



Course Companion

for T Level Technical Qualification
in Education and Early Years

Element 1: Wider Context

Update v1.3, August 2024

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Teacher's Introduction

This course companion is for **Element 1: Wider Context**, part of the NCFE Cache T Level Technical Qualification in Education and Early Years (603/5829/4). The aim of this resource is to guide students through the core content of this course, providing them with in-depth information that covers each of the specification points. This resource aims to provide students with the knowledge and skills that will help them succeed in the assessment for this qualification.


Remember!

Always check the exam board website for new information, including changes to the specification and sample assessment material.


For clarity and ease of use, the content of this course companion matches the order of the specification points. The content is structured as follows against the element's learning aims:

- **1.1** – the differences between a range of early years and educational provision, 0–19 years
- **1.2** – understand the different responsibilities of each of the identified roles, the entry requirements and possible career progression routes in the sector


Throughout the resource, there are key features to keep an eye out for:




Keywords: used to draw students' attention to various keywords throughout the unit.




Did you know?
Provides further information and additional content to inspire students.



Case studies
Help students to apply the issues identified in the resource to real-world scenarios.



Applied activities encourage application of knowledge to the case studies or to real-world scenarios in the health and social care sector.



Research activities inspire further research and stretch and challenge higher-ability students.

Some of the activities can be completed using either computers, mobile phones or tablets to aid students' research, and/or can be completed outside the classroom as homework. Core skills are identified throughout the chapter, providing links to the specification requirements.

There is also a set of **revision questions** provided at the end of each section (with answers included). These questions should help students recap their knowledge throughout the course companion and will ensure that they have understood what they have read.

December 2021

Update v1.1, October 2022 (to match specification changes for first teaching September 2022)

- Combined 'safeguarding officer' and 'designated person' into 'designated safeguarding officer' on pages 17, 19 and 21.

Update v1.2, August 2023 (to match specification changes for first teaching September 2023)

- Reference to 'Education and Childcare' has been amended to 'Education and Early Years' throughout.
- 'Childcare provision' has been amended to 'Early years provision' on pp. 4 and 6.
- 'Free schools' has been amended and content added on to make it separate from 'academies' on p. 8.
- 'Special schools' has been added as an example of a school provision on p. 8.
- Reference to 'Wales' has been removed from the first paragraph on p. 2.
- Reference to 'Office for Students' has been removed from p. 12 and from the answer to Q5 on p. 20.

Update v1.3, August 2024 (to match specification changes for first teaching September 2024)

- 'Childcare provision' has been amended to 'Early years provision' throughout.

Chapter 1.1: Early Years and Education

This chapter covers the wider **context** of education, including early years and education. It is also important to have an understanding about how our education system in England has changed over time.

Education was not always provided by the state (government), but during the Industrial Revolution (nineteenth century), when populations moved from the countryside to the towns, there was a more modern society with workers with a higher level of education and literacy. Before this time, the rich were educated by tutors and the poor may have attended either Sunday school provided by the church or a school provided by the factory they worked in. Initially, children had to attend school between the ages of five and 10 years old. Today, children and young people must be in full-time **compulsory** education until 16. From 2008 it was also made law that young people must be in either full-time education or work-based learning.

Compulsory education is a law that requires children to attend school. Compulsory education topics include:



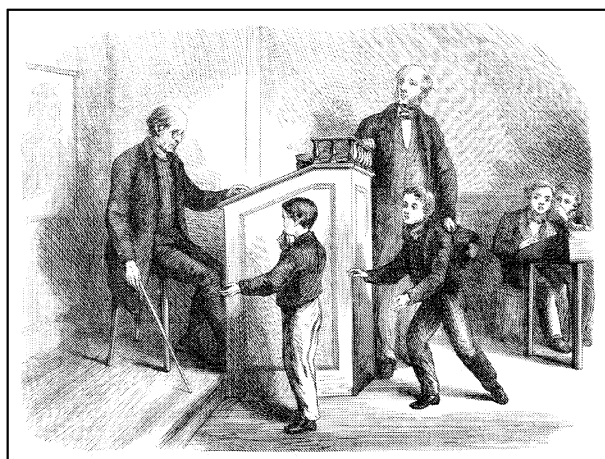
Did you know?

It was not made law until 1880 that all children needed to have a compulsory education.

Research activity

Create your own timeline of the reform happened in the laws for extra children.

These images show a classroom from the late nineteenth century and a classroom from the twenty-first century.



Applied activity:

Compare these images and discuss the differences between them. How has education changed over time?

Building on CS1 – GEC6 – Take part in discussions

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The table below gives an outline of the different types of provision today. An example is given in the following chapter. You may notice the rich range and scope of education within the UK that has developed over the twentieth and twenty-first centuries. Since 1988, what is taught at each stage is governed by the **National Curriculum**. Education in further and higher education is for those of adults.

Outline of current education provision			
Early years (Birth to 5)	Primary (5–11)	Secondary (11–16)	Further education (16+)
Nannies	Community schools	Community schools	School sixth forms
Nurseries	Voluntary controlled schools	Voluntary controlled schools	Further Education (FE) colleges
Preschools	Voluntary aided schools	Voluntary aided schools	Tertiary colleges
Childminders	Foundation schools	Foundation schools	Private independent colleges
Family	Trust schools	Trust schools	Employers' apprenticeship schemes
Forest schools	Academies	Academies	Sixth-form colleges
	Free schools	Free schools	Specialist colleges
	Private schools	Private schools	Art, Design, Performance colleges
	Independent special schools	Independent special schools	UTC (University Technical College)
		UTC (University Technical College) – from 14 years plus	

Community: people make a community and share a set of common features such as values and views they hold

Independent: not being subject to control

Institute: an organisation that has a specific goal or focus

Specialist: a person or place that has very detailed knowledge and skills in a focused area

Tertiary: within British education this relates to education of a level higher than secondary

Trust: an organisation that is controlled by its appointed trustees

Voluntary: something you choose to do

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Early Years Provision

What do we mean by early years provision?

Early years provision is associated with children up to the age of five; although, for school-age children, provision can include breakfast or afterschool clubs. Compulsory schooling starts for children in the September following their fourth birthday, and they must be fully in attendance by five years of age.

There are many options for early years provision during the time before compulsory education starts, but parents make the decision about the best provider for their children, and some parents may choose not to use early years provision at all. This is then voluntary and not compulsory. If a provider is used, they must follow the **Early Years Foundation Stage (EYFS)**. The EYFS applies to England, and there is an equivalent version for Wales.

EYFS (Early Years Foundation Stage): a framework from the Childcare Act 2006; it deals with four principles based on each child being unique, having independent positive relationships and learning in an enabled environment, and acknowledges that children progress in relation to their own developmental needs



Childminders

Childminders work with and look after children in their own home, and are often through a network of childminder agencies. Parents or carers may also use family members. The difference is that childminders and childminder agencies must follow regulations that family members do not have to. These providers work in a home environment and can be flexible with working hours, fitting around parents' needs. They also often have children themselves. Having a home environment makes it familiar to their own home environment. Childminders also provide care for children looking after the needs of a wider age range of children.

Childminders must be registered with **Ofsted (Office for Standards in Education)**, see the *regulations section of the chapter*. They provide complete care and educational provision following the EYFS framework and require up-to-date training in first aid and safeguarding. Childminders can register directly with Ofsted or through an agency. Ofsted has a register for childminders (from they turn five) and the Childcare Register (from 1st September after they turn five birthday). Training for childminders includes a qualification in childcare, health and safety (first aid training) and safeguarding training. These are obtained by the relevant provider.

Nannies

Working in the home of the child, nannies provide another option for care. Sometimes they live in the home and are known as **au pairs**. A nanny can be a live-in or live-out role depending on the family employing them. It is voluntary for them to register with Ofsted. If they register with Ofsted, they will need the following:

Au pair: a young person from another country who is taking care of the child and accommodation in their own home.

- Disclosure and Barring Service (DBS) check – this is a service provided by a government; it checks that a person has not had previous convictions or is barred from working with children.
- First aid suitable for age of children being looked after, e.g. paediatric first aid.
- A minimum Level 2 qualification in childcare, e.g. CACHE Early Years Educator Diploma, NVQ in Childcare and Education.

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They will also need to follow the EYFS framework. Nannies can either be employed through a family. Some examples of the agency's or family's responsibilities when verifying the nanny's right to work in the UK, tax status, national insurance and holidays and pensions. Nannies – in this context – are used for the care, development or young person; however, they may be asked to do other jobs aside from caring for a household. Two or more families can share a nanny, but more than two families cannot share a childminder.

Nurseries

There are two types of nursery – day nurseries and statutory/maintained nursery schools. These can provide care for children and young people from six weeks old up to the age of five in a setting that is not the home. They may operate from their own building or, for example, premises such as a village hall. They will have long opening hours covering most of the working day. They provide part-time or full-time provision. Businesses may provide a nursery for employees on the site the parents work, but they can also be independent businesses or run by local voluntary groups or a **local education authority**.

Employees may work shifts, meaning that children may be looked after by a range of staff. Day nurseries, which are registered with Ofsted and are generally more structured, often provide a more formal environment. They can be wide ranging in structure and organisation. This is normally more timetabled with a focus on early learning and educational environments built into it. If they provide for babies from six weeks, they will have a quiet room where babies can nap. Nurseries combine the professional care needs of a nursery with educational provision. They are open for most of the year.

Preschools and playgroups

Children between the ages of three and five may attend a preschool. Preschools are voluntary and involve no cost. They operate within the normal hours of a school. They provide a more structured environment for children with more focus on early learning and educational environments built into it. This is normally more timetabled with a focus on early learning and compulsory schooling. Children may not stay for a full day, and many do a morning session. This can be seen as less flexible, especially for working parents; however, some playgroups offer a more flexible approach. They normally operate in line with the school year and will be open during the school year. They have more focus on curriculum development, and parents are more encouraged to be involved.

Case study:

Paula is a four-year-old girl of mixed heritage. Her father is English and her mother is from a different country. They live in the UK, and she can speak in more than one language.

The family are all vegetarian and enjoy the outdoors. Paula was a contented baby and her mother when she was on maternity leave for a whole year. Paula loves animals and role playing. She is confident and active, and has an older brother, who is now in primary school.

Applied activity:

Get into three groups. Choose one setting each (from above) and discuss how Paula could be supported by each of these early years settings. Make notes and then form back as a class to present how your chosen setting can support Paula.

Building on CS1 – GEC 6 – Taking part and leading in discussions.

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Applied activity:

Write a list of questions you could ask one of the early years providers above to assess their importance to early years provision and how they operate differently to the providers listed.

Building on CS2 – GEC5 – Synthesising information

**Did you know?**

Early years settings can provide forest schools where children learn outdoors. They can also operate independently of these settings. They must be led by a qualified person, such as a Level 3 in Forest School Practitioner Award. They are where children are immersed in the natural world. A forest or woodland is used for hands-on learning, centring on building confidence and self-esteem. Forest schools have been around since the 1920s! Children can take part in activities such as den building, mud play, and leaf printing.

Applied activity:

Read the following case studies:

- Daniel is a four-year-old child who is confident, outgoing and full of energy.
- Rajshree is a one-year-old baby girl who struggles with sleeping and feeding.
- Alberto is a three-year-old boy who likes to watch before he gets involved in an activity. He has a milk allergy.

Discuss which provider is the best for each child.

Building on CS1 – GEC 6 – Taking part and leading in discussion

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School provision

Children in primary and secondary schools must have a compulsory education. It may be split into infant and junior schools. The exception to this is children whose parents must provide suitable schooling and education. School provision relates to secondary age, 5–16-year-olds, and there are many different types of school that exist. The main difference between schools is whether they are a maintained school or a non-maintained school. Maintained means 'looked after'; in a school context, this means the following:

- **Maintained school** – these schools are looked after and funded by the **LEA** (Local Education Authority). They must follow the **National Curriculum** and **Special Educational Needs (SEN)** Code of Practice.
- **Non-maintained school** – these schools are independently run. They may be funded by a Funding Agency or by fee-paying pupils. They are not required to follow the National Curriculum.

Research activity:

Research the reasons why a child may be homeschooled.
What are the parents' legal duties?
How might parents provide this education?



National Curriculum: a framework of government that determines what is taught in schools. It is broken down into key stages.

SEN Code of Practice: guidance that must be made for students with special educational needs and disabilities.

Maintained schools

Maintained schools are LEA funded and controlled by the local authority. They are many different forms, as we will discover below; you will need to know the main structure. One of the main differences in these schools will be in the admission process that may need to be provided. For example, a voluntary aided school may want to see if a child is eligible. These schools are inspected by Ofsted.

Community schools

These schools are run by the local authority. They oversee the funding and decide how the running of the school with admissions, the length of the school day and staffing, and the support services such as educational psychologists. They will support the school with special educational needs students. The land and the buildings of the school belong to the LEA, and the LEA helps with the funding.

Voluntary controlled schools

Although they are under the umbrella of the LEA, these schools run in partnership with charities, foundations or trusts. This may be a religious group, e.g. Christian Aid. The charity, foundation or trust will have input into the way the school is run and will have governors on the school governing board. The partnership will own the grounds and the buildings. The LEA will take control of the funding, staff and SEND support and may control admissions.

Voluntary aided schools

These can also be known as church or faith schools and will have more of a religious character than a voluntary controlled school and may be partly funded by the charity. They own the buildings. The governing body at the school will be in control of the school, admissions and funding. Although they follow the National Curriculum, these schools may have more of a faith-based curriculum.

Foundation schools

The funding for the school will come from the LEA. A governing body will run a foundation school and buy in services that they need. They also are responsible for staffing and admissions and will own any land or buildings.

Trust schools

These schools have a governing body that employs staff, oversees admissions and owns the land and buildings. Funding is from the LEA as it is a maintained school.



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Special schools

These schools aim to cater to the needs of students with special educational needs and provide specialised support and an inclusive environment for students with various difficulties to thrive. They often provide individualised education plans for each student's needs and have qualified staff who understand the diverse learning styles.

Non-maintained schools

Non-maintained schools are independently controlled and will have more freedom to teach and how they run. Some are inspected by Ofsted, but private and independent schools (Independent School Inspectorate). They do not have to follow the National Curriculum. All schools must have an SEN policy based on the SEN Code of Practice, and private and independent schools provide the facilities and access needed by these pupils.

Academies

Academies are fairly new in the context of education; first introduced at the start of the 21st century. New laws were passed in 2010 that increased the number. They are run by trusts or academies for the length of the school day, term dates, curriculum, staffing and services. They are funded by the Funding Agency directly from the government. Groups of schools may work in multi-academy trusts. The benefits of this are that they can then share services over several schools. There are three types of academies:

- **Convertors** – schools that have chosen to convert to academies and move away from local authority control
- **Traditional** – schools that are not performing well and are taken over by sponsors
- **Free schools** – schools that are set up by charities, sponsors, businesses, communities or individuals (see below)

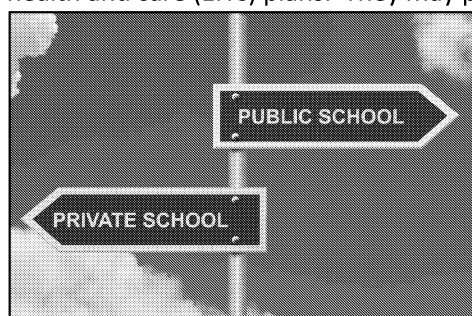
Free schools

As mentioned above, free schools are a type of academy that run by charities or community groups, not by a local authority. They are run on a not-for-profit basis, i.e. cannot be run for financial gain. Free schools in England and these can include primary, secondary and/or sixth forms. They have a range of freedoms including greater control over budgets and finances, and setting their own term dates. They have autonomy over their curriculum design and do not have to follow the national curriculum. They can tailor their approach to meet the needs of their students. They also have their own governance. Free schools must all students, regardless of background or ability. Free schools are still held accountable for their performance and must meet certain standards set by the government and education authorities.

Private schools (including independent special schools)

Private and independent schools are fee-paying schools; you must pay to attend. Some students may gain a scholarship and some of the fees may be part-funded by the government; for example, for parents who are in the military. These schools can make a profit (private), some are run by charities (independent), and some of these are not for profit. They do not follow the national curriculum. They have longer school days and shorter terms. Some will have classes on Saturdays. Some are boarding schools where students live at the school. They can be selective in the students they take.

Independent special schools provide education for students with special educational needs and health and care (EHC) plans. They may provide a smaller range of qualifications and have a focus on specific areas of learning.



Research activity:

Research more into school provision and the pros and cons of each option.

Building on CS2 – GEC5 – S...

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Post-16 provision

What do we mean by post-16 provision?

Post-16 education is the next step on from school provision. Young people must be in some form of education or training from the age of 16; this was made law in 2008. Although it is compulsory, there are many options, including full-time education, part-time education combined with employment, self-employment or volunteering, or training schemes and apprenticeships. Educational funding is provided by the government up to the age of 19; if you are an adult, you may have to pay for your education in some of these settings. The SEN Code of Practice covers learners up to the age of 25. Funding will come from the government unless it is a private or an independent school being attended. Schools must provide independent advice to students on their post-16 education provision to ensure that students are fully aware of their options, can make informed choices and be confident that what they choose meets the requirements of their chosen career. This section will help you to understand the range of providers that are available for school leavers.

School sixth forms

Some schools will have a sixth form provision. Students will be able to continue to go to school and may like the continuity of having the same teacher; however, they will go to a different school you went to. They are often smaller in size than other post-16 provision. They offer a range of subjects they offer, and these often include A Level, BTEC, Diploma or T Level courses. They are often in the school day times of the school they are in, although the timetable may be different with lessons as students are expected to undertake independent study.

General FE and tertiary colleges

FE stands for further education, and these colleges provide education for students aged 14 years and up. Some schools will send pupils to colleges to attend courses if there is a need, although they are mainly for students aged 16 years and up and for adult learners. They provide a range of **academic** and **vocational** courses; they may offer learning for leisure courses, or courses that, for example, support people learning English who are new to the country. Colleges can operate on longer days. They are normally larger than sixth forms and often offer more choice, student freedom and more specialist facilities.

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Tertiary colleges are a hybrid between sixth form and FE colleges. They offer a full range of academic and vocational subjects, whereas a school sixth form may be limited in the range of subjects offered.

Applied activity:

In pairs, discuss why you are studying at the place you are studying. Why did you choose this? What are the positives and negatives? Why did you choose a T Level? What benefits does it offer?

Building on CS1 – GEC 6 – Taking part and leading in discussion

Private, independent and voluntary providers (publicly funded)

Private and independent schools may have a post-16 provision like a sixth form that offers a range of subjects. These are more likely to be academically based. Other options will be private and independent colleges. Features of these will be that they are fee-paying and may be selective in their admissions. They normally have a low student-to-teacher ratio. They will focus on getting the best results for their students.

Voluntary providers will be funded by the government and focus on an area of need, such as for students who have an SEN or a disability, or for alternative provision. This may also include provision for NEET (not in education, employment or training) or who have had difficult childhoods. They may have specialist staff and may be run by charities or businesses with government funding.

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Employers

Students from the age of 16 can go into employment, but they still need to have a need to be supported by their employer. This could be:

- **Traineeship** – for students with an EHC plan and no Level 3 qualifications. The placement. Ages 16–25.
- **Supported internship** – open to those with learning difficulties and disabilities to gain skills, and have a coach to tutor and support them.
- **Apprenticeship** – open to various levels of education; students have a work placement and will complete off-the-job learning. 80% of the time is spent at work and the rest at the institution, normally at FE college.
- **School leaver scheme** – provided by companies and includes paid work; these are for high-calibre academic students. They will provide a degree or professional qualification.

Sixth-form colleges

Sixth-form colleges are normally more academically based, providing A Levels, but a limited range of other qualifications. They are separate from a school (so differ from a school) and are usually larger, providing more facilities and a diverse range of qualifications.

Specialist colleges (including agriculture and horticulture colleges)

Some colleges will focus on a special area of interest providing vocational education. They may offer some students the option to live on site. For example:

- **Agriculture college** – focus on land-based studies such as farming and animal husbandry, with buildings and resources to give a full range of experiences.
- **Horticultural college** – focus on plants and gardening. These types of college often have extensive outdoor learning.
- **Business college** – will offer courses that focus on entrepreneurial skills, IT and marketing, with students for setting up their own company or working in the world of business.
- **Construction college** – will have specialist space and equipment for teaching construction in areas such as scaffolding, bricklaying, plumbing and carpentry.

Art, design and performing arts colleges

Colleges that offer visual or performance arts provision only. They will have specialist, purpose-built buildings.

Higher education institutions (HEIs)

Higher education is accessible to students aged 18 years and older. The most popular route is to attend university for two years or more, depending on their chosen course. Students who have gained enough credits through Level 3 courses – A Levels, Diplomas, BTECs – can enter university and pay for their tuition and living costs, and student loans are available to meet these costs.

Case studies:

Monika – has achieved three A Levels in Geography, English and Art. She likes to write poetry and has achieved a B in Geography and an A in both English and Art. She likes to draw and particularly likes poetry. She enjoys trips to the theatre and works in her local library.

Pedro – has five Level 4 plus GCSEs, including English (6) and Maths (4). He is socially active and enjoys football. He wants to be a personal trainer. He is a member of his local football club and also enjoys playing FIFA on his Xbox and computer. He also enjoys attending football matches.

Janice – has all Level 4 plus in her eight GCSEs, but her best was Art – she gained an A. She likes to express herself. She only just achieved a 4 in Maths and Science and finds numbers difficult. She likes to make her own clothes and do make-up tutorials from YouTube. She enjoys drawing pictures of her favourite characters.

Lucca – has just arrived in England from Brazil and he speaks little English. Although he has some good grades, they are not English-based qualifications. He enjoys playing football and listening to music. He has made a couple of friends but is missing home. He enjoys tennis and swimming.

Applied activity:

Think about Monika, Pedro, Janice and Lucca. If you were a careers advisor, what advice would you give them? What would their options be?

Building on CS3 - GEC 1 – Conveying technical information to different audiences

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How and when education became

Changes in education are related to what is happening in society at the time. At the start of the Industrial Revolution was gaining steam, the population was rising, and people were moving from the countryside to the towns and cities. In this more urban society, more and more people and children worked and often got injured or killed. Society was also undergoing a move towards more enlightened thinking and concern for welfare. In Parliament, groups of reformers were lobbying for laws to protect workers and children. Society also required more educated and literate workers, and the introduction of laws relating to education. How education became compulsory was influenced by these factors.

Some of the main educational changes can be seen in this timeline:

Date	What?	What it did
1870	1870 Elementary Education Act	A starting point for compulsory universal education but left the details to local school boards
1876	1876 Elementary Education Act	Started some element of free education and narrowed the laws on employment of children
1880	1880 Elementary Education Act	Local authorities required to make arrangements for children attending school
1891	1891 Elementary Education Act	The start of free education for all children for all children between the ages of 5 and 12, no longer be charged for elementary education
1899	School leaving age raised to 12	
1902	1902 Education Act	Starting of a system of secondary education. Creation of LEAs – local education authorities
1921	1921 Education Act	School leaving age raised to 14
1944	1944 Education Act	Known as the 'Butler Act', it implemented free education after World War II. It created free secondary schools. It also created free secondary modern schools
1947	School leaving age raised to 15	
1948	1948 Nurseries and Child-Minders Regulation Act	Childminders and nurseries are now registered and be regulated and inspected
1964	1964 Education Act	Creation of middle schools
1965		CSE (Certificate of Secondary Education) introduced
1978	Warnock Report	An important report relating to special educational needs. Some of this was enacted in the Education Act 1981
1988	1988 Education Reform Act	Introduction of the National Curriculum
1996	Tomlinson Report	A report relating to special educational needs students with disabilities. It dealt with the needs of these students
1997	New Labour voted into power	They promised to focus on 'Education for All'. A famous speech by Tony Blair.
1998	Sure Start	A programme to support children's early development. Supported families with young children
1999	1999 Protection of Children Act	A list to be kept of people not suitable to have contact with children
2001	2001 Special Educational Needs and Disability Act	Relates to discrimination on the grounds of disability in all sectors of education
2003	Every Child Matters	A green paper – discussion about children's welfare
2004	2004 Children Act	Established the Children's Commission to provide for the welfare of children
2008	2008 Education and Skills Act	Raised the school leaving age to 18, introduced a new form of training
2011	The Wolf Report	Has led to the requirement for students to study Maths and English after 16 if they are not going to university

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Why is education regulated?

Education is regulated, controlled and mainly funded by the government; even private schools are funded by them (although, as we have discussed, they have their own inspectorate and must be an element of accountability. Accountability relates to making sure education providers provide the best-quality education and using their funds to do this. They need to show value for money and they also need to show they support society and culture and its economic needs. The government wants to make sure children are getting the best education in line with their needs and are progressing.

Department for Education (DfE)

The Department for Education is a government department based in central government. It is responsible for education at all levels and for children's services. It works on new legislation and laws that give a framework for education – as we have already seen in references to EYFS and the National Curriculum. It provides a funding formula so that money is given to schools based in a system as well as frameworks and guidance. It publishes school performance tables and works with Ofsted and Ofqual.

Office for Standards in Education, Children's Services and Skills (Ofsted)

Ofsted is a non-ministerial organisation; this means it is run by the government but is not part of the government in order to protect its work from political influence. It works with the government to ensure that children's services (fostering and adoption) to make sure high standards are being met. Ofsted inspectors go into schools and children's services and inspect them based on a framework; they assess the quality of provision and then write reports that can be accessed by anyone.

Office of Qualifications and Examinations Regulation (Ofqual)

Ofqual also works with the government and is non-ministerial. Its responsibilities are:

- Regulating qualifications and assessments to make sure they are 'fit for purpose'
- They regulate GCSE, A Level and technical and vocational qualifications, like T Levels
- Exam boards work in line with Ofqual regulations – Ofqual ensures the exams are fair

Applied activity:

Create a list of the main functions of the following regulatory bodies. How do they differ and how are they the same?

DfE	Ofsted
www.gov.uk/government/organisations/department-for-education	www.ofsted.gov.uk/
www.ofqual.gov.uk/	www.ofqual.gov.uk/

Building on CS2 – GEC5 – Synthesising

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1.1 Revision questions

1. Which decade saw the creation of free compulsory education?
A. 1860
B. 1870
C. 1880
D. 1890
2. What is the legal age a child must start school?
3. Give **two** types of school that do not have to follow the National Curriculum.
4. Explain why schools need to provide students with independent careers advice.
5. Evaluate the need to regulate education. Give justifications for your answers and identify the regulatory bodies.
6. Identify and describe **three** options post-16 learners have, beyond secondary education.

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Chapter 1.2: Roles and Responsibilities

This chapter deals with the responsibilities that individuals have within education, however, there will be differences based on the age of the education provision. So be linked closely to the needs of students. There are many varied jobs within education, some require professional consideration, and some relate to teaching standards. When working in education, professional considerations and standards are maintained to protect them, especially those with additional needs. Professionalism will deal with those working directly with children in schools who may have an administrative or supporting role. Anyone working within education must have:

- **DBS (Disclosure and Barring Service) check** – this provides a background check to ensure there is no criminal record and to see whether they are listed on the children's barred list.
- **Safeguarding training** – professional training that deals with how to keep children safe from abuse and what to do about it.

What are the general roles in education?

General roles in education – in this context – relate to adults, teachers and professionals working in the classroom setting to provide education. These roles will require the individual to have the correct qualification and experience to fulfil the job. As mentioned before, these general roles in education relate to the age range and provision that we have explored in the previous chapter.

Early years

Early years relates to the education of children from 0–5. It is driven by the EYFSP and the types of settings. Working in early years is not formal teaching; rather it is the support of children's play and is a skilled role.

Early years practitioner

This role could be in several settings, such as a nursery, preschool or other setting. The role is often referred to as 'early years practitioner' as a term comes from 2007 when it gained professional status. A Level 2 qualification is needed and the EYFSP must be followed. Early years practitioners are responsible for:

- The safety and care of – and providing a range of developmental educational opportunities for – the children in their care.
- They do not formally teach but create opportunities for development through play.
- They are responsible for keeping records, e.g. registers.
- They will complete observations and plan activities.
- They will communicate and feed back to parents about the development of the children.
- They need to be able to work in a team and with other professionals to provide the best possible outcomes for the children.

In an early years setting, those with a Level 2 qualification should not exceed half of the staff in the setting. Any staff members who are under 17 must be supervised. This ensures that children are well cared for and that less-qualified staff are not taken advantage of within their setting. Only staff who are qualified for the role they are qualified for.

Early years educator

An early years educator is like an early years practitioner, although a Level 3 qualification is required. The EYFSP must be followed. There is also a difference with adult-to-child ratios as educators are more qualified to take on more responsibility. Children under the age of two must have an early years educator. In registered settings working with children over the age of two, there must be at least one early years educator. They have both a Level 6 qualification and QTS (Qualified Teacher Status) or equivalent. They are responsible for ensuring and tracking the development of the children and providing a wide range of learning opportunities. Because they are more qualified, they also have a greater degree of working responsibility to an early years practitioner.

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Room leader

A room leader is a practitioner or an educator who will have additional responsibilities after. These are more used in nurseries. They will support the staff in that room, topics the children may explore and the environment, and have more contact with link to management to make sure the provision is working well. They will support have to complete more paperwork and observations. They will order equipment need to manage a budget. They need to be organised!

School

Schools operate in the 5–16 age range. This is where a more formal education is provided, and students are grouped by age. Students will now be in a classroom setting with more formal rules and expectations. There are three main general roles explained below. They are all involved in the development of knowledge, skills and understanding. As a professional working within a school, there are standards to follow in how you talk, dress, and communicate with the students; this must be appropriate to the age and need of the child.

Teaching assistant

Teaching assistants can be found in most educational institutions. Their main role is delivering the lessons. They can support either with the whole class or with group individuals, sometimes supporting behavioural, academic and emotional needs. They are all teaching assistants, but they all support learning in the classroom and support the teacher, monitoring students' progress and carrying out administrative duties such as photocopying with displays and school trips or extracurricular activities. The role is wide-ranging across the school.

An **HTLA** (higher level teaching assistant) will be able to provide group teaching or one-to-one teaching that has been directed by the teacher, and may help with the planning of lessons. Higher level teaching assistants normally work a term-time-only contract. Basic numeracy and literacy are needed to support children in Maths and English, and there are Level 1, Level 2 and Level 3 qualifications that can be undertaken, often supported by the school. Higher level teaching assistants are also found in colleges and sixth forms.

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Teacher/Lecturer

Teachers and lecturers will oversee a group of students to enhance their knowledge.

- Teachers typically work in school environments (ages 5–16 years).
 - In primary school they will be responsible for teaching all the subjects across the Curriculum or the curriculum of the school.
 - Secondary school teachers will have a degree in the subject they teach a Certificate of Education).
- Lecturers work in further education or higher education (universities and colleges) on a subject.

They will be responsible for planning and delivering lessons, and for assessing the progress of students. They will also be responsible for behaviour, will have a pastoral role looking after the needs of students, and will report back to parents. Teachers in primary and secondary schools will have a degree and Qualified Teacher Status (QTS). In colleges and further education, they will have a degree and experience and can undertake teacher training that will lead to Qualified Teacher Status.

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Head teacher

A head teacher will oversee the school or educational institution. They may still be dependent on the head teacher and the size of the school. They will support staff to manage the structures in the school. They will be involved in staffing, supervising the school's ethos and aims, and making sure all policies are correct. They may also have responsibilities that they use to give responsibilities to; for example, an assistant head teacher may be responsible for learning. They will make sure the curriculum is suitable for the children they teach and the life they live. They will communicate with parents and follow the government guidance. They will use performance data to plan how to improve and get the best results for the students.

Case study

Stephen is a teacher in secondary school. In a normal school day, he will arrive at school, check his lessons for the day, making sure he has all the resources needed. He will know the children who may need extra support or differentiated materials. He will make sure a Year 7 pupil who needs enlarged text, so Stephen will make sure her worksheet is on a larger piece of paper. He may attend a meeting before school or get an email with the information. In the meeting today he is told that his Year 9 tutor group will be having an assembly, so he registers them and gets them there on time. A register is a legal requirement and the attendance officer will check to make sure all children are accounted for. As Stephen works with the Science technicians who will make sure he has the litmus paper ready for the day his GCSE group will be having an assessment, and he will need to mark the results for the reports due the following week.

Research activities:

Search for job roles for each of the roles above and read the job descriptions and person specifications.

Choose the one you find most interesting and create a fictitious CV to apply for the role. Who would make the most exceptional candidate?

Building on CS2 - GEC3 – create texts for different purposes and audiences

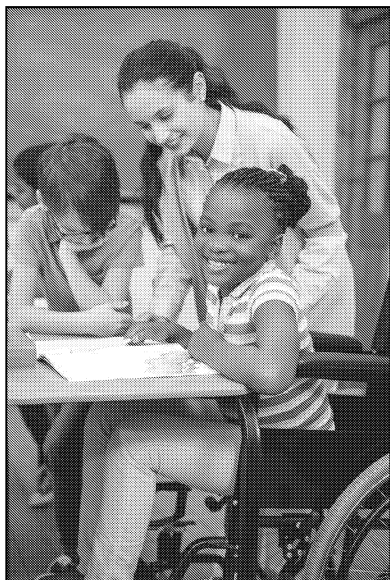
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What are the specialist roles in education?

What are the specialist roles in education?

We live in a diverse population with a vast range of children who need a variety of specialist roles in education that serve this need. This chapter will take a look at some of these specialist roles and explain their responsibilities in education.



Special educational needs and disabilities (SEND)

A SENDCO (also called SENCO) is a specially trained professional who supports students with special educational needs and disabilities. They have completed specialist training to enable them to write support plans and EHC plans (EHCP). They work with teachers, psychiatrists, and provide nurture groups and support for social development. They will often work with outside agencies. They are responsible for making sure the SEND provision in schools and provision is made for all students.

Case study

Abigail is a SENDCO at a Secondary school. Her day starts early as she works with the children on children with extra needs. She has a percentage of responsibility for raising their attainment. Abigail works with the children, and this involves identifying strategies. She supports the children in their lessons inclusive for all. She works with assistants to make sure the children are meeting with outside agencies. She works with the students with mental health issues and an ISP (Individual Support Plan) for dyslexia.

Designated safeguarding officer (DSL)

A designated safeguarding officer within a school will have the responsibility for any safeguarding concerns and making sure staff know how to spot the signs and what to do. They will have received extra training from the local safeguarding organisation to enable them to do their role. They will be known to all staff in a school and will be responsible for dealing with any disclosures that are made. A disclosure is when a student tells a member of staff something of concern that is happening to them, e.g. abuse or neglect. The designated safeguarding officer will ensure that all staff are aware of safeguarding and how to keep everyone safe in the school. The designated safeguarding officer maintains the safeguarding policy and the paperwork. All schools and educational settings must have a designated safeguarding officer under the Children Act 2004. They will receive extra training, which is updated every two years.

Designated person

A designated person within a school will have responsibility for a certain cohort of children. A designated person will have safeguarding or child protection responsibilities and will be designated for looked-after children. Looked-after children are those children who have been in care by social workers and interventions, work with local authorities, make sure staff are aware of policies (and keep records. They may also provide mentoring and support for the children and emotionally. Schools may also designate people to look after other areas of concern for students, depending on the needs of the school.

Mental health lead

Most educational establishments will have a mental health lead. This member of staff will coordinate a mental health and well-being approach in schools which supports students. Training is available for this role to support staff in the development of it. The government is focusing on promoting and supporting mental health in schools and is offering grants to train every school and college.

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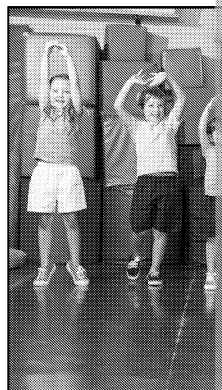


Mentor / pastoral support

Schools will have a colleague who will offer mentoring and pastoral support. They support students into and out of school, and their well-being within school. Mentors can be academically focused and will work with students to improve performance using their subject knowledge. Pastoral support is how the school supports the wellbeing of the students, including their social, emotional and mental aspects. It can be linked to the ethos of the school, for example, a religious school based on religious ethics and morals. Pastoral support is seen within tutorials and citizenship and PHSE.

Physical activity and nutrition coordinator (PANCO)

PANCO is a new role that relates mainly to early years education. A PANCO coordinates nutrition, what children eat, and physical activity. Their role is to support children and families with their health and well-being and to combat obesity. They have a focus on positive change with practical application of activities to support a healthier lifestyle. They work with health and education professionals and provide signposting for parents to the right advice to keep their children physically fit and well. They must have knowledge of the guidelines for nutrition and physical activity. There is a recognised Level 4 certificate to be accredited to become a PANCO.



Counsellor

Counsellors may be employed full time by a school, or they may visit a school on a part-time basis depending on the size of the school. If the school is a multi-academy trust, a counsellor may be shared between schools. If maintained by the local authority, a counsellor may be provided by them. Counsellors must have membership to an accredited register. They provide one-to-one counselling for students referred by a class teacher, a tutor or a designated person within the school. They support students with issues that affect school-age children.

Careers advisor

All schools must provide post-16 independent careers advice to students to ensure they can make informed decisions. Training routes to become a careers advisor can start at Level 2; these can progress to higher levels all the way up to Level 6. Careers advisors are trained to assess the achievements of students, and to help support them in the steps they need to take to progress. They maintain good relationships with employers' colleges, universities and training providers, and align with government policy on the options that are open to students. As with counselling, schools can share a careers advisor across schools. Most educational establishments will have a careers advisor who can help students research their options.

Applied activity:

Create a table, listing each of the jobs outlined above. What is essential for each job? What personal attributes do you think a person would need to work in them?

Specialist job role	Essential	Desirable
Mentor	DBS	Mentoring qualification

Building on CS2 – GEC5 – Synthesising information

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1.2 Revision questions

1. What does SENDCO stand for?
 - A. Special educational needs and diversity coordinator
 - B. Special educational needs and disabilities compliance
 - C. Schools educational needs and disabilities coordinator
 - D. Special educational needs and disabilities coordinator
2. Give **two** examples of roles within the early years stage of education.
3. Explain the role of a designated safeguarding officer.
4. Describe why everyone working in education needs to have a DBS check.
5. Identify **two** specialist roles in education and explain each one in terms of the responsibilities of that job.

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Answers to Revision Questions

Chapter 1.1: Early Years and Educational Provision

1. **Award 1 mark for the correct answer:**
D. 1890
2. **Award 1 mark for an answer that covers the following:**
 - 5 (they must start school in the September following their fourth birthday)
3. **Award 2 marks for any combination of the following:**
 - Academies
 - Free schools
 - Private
 - Independent schools
4. **Award up to 3 marks for an answer that meets the following points:**
 - To be fully informed.
 - To be able to make the right choice.
 - To ensure the option and course is suitable for the career they want.
5. **Award 1 mark for why education is regulated. (Total 1 mark)**
Award 1 mark for two regulatory bodies mentioned. (Total 1 mark)
Award 1 mark for each comparison given. (Total 2 marks)
Overall, this question has a maximum score of 4 marks.
For why education is regulated look for answers that contain accountability, accountable and to make sure it serves the needs of the students.'
Regulatory bodies could include:
 - Ofsted
 - Ofqual
 - Department for EducationComparisons that could be drawn are various, and examples could be:
 - Comparing Ofsted to Ofqual – Ofsted makes judgements on the effectiveness of schools, Ofqual looks after the standard of exams.
 - Comparing Ofsted to the Department for Education – the Department for Education is a government department run by a Member of Parliament who develops policies and franchises schools on behalf of the Department for Education and is independent with no direct control over schools.
6. **Award 1 mark for each option identified; three required from the list below to get full marks. (3 marks). A total of 6 marks can be given for this question.**
 - **School sixth form (1 mark)** – students will be able to continue to study in the same school. They are often smaller in size than other post-16 provision. The school day times of the school they are in, although the timetable follows the school day, lessons as students are expected to undertake independent study. (1 mark)
 - **FE college (1 mark)** – they provide a range of academic and vocational courses, as well as for leisure courses, or courses that, for example, support people learning English as a second language. Colleges can operate on longer days. They are larger than sixth forms and offer more choice, student freedom and more specialist facilities. (1 mark for description)
 - **Specialist college (1 mark)** – colleges that specialise in a specific area, such as performing arts, the arts. They will have specialist facilities and staff. (1 mark for description)
 - **Apprenticeship (1 mark)** – a mix of training and working. Working will be a significant part of this. May be in a college or specialist training facility. (1 mark for description)
 - **Employers (1 mark)** – a variety of options such as to enter the workforce via a traineeship, an internship, an apprenticeship or a school leaver's programme. This could be a traineeship, an internship, an apprenticeship or a school leaver's programme. This is an option for all types of learner from SEND to those gaining a degree while still in school. (1 mark for description)
 - **Private and independent schools (1 mark)** – offer a range of qualifications, some academically based. The main features of these will be that they are fee-paying, selective in their admissions. They may offer a boarding option. They normally have a long history. They will focus on getting students into the best universities. (1 mark for description)

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Chapter 1.2: Roles and Responsibilities in Education

1. **Award 1 mark for:**
 - D. Special educational needs and disabilities coordinator
2. **Award 1 mark for each correct answer, up to 2 marks:**
 - Early years educator
 - Early years practitioner
 - Room leader
3. **Any four from the following, up to 4 marks:**
 - All safeguarding concerns must be communicated to the designated safe
 - Making sure staff know how to spot the signs of abuse/neglect and what to do
 - They will have received training from the local safeguarding organisation
 - They will be known to all staff in a school and will be responsible for dealing with concerns
 - The reporting of disclosures and maintaining that all staff are aware of safeguarding policy
 - Maintaining the safeguarding policy.
 - Keeping child protection paperwork.
 - All schools and educational settings must have a designated safeguarding officer
 - They will receive extra training, which is updated every two years.
4. **Any four from the following, up to 4 marks:**
 - To prevent a person who has a previous conviction from working with children
 - To safeguard children from those who may hurt them.
 - To abide by the law that requires anyone working with children needs a DBS check
 - Morally, anyone working in education needs to put the children's needs first
 - Creates a safe culture for anyone working in a school.
 - Parents know their children are safe and do not have access to unchecked information
5. **Award 1 mark for each role identified. Award a further 2 marks for detail of each role in a school setting. (Total 6 marks)**

Any two from specialist roles:

 - SENCO
 - A specially trained teacher who deals with students with special educational needs
 - They will have completed specialist training to enable them to do this
 - They will oversee writing support plans and EHC plans.
 - They will talk to educational psychiatrists, and provide nurture groups to support emotional development.
 - They will often work with outside agencies to support children.
 - They are responsible for making sure the SEN Code of Practice is followed and that provision is made for all students with SEND.
 - Designated safeguarding officer
 - Will have the responsibility for any safeguarding concerns and making sure staff know the signs and what to do.
 - They will have received extra training from the local safeguarding organisation for their role.
 - They will be known to all staff in a school and will be responsible for dealing with concerns that are made.
 - They maintain the safeguarding policy and keep child protection paperwork up to date
 - They will receive extra training, which is updated every two years.
 - Designated person
 - A designated person within a school will have responsibility for a certain area of the school
 - Normally a designated person will have safeguarding or child protection training and be designated (assigned) to look after children.

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- They will provide help and interventions, work with local authorities (new staff) are aware of policies and procedures, and keep records.
- They may also provide mentoring and support for the child to support and emotionally.
- Schools may also designate people to look after other areas of development depending on the needs of the school.
- **Mental health lead**
 - This member of staff will take the lead to coordinate a mental health schools which supports students' emotional development.
 - Training is available for this role to support staff in the development.
 - The government provides some guidance on promoting mental health grants to train senior mental health leads in every school and college.
- **Mentor / Pastoral lead or support**
 - They are responsible for the transition of students into and out of school within school.
 - Mentors can be behaviour-focused or academically focused and work on performance using mentoring or coaching models.
 - Pastoral support is seen within tutorials, and as part of lessons relating to pastoral care.
- **Counsellor**
 - If the school is maintained by the local authority, a counsellor may be employed.
 - Counsellors must be fully qualified and have membership to an accredited body.
 - They provide one-to-one counselling support for students.
 - They will be experienced and trained in issues that affect school-age children.
- **PANCO**
 - Relates mainly to early years education.
 - They coordinate nutrition, what children eat, and physical activity.
 - Their role is to support children and families with their health and wellbeing.
 - They have a focus on positive change with practical application of a healthier lifestyle.
 - They must have knowledge of the guidelines for nutrition and physical activity.
 - There is a recognised Level 4 certificate to be accredited to become a PANCO.
- **Careers advisor**
 - All schools must provide post-16 independent careers advice to students.
 - Training routes to become a careers advisor can start at Level 2; the training is available at higher levels all the way up to Level 6.
 - Careers advisors are trained to assess the abilities, interests and aptitudes of students.
 - They maintain good relationships with employers' colleges, universities and other educational institutions.
 - They are up to date with government policy on the options that are available to students.

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