

# Case Study

**Establishment name:** BACUP HOLY TRINITY STACKSTEADS C.E. PRIMARY SCHOOL

**Lancashire no.** 14/011

**Contact name:** ANGELA WARBURTON

**Email:** deputy.head@stacksteads.lancs.sch.uk

**Telephone no.** 01706 877025

**Award granted:** Innovative Practice

**Project title:** 'Development Of Support Staff at Holy Trinity'

## Project summary

- Many support staff joined our school without any formal qualifications- they had a flair and enthusiasm for their jobs and many skills which we as a school wanted to build upon for the benefit of the children, other staff members in school and for the individual themselves. The prior experience and qualifications of our support staff varied considerably, therefore individual needs had to be addressed. I was appointed as support staff line manager to develop an ongoing programme to address the individual needs of the professional development of support staff in our school.
- A "pool" of support staff was created within school.
- All support staff - old and new - received a school induction programme.
- A yearly performance management interview was introduced where views and aspirations were listened to and, if possible, acted upon for the benefit of the person, the school development and the children-encompassing EveryChild Matters.
- Challenging development targets are produced ensuring support staff work at a high quality professional level.
- A professional development programme was introduced for each member of the support staff team and each person has been encouraged to be involved.
- The professional development of our support staff has been a challenging yet rewarding process. Most importantly the performance of teaching and learning has improved by raising standards of professionalism across the school.

## Specific aspect of practice to be accredited?

- Improving the standards of teaching and learning within the school by professionally developing support staff within school.
- Creating a learning culture for support staff where they feel positive to be part of the school's development plan, have raised self-esteem and a feeling of value within the school environment.



## Aspect of Every Child Matters addressed:

- |  |  |   |
|--|--|---|
| <input type="checkbox"/> Be healthy                              | <input type="checkbox"/> Stay Safe                   | <input checked="" type="checkbox"/> Enjoy and achieve |
| <input checked="" type="checkbox"/> Make a positive contribution | <input type="checkbox"/> Achieve economic well-being |   |

## What were you hoping to achieve?

- Improved performance of teaching and learning by raising standards of professionalism of support staff.
- Support staff to be aware of their own learning needs - identifying their own professional development needs and aspirations.
- Improved motivation of support staff, tracking progress over a period of time so they can see ahead!
- A pool/ team of well respected, suitably qualified, support staff with a greater insight into the learning process, who can empathise with the children in our school and share their perceptions with others.

## How did you identify the need for this practice?

- The staffing ratio of teachers to support staff was moving to 50/50- increasing numbers of support staff lacked qualifications.
- Support staff needed, and wanted to, feel part of the whole school team ethos.
- Suggestion from IIP for changes before the next accreditation.

## What did you do?

- Informal meetings held with support staff and members of senior management team ANNUALLY from 2003
- From meetings, Support staff member has ICT training and after training becomes ICT technician. SEPT 04
- Involved in the Well Being Project - member of the support staff involved in managing this in school.
- Successful self review completed APRIL 05
- Appointment of Line manager for Support Staff in school. SEPT06
- Introduction of performance management for support staff SEPT 06
- Professional development identified from more formal appraisal interviews.
- Graduate Teaching Assistant encouraged to take on board GTRP in our school- was mentored by line manager (now teaching in Australia). SEPT 05
- INSET delivered by ICT technician to all other members of support team on computer usage - identified as a need from performance management interviews SPRING 06
- "Singles into School" project - involved in this scheme and gave employment to course participant. Attended 4 day teaching assistants' course. This member of staff went onto gain NVQ2. Now looking to complete NVQ 3 SEPT 05.
- NVQ opportunities identified, offered to all staff members and embarked upon by number of support staff. ONGOING
- T.A.3 takes on Foundation Degree part time- achieves HLTA status 2nd year of course - moves onto part time Hons Degree with QTS - mentored by line

manager.(Now a successful teacher at another primary school)

- IIP second accreditation. JULY 07
- Pool of support staff introduced. SEPT 06  
T.A.3's cover P.P.A. time SEPT 06
- 2 members of support staff introduce and manage breakfast club.
- Support staff member retrained as school administrator due to disability and long absence from school.
- Special needs courses identified for relevant members of team- CACHE diplomas achieved.
- In school INSET delivered termly on needs requested by support staff.  
e.g. ICT PHONICS BEHAVIOUR MANAGEMENT :ONGOING
- School support staff INSET delivered by T.A.2 to colleagues.
- T.A.2 moves to achieve HLTA status, mentored by line manager DEC 07
- Various courses attended by support staff: ONGOING
- More of the P.P.A. time is now covered by our H.L.T.A. SEPT 07
- Large number of support staff undertaking Road Safety Training JAN 08
- Support staff member achieves level4 CPD qualification from Edge Hill. SEPT 07
- 2 members of support staff currently looking into Foundation Degree in Early Years FEB08

### **Which members of the establishment and/or wider community have been involved and what was their role?**

- Led by headteacher and deputy headteacher.
- Various course providers.
- All members of the school staff have been involved.- as learners, and sharers of knowledge.
- Governors have been consulted.

### **How has the practice been modified or improved during development?**

- This practice is constantly being modified and improved. People's needs are addressed as issues arise. Staff appointments and staff moving on in their careers also have an impact on our practice.

### **What has been the impact of the project on pupils' learning, achievement or enjoyment and how has this been measured?**

- Children's achievement and enjoyment has been increased - they are being taught in a variety of learning styles by more professionally developed, more skilful members of staff.

### **What are the next stages in the development process?**

- As line manager, continue to seek to find the best provision for staff professional development both within school and around the county.
- Continue the effective professional development and enrichment of support staff to manage expected staff turnover that may happen from a highly trained support staff team that will inevitably seek promotion.

- To continue to promote equality of value within the staff - that all staff share an equal contribution to the development and improvement of the school
- To gain 3rd recognition in IIP.

### **What aspects of this practice may be useful for other establishments to consider?**

- Individual professional development is available to all as there are many opportunities available.
- To gain massive improvement in teaching and learning, the training needs to be coordinated and progressive.
- This process boosts staff morale.