Unit 10:   Schools as Organisations

Unit code: T/601/3325

QCF Level 2:   Specialist

Credit value: 3

Guided learning hours: 20

Unit aim

This unit aims to prepare learners for working in a school. It covers knowledge of the education sector, how schools are organised, legislation and polices relevant to schools, and schools' contribution to wider policies for children and young people.

Unit introduction

This unit focuses on the organisation and management of schools and the wider context in which they operate. It provides the essential knowledge required for working in schools.

The unit is about the nature and characteristics of schools as organisations. It explores the internal and external influences that shape the way schools operate including legislation, aims and values, policies and procedures and partnership working with other organisations.

Learners will study the key roles and responsibilities of the different people who work in or for the school including governors, staff and other professionals who provide specialist support when needed.

This unit also allows learners to examine how schools contribute to national policies for children and young people. Learners will find out how schools work with a range of other organisations, such as children's health and social care services, to ensure the best possible outcomes for children and young people.

This unit applies to all support staff roles in schools and is particularly suitable for learners preparing to working in schools and those new to working in schools, including parent-helpers and other volunteers.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know the different types of schools in the education sector	1.1 Identify the main types of state and independent schools
	1.2 Describe the characteristics of the different types of schools in relation to educational stage(s) and school governance
2 Know how schools are organised in terms of roles and responsibilities	2.1 Describe roles and responsibilities of school governors, senior management team, other statutory roles, eg SENCO, teachers and support staff
	2.2 Describe the roles of external professionals who may work with a school, eg educational psychologist
3 Understand how schools uphold their aims and values	3.1 Define the meaning of aims and values
	3.2 Describe, with examples, how schools may demonstrate and uphold their aims
	3.3 Describe, with examples, how schools may demonstrate and uphold their values
4 Know about the laws and codes of practice that affect work in schools	4.1 Identify the laws and codes of practice affecting work in schools
	4.2 Describe how laws and codes of practice promote pupil wellbeing and achievement
5 Know about the range and purpose of school policies and procedures	5.1 Describe why schools have policies and procedures
	5.2 Identify the policies and procedures schools may have relating to staff, pupil welfare and teaching and learning
6 Know about the wider context in which schools operate	6.1 Identify the roles and responsibilities of national and local government for education policy and practice
	6.2 Describe the role of schools in national policies relating to children, young people and families
	6.3 Describe the roles of other organisations working with children and young people and how these may impact on the work of schools

Unit content

1 **Know the different types of schools in the education sector**

State and independent schools: types eg community schools, foundation and trust schools, voluntary-aided schools, voluntary-controlled schools, specialist schools, academies and free schools, city technology colleges, community and foundation special schools, faith schools, grammar schools, maintained boarding schools, independent schools

School characteristics related to educational stages: types eg nursery, infant, junior, primary, first, middle, secondary, sixth form college

School governance: types eg national government, local government, governing body/board of governors/parent councils, charitable foundation or trust, religious organisation, business, faith or voluntary groups

2 **Know how schools are organised in terms of roles and responsibilities**

School governors: types eg parent governors, community governors, staff representatives, local authority governors, governors appointed by the relevant religious body or foundation, sponsor governors, role of governing bodies/boards of governors/parent councils as relevant to the home nation

Senior management team: members eg head teacher/principal, deputy head, assistant head, school business manager/bursar; role of senior management teams in schools

Other statutory roles: types eg child protection, special educational needs, looked-after children, health and safety

Teachers: types eg class teachers, subject teachers, subject leaders, heads of department, pastoral roles

Support staff: types eg site staff, catering, administration, technical, learning support, pupil support

External professionals: range eg educational psychologist, therapists eg speech and language, physiotherapist, local authority advisers, behaviour support team, education welfare officer; school nurse

3 **Understand how schools uphold their aims and values**

School aims and values: points eg definition of organisational aims and values, distinction between aims and values, examples of school aims and values

How schools demonstrate and uphold their aims: ways eg purpose of school aims, how aims may be communicated within the school and externally, relationship between the school's aims and its policies and practices, how support staff may contribute to achieving the school's aims

How schools demonstrate and uphold their values: ways eg how school values may be communicated within the school and externally, relationship between the school's values and its policies and practices, how support staff may contribute to upholding the school values

4 **Know about the laws and codes of practice that affect work in schools**

Laws and codes of practice: current legislation eg for home country, for children eg Children Act 2006, human rights eg United Nations Convention on the Rights of the Child, Human Rights Act (1998), equality and diversity eg Equality Act 2010, health and safety eg Health and Safety at Work etc Act 1974, child protection eg Safeguarding Vulnerable Groups Act 2006, Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children 2010, data protection eg Data Protection Act 1998, special educational needs eg SEN Code of Practice; school curriculum eg Education Act 1996/2002

Laws and codes affecting pupil welfare and achievement: ways eg promoting children and young people's rights, safeguarding children and young people's health, safety and security, protecting against discrimination, ensuring entitlement to a broad and balanced education, providing additional support for those who need it

5 **Know about the range and purpose of school policies and procedures**

Why schools have policies and procedures: reasons eg to support staff in meeting legislative requirements, to protect the rights of staff and learners, to ensure consistency in service provision, to address risk management or service issues

Policies and procedures relating to staff: types eg accessibility plan, recruitment and selection, vetting and barring, allegations of abuse against staff, designated teachers, health and safety including risk assessment, performance management, equal opportunities, staffing structure, staff appraisal, training and development, staff discipline, conduct and grievance

Policies and procedures relating to pupil welfare: types eg accessibility plan, child protection, anti-bullying, health and safety, risk assessments, discipline and pupil behaviour, food policy, management and administration of medicines

Policies and procedures relating to teaching and learning: types eg admissions policy, inclusion, curriculum, special educational needs, early years foundation stage/phase, homework, equal opportunities, English as an Additional Language (EAL) or Welsh/Gaeilege as a second language, attendance, exclusion of pupils, sex education

6 **Know about the wider context in which schools operate**

National and local government responsibilities: range eg definition and scope of education policy, role of devolved governments - Department for Education (DfE), Department for Children, Education, Lifelong Learning and Skills (DCELLS), Department of Education (DENI) and Scottish Executive Education Department, local responsibility for implementing policy for relevant home country

Policies for children, young people and families: roles eg for home nation, integrated working, extended services, Every Child Matters: Change for Children, Children's and Young People's Partnerships, Children and Young People's Plans, Children's Strategy (Northern Ireland), for Scotland's Children 2001

Other organisations: types eg social services, early years and childcare, play work, youth justice, police, further education, youth work, health services, sports and culture sector organisations eg community sport, libraries and museums

Essential guidance for tutors

Delivery

This unit enables learners to develop knowledge of the education sector, how schools are organised and how they work. It provides the context for working in a school including the impact of legislation, values, aims, policies, procedures and partnership working.

At this level the emphasis needs to be on raising awareness of the wide range of influences impacting on support work in schools. However, an in-depth knowledge and understanding of these influences is not required.

Learners should be given an overview of the education sector including the different types of schools and their key characteristics. Learners should be introduced to the current national legislation and policies for education and schools as relevant to their home nation and supported in understanding the way in which these influence how schools are managed, organised and operate. Much of this information can be accessed from the relevant government department websites. Learners should be given the opportunity to look at a range of school staffing structures, value statements, aims, policies and procedures and consider how they may impact on support roles in schools.

It is essential that learners understand the importance of integrated working in improving outcomes for children and young people. This should be explored in the context of government policies for children and young people in the relevant home nation. Local examples of integrated and multi-agency working could be used to illustrate the impact on the work of schools and the benefits for children and young people.

Delivery may be a mixture of tutor input and guided research. Learners should be encouraged to share their experience of working in schools as employees, as a parent-helper or through work experience and to relate this experience to national and school policies and structures.

Assessment

This is a knowledge-based unit and evidence from workplace performance is not required.

Suggested assessment activities

Assessment will be through tasks, projects and other activities learners complete individually to meet the assessment criteria. Learners should draw on any relevant practical experience of working in schools but will not be assessed directly on workplace performance.

Below, are examples of assessment activities that may be used to satisfy the assessment criteria for this unit. However, centres are free to develop their own assessment activities and/or adapt those outlined below to meet local needs and resources.

For learning outcome 1, learners could develop guidance for parents looking for a school for their child, including options for different types of school for each stage of compulsory education.

For learning outcomes 2, 3 and 5, learners could use workplace and/or web-based research to develop a school case study describing:

- the type of school

- the age range of pupils and any specific characteristics, eg gender, special educational needs

- how the school is governed and managed

- organisational structure of the school

- the roles and responsibilities of key post holders

- the range of support staff in the school and their key responsibilities

- the roles of three external professionals who the school can call upon for help when required

- the principles by which the school operates – values, aims, priorities and approaches to pupils' care, welfare and learning

- the range of school policies and the key purpose of each of these

- any extended services and extra-curricular activities.

For learning outcome 4, learners could develop a reflective account of how their case study school meets legislative requirements for the welfare and education of children and young people.

For learning outcome 6, learners could develop a presentation to show how schools and other organisations contribute to the national policy for children and young people in their home nation with examples of integrated working involving schools.

Essential resources

Learners will need access to educational policy documents for the relevant home nation and examples of school values, aims, organisational structures and policy documents.

Indicative resource materials

Textbooks

Burnham L – *Supporting Teaching & Learning in Schools* (Heinemann, 2010) ISBN 978-0-435032-03-6

Handy & Aitken – *Understanding Schools as Organizations* (Penguin Books Ltd, 1986) ISBN 978-0140224900

Journals

Journal of Education Policy

School Leadership & Management

Websites

Examples of general websites are given below.

www.allchildrenni.gov.uk	First Minister and Deputy First Minister
www.cosla.gov.uk	Convention of Scottish Local Authorities
www.dcsf.gov.uk/everychildmatters	Department for Children, Schools and Families
www.deni.gov.uk	Department of Education, Northern Ireland
www.education.gov.uk	Department for Education
www.governornet.co.uk	Governornet
www.governorswales.org.uk/law/	Governors Wales
www.lga.gov.uk	Local Government Association
www.scotland.gov.uk/Resource/Doc/92327/0022073.pdf	The Scottish Government
www.scotland.gov.uk/Topics/Education	The Scottish Government
www.tda.gov.uk	The Training and Development Agency for Schools
www.wales.gov.uk/topics/educationandskills	Welsh Assembly Government
www.wales.gov.uk/topics/educationandskills/publications/guidance/Children_young_people_action?lang=en	Welsh Assembly Government