers and Lecturers (ATL).

"If you took schools back to being predominantly teachers, with pupils focused

of instructors to come into school, from car maintenance to cake decorating. So there was a whole range of skills, which meant that there were things to do in the curriculum that the pupils found interesting and worthwhile. It was a real example of the power of remodelling to change the character, ethos and curriculum of a school – so that it met the needs of pupils."

WAMG partners agree that the wide range of support staff working in schools has resulted in a broader range of expertise, which is of huge benefit to pupils.

"But it is important that these staff are properly deployed and use their full skills,"

## Workforce reform should mean more staff working together in schools, with a strong plan for improvement

on a more narrow vision of teaching and learning, you wouldn't have created the capacity for subsequent key policies, such as the Every Child Matters agenda, extended services, the co-location of services on school sites, and the 'team around the child'. All of these are so important in order to enable children to learn. But before remodelling, the capacity wouldn't have been there for them.

"I was in a school in a deprived area of Birmingham last year and it was the most well ordered, well regulated working environment that I have visited in a long time. The head said this had been achieved through remodelling. For example, in between lessons and at lunchtime, the supervisors ensured that the school corridors and playground were calm places where pupils felt safe.

"Remodelling had also enabled a variety

said Bruni de la Motte, national officer for education and children's services at UNISON. "Although the potential is there for a very rich resource of people with different skills and different abilities, if they are not properly deployed and rewarded then schools and pupils won't get the full benefit."

Evidence shows, too, that children and young people have a high regard and respect for the support staff who work in schools. At The Radclyffe School in Oldham, for instance, students look forward to seeing the 18 invigilators who now oversee their exams (see page 6). "The invigilators have built a very good relationship with the students," said Gillian Barker, the school's human resources and general manager. "They come in, treat every student exactly the same and work hard to ensure that all the exams run smoothly."

# Making a difference

The school workforce reforms have delivered positive outcomes for the teachers, support staff and school leaders who work in our primary and secondary schools

As well as making increased time available for strategic planning and leadership within schools, the workforce reforms have helped to improve the quality of teaching and learning.

They have enabled teachers to focus on teaching and learning while other school staff use their skills and experience to take care of key areas like administration, exam invigilation, behaviour and attendance.

Other benefits could include reductions in stress and absenteeism, more reasonable workloads, and a better work/life balance for all staff. Not only that, school teams have seen improved benefits and conditions of service, increased opportunities for CPD, and better and more appropriate deployment of staff.

As both Ivan Ould, chair of the National Employers' Organisation of School Teachers (NEOST) and David Simmonds, chair of National Employers for School Support Staff (NESSS), said:

**We have teachers and school support staff who are more appropriately deployed and who are working in more collaborative ways than ever before**

"A major achievement of WAMG is that, through the National Agreement, we have teachers and school support staff who are more appropriately deployed and who are working in more collaborative ways than ever before with the aim of achieving ever higher standards of pupil attainment."

The reforms have also resulted in school support staff taking on new responsibilities.

"More than ever, schools call on the talents and dedication of the entire workforce, highlighting the vital contribution made by every single member of staff to a safe and successful learning environment," said Brian Strutton, national secretary for public services at GMB. Meanwhile, Peter Allenson, national organiser, public services, for Unite, pointed to the fact that members have taken on wider and more varied roles.

He explained: "Our members have seen an increase in the responsibilities that they



have, with different and greatly expanded roles. There hasn't always been a proper acknowledgement of that in reward terms, but hopefully the new School Support Staff Negotiating Body (see page 8) will help to address that with some national consistency of pay and grading. Our members feel more valued as part of the total school workforce, but we recognise that there is some way to go with the increasing need for CPD."

A joint statement from the English and Welsh governments said reform has brought about "dramatic changes" in the way the school workforce is deployed.

"Teachers and headteachers have benefited from administration tasks being transferred away from them and are now better able to focus on core activities of teaching and learning, and leading teaching and learning.

"There are now many more support staff working in a range of new and enhanced roles which make better use of their skills and experience."

Bruni de la Motte, national officer for education and children's services at UNISON, said that workforce reform has brought about a "transformation" of schools, with support staff being seen as professionals in their own right.

"They have their own qualifications in the areas they specialise in, whether it is business administration, technical, behaviour management, or SEN," she said. "This has meant that support staff now have access to a career development that simply wasn't there before."

Graham Altoft, who is headteacher of Reinwood Junior School in Huddersfield (see page 6), agrees. He said that as well as enabling teachers to focus on teaching and learning in the classroom, workforce reform had enabled the school "to make a career structure for support staff".

Meanwhile, research published by Ofsted in 2010 has shown that members of the wider school workforce have been very successful in other ways too, including engaging pupils at risk of underachievement or permanent exclusion, developing links with the community, and re-engaging parents and carers in education.

South Dartmoor Community College in Devon, for instance, has appointed a former teaching assistant as a parent support advisor, who is working with 30 to 40 families (see page 7). And at Coleshill Heath Primary School in Solihull, a former pupil, whom headteacher David Dunkley describes as "a role model", has developed how the school tracks and targets attendance. "We are sharing this work with other schools," said Mr Dunkley. "It improves the attendance of pupils and means they learn more effectively." (See opposite page.)

Patrick Roach, assistant general secretary of the NASUWT, agreed that the substantial increase in the number of support staff working in schools since 2003 has enabled schools to free headteachers and teachers from work that doesn't require their professional knowledge and skills. He added: "Schools which have embraced remodelling have seen very significant benefits in respect of pupil progress, achievement and wider outcomes for children. There has also been a cultural change in schools, with trade unions being seen as part of the solution to the challenge of raising standards. Where schools have embraced remodelling, they have become far more democratic and inclusive spaces for the entirety of the workforce and have given teachers and support staff a voice."



### Helston Community College

Helston Community College began remodelling its workforce in 2003.

The 1,600-pupil comprehensive is set on three sites and serves a large rural area around the town of Helston in Cornwall.

As headteacher Pat McGovern said: “With 242 employees (including 103 teachers) and nearly 1,700 students, we reckon the college touches the lives of around 10,000 people.”

When Dr McGovern became head seven years ago he was keen for the school to recognise and value the contributions made by all the staff who work there.

“I was never happy with the term ‘non-teaching staff’ because no-one should have a non-job,” he said.

“All staff have a part to play and as we have made our agenda more personalised we have needed to draw on the skills, abilities and aptitudes of a wider group of people.”

The school’s key priority was to focus on teaching and learning. With this in mind, Dr McGovern and his team decided to assign tasks that were hindering teachers from teaching to support staff.

Very early on, for instance, they appointed a college administrator to handle public relations, communications and event management – freeing up the deputy headteacher who had previously dealt with these.

The school also took on a team of five cover supervisors. “Even before it was written into teachers’ pay and conditions we’d agreed that covering for absent colleagues was a waste of a trained teacher’s time,” said Dr McGovern. “Now members of staff who are away set the work, lay out lesson plans, and then the cover supervisors cover the classes.”

Another innovation was to expand the student support network that provides all the pastoral and behavioural support for students.

Two full-time counsellors take on a lot of the work that heads of year used to do, while the heads of year concentrate on monitoring and developing pupils’ academic progress.

Meanwhile, the 13-strong student support network includes an attendance officer, school nurse, and student support officers.

The teaching staff are hugely positive about

the changes the ongoing remodelling process has brought.

“They have fully embraced it,” said Dr McGovern. “Workforce reform has enabled us to be highly focused on the task of teaching and learning and allowed other para-professionals and professionals to concentrate on all the other important needs children and young people bring to school.

“I only expect teachers to do five things – to plan lessons in a systematic manner, teach them in an inspirational and appropriate way, set challenging tasks, mark those diagnostically, and provide feedback. If teachers are doing that properly, that is all they have time for.”

### Coleshill Heath Primary School

Coleshill Heath has come a very long way in the last few years.

Situated in a disadvantaged area of Solihull, it was once the most vandalised school in the country and found it difficult to recruit staff.

Life was tough for the teachers, who were often diverted from teaching by having to deal with tasks that were nothing to do with teaching and learning – from photocopying to collecting money for school trips.

With just one secretary and one PA, the school simply was not equipped to deal with the volume of administrative and clerical tasks.

But today, the 380-pupil school is a very different place. After reviewing the staffing structure, headteacher David Dunkley developed a strong team to handle the school administration. He recruited and trained local people to work at the school and asked parent volunteers to help take the pressure off teachers. The school also re-evaluated areas like standards, business, inclusion, and site management.

The school’s PA, for instance, underwent National College training, gaining her Certificate in Business Management, and was appointed as business manager. Along with the office manager and two other members of the admin team, she organised and took responsibility for tasks like budget schemes, school trips and visits, meeting parents, screening messages (freeing up Mr Dunkley and the teachers), attendance, photocopying, mounting displays, and filing.

As a result, pupil attendance levels improved, teachers were able to focus on teaching, and pupils’ attainment went up.

Mr Dunkley believes the key to making these changes was getting the school “to take a good look at itself” and work out what its core values were: “The first thing was to take pressure off teachers so that they could teach,” he said. “This has gone from being a hostile environment where the pupils were out of control to an inclusive, highly successful school. Standards have gone up and empowering the staff on all levels – giving permission, responsibility and accountability – has meant that tasks are taken on and dealt with efficiently without burdening the teaching staff.”

#### Headteachers: Are you getting your entitlements?

- Make sure you and any colleagues with leadership and management responsibilities have time to carry them out.
- Make sure you receive the dedicated headship time.

#### Teachers: Are you getting your entitlements?

- Make sure you have at least 10 per cent of timetabled teaching time for planning, preparation and assessment (PPA).
- Check that you are covering lessons only “rarely”, in circumstances that are not foreseeable.
- Remember that you are not routinely required to undertake administrative or clerical work.

#### Support staff: Are you getting your entitlements?

- Make sure you get the right training for your role to support your career development.
- Find out about the new and enhanced roles, such as higher level teaching assistants, teaching assistants, school business managers, cover supervisors, that have been introduced following the National Agreement.
- Check out the new School Support Staff Negotiating Body (see page 8) which is negotiating a national pay and conditions framework (England only).

# Everyone has the

## The Radclyffe School

Like most schools, The Radclyffe School in Oldham has seen a huge increase in the number of exams being taken by its students.

This initially brought about a greater workload for teachers. As well as their day-to-day roles, they were also called on to invigilate the exams.

Determined to free the teachers up to teach, the 1,430-pupil comprehensive hit on the idea of building a team of invigilators it could draw on to supervise the exams.

The team now consists of 18 invigilators, seven of whom have been there since the initiative began in 2005. The invigilators have all received training to ensure they understand the school's systems and ethos and can invigilate internal and external exams to a high standard. They are paid out of the school's exams budget and are highly respected by staff and students alike.

"The invigilators have made a big difference," said Gillian Barker, the school's human resources and general manager. "The teachers know that when a group they teach have an exam, then that time is available to them for planning, preparation and assessment (PPA)."

Ms Barker's own role was also created as a result of the school's remodelling process. She was appointed to the new post in 2003 and now takes responsibility for exams, support staff, cover arrangements and invigilation. As well as being a member of the senior

leadership and management team, she is in charge of CPD for the support staff.

Other innovations at The Radclyffe School include the introduction of eight learning managers, who cover the classes of absent teachers and do administrative work for the faculties they are assigned to, and five year managers, who have taken on a pastoral care role for each year group.

Support staff and teaching staff also mentor students. Rather than the traditional once-a-week form period, the mentors (or personal learning guides) meet students on a one-to-one

at the end of the day if we didn't free teachers up to teach they wouldn't be able to teach the students to the level that they are doing."

## Reinwood Junior School

Headteacher Graham Altoft is unequivocal about the impact that remodelling the workforce has had at Reinwood Junior School.

"It has helped teachers in the classroom and it is benefiting the children," he said. "We wanted to make learning in the classroom better and to create a career structure for support staff and we have achieved both those things."

It is very much a partnership of teachers and support staff working together, which means that everybody can do their job more effectively

basis every two weeks. Skills for Life lessons have replaced form periods, giving key stage 4 pupils valuable opportunities to concentrate on college applications and interview and exam techniques, while key stage 3 pupils focus on personal and social issues.

"Workforce reform has had a huge impact on everyone," said Ms Barker. "We are now a high-performing specialist school and our results have increased substantially. We deliver a very creative, personalised curriculum and

The 342-pupil primary school in Huddersfield, West Yorkshire, currently employs 16 teachers and 18 classroom support assistants, along with caretaking, cleaning and kitchen staff.

Following the National Agreement, the classroom support assistants took responsibility for the 24 administrative and clerical tasks and supported teachers in a general way in the classroom. However, it soon became clear that they were capable of doing more to increase the capacity of teachers to focus on teaching and learning and to ensure that all children received the support they needed to achieve the Every Child Matters outcomes.

Mr Altoft therefore took the decision to promote two of the classroom support assistants to line managers of the other support staff. One line manager was allocated to years 3 and 4, while the other works in years 5 and 6. As a result, their roles have become more varied and challenging, with their tasks ranging from helping children with SEN to in-putting data and ordering stock.

Meanwhile, the rest of the support staff were divided up between the year groups and the line managers are responsible for assigning them to particular activities within the classroom.

As well as giving the teachers more time to teach and enabling children to receive more individual support, the changes have also brought about increased respect and better communication between teachers and their support staff colleagues.

"We are a large school, with three classes in each year group," said Mr Altoft, who has been headteacher at Reinwood for 23 years. "We used to have a support assistant for every classroom, but dividing the workforce into teams like this has been much more efficient and uses people's skills better. We are very pleased with the way it is working."

### Your responsibilities: Headteachers and teachers

The changes to the contracts of headteachers and teachers, enabling them to work more effectively to raise standards, include:

- An entitlement to at least 10 per cent of timetabled teaching time for planning, preparation and assessment (PPA).
- Time to carry out leadership and management responsibilities.
- An expanded range of roles that can now be carried out by support staff.
- An entitlement for headteachers for dedicated headship time.
- A requirement that headteachers and teachers will cover lessons only rarely.
- Teachers and headteachers no longer being routinely required to undertake administrative or clerical exams or to invigilate exams.
- A requirement that schools have regard to headteachers' and teachers' work/life balance.

### Your responsibilities: Governors

Governors are responsible for ensuring that schools comply with the School Teachers' Pay and Conditions Document. They should also ensure that their schools' provision of teaching and extended services:

- Builds on the achievements of the National Agreement and ensures that remodelling is sustainable.
- Provides for reduced workloads and working hours and improved work/life balance for teachers and headteachers.
- Is carried out in consultation with staff unions and professional associations.
- Delivers fair pay and rewards for support staff.
- Helps the school to raise standards and achievements.
- Does not introduce unnecessary and additional bureaucracy.

# Our part to play

## Ysgol Penmaes

Ysgol Penmaes prides itself on having a TEAM ethos – with TEAM standing for “together everyone achieves more”.

An all-age special school in Brecon, Powys, it also offers residential provision for children with autistic spectrum disorders and respite provision for pupils with complex needs.

As well as being headteacher of Ysgol Penmaes, Ian Elliott is chair of the School Workload Advisory Panel (SWAP), which was set up by the Welsh Assembly in 2004 to reduce the bureaucratic burdens on schools in Wales.

He and his staff are firmly committed to workforce reform and have brought in a range of initiatives to free teachers up to teach and to give all staff a voice in the running of the school.

Ysgol Penmaes, whose 104 pupils are aged between two and 19 and have a range of learning difficulties, has a clear vision on what it is trying to achieve. “Everything the school does is focused on pupil outcomes and pupil wellbeing,” said Mr Elliott. “If it isn’t, then why are we doing it?”

One of the first things Mr Elliott did after he joined the school in 2000 was to expand the management team (which then consisted of the head and the deputy) into a senior leadership and management team comprising the head, deputy head, assistant head, three teachers, three higher level teaching assistants, and a resource manager.

“Bringing different people into the team meant that everyone who works in the school on a day-to-day basis has a voice,” explained Mr Elliott. “As a result, there is a common purpose and shared understanding of what we are about as a school.”

Other innovations included the appointment of a workload assistant, who develops resources for teachers, researches trips, and does a host of other administrative tasks.

In addition, when the school found it difficult to recruit mid-day supervisors, the school renamed them support assistants, extended their working days from 90 minutes to three and a quarter hours, and gave them extra responsibilities. As a result they were inundated with applicants.

“It has made a massive impact,” said Mr Elliott. “The support assistants feel even more included in the school, they have access to the same training days as our teaching assistants, and at the moment we have a programme where they can work towards a recognised NVQ Level 2 qualification.”

The governing body has been very supportive of the remodelling process, which is very much on-going.

As Mr Elliott said: “I don’t think we will ever stop. We are constantly looking at making things better, remodelling and changing things – not for change’s sake, but changing to be more effective.”

## South Dartmoor Community College

From dealing with attendance issues to managing behaviour, support staff play a crucial role at South Dartmoor Community College.

The 1,700-pupil comprehensive serves a vast rural area around the town of Ashburton in Devon and employs a total of 260 staff – half of them teachers, half support staff.

The teaching and learning agenda is paramount at the college and with this in mind a range of new roles have been established, giving teachers more time to focus on their planning, teaching and marking.

South Dartmoor has a vertical house system. In 2008, the heads of the six houses, which are all named after local tors, were renamed performance leaders.

They are all teaching staff and, led by a director of student performance, their responsibility is to ensure that students are participating and performing to their full potential.

Behind the performance leaders, however, there is a new team of support staff who have taken on vital roles in areas like behaviour, attendance, parent support, administration, incident support and first aid. Most of them have not had previous careers in education but have brought a wealth of life experience to their posts.

“It is a much better system,” said principal Ray Tarleton.

“We are driving a teaching and learning agenda for the teaching staff and are looking to see that our standards are as high as they can be. Our big thrust at the moment is looking at being ‘good to outstanding’ and we are spending a lot of time on things like peer-to-peer observation.

“The teachers are able to focus on all of this because our support staff deal with things like uniform, attendance and low-level disruption. Teachers can lead, support and monitor, but it is very much a partnership of teachers and support staff working together, which means that everybody can do their job more effectively.”

# Looking forward

The new Apprenticeships, Skills, Children and Learning Act (ASCL) is set to have a significant impact on workforce reform

The ASCL Act received Royal Assent in November 2009 and came into effect in January 2010. It not only established the School Support Staff Negotiating Body (SSSNB) as a statutory body (England only), but also gave the secretary of state powers to make orders requiring employers of school support staff (such as local authorities and the governing bodies of self-governing schools) to implement agreements reached by the SSSNB on support staff pay and conditions.

Where the secretary of state requires a proposed agreement to be reconsidered by the SSSNB, and after renegotiation if the secretary of state remains unhappy, s/he can amend the agreement, or parts of it, or require employers to "have regard to" parts of it.

The SSSNB, which is led by independent chair Philip Ashmore and has 30 voting members, was set up to negotiate support staff pay and conditions of employment in all maintained schools in England.

It is now in the process of developing a national pay and conditions framework for school support staff and has been asked to submit its agreement to the secretary of state by the end of May, 2010. This is a challenging timescale and the SSSNB chair is providing regular progress reports to the secretary of state.

David Simmonds, chair of National Employers for School Support Staff (NESSS), said: "Going forward, the new SSSNB will determine a pay and conditions framework that will more appropriately recognise the greater range of roles we see in schools today.

"Through continuing the process of remodelling we seek to have a school workforce that is ever more able to facilitate better outcomes for the young people in our schools."

Bruni de la Motte, national officer for education and children's services at UNISON, said the setting up of the statutory body was "a public acknowledgement of a workforce that is very crucial to the success of schools". But



she added that once the pay and conditions framework is in place, organisations like UNISON would like to see CPD (including annual appraisals to identify training needs) guaranteed for all support staff.

"Teachers have an entitlement to it, but support staff don't," she said. "We have many support staff working in schools who for various reasons haven't had the opportunity to have a formal education. Once they start training and developing, some end up doing a degree. Some schools have good training programmes, but we would like to see these in every school."

A spokesman for the Department for Children, Schools and Families said the new pay and conditions framework will "bring about consistency across all maintained schools in England, while ensuring all maintained schools can be free to choose individual roles for their support staff and deploy them in a way that best meets their individual needs".

In Wales, the One Wales programme for government includes a commitment to develop a national structure for classroom assistants that has been widened to include all school support staff. A spokesman for the Welsh Assembly Government added: "Work to develop the national structure will be informed by the workforce-wide review of professional standards, CPD and performance management that is currently being undertaken in Wales."

Elsewhere, in cases of alleged non-compliance with the School Teachers' Pay and Conditions Document, the ASCL Act enables local authorities to issue an initial warning notice, which may then be followed by other types of intervention.

"If there are schools that haven't yet implemented the statutory changes that came into being as a consequence of the National Agreement then there is an urgency for them to address that now," said Patrick Roach, assistant general secretary of the NASUWT.

A joint statement from the English and Welsh governments added: "Remodelling is never a 'job done'. Schools will need to continue to ensure they are deploying their workforce in a way that makes the most effective, efficient and appropriate use of all staff.

"Local authorities have a crucial role in ensuring that workforce remodelling is embedded in school improvement strategies and contributes to school effectiveness. Working in local social partnership with schools, governors and workforce unions, they are best placed to monitor compliance.

"Through partnership working and by sharing best practice, they provide support and guidance to ensure schools are aware of and compliant with these statutory provisions.

"In this way any non-compliance can be quickly identified and addressed at a local level.

"In extreme cases, where all other options have been exhausted, local authorities are able to use statutory powers, introduced by the ASCL Act, to enforce compliance in a school. The Act also provides ministers with powers to direct local authorities to consider exercising, and ultimately to exercise, these powers where they have failed to do so."

As schools press ahead with agendas like extended services and one-to-one tuition, Mr Roach also urged them to apply "the principles of workforce reform" to everything they do.

This supplement has been produced by *SecEd* and *5to7 Educator* in association with the Workforce Agreement Monitoring Group (WAMG). WAMG is a unique social partnership of organisations representing employers, the English and Welsh governments and school workforce unions that first came together as signatories of the National Agreement in January 2003. WAMG, along with others, provides input to the development of government policy where there are school workforce implications. Its website features a wealth of material about school workforce reform, including guidance, information and case studies. For more information, visit [www.socialpartnership.org](http://www.socialpartnership.org)