

**Level:** 2  
**Credit value:** 3  
**UAN:** T/601/3325

### Unit aim

This unit aims to prepare the learner for working in a school. It covers knowledge and understanding of the school context.

### Learning outcomes

There are **six** learning outcomes to this unit. The learner will be able to:

1. Know the different types of schools in the education sector
2. Know how schools are organised in terms of roles and responsibilities
3. Understand how schools uphold their aims and values
4. Know about the laws and codes of practice that affect work in schools
5. Know about the range and purpose of school policies and procedures
6. Know about the wider context in which schools operate

### Guided learning hours

It is recommended that **20** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

SWiS 2.2 Explore school values, policies, roles and responsibilities

Introductory training materials:

Role and context

### Support of the unit by a sector or other appropriate body

This unit is endorsed by The Training and Development Agency for Schools.

## **Unit 205      Schools as organisations**

### Assessment Criteria

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

The learner can:

- 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

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

The learner can:

- 2.1 Describe roles and responsibilities of:
  - a) school governors
  - b) senior management team
  - c) other statutory roles eg SENCO
  - d) teachers
  - e) support staff
- 2.2 Describe the roles of external professionals who may work with a school eg educational psychologist

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

The learner can:

- 3.1 Define the meaning of:
  - a) aims
  - b) 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

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

The learner can:

- 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

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

The learner can:

- 5.1 Describe why schools have policies and procedures
- 5.2 Identify the policies and procedures schools may have relating to:
  - a) staff
  - b) pupil welfare
  - c) teaching and learning

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

The learner can:

- 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 205            Schools as organisations**

### Notes for guidance

#### **Suggested unit assignment**

Research, using schools prospectuses and/or the internet, the main types of school, for example state; independent; primary; secondary, in your home country. Include the stages of education covered. Describe how they differ from each other in how they are governed.

Describe the following in relation to the different types of school you have researched:

- aims and values
- range of policies and procedures
- management structures
- staff roles and responsibilities
- parental role
- school governors.

Describe the roles of other organisations working with young people and how these organisations might impact on schools. You may like to use a diagram.