Level 3-Unit 6/302: Schools as organisations-Learning outcome 1

**Worksheet 1: Early years provision/Types of school/Post 16 options**

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| **Age** | **Entitlement** | **Types of provision** |
| **0-3** |  |  |
| **3-4** |  |  |
| **4-5** |  |  |

**302-1.1- Summarise entitlement and provision for early years education**

**302.1.2** **explain the characteristics of the different types of schools in relation to educational stages and school governance**

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| **Different Types of School** | Characteristics of this type of school including governance |
| **Primary**  **(Infants & Junior)**  **Secondary**;  **Or three tier**  **First school**  **Middle School**  **Upper School** |  |
| **Pre-Preparatory School** |  |
| **Preparatory School** |  |
| **Public School (single sex)** |  |
| **Independent Grammar School** |  |

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| **Main types of state school:** | **Characteristics of this type of school including governance** |
| **Community Schools** |  |
| **Foundation and Trust schools** |  |
| **Voluntary-aided schools** |  |
| **Voluntary-controlled school** |  |

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| **Different Types of School** | **Characteristics of this type of school including governance** |
| **Special schools** |  |
| **Special units** |  |
| **Pupil Referral Units (PRUs)** |  |

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| **Schools with a difference:** | **Characteristics of this type of school including governance** |
| **City Academy** |  |
| **City Technology College** |  |
| **Grammar schools** |  |
| **Fresh start schools** |  |
| **Federation schools** |  |
| **Leading Edge Schools** |  |
| **Specialist schools** |  |
| **Beacon School** |  |

**302.1.3 explain the post 16 options for young people and adults.**

**Post 16 options**

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| **Option** | **Description** | **Requirements** |
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PLTS

IE 1 - identify questions to answer and problems to resolve

IE 2 - plan and carry out research, appreciating the consequences of decisions

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PLTS

**IE 1 - identify questions to answer and problems to resolve**

**IE 2 - plan and carry out research, appreciating the consequences of decisions**

**IE 4 - analyse and evaluate information, judging its relevance and value**

**Learning outcome 2-** **Understand how schools are organised in terms of roles and responsibilities**

**2.1** explain the strategic purpose of:

a) school governors

b) senior management team

c) other statutory roles e.g. SENCO

d) teachers

e) support staff roles

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| **Job title** | **Strategic role** | **Responsibilities** | **Accountable to** |
| **School Governors** |  |  |  |
| **Senior Leadership Team** |  |  |  |

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| **Job title** | **Strategic role** | **Responsibilities** | **Accountable to** |
| **SenCo** |  |  |  |
| **Class teacher** |  |  |  |

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| --- | --- | --- | --- |
| **Job title** | **Strategic role** | **Responsibilities** | **Accountable to** |
| Caretaker |  |  |  |
| **MSA** |  |  |  |
| **Teaching assistant**  **3/332.1.1** |  |  |  |

**6/302.2.2 explain the roles of external professionals who may work with a school eg. educational psychologist.**

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| **External professionals** | **Roles and responsibilities** | **Impact on the work of schools** |
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**6/302.6.3 Explain the roles of other organisations working with children and young people and how these may impact on the work of schools.**

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| **External organisations** | **Roles and responsibilities** | **Impact on the work of schools** |
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IE 3 - explore issues, events or problems from different perspectives

IE 6 - support conclusions, using reasoned arguments and evidence

CT 3 - connect their own and others’ ideas and experiences in inventive ways

CT 4 - question their own and others’ assumptions

**Learning outcome**

**6/302.3.1 Explain how the aims values, ethos and mission may be reflected in working practice in schools**

**Discussion points**

* Define what is meant by aims and values, ethos and mission.
* Reflecting on your experience how are these manifested in school in particular with different parties i.e. parents, students, teachers, senior management.
* What different levels of influence do different parties in school have in developing ethos, mission, aims and values.
* What suggestions could you offer in developing improvements in peoples’ understanding of what

ethos, values, aims and mission are and how they could experience them in school?

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|  | **Definition** |
| **Aims** |  |
| **Values** |  |
| **Ethos** |  |
| **Mission** |  |

**6/302. 3.2 Evaluate methods of communicating a school’s ethos, aims, mission and values.**

**Discussion points**

* Give some examples of how a school’s ethos, aims, mission and values can be communicated.
* Explore which are the most effective methods to communicate ethos, aims, mission and values.
* How well are these areas communicated and felt in your school and in comparison with other schools that are in your area?
* What suggestions could you make to improve how they are communicated?

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**Learning outcome 4-** **Know about the legislation affecting schools**

**6/302.4.1** Summarise the laws and codes of practise affecting work in schools

**6/302.4.2** Explain how legislation affects how schools work

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| **Legislation** | **Summary of legislation** | **Impact on schools** |
| **Human Rights Act 1998** |  |  |
| **Data Protection Act 1998** |  |  |
| **Freedom of Information Act 2000** |  |  |
| **Equality of Opportunity**  **Unit 5 1.1** | **Sex Discrimination**  **Race Discrimination**  **Disability Discrimination Act** |  |
| **Special Educational Needs** | **Special Educational Needs and disabilities act.**  **Special Educational Needs Code of Practice.** |  |

**6/302.4.3** Explain the roles of regulatory bodies relevant to the education sector which exist to monitor

and enforce the legislative framework, including:

a) general bodies such as the Health and Safety Executive

b) school specific regulatory bodies-OFSTED

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| ***Ofsted***  ***Office for Standards in Education*** | **Role of regulatory body**: | **Role of school:** |
| ***Health & Safety Executive*** | **Role of regulatory body**: | **Role of school:** |
| ***Disability Rights Commission:***  ***DRC*** | **Role of regulatory body**: | **Role of school:** |
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**Learning outcome 5- Understand the purpose of school policies and**

**procedures**

**6/302.5.1** Explain why schools have policies and procedures.

**Discussion points**

* For what reasons do schools have policies and procedures?
* What is the purpose of these policies and procedures and what are the benefits to schools?
* What kind of protection do they give and to who?

**6/302.5.2** Summarise the policies and procedures schools may have relating to:

**a) staff**

**b) pupil welfare**

**c) teaching and learning**

**d) equality, diversity and inclusion**

**e) parental engagement**

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| **Policy** | **What are the important features of the policy?** | **What is its purpose?** |
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**6/302.5.3** Evaluate how school policies and procedures may be developed and communicated.

**Discussion points**

* What do schools need to do with regard to the policies and procedures they have in place?
* How are they developed and who takes responsibility in developing them?
* How are the policies and procedures communicated?
* What policies do you think are important for you to be aware of in your role and for what reasons?
* Detail your experiences of being informed of policies and procedures in your school? What methods have been the most informative for you in order to carry out your support role?
* Describe any improvements you could make in the development and communication of policies and procedures especially to do specifically with situations regarding your work?
* Can you present an example of how you followed a policy or procedure in your present role.
* Give details of the kind of problems that could be encountered if there are no policies or procedures or inconsistencies within them and their implementation. Illustrate your arguments with examples from your own or hypothetical experience.
* How would you find out about the policy or procedure and where would you find information on it?
* If you have worked in a different school have you experienced a different method of following a procedure or are they all similar?

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IE 2 - plan and carry out research, appreciating the consequences of decisions

IE 4 - analyse and evaluate information, judging its relevance and value

Learning outcome 6-Understand the wider context in which schools operate

**6.1 Summarise the roles and responsibilities of national and local government for education policy and practice**

* What is the role and what are aims of National government in education policy and practice?
* What kind of support does local government provide for education at a local level?
* Through what means is this support provided.

**6.2 Explain the role of schools in national policies relating to children, young people and families.**

What policies and procedures are directed by National Government that schools must develop and implement?

Show how your school has developed policies with regards to the following and what national policies they may be linked with.

* School trips
* safeguarding
* premises and security

**6.3 Explain the roles of other organisations working with children and young people and how these may impact on the work of schools.**

* List examples of different organisations and agencies that work with schools.
* Summarise in which ways the agency or organisation can work with the school.
* What agencies and organisations does your school work with most?
* Describe how agencies and schools can work most successfully together.