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Education Alternatives

Teaching and Related Professions Task Group
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Introduction

About *Education Alternatives*

This publication seeks to meet the demand for more information about education-related careers **outside of** work as a qualified teacher in a mainstream school.

It is a particularly useful resource for:

- undergraduates and recent graduates who are drawn towards a role in which they can help people learn, but who are not necessarily sure that mainstream teaching is for them;
- undergraduates and graduates who have commenced mainstream teacher training but who have found it necessary to discontinue that training;
- established school teachers who are seeking to move to a different sort of educational role.

How to use this publication

The authors have attempted to use job titles that are recognised throughout the UK but there is tremendous variability in titles and availability of posts. Typically, job titles such as 'Education officer', 'Community worker', 'Adviser' and 'Tutor' are used in more than one setting, so the reader is advised to study the specifics of the job before making any assumption about job tasks or qualifications.

Some of the jobs described in this publication may be available to those with limited experience (e.g. advocacy workers, camp counsellors) while others may require substantial previous experience in schools or other educational settings (e.g. Ofsted inspector) and/or professional qualifications in addition to a degree (e.g. educational psychologist, careers adviser).

The publication aims to signpost readers to appropriate contacts and resources to enable them to explore the career paths in more detail, rather than to provide comprehensive descriptions of the job or career prospects. Each chapter contains a 'Further information' section, signposting additional resources that readers should consult before making any significant career decisions.

Additional resources

The AGCAS *Teaching and Education Sector*, http://www.prospects.ac.uk/p/sectors/teaching_and_education_sector.jsp focuses in detail on current and future developments in education and includes a number of job profiles.

The AGCAS *Occupational Profiles*, also available on the Prospects website, http://www.prospects.ac.uk/p/types_of_job/education.jsp, provide detailed information on a range of education-related job profiles. Relevant job profiles are referred to throughout this publication.

Developments in education

The authors recommend that interested readers keep in touch with current developments in the education sector. Change is continuous, so to keep up to date, consult:

- Training and Development Agency, www.tda.gov.uk;
- Department for Children, School and Families, www.dcsf.gov.uk;
- The Times Educational Supplement, www.tes.co.uk;
- Guardian newspaper, <http://education.guardian.co.uk>;
- Teacher net, www.teachernet.gov.uk;

- NFER, www.nfer.ac.uk/eurydice.
- Qualifications and Curriculum Authority, www.qca.org.uk/14-19/developments;
- The Scottish Government, www.scotland.gov.uk;
- Welsh Assembly Government, www.wales.gov.uk;
- Department of Education (Northern Ireland), www.deni.gov.uk.

Finding job vacancies

Useful websites include:

- TES Jobs, www.jobs.tes.co.uk;
- The Times Higher Educational Supplement, www.thes.co.uk;
- EducationGuardian.co.uk, <http://education.guardian.co.uk>;
- Jobs.ac.uk (university appointments), www.jobs.ac.uk;
- public sector vacancies, www.jobsgopublic.com and www.lgjobs.com.

Many regional and local newspapers now publish their jobs pages online. The Fish4jobs website, www.fish4.co.uk/iad/jobs, has details of local vacancies.

Local authority websites also carry information about educational services in their area as well as details of teaching and non-teaching education vacancies.

Education Recruitment Agencies locally can be a useful resource. For a list of agencies see www.rec.uk.com.

Contacts

Yearbooks and directories are useful for identifying contacts for gaining work experience and for speculative job applications. The two main ones are:

- *Education Yearbook*, Pearson Education, Annual;
- *The Education Authorities Directory and Annual*, The School Government Publishing Company Limited, Annual.

www.edubase.gov.uk provides an electronic directory of schools.

Alternative education: Montessori and Steiner Waldorf

Alternative education includes: progressive education; human scale education; Montessori; and Steiner Waldorf. 'Alternative Provision' is a term used for arrangements for pupils who cannot attend school for medical or personal reasons, and not to be confused with alternative education discussed here.

Common themes running through alternatives to 'traditional' schooling are the desire to democratise the organisation of the school and to move from teacher-centred to child-centred learning. Most alternative teaching is in small groups, usually involves the parents and often takes place in independent fee paying schools.

For entry to this field, consider gaining a PGCE at some stage (as you are more likely to find financially viable openings in alternative education with this qualification) plus some experience of the state system.

There is no umbrella organisation or association that covers this diverse range of alternative teaching methods. LIB ED produces a monthly magazine and a do-it-yourself guide with useful contacts. Freedom in Education, www.freedom-in-education.co.uk and Personalised Education Now, www.personalisededucationnow.org.uk provide background information and reading on alternative forms of education.

Progressive education

Perhaps the most famous example of progressive education is Summerhill in Suffolk, founded in 1921 with the aim of making the school fit the child; so allowing children to be themselves, choose what they want to learn and decide which lessons to attend. The school offers mainstream exams and teachers are usually qualified, even though as an independent school they can offer work to those without QTS.

Human scale education

Human scale education aims to promote small, human scale learning communities within the state and independent sectors. It is an education reform movement and works directly with parents and schools.

Montessori education

The Montessori method of education developed from the work of Dr. Maria Montessori in the early 1900s. Its emphasis is on stimulating a child's individual creative potential by providing suitable learning materials in a free environment ('directed play'), in which children are encouraged to develop a social and well-rounded personality at their own pace. The philosophy of teaching is to 'control the environment, not the child' with the role of the teacher as observer and provider of carefully designed equipment and exercises. The Montessori method is best known in the UK for pre-school and primary education.

If you want to teach in a Montessori school, you will usually need a Montessori qualification such as the Early Childhood Diploma which can be taken as a full-time or part-time course or as a distance learning programme. MCI is an independent Montessori Teacher Training College but other colleges offering relevant courses are listed on the Montessori International website, www.Montessorimagazine.com. These qualifications are not sufficient to teach in state schools. For some vacancies you also need knowledge of the Foundation Stage (EYFS) and OFSTED requirements. More general information about the movement is on the Montessori website, www.Montessori.org.uk.

Steiner Waldorf schools

Parents generally send their children to a Steiner Waldorf school because more importance is placed on a child's moral and personal development than on their academic performance. Continuity in the pupil-teacher relationship is maintained over several years of the curriculum. The Steiner Waldorf schools movement comprises the largest independent schools movement in the world: there are over 900 Steiner Waldorf schools worldwide – around 35 of which are in Britain and Ireland, together with about 50 early years centres.

In general, most schools expect teaching applicants to have completed at least the two year Steiner initial teacher training programme, although this changes depending on supply and demand for teachers. Some countries where there is state funding for Steiner Waldorf schools also require teachers to have Qualified Teacher Status. There are two full time courses available:

- BA Hons in Steiner Waldorf Education or a Foundation Degree (FdA) in Steiner Waldorf Early Childhood Education, offered by the University of Plymouth. The FdA can lead to BA Hons in Steiner Waldorf Education or Early Years Professional qualification.
- A full-time three year teacher education course is offered by Emerson College, although this is not running in 2009/10.

Part-time courses are run at the London Centre for Steiner Waldorf Teacher Training and at North of England Steiner Teacher Training Centre over two years. A few schools offer school based training.

Curative education is a multi-disciplinary professional activity dedicated to the care and education of, and use of therapeutic activities and crafts with, children and adults with complex needs. The University of Aberdeen, in conjunction with Camphill Rudolph Steiner Schools, offers co-workers a BA degree in Curative Education.

Further information

Websites

Association of Camphill Communities in Great Britain, www.camphill.org.uk

Emerson College, www.emerson.org.uk

Freedom in Education, www.freedom-in-education.co.uk

Human Scale Education, www.hse.org.uk

LIB ED, www.libed.org.uk

Montessori, www.montessori.org.uk

Montessori Teacher Training, www.montessorimagazine.com/Training.htm

Montessori Centre International, www.montessori.uk.com

Personalised Education Now, www.personalisededucationnow.org.uk

Summerhill School, www.summerhillschool.co.uk

Steiner Waldorf Schools Fellowship, www.steinerwaldorf.org.uk

University of Aberdeen, www.abdn.ac.uk/education/courses/curative

University of Plymouth, www.plymouth.ac.uk

Alternative provision: pupil referral units, home and hospital teaching services

Alternative provision refers to education outside of schools, when it is arranged by local authorities or schools. This includes pupil referral units (PRUs), hospital schools, hospital and home teaching services, tuition centres and e-learning centres among others. It can also refer to arrangements made by schools for those at risk of exclusion, such as placements in further education colleges, vocational training or projects run by the voluntary or private sector.

In 2008, the Department for Children, Schools and Families (DCSF) launched a White Paper "Back on Track - A strategy for modernising alternative provision for young people". This Paper sets out the Government's proposals for changes to alternative provision in the future. It provides for a range of private, voluntary and state sector pilots for teaching excluded pupils and others and intervening early to prevent the need for exclusion. It set up a Database of Providers of Alternative Provision, an on-line directory which can be found on the Teachernet website, www.teachernet.gov.uk.

Vacancies for staff in alternative provision settings are advertised locally and in the *Times Educational Supplement (TES)*. Mainstream teaching experience is usually required for teaching posts and special needs experience is useful, as it demonstrates the ability to modify the curriculum for each child. Hospital-based services advise interested teachers to visit to see the work first-hand.

Pupil referral units

Pupil referral units (PRUs), which are operated by local authorities (LAs), offer National Curriculum teaching to pupils temporarily excluded from mainstream schools, or who cannot attend either a mainstream school or special school. This includes children who display severe behavioural problems, are emotionally disturbed and very withdrawn. There continues to be widespread debate as to whether these children should be educated within mainstream or special education. Run by a 'Teacher-in-Charge', staff in this environment are usually teachers with mainstream school experience. The Department for Children, Schools and Families (DCSF) website (www.dcsf.gov.uk) has further details.

Teaching children with medical needs

In any one year there are approximately 100,000 children who cannot attend school because of their medical needs. In addition, there are a significant number of children with mental health problems.

Local authorities (LAs) have a statutory duty to provide an education for children who are out of school for reasons of sickness. This covers children in hospital, those convalescing at home and pupils who have a diagnosed medical condition that prevents their attendance at school. This obliges LAs to provide home and hospital teaching services. Provision varies between LAs and includes a mix of hospital schools and home and hospital services run by the pupil referral services. In some cases there are two distinct teams of staff who teach either in hospital or with a home teaching service/medical education team; in others teachers will cover both areas.

The Department for Children, Schools and Families (DCSF) and Department of Health (DH) have produced guidelines (Access to Education for Children and Young People with Medical Needs) which are available online and give further details.

Hospital schools

Hospital schools are governed by the same regulations as any other LA school. The National Curriculum is followed, Standard Assessment Tests may be administered to long-term patients and establishments are inspected in the normal way. There are many differences, however, between the role of a hospital teacher and of a mainstream teacher. For example, most teaching is done on a one-to-one basis. Each pupil has a separate work programme so adaptability and flexibility are essential qualities for this type of teacher. The teaching may be carried out in a classroom but the majority is by the bedside. A larger hospital school may be able to cover the main subject areas by recruiting specialist teachers but other teachers may have to be employed on a sessional basis. In smaller hospital schools, teachers may have to teach a wide variety of subjects. Pupils will have emotional as well as medical needs to accommodate.

Hospital teachers work as part of a multi-disciplinary team. Daily reports are exchanged between nursing staff and teachers at the beginning and end of a day. There is liaison too with the pupil's mainstream school to establish the child's educational needs.

Home teaching

A home teaching service looks after children who return home on leaving hospital, and who cannot yet go back to their own school. It may also cover other groups such as pregnant schoolgirls, children just coming into the country and statemented children waiting for a placement. Sometimes the home service and hospital teaching service may be run as one. Both full-time and sessional teachers will visit children at home, so organisational skills are most important in order to make sense of varied timetables and journeys. Each teacher is also head of subject and has other responsibilities such as careers, records of achievement or examination secretary. Although a lot of work is done independently, they have to be able to work in a team and keep records for schools and other professionals.

Further information

Websites

Access to Education for Children and Young People with Medical Needs,

<http://publications.dcsf.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DFES%2f0025%2f2002&>

Department for Children, Schools and Families, www.dcsf.gov.uk

Database of Alternative Provision, www.teachernet.gov.uk/alternativeprovision

National Association of Hospital and Home Teachers, www.nahht.org.uk/aboutus.htm

Parents Centre,

<http://www.parentscentre.gov.uk/educationandlearning/specialneeds/childrenwithmedicalneeds/>

TES Jobs, www.jobs.tes.co.uk

Careers and educational guidance: careers advisers, personal advisers, adult guidance workers, careers information officers

Careers advisers/Personal advisers (careers)

A careers or personal adviser provides information, advice and guidance (IAG) inside and outside education. Tasks typically involve:

- assisting clients with planning for employment, education and training;
- running group sessions on all aspects of careers work;
- liaising with employers and building the occupational and labour market knowledge which underpins the role.

The role of careers adviser in the 13-19 age group in England has been largely subsumed into that of personal adviser within the Connexions service; jobs are primarily with local authorities delivering Connexions, or their partner organisations. In Northern Ireland, Scotland and Wales the more traditional careers adviser role has been maintained, employed by Careers Service Northern Ireland, Careers Scotland, or one of the six regional companies that make up Careers Wales.

Further education (FE) and sixth-form colleges and some schools employ careers advisers on their own staff; the Independent Schools Careers Organisation also employs careers advisers to work in member schools.

Some careers advisers work partly or wholly with adults, employed by a range of colleges, training providers, community organisations and private companies. In England this may be

under the umbrella of the government's 'nextstep' network, and in Northern Ireland, Scotland and Wales it may be with the relevant careers service organisation (see below, 'Adult guidance workers'). Many more are employed in higher education (see below, 'Higher education careers advisers').

See the AGCAS Occupational Profile *Careers adviser/personal adviser (careers)* on the Prospects website for more information about this role, www.prospects.ac.uk/links/caradviser.

Personal advisers

Personal advisers generally work for Connexions in England, providing information, advice and guidance (IAG) to 13-19 year olds. They may also work with young people up to the age of 25 who need extra support due to physical, medical or learning disabilities. Scotland, Wales and Northern Ireland have their own separate support services for young people.

Personal advisers give young people the support they need to help them achieve their potential. They offer advice and guidance on a variety of issues, including education, careers, homelessness, health, relationships and money. A young person needing support will usually have one personal adviser, who will refer to or bring in specialist support as necessary.

The work of a personal adviser may vary according to how the relevant local authority has structured the delivery of the Connexions service. It may also depend upon their qualifications and work experience; for example, personal advisers who originally trained as careers advisers, social or youth workers, or special educational needs teachers may provide more specialist help; others may fulfil a more generic role, regardless of their background.

The work may also differ according to the number of young people they work with, the nature of the problems these young people face, the level of support they can offer, and the setting that they work in. For example, some personal advisers may spend all their time working with young people who are not in education, employment or training, whereas others may work with a wider caseload in a school. Despite this variation, all personal advisers have a common aim to support young people and deal with any issues that concern them.

Adult guidance workers

Adult guidance workers advise clients on employment, training and educational opportunities in order to help them make well-informed and realistic decisions about their future. To do this, the guidance practitioner may use a variety of methods: individual discussions with the client are most common, but other methods include using ability and personality tests, computer-based interest guides and group work.

Clients include adults of all ages and levels of ability. They may be employed, unemployed or in education and, depending on the policy of individual guidance services, may have to pay for the service provided. Guidance workers in a college setting will also work closely with academic staff and other student support services to provide ongoing support and advice on welfare, finance and accommodation issues. Others may undertake a marketing function on behalf of their college or centre in the form of organising open days and information evenings.

Many adult guidance workers are graduates, although an HND or a relevant professional qualification and/or experience is also accepted; many have a careers guidance qualification or relevant NVQ.

See the AGCAS Occupational Profile *Adult guidance worker* on the Prospects website for more information about this role, www.prospects.ac.uk/links/adultguiwork.

Higher education (HE) careers advisers

A careers adviser in HE provides information, advice and guidance to undergraduates, graduates and postgraduates through individual interviews and group work. They help clients to:

- assess their values, interests, abilities and skills (and relate these to opportunities for employment, further study and training);
- make decisions, develop strategies and carry out career plans;
- present themselves effectively in applications and at interviews;
- cope with the transition from higher education to employment.

Increasingly, careers advisers work with academic colleagues to negotiate and deliver careers education within the curriculum and liaise with employers regarding effective recruitment practices. They also work with staff from other careers services to carry out research on graduate opportunities and to run staff development opportunities for careers service colleagues. Many are also involved in writing for their own service and external publications.

See the AGCAS Occupational Profile *Higher education careers adviser* on the Prospects website for more information about this role, www.prospects.ac.uk/links/hecaradviser.

Careers information officers

A careers information officer identifies, analyses and assesses the suitability and value of information relevant to a careers service or careers information unit. They develop strategies for information planning, procurement, provision and management to meet current and anticipated needs, while considering budgeting constraints. Often providing a service both internally to service users, such as current and former students and work colleagues, and externally to other organisations and clients, they may also be responsible for other areas within the service, not necessarily information-related, such as quality assurance, organising training activities and planning events for students.

Individual tasks tend to vary between post holders, depending on the size and the type of the employing service. However, there is common ground and typical activities will usually include maintaining and updating the careers library, assisting students with information queries and helping them to use information sources. The job may also include researching and writing careers information and newsletters, vacancy bulletins or publicity materials, and compiling statistics on graduate employment.

A substantial proportion of information officers working in HE are graduates or qualified librarians.

See the AGCAS Occupational Profile *Careers information officer* on the Prospects website for more information about this role, www.prospects.ac.uk/links/carinfoofficer.

Further information

Websites

AGCAS (Association of Graduate Careers Advisory Services), www.agcas.org.uk

Careers Service Northern Ireland, www.careersserviceeni.com

Careers Scotland, www.careers-scotland.org.uk

Careers Wales, www.careerswales.com

Every Child Matters (Dept for Children, Schools and Families), www.everychildmatters.gov.uk

Institute of Career Guidance (ICG), www.icg-uk.org

NAEGA (National Association for Educational Guidance for Adults), www.naega.org.uk

Classroom support in schools: cover supervisors, teaching assistants, teaching laboratory technicians

Cover supervisors

Cover supervisors are employed by schools or teaching recruitment agencies to work in schools and 'cover' classes where the teacher is absent. There are currently no specific qualifications required for the role of cover supervisor, but experience of work with young people or children is often an advantage. They are usually not qualified teachers, but may be teaching assistants, graduates interested in gaining experience in schools or even undergraduates who want to work on a casual basis during term. Cover supervision is a responsible role and so schools ensure that all staff have the necessary skills and knowledge before being given charge of a class. They work during school hours and are responsible for supervising the class and managing pupil behaviour while the pupils complete work set by teaching staff.

The role is relatively new, and emerged from the Government's recent 'Remodelling' strategy. Cover supervisors often cover classes for 'short term absences' (e.g. three days), but this can vary with the school and situation.

If employed by a teaching recruitment agency, you are likely to be called at short notice to work at a school and paid on a daily basis. If employed by a school on a more regular basis, and no cover work is needed, you may be asked to act as a teaching assistant in a class instead.

Jobs are advertised in local press and through teaching recruitment agencies such as Capita or ETeach. For a national list of agencies see www.rec.uk.com.

Further information

Websites

Cover Supervisors,
www.coversupervisors.co.uk/job-information-for-cover-supervisors.php
Recruitment Executive Confederation, www.rec.uk.com

Teaching assistants/Higher level teaching assistants

Teaching assistants provide support to teachers and pupils in a school setting.

Typical work activities include:

- helping children in all areas of the curriculum;
- assisting with the preparation of the learning environment;
- liaising with parents;
- maintaining pupil records and carrying out administrative tasks;
- supporting children who have special needs or those who speak English as a second language.

See the AGCAS Occupational Profile *Teaching Assistant* on the Prospects website for more details. www.prospects.ac.uk/p/types_of_job/teaching_assistant_job_description.jsp

Higher level teaching assistants (HLTA) work in schools as highly skilled support staff and would normally have undertaken an assessment programme and been awarded HLTA status by the Training and Development Agency. They work with teachers and support learning activities for pupils. Roles vary with the situation but they could deliver the lessons set by teachers, support pupils undertaking lessons, and assess, record and report on development, progress and attainment as agreed with the teacher.

Some HLTAs with additional responsibilities will work beyond this and may also plan and prepare lessons, or a series of lessons. They may also have line management responsibility for other support staff or carry out another leadership role for an aspect within the school.

In some schools, HLTAs are employed in full time roles, whereas in other situations, teaching assistants work as HLTAs for part of their job.

Further information

Websites

Teaching Assistant Occupational Profile,

www.prospects.ac.uk/p/types_of_job/teaching_assistant_job_description.jsp

Training and Development Agency,

www.tda.gov.uk/support/support_staff_roles/learningsupportstaff/hlta.aspx

Teaching laboratory technician work

A teaching laboratory technician works in all kinds of educational institutions, from secondary school upwards. Their work involves supporting the work of science teachers and their students to ensure that they:

- make the best use of the time they spend in the laboratory;
- use equipment safely;
- accurately record the results of their work.

The work mainly involves providing technical support, ensuring that equipment is functioning properly and is ready to use, and that the right materials are available for particular lessons.

Sometimes laboratory technicians will:

- work closely with students demonstrating experiments;
- help teachers with a class;
- support individual students on research projects.

See the AGCAS Occupational Profile *Teaching laboratory technician* on the Prospects website for more information, www.prospects.ac.uk/links/teachlabtech.

Further information

Vacancies are advertised in the local press and at job centres. Some also appear in magazines like *New Scientist* (www.sciencejobs.com).

Websites

The Association for Science Education (ASE), www.ase.org.uk

Career Structure for Science Technicians in Schools and Colleges,

http://www.ase.org.uk/htm/homepage/career_structure/careerstructure.pdf

Community-based learning and youth work: community and adult education, youth and advocacy work

Community and adult education

Community-based learning is voluntary and available to all members of the community. It can be split into the following occupational strands:

- community-based adult learning;
- community education;
- youth work;
- parenting education/support (see 'Early Years Settings' chapter).

About half of the workforce is employed by local authorities (LAs), almost all of which support or work alongside community or voluntary organisations. A number of LAs in England provide their own adult education service and others contract local further education (FE) colleges. There are many other local providers, notably the Workers' Education Association (WEA). The WEA regularly recruits for its pool of part-time tutors across a wide range of subjects.

Classes on offer in this sector range from recreational, basic skills, vocational training and foundation courses for degree entry. Many universities have continuing education departments or units that offer a wide range of part-time courses, some of which may be credited towards a degree qualification or entry to a degree course.

Most adult education in Scotland is provided by Community Education Services. EGSA (the Educational Guidance Service for Adults, Northern Ireland) is the main contact for adult basic education in Northern Ireland.

Community education officers

A community education officer works to promote and facilitate access to a wide range of voluntary educational activities by all members of the community, regardless of age. The work involves: liaising with local groups to identify community interests and needs; planning programmes to meet these needs by co-operating with other adult education providers; encouraging participation in both recreational and assessed courses; and making efficient use of resources.

The aim is to enable individuals and communities to take control of their learning and to help break down barriers; the role is, therefore, closely linked to current widening participation and lifelong learning initiatives.

See the AGCAS Occupational Profile *Community education officer* on the Prospects website for more information about this role, www.prospects.ac.uk/links/commeduofficer.

Adult education officer and WEA development officer posts have many tasks in common with community education officers. Duties may include:

- setting out and monitoring annual budgets;
- developing the curriculum;
- recruiting and training part-time tutors;
- liaising with other providers of adult education;
- monitoring and evaluating the courses;
- organising and reporting to meetings with advisory committees.

Some community education officer posts specialise in youth work, organising and managing youth workers rather than tutors, and may require a youth and community qualification in addition, or as an alternative, to teaching experience. Specialisation in other client groups will normally influence specific entry requirements.

Adult education lecturers/tutors

Adult education lecturers/tutors teach on a vast array of courses. Definitions of adult education vary but it typically covers programmes specially designed for the 16 to 85 plus age group. These may include:

- assessed information technology courses;
- courses in personal development, such as assertiveness;
- creative arts;

- courses designed to implement 'Skills for Life', the national strategy for improving adult literacy and numeracy skills.

The work is based in a variety of settings: adult education institutions run by local authorities; community colleges (and a range of outreach centres); FE colleges; and, occasionally, universities. Employment on a part-time sessional basis is common.

All new and unqualified teachers, trainers and tutors in the publicly-funded learning and skills sector in England, which includes adult education, are required to take qualifications which form part of the Qualified Teacher, Learning and Skills (QTLS) framework (from 1 September 2007). QTLS status must be achieved within five years.

Existing teachers will have five years to meet the requirements and those with a current teaching qualification will have to work towards QTLS status on the understanding that their qualifications will be recognised but that they will evidence continuing professional development (CPD). Full information is available from The Office for Standards in Education, Children's Services and Skills (OFSTED), www.ofsted.gov.uk and also LLUK, www.lluk.org.

See the AGCAS Occupational Profile *Adult education lecturer/tutor* on the Prospects website for more information about this role, www.prospects.ac.uk/links/aelecture.

Youth work

Youth workers

Youth workers promote the personal, educational and social development of young people aged between 13 and 19 and may also work with young people with learning difficulties up to the age of 25. Programmes aim to engage young people, redress inequalities, value opinions, and empower individuals to take action on issues affecting their lives (including health, education, unemployment and the environment) by developing positive skills and attitudes.

Youth workers respond to the needs and interests of young people and work in a range of environments: youth centres, schools, colleges, faith-based groups and Youth Offending Teams (see the Youth Justice Board for England and Wales <http://www.yjb.gov.uk>). Methods include supporting recreational activities, providing advice and counselling and are sometimes in an outreach setting.

School youth workers may teach personal and social education classes within the school curriculum. Detached youth workers engage in outreach work in pubs and cafes and on the street to make contact with alienated and 'at risk' groups who reject formal activities. Youth workers in the public sector in England and Wales may have responsibility for a youth centre, plus involvement in outreach and detached youth work. This is less likely in Scotland.

See the AGCAS Occupational Profile *Youth worker* on the Prospects website for more information about this role, www.prospects.ac.uk/links/youthworker.

Youth and community work in Scotland

YouthLink Scotland is the national youth agency for Scotland. They work in partnership with national and local government, the voluntary sector and the business community. Information on training opportunities and qualifications required for a career in the field of youth and community work is available from their website.

Advocacy programmes

Volunteer/Citizen advocates

A volunteer advocate or citizen advocate acts as a 'buddy' with a person who is vulnerable due to age, physical disability, mental health or a learning difficulty. Their role is to help the individual to speak up for their rights and services.

Advocacy development/empowerment workers

Advocacy development workers or empowerment workers are full-time post holders who recruit and train the volunteers, liaise with other caring professions and organise meetings of those needing support. The National Coalition of Citizen Advocacy Schemes, co-ordinates groups in a national network, which match and support informal volunteer citizen advocacy partnerships. There is a helpline run in partnership by the Advocacy Resource Exchange and local advocacy schemes where you can find details of schemes in your area. Full-time vacancies are advertised in *The Guardian* (Wednesdays).

Further information

Publications

The Adult Learning Yearbook, NIACE, Annual
Getting a Teaching Job in Further Education, CAS: University of Greenwich, Annual
The Guardian, Guardian Newspapers Ltd, Daily

Websites

Action for Advocacy, www.actionforadvocacy.org.uk
Communities Scotland, www.communitiesscotland.gov.uk
EGSA (the Educational Guidance Service for Adults, Northern Ireland), www.egsa.org.uk
Learning and Skills Council (LSC), www.lsc.gov.uk
Lifelong Learning UK (LLUK), <http://www.lluk.org>
National Coalition of Citizen Advocacy Schemes, www.cacoalition.org.uk
National Literacy Trust (NLT), www.literacytrust.org.uk
NIACE (The National Institute of Adult Continuing Education – England and Wales), www.niace.org.uk
Ofsted, www.ofsted.gov.uk
Skills for Life Improvement Programme, <http://sflip.excellencegateway.org.uk>
The UK National Occupational Standards for Youth Work, www.lluk.org/national-occupational-standards.htm
University and College Union (UCU), www.ucu.org.uk
Workers' Educational Association (WEA), www.wea.org.uk
Youth Justice Board (YJB) for England and Wales, www.yjb.gov.uk/en-gb
YouthLink Scotland, www.youthlink.co.uk

Telephone helpline

Advocacy Resource Exchange Helpline, 08451 228633

Counselling and student welfare: counsellors, student welfare advisers, education welfare work, learning mentors, CAFASS workers

Counselling

The term 'counsellor' is used to cover a number of different roles both within the education sector and in other areas such as health and social care. In schools and colleges it may refer to a teacher or lecturer undertaking a pastoral role in addition to their teaching duties; in higher education and in other sectors it generally refers to someone with a professional qualification in counselling, employed solely in a counselling role.

Schools

The school counsellor's main responsibility is to help children with personal, social, developmental and academic problems, primarily on a one-to-one basis, although group counselling is also used. In some schools, counsellors will be involved in a range of preventive activities such as personal and social development groups. In Scotland, pupil counselling, covering personal, curricular and vocational areas, is undertaken by guidance teachers who are part of the promoted staff of secondary schools and who train by way of in-

service courses. These guidance staff retain a teaching commitment to their own subject but class contact hours are reduced. In addition to undertaking counselling and co-ordinating the guidance work of the schools, guidance teachers are closely involved with other agencies, e.g. in vocational guidance they liaise closely with careers officers.

Counselling jobs are usually promoted posts, and three to five years' teaching experience at secondary level is usually essential. Experience in pastoral care, for example as a form teacher, assistant house parent or year tutor, is useful. Training in counselling is becoming increasingly important to secure a post and to do the work effectively.

Although most school counsellors are employed directly by the school, opportunities are also available with charities such as ThePlace2Be, an organisation which offers therapeutic and emotional support to primary age children in schools. Trained and trainee counsellors and therapists work with children to help them deal with problems in their lives, enabling them to settle more easily in school and to learn.

Further education (FE)

The extent and nature of counselling provision in FE varies and can take the form of:

- a formal counselling service;
- a counsellor/lecturer role;
- course tutor-as-counsellor role.

The boundary between counselling and welfare in FE is more blurred than in higher education. There is frequently greater emphasis on practical matters such as finance, accommodation and visa difficulties than on 'personal problems'.

Higher education (HE)

The majority of universities, colleges and institutes of HE employ at least one counsellor, and many have well-established counselling services. Student counsellors are involved primarily in one-to-one counselling, helping students cope more effectively with a wide range of academic and personal issues. Problems are very diverse but commonly relate to study difficulties, decisions about course choice, examination stress, homesickness, cross-cultural issues, relationships, identity, sexuality, depression and anxiety.

In addition to individual counselling, most counsellors also work with students on a group basis. Such group work ranges from a 'one-off' or series of developmental workshops in areas such as assertiveness, study techniques or stress management, to ongoing remedial groups for those with specifically identified problems, e.g. depression or eating disorders. Increasingly, counselling services also provide a training and consultancy role within the institution. They may contribute to relevant courses or provide training in basic helping skills for tutors, other staff members and student organisations such as Nightline. Liaison with other groups, within and outside the institution, is another important part of the job.

It is virtually impossible to enter counselling in this sector without a degree and professional training in counselling and/or psychotherapy. A substantial amount of post-qualification experience is preferred.

See the AGCAS Occupational Profile *Counsellor* on the Prospects website for more information about this role, www.prospects.ac.uk/links/counsel.

Student welfare

Welfare officers/Student advisers

Many large FE colleges and most universities and HE colleges employ staff to provide advice and assistance to students on welfare issues related to their studies. This could include advice on:

- grant and financial problems;

- welfare benefits;
- child care;
- disability;
- visa requirements for international students;
- disciplinary matters;
- academic and study difficulties.

These staff may be part of a student services department, working closely with other staff involved with counselling, careers work, accommodation, health, etc., or may be employed by the students' union. Unlike advice workers in other employment sectors, student advisers/welfare officers do not provide a service to the general public. They may differ widely in terms of qualifications, experience and training and may not necessarily be graduates. Advisers need to be able to convey a great deal of legal information in an easy to understand way. Work experience of some kind, voluntary or paid, is very important. Students could also consider gaining experience by taking on responsibilities with a welfare remit within their students' union.

See the AGCAS Occupational Profile *Advice worker* on the Prospects website for more information about this role, www.prospects.ac.uk/links/advworker.

Education welfare/social work

Education welfare service

Although the range of activities varies among different local authorities, the main responsibility of the education welfare service is in enforcing school attendance. Other related duties may include:

- regulating child employment;
- preparing reports on pupils with special educational needs as part of the statementing process;
- advising on child protection issues;
- helping to arrange alternative educational provision for excluded pupils;
- providing a link between schools, families and other agencies such as social services.

Education welfare officers/social workers

Most education welfare departments employ education welfare officers (EWOs) and/or education social workers. They are responsible for all or most of the tasks listed above or are designated for specific roles or responsibilities. A few departments employ specialists such as child employment officers, exclusion officers and home-school liaison officers. The job of education social worker usually requires a diploma or degree in social work but this is not always necessary for the role of education welfare officer.

EWOs work with the whole family, dealing with problems and addressing the issues that may prevent children from attending school. The focus of the work is helping children to get the most out of their education.

Responsibilities include:

- meeting with school staff, pupils and parents to identify problems and possible solutions;
- advising parents about their legal responsibility to ensure their children attend school;
- making referrals to other agencies such as social services or educational psychologists;
- administrative tasks such as writing up case notes or preparing court reports.

EWOs work with schools, pupils, parents, social services and other agencies. There is currently increased emphasis on encouraging school attendance, especially in areas where children are considered to be at risk of social and educational exclusion.

EWOs are based within local authorities in England and Wales. In Scotland, social work departments are responsible for social work services in education settings. However, most education authorities employ attendance officers. In Northern Ireland, this responsibility lies with Education and Library Boards through their Educational Welfare Service.

See the AGCAS Occupational Profile *Social worker* on the Prospects website for more information about this role, www.prospects.ac.uk/links/socworker.

Learning mentors

Learning mentors provide a complementary service to teachers and other staff, addressing the needs of children who require assistance in overcoming barriers to learning, in order to achieve their full potential.

They work with a range of pupils, but give priority to those who need the most help, especially those experiencing multiple disadvantages. The variety of issues covered is vast, ranging from punctuality, absence, bullying, challenging behaviour and abuse, to working with able and gifted pupils who are experiencing difficulties.

Learning mentors are predominantly education based (in primary, secondary and FE settings) but have a wider remit including families and the wider community. They are now established as an important new occupational group within the children's workforce, through the National Occupational Standards for Learning, Development and Support Services (NOS LDSS).

Opportunities for learning mentors are concentrated in urban areas and areas of social deprivation and lower educational achievement in England; the number of posts has increased considerably as part of the government's Every Child Matters initiative. There may be similar posts in Scotland, Wales and Northern Ireland but with different job titles.

See the AGCAS Occupational profile *Learning mentor* on the Prospects website for more information about this role, www.prospects.ac.uk/links/learnmentor.

Connexions service

Connexions is a 'joined-up' service for young people, providing universal advice, guidance, support and personal development for all 13-19 year olds in England. It also provides a targeted service with a large proportion of resources channelled towards young people with multiple problems (e.g. problems with drugs, alcohol, depression or homelessness). Young people are primarily served by a Connexions PA (personal adviser). This role is covered in more detail in the chapter on 'Careers and educational guidance'.

The Connexions service ceased to exist as a national entity in 2008, with the responsibility for providing support for young people being transferred to the newly established children's trusts in every local authority area. However the Connexions name is still retained in most areas as a brand for this service for young people. More up-to-date information can be found on the Every Child Matters website (see 'Further information' section).

CAFCASS (Children and Family Court Advisory Support Service)

CAFCASS is a non-departmental public body accountable to the Department for Children, Schools and Families (DCSF). CAFCASS works to:

- support children's interests in family proceedings and ensure that their views are heard;
- ensure that the decisions made about them by courts are in their best interests;
- ensure that they and their families are given appropriate support throughout the process.

There are regional offices throughout England. The operation in Wales has devolved to the National Assembly for Wales and is now CAFCASS Cymru; in Scotland the role is the responsibility of Children's Hearings department of the Scottish Executive, and in Northern Ireland it is carried out by the Northern Ireland Guardian Ad Litem Agency.

There are four main roles for CAFCASS officers. These depend upon the kind of case and also what the court asks officers to do:

- *children and family reporters* who become involved when divorcing or separating parents have not been able to reach agreement about arrangements for their children;
- *children's guardians* who represent the interests of a child during cases in which social services have become involved and in contested adoptions;
- *reporting officers* who ensure parents understand what adoption means for them and their child and whether or not they consent to it;
- *guardians ad litem* who are occasionally appointed by the court in cases when parents who are divorcing or separating have not been able to reach agreement.

The qualifications required depend on the position applied for. For practitioner positions, you are required to have a Diploma in Social Work (DipSW) or a Certificate of Qualification in Social Work (CQSW) plus three years' post-qualifying experience in social work practice with children and families. Vacancies are advertised on the CAFCASS website.

Further information

Websites

British Association for Counselling and Psychotherapy, www.bacp.co.uk

The Place2Be, www.theplace2be.org.uk

Social Work Careers, www.socialworkcareers.co.uk

Citizens Advice, www.citizensadvice.org.uk/index.htm

CAFCASS (the Children and Family Court Advisory Support Service), www.cafcass.gov.uk

Every Child Matters (Dept for Children, Schools and Families), www.everychildmatters.gov.uk

Children's Workforce Development Council, www.cwdcouncil.org.uk

Early Years Settings: Early Years Professionals, Children's Centres, Sure Start

Integrated Early Years Services: Children's Centres/Sure Start/Community & Learning Partnerships

Sure Start/children's centres are building on existing successful initiatives like Sure Start Local Programmes, Neighbourhood Nurseries and Early Excellence Centres, bringing high-quality integrated early years services to the heart of communities.

In 2005 every local authority (LA) had to devise a plan for children's centres and extended schools. Some LAs decided to join them together to form Community and Learning Partnerships.

The Core Offer (through children's centres and/or extended schools) includes:

- integrated childcare and early education;

- family support;
- health services e.g. antenatal, smoking cessation, etc;
- information for parents;
- adult education;
- support for local childminders;
- links to employment, Job Centre Plus;
- menu of activities;
- wider community access e.g. ICT;
- swift and easy referral to specialist services.

By 2010, the number of children's centres will increase to 3,500 - so every family has easy access to high-quality integrated services in their community. This work is the responsibility of the devolved administrations in [Scotland](#), [Wales](#) and [Northern Ireland](#).

Early years workers/Outreach workers

Early years workers or outreach workers work as part of multidisciplinary teams but with differing responsibilities that reflect the variety of individual local project objectives. Some will specialise in health promotion/childcare issues. Educational specialists may work on educational improvement/inclusion issues with travel education services, portage services, nurseries, playgroups, primary schools, educational psychologists, speech and language therapists, and voluntary services such as the Preschool Learning Alliance, MENCAP and the Children's Society. Some educationalists will work in children's centres, extended schools and neighborhood nurseries delivering early years education.

Professional qualifications are desirable if relevant to the specific duties of the post (e.g. education, health, social care and child care) as well as experience and knowledge of child development and family support.

Children's Centre Coordinator

Progression routes include moving on to children's centre coordinator and then to senior children's centre manager. Typically employers would be looking for at least three years experience of managing services for children and their families plus a relevant degree level qualification or National Professional Qualification for Integrated Centre Leadership (NPQICL)

Sure Start

Sure Start is the government's programme that brings together early education, childcare, health and family support. The delivery of Sure Start is the responsibility of 'The Early Years, Extended Schools and Special Needs Group', within the Department for Children, Schools and Families (DCSF). They work with many organisations to guarantee delivery of:

- free early education for all three and four year olds;
- affordable, quality childcare and after school activities in every area;
- children's centres and health and family support.

This provision is particularly targeted at disadvantaged areas where there is seen to be the greatest need. Sure Start also works with parents to build aspirations for employment and for their children's education. This is the responsibility of the devolved administrations in [Scotland](#), [Wales](#) and [Northern Ireland](#).

Early Years Professional Status

Early Years Professionals (EYPs) may work in group settings such as children's centres and nurseries, or as home based carers. Their role is to lead practice and support other practitioners. It is intended that there will be an EYP in every private, voluntary and independent early years' setting, by 2015.

Training for EYP status will range from four month part-time courses to 12 months full time, depending on the existing qualifications and experience that applicants have. All applicants will be expected to be educated to degree level or equivalent and have GCSEs in English and Mathematics at Grade C or above (or equivalent). EYP will be equivalent in level to qualified

teacher status (QTS). Those with QTS status and substantial early years' experience may be able to obtain EYP status by undertaking a short, part-time course that allows them to meet all the standards set for this programme.

Further information

For more information on qualifications visit the Children's Workforce Development Council (CWDC) website, www.cwdcouncil.org.uk or call their Qualifications Hotline on 0113 390 7743. Or view the range of approved qualifications enabling practitioners to work with children at www.accreditedqualifications.org.uk.

Websites

Children's Centres <http://www.childrens-centres.org/default.aspx>
Every Child Matters, www.everychildmatters.gov.uk
Sure Start, www.surestart.gov.uk

Education administration

Education administrators

Education administrators organise and oversee administrative activities and systems that support and facilitate the smooth running of an education institution. The majority are based in higher or further education (HE or FE) and local authorities, but opportunities are increasingly available in schools and private colleges.

Administrators work in general areas such as admissions, quality assurance and examinations or in a specialist role such as finance or human resources. All of these can be either centrally based or within faculties, departments or other smaller units. Some roles involve regular, direct contact with students or pupils (e.g. careers services or general enquiry roles), while others are wholly behind the scenes.

There are a huge number of possible job titles within education administration and job descriptions are equally diverse. In the school sector school, business managers or bursars are employed and areas of responsibility can include strategic and operational management of finances, human resources and facilities.

A degree is increasingly desirable for entry into both HE and FE and is often essential for entry to HE administration and for promotion to more senior roles. Degree subject and classification are usually not as significant, particularly where some previous experience in administration has been gained.

Entry is possible with an HND only, especially in FE, tertiary education and schools, or at lower grades in university administration, although additional qualifications such as the European Computer Driving Licence (ECDL) or business and administration NVQs may also be required.

A pre-entry postgraduate qualification is not needed, although a professional qualification may be needed for specialist roles and a higher degree may help in progressing to the higher grades.

See the AGCAS Occupational Profile *Education administrator* on the Prospects website for more information about this role, www.prospects.ac.uk/links/eduadmin.

Further information

Websites

Association of University Administrators (AUA), www.aua.ac.uk

Institute of Administrative Management (IAM), www.instam.org

National Association of School Business Management, www.nasbm.co.uk

Environmental education

The increased public interest in the environment and the inclusion of environmental cross-curricular themes in the National Curriculum has led to a growth in the number of environmental education jobs. Full-time environmental education posts may be found in the voluntary, public and private sectors. Environmental education may also be one part of the role in many other environmental jobs, encompassing a huge variety of job titles, including ecologist, environmental officer, environmental planning officer, community development officer and field study officer.

Environmental education officers

An environmental education officer may work in a variety of settings and the job description will vary from post to post, depending largely on the employing organisation. These range from national and local authorities to environmental charities, educational institutions and national parks.

People employed in this area of environmental work are generally responsible for promoting environmental conservation and sustainable development. This may be done through visiting schools and working on in-school projects; working with businesses and community groups; giving talks; producing educational resources and websites; leading guided nature walks; providing training courses on relevant issues; and helping with volunteer activities and conservation projects.

Large commercial companies, such as gas and oil companies, are increasingly employing environmental education officers as part of their corporate social responsibility agendas. Local authorities may employ environmental education officers in their planning, amenity, leisure and recreation, and education departments.

See the AGCAS Occupational Profile *Environmental education officer* on the Prospects website for more information about this role, www.prospects.ac.uk/links/envadofficer.

Other roles and areas of opportunity

Environmental education centres

Environmental education centres are run by local authorities, voluntary organisations and the private sector (for example, energy companies). Local authorities run day and residential environmental education centres, which offer courses (for primary and secondary school children and teachers) that are geared to the environmental content of the National Curriculum. Centres are typically staffed by a permanent environmental education co-ordinator and seconded teachers. For local authority environmental centres, qualified teacher status (QTS) is essential.

Field Studies Council

The Field Studies Council (FSC) is an educational charity which manages 17 centres for field studies and research. They offer residential and day field courses for school pupils in a wide variety of subjects, as well as courses for teachers, environmentalists, university students and, increasingly, for the leisure market. Each centre has a head of studies. New graduates may be appointed as research assistants or tutors (not necessarily with QTS).

Other environmental charities which employ people in educational roles include:

- British Trust for Conservation Volunteers (BTCV), www.btcv.org.uk
- Farms for City Children, www.farmsforcitychildren.org.uk
- Federation of City Farms and Community Gardens, www.farmgarden.org.uk
- Groundwork UK, www.groundwork.org.uk
- Royal Society for the Protection of Birds, www.rspb.org.uk
- The Wildlife Trusts, www.wildlifetrusts.org

Further information

Field Studies Council (FSC), www.field-studies-council.org

Health education and promotion

Health promotion specialists

A health promotion specialist helps people to improve and increase control over their health. They plan, ensure implementation of, and evaluate policies and strategies to promote health within a specialist setting, relating to a specific issue, or within a particular population.

They are closely involved with delivering the prevention and promotion aspects of national service frameworks and plans, and the development of community strategies, local strategic partnerships, and health alliances.

They work to ensure effective practice is achieved by capacity building, supporting and enabling a range of agencies to deliver health improvement programmes. They are committed to tackling inequalities in health and promoting anti-discriminatory practice.

Health promotion specialists may work in a particular setting, such as the workplace, community, schools or prisons, or with a particular issue, such as drugs, healthy eating or tobacco control. They may also work with specific populations such as young men, the elderly or people with disabilities. Some may have a more generic role. The majority of health promotion specialists are employed by the NHS, but may also be employed by charities concerned with a particular area of health such as The British Heart Foundation or Terrence Higgins Trust.

A good degree and/or relevant professional qualifications such as social work, community and youth work, nursing or teaching are common entry requirements. A relevant postgraduate qualification (such as a postgraduate diploma or MSc in Public Health or Health Development) is becoming increasingly desirable, but at present many people enter this type of work without one.

See the AGCAS Occupational Profile *Health promotion specialist* on the Prospects website for more information about this role, www.prospects.ac.uk/links/HealPromSpec.

Health Trainer

The NHS also employs health trainers who tend to work in community settings and are usually employed by a primary care trust (PCT). It can be an advantage to have experience and/or qualifications in areas such as nutrition, weight management, understanding and encouraging healthy lifestyles, instructing on exercise or using a gym. Knowledge of one or more community languages can be an advantage in some geographical areas. Health trainers work with local populations to typically encourage people to improve their health in connection with a particular issue, such as drugs, healthy eating, smoking, excessive alcohol consumption or physical inactivity. Jobs are advertised on the NHS Jobs web site, www.jobs.nhs.uk.

Further information

Publications

Vacancies are advertised in specialist health and education publications such as the *Health Service Journal* (www.hsj.co.uk) and the national press.

Websites

National Institute for Health and Clinical Excellence, www.nice.org.uk

NHS Careers, www.nhscareers.nhs.uk

Skills for Health, www.skillsforhealth.org.uk

Learning holidays: summer camps, language schools, tourism

This chapter describes the range of seasonal jobs available in the holiday industry that have an educational content. Not all seasons coincide with university vacation periods, however. If in doubt about closing dates, make enquiries no later than early spring. The experience, skills and, possibly, qualifications gained in these seasonal jobs will be useful additions to your CV for applications for more permanent educational posts.

Summer camps

Most undergraduates in Britain are familiar with organisations such as BUNAC (particularly their Summer Camp USA) and Camp America. Hundreds of children in the USA spend at least part of the summer vacation in a camp, so there is a need for suitable staff. Camp counsellors or instructors organise and/or assist with specific activities such as arts and crafts, music, dance, sports or outdoor pursuits. Specialist skills or qualifications in any of these areas are an advantage. Contracts run between May/June and August. There is usually an opportunity to travel in the USA after the contract has ended.

General counsellor posts normally require previous experience with children but some specialist counsellor or instructor posts may require appropriate qualifications.

Apply early in the academic year as by early April recruitment may have closed.

Language schools

Teaching English as a foreign language

Opportunities exist to teach English as a foreign language (TEFL) at specialist schools within the UK or overseas. Contracts for TEFL teachers at summer language schools may include board and lodging. You may be required to take part in and/or organise the out-of-class social and recreational activities, which may involve leading excursions to see the sights, coaching sports activities, or supervising activities such as computer programming, arts and crafts.

See the AGCAS Occupation Profile *English as a foreign language teacher* on the Prospects website for more information about this role, www.prospects.ac.uk/links/engforlan.

TEFL qualifications, although not always required, may enhance your employment chances.

Other opportunities

Some opportunities exist for people to work as activity leaders. Previous work experience with young people is a distinct advantage and skills in other languages are beneficial. For sports activities, relevant experience is essential and coaching or instructor level qualifications are useful.

There are also opportunities to take part in teaching as a volunteer in a range of countries. You may need to pay to take part in these projects so check first before applying. Gap year websites are a good source of information about such organisations (e.g. www.gapyear.com, www.yearoutgroup.org).

Ski resorts

Ski resorts, ski schools and tour companies employ ski instructors, ski teachers and ski guides on a seasonal or part-seasonal contract. Ski teachers are ski instructors that accompany British school parties. Ski guides do not instruct beginners or children but show experienced skiers around the slopes, take them on expeditions and may well help on après-ski events and meals.

Competent skiers may find work as a ski instructor or ski guide with a ski school but may require good oral skills in the relevant language, if abroad. However, some schools and tour companies will require national or internationally recognised qualifications. The British Association of Snowsport Instructors (BASI) is the training and grading authority for the UK and full details of training courses are available on their website.

Recruitment agencies specialising in ski season opportunities include Free Radicals and SkiStaff.

Children's representative with a tour operator

The job involves organising a varied programme of daytime and evening activities for large groups of children between the ages of 3 and 12. Representatives are also responsible for supervising early suppers, telling bedtime stories and always making sure that the children remain safe, healthy and happy throughout their holiday. The activities range from fancy dress parties, games and competitions to treasure hunts, walks and face painting.

A relevant qualification in childcare and experience of the age range is essential.

Contact tour operators directly to ask about vacancies. The Travel Trade Gazette Directory includes tour operators in the resources section of the website and a list of members is available on the Association of Independent Tour Operators site.

Cruise ships

You can work your passage on a cruise ship as a lecturer, counsellor or sports instructor. Guest lecturers are unpaid but get a free or extremely cheap cruise. Areas covered are more likely to be non-academic subjects however, such as palmistry, contract bridge and self-improvement. Knowledge of your subject area and entertaining presentation skills are more important than academic qualifications.

Children's counsellors and youth counsellors work on cruise ships and devise and deliver an activities programme for children and young people. Relevant qualifications are usually needed for these roles.

An increasing number of luxury cruise ships include a spa with hydrotherapy, fitness and sauna facilities. Gymnasium supervisors and fitness and/or aerobic instructors provide individual health and fitness programmes. Relevant qualifications are required.

Further information

Publications

Teaching English Abroad, Susan Griffiths, Crimson Publishing, 2009

Summer Jobs Worldwide 2009 Crimson Publishing, Annual

Working in Ski Resorts: Europe and North America, Victoria Pybus, Crimson Publishing, 2006

Working on Cruise Ships, Sandra Bow, Crimson Publishing, 2005

Websites

Association of Independent Tour Operators www.aito.co.uk
British Association of Snowsport Instructors (BASI), www.basi.org.uk
BUNAC (British Universities North America Club), www.bunac.org.uk
Camp America, www.campamerica.co.uk
Free Radicals, www.freeradicals.co.uk (ski recruitment)
Gapyear.com www.gapyear.com
Ski Staff, www.skistaff.co.uk (ski recruitment)
Travel Trade Gazette www.ttglive.com
Year Out Group www.yearoutgroup.org

Learning resources: libraries, authorship, broadcasting

Libraries in education

Schools

School libraries range from the small, run by a teacher with the help of one or more interested pupils, to the large and sophisticated, with several thousand books and also non-printed material. Schools with larger libraries often employ a qualified librarian to manage the library service. In order to perform this role effectively, you will need to enjoy working with children and young people and have a genuine interest in encouraging them to read more widely at school and in their leisure time. In many schools, libraries have been combined with IT facilities for pupils to create learning resource centres under the direction of a learning resources manager. Local authorities also operate school library services which lend sets of books on chosen topics to teachers and schools.

Further education (FE)

The wide range of course provision in colleges means that students may vary in ability from those undertaking degree level or postgraduate courses to those with moderate learning disabilities. This means that college libraries have increasingly become resource centres which offer computer software, audio-visual resources and learning packages, as well as more conventional library resources. IT and management skills are, therefore, of increasing significance in a sector where student-centred, resource-based learning is becoming a feature of most courses.

Higher education (HE)

A librarian in a university or college of higher education supports members of the academic community - students, researchers and lecturing staff - by managing, organising, evaluating and disseminating the information they need. Often, they are responsible for particular academic subject areas, or for specific functions such as resource ordering, loans service, special collections or IT systems. They are increasingly involved in facilitating and supporting learning by teaching information retrieval skills to students and staff, either within a classroom or sometimes within a virtual learning environment. Much of the work involves electronic resources and an increasing amount of time is spent on database and web page development.

In order to gain professional employment in a first level post, applicants will be expected by employers to have completed a course of study at degree or postgraduate level accredited by the Chartered Institute of Library Information Professionals (CILIP). Full professional qualifications are then gained by following one of the routes to chartership offered by CILIP. Candidates for the postgraduate courses should ideally have at least a second class honours degree and up to one year's practical experience of library work (paid or unpaid).

See the AGCAS Occupational Profile *Academic librarian* on the Prospects website for more information about this role, www.prospects.ac.uk/links/acadlib.

Library assistant roles also exist and vacancies are advertised locally.

Authorship

Textbooks, distance learning packs and educational computer software are written, by and large, by teachers and lecturers with the relevant knowledge and experience. The more successful authors might leave the teaching profession to become full-time authors or software publishers.

Prospective authors often start by making an approach to a suitable publisher with a synopsis of their book or program. Perhaps the best way of identifying the most likely publisher is to examine their current products at a local teacher resource centre or the publishers' exhibitions arranged for teachers throughout the country at the beginning of the educational financial year.

A background in teaching is also invaluable experience for a sales representative position for an educational publisher. See the publication *Careers in Book Publishing* for further details.

Broadcasting

Professional scriptwriters, rather than teachers, normally write scripts for school broadcasts. Entry to the educational roles in both radio and TV usually requires substantial teaching experience, with publishing experience as a desirable asset, if the role includes writing or editing the teacher's notes that accompany the broadcast. Typical activities will include:

- giving educational advice on scripts, e.g. language levels used, suitability of the content and the educational progression;
- evaluation of programmes by getting feedback from schools;
- providing in-service training to teachers on using the programmes most effectively.

See the AGCAS Occupational Profile *Writer* on the Prospects website for more information about this role, www.prospects.ac.uk/links/writer.

Further information

Publications

Careers in Publishing, The Publishers Association (available online at www.publishers.org.uk)

Websites

Chartered Institute of Library and Information Professionals (CILIP), www.cilip.org.uk

National Association of Writers in Education, www.nawe.co.uk

Skillset (The Sector Skills Council for the Audio Visual Industries), www.skillset.org

Museum education

Museum education officers

Museum education officers are responsible for realising the potential of museum collections as learning resources for visitors and the wider community. They develop learning opportunities, which can be either informal or curriculum based.

Visitors can vary from people with a passing awareness of the work of the museum, to specialists with detailed knowledge about particular areas of the collection.

Community or outreach work is becoming an increasingly important aspect of the job. This may be in schools or with community groups. In this case, the role may be known as community outreach officer. Collaborative projects introduce multidisciplinary activities such

as art, music and theatre. The job involves working with people of all ages and cultural backgrounds.

The role may also be called education and interpretation officer or presenter.

See the AGCAS Occupational Profile *Museum education officer* on the Prospects website for more information about this role, www.prospects.ac.uk/links/museduoff.

Out of school learning: extended services

Extended Services

An extended service is a school that provides a range of services and activities beyond the school day to help meet the needs of its pupils, their families and the wider community. The government's target is that by 2010 all children should have access to a variety of activities beyond the school day (between 8am and 6pm) all year round. This can include homework clubs and breakfast clubs, weekend and summer schools, holiday clubs, input from specialist services, and parenting support programmes, all set up on school premises.

This programme will provide opportunities for those with relevant experience to find suitable roles, including the managing of these activities for suitably qualified and experienced people. Opportunities are available for a wide range of professionals including qualified teachers, early years graduates, people with youth work qualifications and experience, experienced learning support assistants or those with managerial experience gained in other contexts.

Playing for Success initiative

The Department for Children, Schools and Families (DCSF) *Playing for Success* initiative is establishing out-of-school-hours study support centres at football clubs and other sports' grounds. The centres use the environment and medium of football, rugby and other sports as motivational tools, and focus on raising literacy, numeracy and ICT standards amongst KS2 and KS3 pupils who are feeling demotivated.

In the majority of cases, activities will be lead by a teacher, supported, in varying degrees, by a representative from the club and tutors and mentors. Volunteers are also used to support these activities and it can be a way of gaining experience.

ContinYou

ContinYou is a UK charity with a history of shaping and promoting the study support/out-of-school-hours learning agenda. Many of these out-of-school-hours programmes will recruit qualified teachers with classroom experience as scheme managers/co-ordinators. Tutoring roles also exist for graduates and newly qualified teachers.

Further information

Jobs are advertised in the *Times Educational Supplement (TES)* (<http://jobs.tes.co.uk>), local and regional newspapers and on education authority websites.

Websites

4Children, www.4children.org.uk (4Children is a national charity dedicated to creating opportunities and building futures for children)

ChildcareLink, www.childcarelink.gov.uk (national database for local Children's Information Services)

ContinYou, www.continyou.org.uk

Parentzone, www.ltscotland.org.uk/parentzone/LearningOutsideSchoolHours

Playing for Success, www.playingforsuccessonline.org.uk

Teachernet ('extended services' section),
www.teachernet.gov.uk/wholeschool/extendedschools

Parental Support

Parent Support Adviser (PSA)

Following a two year pilot programme commencing in 2006 involving 20 local authorities, the parent support adviser role is now being expanded nationally (March 2009). Currently, there are approximately 2,300 advisers or staff in equivalent roles across England. The aim of the PSA is to tackle pupil underachievement, remove barriers to learning and provide access to a full range of learning opportunities.

PSAs work with and for parents in a school context supporting them and building their engagement. This may involve working with pupils but the bulk of support will be offered directly to parents. PSAs can offer individual support on a one-to-one basis and also offer parenting classes or events for groups of parents. The PSA can also signpost parents on to other agencies who may be able to assist with specific issues, for example, Social Services, educational psychology or health professionals.

PSAs may be involved with activities such as family learning workshops; support with the transition from primary to secondary school; running 'drop-in' sessions and carrying out home visits. They aim to create a balance between the empathic professional and 'friend'. By 2010, the government wants all schools to be offering access to a core of extended services which can be seen as a hub for services to parents in the community.

Further information

Department for Children, Schools and Families,
<http://publications.dcsf.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DCSF-RR037>
Training and Development Agency for Schools,
www.tda.gov.uk/remodelling/extendedschools/whatarees/parentingsupport.aspx
Teacher Net, www.teachernet.gov.uk/everyparentmatters

Playwork: play workers/leaders, play therapy, hospital play specialists

Playwork facilitates children's play outside the educational curriculum (for 4-16 year-olds). It takes place where adults support children's play in settings that include:

- after-school clubs;
- holiday playschemes;
- adventure playgrounds;
- parks;
- playbuses;
- breakfast clubs.

Some settings offer open access provision, where children can arrive and leave unaccompanied, some will provide registration in and out, while others will incorporate both open access and registration (for different age ranges). Many of these settings will be subject to care standards and regulations appropriate to the UK country they operate in.

Play England promotes strategies for free play and to create a lasting support structure for play providers in England. It is funded by the Big Lottery Fund and is an integral part of its *Children's Play* initiative.

Playwork roles

Most people interested in this type of work will start by gaining work experience as playworkers on summer playschemes or after-school provision.

Playwork leaders have the responsibility of organising playschemes and supervising the work of playworkers. Play leader posts require significant work experience and also, often, a relevant qualification in playwork, although teaching, social work or youth and community work may be accepted. SkillsActive (the Sector Skills Council for Active Leisure and Learning) provides a qualifications framework for this area of work, ranging from NVQs to foundation degrees.

Play development officers may also be involved in developing playschemes and playgrounds in a particular area, delivering playwork training, as well as working closely with the voluntary sector.

Playworkers and leaders are employed by local authorities (often, but by no means always, within the education department) and by various bodies such as Action for Children. Jobs are advertised locally and in *The Guardian* (Tuesday and Wednesday).

Play therapy

Play therapists work with children aged 3-11, and occasionally adolescents, who are suffering from psychological difficulties and/or traumatic events in their lives, such as severe illness, a death in the family, divorce or sexual abuse. Therapists work closely with the parents and occasionally undertake child/parent relationship interventions. They work predominantly with individual children. All children need play but not all need play therapy and so this is quite a distinct area from playwork. There is some overlap with the work of hospital play specialists (see below) whose training may include an element of play therapy.

An honours degree in a relevant subject and a relevant professional qualification (such as teaching, social work, Early Years Professional) is an essential prerequisite for courses accredited by the British Association of Play Therapists (BAPT). Training is at postgraduate level. Related degree areas include psychology, teaching, social work, nursing and occupational therapy. In addition, applicants normally need a minimum of two years' work experience with children.

Check the BAPT website for up-to-date information on courses.

Play Therapy UK (PTUK) also accredits a range of certificate and diploma courses, as well as some MAs. Completion of these leads to qualification as a Certified Play Therapist. These do not insist on a professional qualification, though training will take longer to become an Accredited Play Therapist.

The government is considering making it a requirement for all play therapists and related professions to be registered.

Hospital play specialists

Hospital play specialists work with sick children in hospitals, child development units, hospices or in the child's home before and after hospitalisation. They help to minimise the trauma a child may experience by being ill and separated from parents, by having to undergo an operation and/or undertaking unpleasant medical procedures. Within one hospital the hospital play specialist could work in a playroom, on an oncology or a bone marrow transplant unit or on general children's wards. The play staff may use play to welcome the children into hospital to help them get used to an unfamiliar environment. Preparation play may involve

playing with nurses' uniforms, anaesthetic masks, syringes, etc. Distraction play will be used to reduce stress, anxiety and regain confidence. Much of the play specialist's work involves dealing with parents and siblings – preparing babies for surgery is really about preparing the parents.

The BTEC Professional Diploma in Specialised Play for Sick Children and Young People is offered at Level 4. Entry to the course requires a professional childcare qualification and at least three years' experience working with children. The Diploma is part time and the assignments reflect workplace experience. This qualification is recognised as a requirement for professional registration with the Hospital Play Staff Educational Trust (HPSET). There are currently six colleges in the UK and Ireland offering the Diploma (see the HPSET website for details). Many hospitals will offer opportunities to work as a volunteer. Nursery nurses, teachers, nurses and social workers have come into this area as a second career.

Further information

Publications

The Guardian, Guardian Newspapers Ltd, Daily (Tuesday and Wednesday for play-related jobs)

Websites

British Association of Play Therapists (BAPT), www.bapt.info
Hospital Play Staff Education Trust (HPSET), www.hpset.org.uk
National Association of Hospital Play Staff, www.nahps.org.uk
Play England, www.playengland.org.uk
Play Therapy UK (PTUK), www.playtherapy.org.uk
SkillsActive (the Sector Skills Council for Active Leisure and Learning) Playwork Unit, www.skillsactive.com/playwork (The website includes information on qualifications, addresses of regional playwork training councils and links to other useful websites.)

Schools liaison

Schools liaison officers

Schools liaison officers promote Higher Education in general as well as the courses of a university to potential applicants by:

- organising open days;
- visiting careers conventions, UCAS fairs and schools;
- arranging visits to university for schools and colleges;
- writing publicity material.

These duties will probably be included within the role of marketing officer posts, but may also be incorporated within Aimhigher.

Aimhigher is a national programme run by the Higher Education Funding Council for England (HEFCE) with support from the Department for Education and Skills (DfES). It is intended to show that Higher Education is open to anyone who has the ability to succeed, whatever their background, and to make young people aware of the benefits involved.

New graduates and those with an understanding of university programmes and the secondary education system can be seen as desirable candidates because of their recent experience of university life. Increasingly, marketing qualifications are desired. Teaching experience can be useful for presentation skills.

Further information

Vacancies are advertised in the *Times Educational Supplement (TES)* (<http://jobs.tes.co.uk>) and *The Guardian* (<http://jobs.guardian.co.uk>), but can also be found in the local press.

Websites

Aimhigher, www.aimhigher.ac.uk

School support and assessment: Local Authority advisory roles, OFSTED

Local Authority Services

Each local authority (LA) will have its own mix of staff providing support, training and consultancy services to schools, depending on needs in the local area. Advice and support staff could work in a range of areas, such as school management and leadership, curriculum and assessment, extended schools, professional development of staff, subject areas, primary 'phases', numeracy, language and literacy development, special educational needs or additional education needs. The services offered are usually linked to national school improvement strategies. The Education and Inspections Act 2006 included a clause which requires local authorities to appoint school improvement partners.

The terminology for these roles varies widely and staff often start as advisory teachers or education consultants, and then progress to more senior positions such as education advisers, school improvement officers or extended service remodelling advisers. They often work in School Improvement Teams, Improvement and Learning Teams, School Effectiveness Divisions or Advisory Teaching Services.

Consultants and advisers are usually qualified and experienced teachers, often with school management experience, and may be seconded from practitioner roles in schools, but some permanent positions do exist.

Vacancies are advertised in local and national press and on local authority websites.

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

OFSTED inspects and regulates care for children and young people, and inspects education and training for learners of all ages. This includes schools and further education, but also a wide range of other services such as childminders, adoption and fostering services, adult skills and employment based training, crèches, out of school care and learning in prisons.

OFSTED employ staff in a wide range of jobs – from inspectors to editors, IT specialists, policy advisers, data analysts, accountants and administrators – based in one of four offices in London, Bristol, Manchester and Nottingham and working from home. Inspectors either work directly for OFSTED (Her Majesty's Inspectors, Early Years Inspectors or Social Care Inspectors) or are employed by regional partners who undertake some inspections (Additional Inspectors).

Further information is on the OFSTED careers portal.

Further information

Vacancies advertised in

The Guardian, (<http://jobs.guardian.co.uk>)

Times Educational Supplement (TES), (<http://jobs.tes.co.uk>)

Websites

Local Government Careers, www.lgcareers.com

Local Government Jobs, www.lgjobs.com

National College for School Leadership, www.ncsl.org.uk

OFSTED Careers Portal, www.careers.ofsted.gov.uk

School Improvement Partners, www.teachernet.gov.uk/management/newrelationship/

Sports, leisure and outdoor education

Sports

Sports coaches/instructors

Sports coaches help people participating in sports to work towards achieving their full potential. They may support professional sportspeople, sports teams, community teams or school groups. Whatever the context, coaching involves ensuring the best physical, psychological and practical conditions to allow participants to give their best performance.

Sports coaches work closely with individuals and groups, developing ability by identifying needs and planning and implementing suitable training programmes. The role demands good interpersonal skills, a strong interest in helping others to succeed, and an awareness of the moral, ethical and legal obligations to the athlete. Many instructors/coaches combine coaching with other, often full-time, jobs.

See the AGCAS Occupational Profile *Sports coach/instructor* on the Prospects website for more information about this role, www.prospects.ac.uk/links/sportscoach.

Leisure centres

Recreation assistants/Fitness centre managers

Recreation assistants work as part of a team under the general direction of a leisure centre manager, organising, supervising and leading a range of leisure, fitness and health activities and assisting in the promotion and development of these activities. Top priority is to ensure the safety and security of users, staff and equipment. They may monitor the level and use of equipment and activities and will set up and dismantle equipment and carry out cleaning and basic maintenance duties. They can advise on fitness programmes and techniques for good use of equipment. In the smaller leisure centre, the recreation assistant may cover as duty manager when necessary. Specific fitness instructor qualifications may help recruitment and promotion prospects. It is common for recreation assistants to gain promotion to duty supervisor within the same organisation. This in turn can lead to fitness centre manager roles.

A fitness centre manager is responsible for managing a centre for the promotion of activities relating to physical fitness. The centre or club typically contains a fitness suite, as well as facilities for changing, and may include some or all of the following: swimming pool, spa, sauna, bar or coffee shop.

Managerial responsibilities usually include: attracting new and retaining existing members; generating revenue; ensuring the centre meets health and safety regulations; maintaining equipment and premises; and supervising and training staff. A fitness centre manager is also accountable to management for the overall profitability of the centre.

See the AGCAS Occupational Profile *Fitness centre manager* and the minor profile *Recreation assistant* on the Prospects website for more information about these roles, www.prospects.ac.uk/links/fitcenman.

Sports development

The aim of sports development is to encourage participation in and improve access to sports and physical activity. The aim may be to promote sport and health in general or to a specific group (e.g. those with a disability), or to promote a specific sport.

Sports development officers

Sports development officers aim to improve access to, and develop more public interest in, sport and physical activity. They organise sporting-related projects, programmes, information and training for both the competitive and leisure user in all sections of society in order to increase levels of participation.

The role involves working in partnership with a wide range of organisations to utilise local resources and build on any regional or national initiatives. The nature of the role can vary and may focus on: promoting sport and health in general; a specific sport (known as sports specific development officers); or the development of disability awareness within sport.

See the AGCAS Occupational Profile *Sports development officer* on the Prospects website for more information about this role, www.prospects.ac.uk/links/sportsdevoff.

The School Sport Co-ordinator Programme (launched to support the national PE strategy aimed at increasing sport in and beyond the curriculum), Active Schools (the Scottish equivalent) and the 2012 Olympics may all lead to increased roles within sports development and coaching.

Outdoor education

Outdoor pursuits managers

Outdoor pursuits managers run centres that provide facilities for, and instruction in, a range of outdoor activities, such as climbing, mountaineering, watersports, orienteering, horse riding and cycling. They manage, train and monitor a team of staff, including instructors, ensuring adherence to safety regulations at all times.

The nature of the role may be educational, particularly when working with certain client groups, such as people with special needs or young offenders. Outdoor pursuits activities are also offered to corporate groups in the field of management and personal development and, increasingly, for pleasure and adventure holidays, for both children and adults.

A strong interest along with skills and experience in at least one outdoor activity is usually sought – the more activity skills you can offer the better. Experience of working as an instructor is essential, along with a formal instructor's qualification from the appropriate national governing body (NGB) in at least one main activity. You can find details of NGBs on the UK Sport website (see 'Further information' section).

Postgraduate qualifications are available in outdoor education and recreation management. A Postgraduate Certificate in Education (PGCE) specialising in outdoor education is available at the University of Wales, Bangor. Teaching qualifications are an advantage as opportunities are often in local authority centres.

Other useful qualifications that are not pursuit specific include first aid and life saving. It is worth contacting your local sports development officer and your regional sports board for details of local courses.

See the AGCAS Occupational Profile *Outdoor pursuits manager* on the Prospects website for more information about this role, www.prospects.ac.uk/links/outdoorpursman.

Further information

Websites

Active Reviewing Guide (section on 'Careers and Qualifications in Outdoor Learning in the UK'), <http://reviewing.co.uk/careers.htm>

BASES (The British Association of Sport and Exercise Sciences), www.bases.org.uk

Institute for Outdoor Learning, www.outdoor-learning.org

Outward Bound Trust, www.outwardbound.org.uk (includes information on outward bound instructor courses)

Sport England, www.sportengland.org (includes details of regional sports boards and sports national governing bodies)

Sports Council Northern Ireland, www.sportni.net

Sports Council Wales, www.sports-council-wales.co.uk

Sportscotland, www.sportscotland.org.uk

UK Sport, www.uk sport.gov.uk

Special educational needs

There are many reasons why some children need additional support. Some suffer from various degrees of visual or hearing impairment, others from physical and medical conditions such as cerebral palsy or Down's syndrome. Learning difficulties may stem from emotional or behavioural problems (EBP), which may be short or long term. There are children who are dyslexic, hyperactive or who have speech problems. Difficulties may be described within a range from mild learning difficulty through to profound and multiple learning difficulties; this last group consisting of a combination of severe physical, sensory, learning or emotional difficulties. The needs of gifted children can also be within the scope of special educational needs (SEN).

Roles in educational settings

Mainstream schools

Special educational needs teachers

Also referred to as learning support teachers, special educational needs (SEN) teachers teach children with emotional, behavioural or learning difficulties at one or more stages in the SEN Code of Practice. They are also involved in identifying all levels of need.

The role of SEN teachers can be diverse. Responsibilities can range from teaching entire classes to working with children on an individual basis, and developing plans of action and materials to support such pupils' progress within the curriculum. It is the teacher's role to create a safe, stimulating and supportive environment for special needs pupils. Other SEN teachers can be specialist, peripatetic teachers, advising class teachers and parents, observing and assessing individual pupils and providing in-service training. Mainstream and special school teaching experience is required as well as qualifications for specific special needs.

SEN teachers are usually classroom teachers with several years of classroom experience.

Further postgraduate training is possible and many local authorities provide special needs courses for teachers working in the field.

See the AGCAS Occupational Profile *Special educational needs teacher* on the Prospects website for more information about this role, www.prospects.ac.uk/links/speceduteach.

Special educational needs co-ordinators (SENCOs)

SENCOs (sometimes referred to as head of learning support) are class teachers with extra responsibilities for overseeing mainstream school provision for pupils with special needs. They will liaise with support service teachers and support teachers and with an educational

psychologist to draw up a statement of special needs to ensure the child receives extra educational provision within the school or at a special school.

Special needs teaching assistants

Special needs teaching assistants support SEN teachers and pupils in the classroom. They are usually based in mainstream schools or further education (FE) colleges, providing one-to-one assistance to pupils, either within the classroom setting or by withdrawing them to teach specific skills, such as literacy or numeracy. They do not usually specialise in one particular area of special need (except for sensory impaired, see below) so they study for a generic special needs course after gaining classroom experience.

There may be requirements in some schools for SEN teaching assistants to have training and qualifications in specific areas, such as sign language for pupils with auditory impairment.

See the AGCAS minor Occupational Profile *Special needs teaching assistant* on the Prospects website for more information about this role, www.prospects.ac.uk/links/eduspecedu.

Special schools

Special schools make special educational provision for pupils with statements of special educational needs (SEN), whose needs cannot be fully met from within mainstream provision. Children with physical disabilities are more likely to be educated in special schools rather than mainstream ones because their condition requires specialist equipment. Class teachers are supported by physiotherapists, occupational therapists and speech therapists. Many special schools are funded by the state, and provide education for children with a range of disabilities, while others develop particular expertise in a specific condition. Other special schools are independently funded and often specialise in a specific disability. For example, the National Autistic Society runs schools for children with autistic spectrum disorder, and the Royal National Institute of the Blind (RNIB) operate schools for children with visual impairment. There are also centres providing special education for children with neurologically-based motor impairment, such as cerebral palsy and spina bifida. Some of these are run by the National Institute of Conductive Education (NICE) and are responsible for all aspects of the child's development. Teachers at these centres are known as "conductors".

Teachers in special schools are usually class or subject teachers. The majority have had mainstream teaching experience but newly qualified teachers (NQTs) may be accepted if they have substantial skills or qualifications with special needs groups, for example, as a social worker or therapy assistant. Vacancies are advertised in the Times Educational Supplement (TES) and via the websites of the institutions that operate the schools.

Wolverhampton University and NICE offer a degree programme in conductive education. The single honours course confers Qualified Conductor Status (QCS). Vacancies are advertised on the Foundation for Conductive Education website (see 'Further information'). Some centres, however, recruit team members/teachers where a recognised teaching qualification is desirable if not essential.

Pupil referral units

Pupil referral units operated by local authorities (LAs) offer National Curriculum teaching to pupils temporarily excluded from mainstream schools. This includes children who display severe behavioural problems, are emotionally disturbed and very withdrawn. There continues to be widespread debate as to whether these children should be educated within mainstream or special education. Children with severe and persistent problems will receive their education in special schools on a day-attendance or residential basis, funded by LAs or therapeutic communities. See 'Alternative Provision' chapter for details.

Therapeutic communities

Therapeutic communities provide group-based therapeutic treatment and education in a

community-based setting. This approach is often known as curative education. There are over 40 Camphill Communities in the British Isles providing training centres and communities for adults and children with special needs. Curative education professionals combine the work of teacher, doctor, therapist and artist (see the chapter on 'Alternative education').

Part-time and distance-learning courses are offered by the University of Birmingham, SEBDA (the Social, Emotional and Behavioural Difficulties Association) and the Forum for the Advancement of Educational Therapy and Therapeutic Teaching. Opportunities as therapy assistants with therapeutic communities can provide invaluable work experience for the professionally unqualified.

Roles in local authorities

Special needs officer

Special needs officers are employed by local authorities and are based in offices in education departments but spend much of their time visiting schools, attending meetings and case conferences. They are responsible for conducting assessments of children referred by their school and producing the statement of special educational needs summarising the situation and recommending the appropriate level of additional support.

Many special needs officers are former teachers, or have experience in educational administration. Training is generally given on the job by more experienced colleagues. See the profile at www.lgcareers.com/career-descriptions/educating-your-community/special-needs-officer/ for further information.

Educational psychologist

Educational psychologists are usually employed by local authorities and are based in offices in education departments but spend much of their time visiting schools, attending meetings and case conferences. They aim to enhance children's learning and enable teachers to understand children's psychological problems and meet any additional support needs they may have. Educational psychology assessment can involve working directly with children and/or indirectly with teachers and parents.

For more information see www.lgcareers.com/career-descriptions/educating-your-community/educational-psychologist/ and the AGCAS Occupational Profile *Educational Psychologist* on the Prospects website, www.prospects.ac.uk/links/edupsych.

Portage worker

Portage workers provide a home-visiting educational support service that trains parents to teach their own pre-school children who have developmental or learning difficulties, physical disabilities or other special needs. In many parts of the UK, portage schemes are staffed by a mixture of teachers, nursery nurses and social workers. The portage worker in these schemes also contributes to the Statutory Assessment of Special Educational Needs. Extensive experience of working with children under the age of five is essential, together with an understanding of child development and a relevant professional qualification in teaching, nursery nursing, social work or nursing. In-service training and training via the National Portage Association is available. Vacancies are advertised in local newspapers, local authority job bulletins and the local government recruitment website.

Teachers employed by social services

A few teachers in each local authority will work with children who have been referred by social services for a variety of reasons. They act as a 'stop-gap' service and aim to place children back into the mainstream or special school system, where possible. Mainstream and special needs teaching experience is essential.

Other settings

Tutoring

Tutors are contracted from community education centres, Further Education (FE) colleges and private training providers to teach specific subjects, such as basic skills programmes (see chapter on 'Community-based learning and youth work'), cookery, horticulture and woodwork. Relevant industrial experience is normally required, together with a recognised FE teaching qualification.

Many trained dyslexia teachers work from home as private tutors.

Day centres

Instructors/Day-centre officers are employed by day centres or colleges and provide a one-to-one programme of support and encouragement, developed in conjunction with other professionals such as physiotherapists or psychologists. The work varies according to the client group, which usually consists of adults, but opportunities to develop particular areas of interest are possible, e.g. running drama or art therapy sessions.

Further information

Websites

The Association of Camphill Communities in Great Britain, www.camphill.org.uk

The Association of National Specialist Colleges, www.natspec.org.uk/index.php?id=4

Community Care, www.communitycare.co.uk (for vacancies)

Disability Now, www.disabilitynow.org.uk (includes details of vacancies)

Dyslexia Action, www.dyslexiaaction.org.uk

Foundation for Conductive Education, www.conductive-education.org.uk

Local government careers, www.lgcareers.com

LGjobs.com, www.lgjobs.com (local government recruitment site)

The National Autistic Society, www.nas.org.uk

National Portage Association, www.portage.org.uk

RNIB (Royal National Institute of the Blind), www.rnib.org.uk

RNID (Royal National Institute for Deaf and Hard of Hearing People), www.rnid.org.uk

Scope, www.scope.org.uk

SEBDA (Social, Emotional and Behavioural Difficulties Association), www.sebda.org

Sense, www.sense.org.uk

Teachernet, www.teachernet.gov.uk

University of Birmingham, School of Education, www.education.bham.ac.uk

Teaching English as a foreign or second language

Teaching English as a foreign language (TEFL) – also referred to as teaching English to speakers of other languages (TESOL) or English language teaching (ELT) – involves teaching English to those whose first language is not English.

TEFL teachers can work in both the UK and overseas. They work in:

- commercial language schools;
- schools and institutions of further and higher education;
- industry.

Teaching takes place with small groups, typically no larger than 12 students. Classes are usually taught in English even with beginners. Knowledge of a foreign language is useful but not essential.

Although there are hundreds of language schools throughout the UK providing courses for foreign students, most TEFL work takes place in other countries around the world. Employers include commercial language schools, education and development organisations, volunteer organisations, large companies and the British Council.

TEFL is an increasingly graduate-orientated occupation, although entry to private language school work abroad is sometimes possible for those with a good basic education and an excellent command of English. Some countries require Qualified Teacher Status (QTS) as well as a recognised TEFL qualification.

See the AGCAS Occupational Profile *English as a foreign language teacher* on the Prospects website for more information about this role: www.prospects.ac.uk/links/engforlan.

Teaching English as a second language

Teachers of English as a second language work with adults and children whose first language is not English and who live (or are seeking to live) on a long-term or permanent basis in the UK. They work in a range of locations to help learners develop linguistic and cultural competence to participate fully in British education, work and cultural environments.

ESL and E2L are common abbreviations for English as a second language. The abbreviation EAL (English as an additional language) is current in schools, as is ESOL (English for speakers of other languages) within adult education.

ESL posts in schools normally require qualified teacher status (QTS). Changes are being introduced in the qualifications required to teach in adult and further education, which means that new entrants will need to gain Qualified Teacher Learning and Skills (QTLS) status within five years. In order to teach English for speakers of other languages (ESOL), you will need both a full teaching qualification (for example, the Diploma in Teaching in the Lifelong Learning Sector (DTLLS), a PGCE or a Certificate in Education), and a subject specialist qualification in ESOL at level 4/5.

See the AGCAS Occupational Profile *English as a second language teacher* on the Prospects website for more information about this role, www.prospects.ac.uk/links/engseclan.

Further information

Websites

British Council, www.britishcouncil.org
English UK, www.englishuk.com

Therapy roles: riding therapy, child psychotherapy, educational psychology, educational therapy, parent partnership roles

The special educational needs chapter emphasised that special needs teaching involves working in teams with other professionals. These professionals include therapists who specialise in areas such as art, dance, drama, music, play, riding, hearing, speech and language, physiotherapy, occupational and child psychotherapy.

Although these therapists have a role within the education industry, it is not appropriate to describe them all in this publication because their client needs extend beyond learning support. They are described in the context of other therapies in the AGCAS Occupational Profiles on the Prospects website (www.prospects.ac.uk/links/occupations). Play therapy is,

however, included in the chapter on 'Playwork', and riding therapy and child psychotherapy are described in this chapter.

Riding therapy

A love of horses and riding is used as a way to help young people with mild or moderate learning difficulties who have experienced problems in conventional schools. Learning to control a horse increases the pupils' self-confidence and makes them easier to communicate with. The desire to find out more about horses also provides a vehicle for literacy and numeracy teaching.

The UK's longest-established training centre, The Fortune Centre of Riding Therapy, requires a teaching qualification, experience in special educational needs and, preferably, the British Horse Society Assistant Instructor (BHSAI) qualification. Familiarity with NVQs and delivering City and Guilds Wordpower and Numberpower courses is an advantage.

Child psychotherapy

A child psychotherapist works with children from birth to the age of 18. They use a psychoanalytical approach to treat children who are experiencing difficulties with behaviour, thoughts or feelings. These difficulties may include depression, anxiety, development delay, phobias, aggression, gender dysphoria, child abuse, self-harm, learning difficulties, eating disorders and psychosomatic disorders.

Child psychotherapists help children to understand some of their inner conflicts and to manage difficult feelings. Work with parents/carers is an important component of the role as they can often be involved in therapy sessions. Child psychotherapists also work closely with other professionals in health, education and social services.

An honours degree in a relevant subject (e.g. psychology, education, nursing, sociology) is an essential prerequisite as the training is offered at postgraduate level. Personal suitability is extremely important. This is judged on experience: a minimum of two years' work with children of varying ages or families in a voluntary or professional capacity is needed. It is also essential to show at least one year's satisfactory progress in personal analysis with an approved analyst prior to starting training.

See the AGCAS Occupational Profile *Child psychotherapist* on the Prospects website for more information about this role, www.prospects.ac.uk/links/psychchild.

Educational psychology

An educational psychologist is concerned with helping children or young people who are experiencing problems within an educational setting with the aim of enhancing their learning. These may include learning difficulties and social or emotional problems. They work with the individual child and also advise teachers, parents and other professionals who are involved.

Their work with individual children involves an assessment of the child using observation, interviews and test materials. Educational psychologists also provide in-service training for teachers and other professionals on issues such as:

- behaviour management;
- stress management;
- assessment.

The work can also involve advising on educational provisions and policies and carrying out research.

A new training route for educational psychologists in England and Wales was announced in 2005. To become an educational psychologist you need to:

- qualify for Graduate Basis for Registration (GBR). This is obtained by completing an honours degree in psychology or an equivalent conversion course that is accredited by The British Psychological Society (BPS). A conversion course list is available from the BPS.
- undertake a three-year doctorate training programme that is accredited by the BPS.

In order to be accepted on to the postgraduate course it is necessary to demonstrate relevant experience of working with children in educational, childcare, or community settings which should be at least one year's full time equivalent. Admissions tutors for the Doctorate programme will not normally accept graduates with a degree lower than a 2:1 unless they have achieved some higher qualification as well.

In Scotland the postgraduate training route involves the completion of a two-year, full-time, BPS-accredited MSc in Educational Psychology followed by a one-year probation and supervised practice. The minimum requirement for the MSc course is Graduate Basis for Registration and at least two years' experience of working directly with children or young people. The universities of Dundee and Strathclyde are the only establishments to offer the MSc course.

The Children's Workforce Development Council (CWDC) (www.cwdcouncil.org.uk) manages applications for courses and funding in England. See their website for details of the application process, accredited courses and closing dates. Funding is likely to cover fees for all three years and a bursary for the first year. Trainees will be required to seek employment in a trainee post with a Local Authority for their second and third years. There are approximately four times as many applicants as places, but once trained there are jobs available and, indeed, an overall shortage is evident.

See the AGCAS Occupational Profile *Educational psychologist* on the Prospects website for more information about this role, www.prospects.ac.uk/links/edupsychn.

Educational therapy

Educational therapy is a way of working with children who have learning difficulties that combines teaching with the therapeutic exploration of the emotional factors that may impede their learning. It uses stories, drawings, educational activities and play to provide experiences which help the child make sense of their difficulties and gain the confidence necessary to become a learner. Educational therapy can take place in one-to-one or group sessions.

In order to train as an educational therapist it is necessary to be a qualified educational psychologist (see above) or teacher. Training is available through the Caspari Foundation, which offers a four-year, part-time MA in Educational Therapy validated by Middlesex University.

Parent partnership services

The Education Act 1996 places a duty on Local Authorities (LAs) to make arrangements for all parents whose children have special educational needs (SEN) to have access to a parent partnership service.

Parent partnership officers

Parent partnership officers (PPOs) can help parents make informed decisions about their children's education and support arrangements. They offer information and advice about SEN and, for all parents who want one, access to an independent parental supporter (a trained volunteer). The service offers advocacy to parents in situations where there is disagreement with the school or LA about catering for a child's particular needs. PPOs work mainly for LAs but may work for independent bodies such as Mencap or Barnado's, or for a steering or advisory group made up of such bodies.

Prior knowledge and experience of educational legislation and programmes for children with SEN is essential for most LA-based posts. Entry as an assistant PPO requires, as a minimum, an HND, and PPO posts require an honours degree. Educational social worker (parent partnership) posts require a BA or MA in Social Work. Posts are advertised in the national educational press, local press and on LA websites.

Further information

Websites

The Association of Child Psychotherapists, www.childpsychotherapy.org.uk

Association of Educational Psychologists (AEP), www.aep.org.uk

The British Psychological Society (BPS), www.bps.org.uk

Caspari Foundation, www.caspari.org.uk

Children's Workforce Development Council, www.cwdcouncil.org.uk

The Fortune Centre of Riding Therapy, www.fortunecentre.org

National Parent Partnership Network, www.parentpartnership.org.uk

RDA (Riding for the Disabled Association), www.riding-for-disabled.org.uk

Training

Training and development officers/managers

A training and development officer/manager manages the learning of an organisation's workforce.

- The training element gives staff the understanding, practical skills and motivation to carry out particular work-related tasks. The training officer/manager will either deliver training sessions to participants or, alternatively, arrange for others to do so.
- The development work relates to the ongoing, long-term improvement of employees' skills so that they can fulfil their potential within their organisation.

The training and development manager is responsible for developing a comprehensive training package that encompasses both these elements in order to maintain a motivated and skilled workforce and to fulfil the needs of the organisation. The nature of the training and development role is industry-specific, with the level of responsibility and variety of activities dependent on the type and size of organisation. Tasks may include delivering induction training for new recruits and carrying out appraisals and agreeing individual training programmes for individual staff.

Training and development is one of the specialist career areas available after qualifying in human resources management, though not all training practitioners come through this route.

Organisations involved in running government-funded training programmes, such as apprenticeships, employ training managers or training advisers to select trainees, organise work placements and monitor each trainee's progress.

Trainers and Training consultants

Training as a full-time job is, for many people, a second career, exploiting the skills and knowledge of specific jobs or processes gained through their first career. They may specialise in areas like IT, management skills, health and safety, sales, diversity and cultural awareness etc., or in generic skills such as time management, communication skills or coping with stress. Large organisations may employ their own full-time trainers, but other trainers work on a freelance basis.

In many organisations, line managers are responsible for the training delivered to their staff, which means that the ability to deliver training is an important skill for anyone aspiring to a

management position. It is likely that an increasing number of managers will be encouraged to qualify as a workplace assessor as part of their job function; this in turn may limit the availability of dedicated full-time training posts.

Training consultants usually work freelance or for a consultancy firm, and may be engaged by public or private sector organisations to analyse business problems in terms of identifying training needs and recommending solutions. Some may work with senior management to solve major performance or structural problems which involves working with individuals or small groups to cope with change. Consultants may also deliver training sessions or devise training materials to be delivered in-house by the client organisation.

The Chartered Institute of Personnel and Development (CIPD) offers a Certificate in Training Practice and a range of short courses. Assessor Awards (NVQs in Learning and Development) are essential for assessors and useful pre-entry qualifications for training advisers.

See the AGCAS Occupation Profiles *Training and development officer/manager* (www.prospects.ac.uk/links/trainman) and *IT trainer* (www.prospects.ac.uk/links/ittrainer) on the Prospects website for more information about these roles.

Further information

Publications

Everything you ever needed to know about training, K Thorne and D Mackey, Kogan Page, 2007

The Training Manager's Yearbook, AP Information Services Ltd, annual (contains lists of training managers in all the major companies and a section on training providers)

Websites

Chartered Institute of Personnel and Development (CIPD), www.cipd.co.uk
TrainingZONE, www.trainingzone.co.uk

Traveller Education Support Services: Education for Gypsy, Roma and Traveller children (GRT)

The term 'GRT' encompasses a number of different groups including:

- English and Welsh Gypsies
- Scottish and Irish Travellers
- Fairground or Show people
- Circus people
- New Travellers
- Bargees – occupational boat dwellers
- Roma – Gypsies from mainland Europe

Most UK local authorities (LAs) have Traveller Education Support Services (TESS) of their own or are part of a consortium. The staff these services employ varies from area to area and includes teachers, support workers and development officers among others. For example, job titles in a TESS team could include:

- advisory/support teacher;
- education support workers;
- learning support assistants;
- community development officer;
- early years project workers;

- community learning mentors for travellers;
- cultural diversity support worker for travellers;
- playworkers;
- education access and entitlements officer;
- education welfare officer.

Most teams are small, depending on the size of the traveller population in the LA.

TESS aim to improve access to education for GRT children, enhance the quality of educational opportunities and raise educational attainment. They support children, families and schools to help integrate GRT children into mainstream education, working in partnership with other services and agencies. Additionally they monitor attendance and attainment and ensure traveller children receive their full entitlement to education, acting as advocates between families and schools. They have a significant role in promoting knowledge and cultural understanding of traveller communities.

The work of the team is centred on advice and support and is likely to include:

- providing support and advice to class teachers;
- liaising with GRT parents on site to extend parental involvement in their children's learning;
- providing information and advice to schools to which the pupils transfer;
- providing assistance with curriculum planning and provision of resources;
- developing new resources, such as IT based resources for distance learning, for travelling children on the move;
- teaching or providing curriculum support to pupils in a number of schools;
- providing training to schools to promote awareness and understanding.

Further information

Websites

National Association of Teachers of Travellers (NATT), www.natt.org.uk
NATT works to improve continuity of educational support for traveller children in the UK.

Scottish Traveller Education Programme (STEP), www.scottishtravellered.net/ develops and supports inclusive educational approaches for gypsies and travellers.

Tutoring

The term tutor is widely used and occurs in various contexts in this publication. Tutoring as a one-to-one or small group activity may be appealing to those who wish to teach but who are not keen on large classes in schools.

One-to-one tutoring work is common in situations where individuals have to work intensively to acquire skills and knowledge, where learners need support in addition to class teaching, and also where learners are excluded from accessing classes due to illness or behavioural issues.

Private tuition

Learners normally seek private tuition because they need extra help with their current studies. Recently demand for tutors to help seven- and eight-year-olds with private preparatory school entrance and for 11+ exam coaching has seen a large increase. Private tutors work from home and many use their own, or their student's home for one-to-one or, occasionally, small-group teaching. On-line tutoring is a small but growing area. Most private tutors work part time.

Many private tutors are qualified teachers, familiar with the specific subject they are tutoring in, but some agencies employ undergraduates, postgraduates or graduates without any previous teaching experience. Maths, science and modern foreign languages are probably the school subjects in most demand, plus special learning needs and, in some areas, English as a second language. Tutors may advertise their service independently through local outlets or via the many online directories of tutors. Others find work through agencies. Some agencies advertise in the *Times Educational Supplement (TES)*, but you should also apply speculatively to local agencies.

Open and distance learning

Open learning describes education or training schemes that are learner centred, where the learner rather than the tutor decides on what is learned. Distance learning indicates a geographical distance between learner and tutor. The Open University (OU) provides both open and distance learning tuition but it is important to realise that the two are not synonymous. Many work-based learning training schemes are learner centred but not separated by distance from the trainer.

Correspondence schools/distance-learning tutors

Correspondence schools are a common distance-learning medium, with the learner working with prepared learning materials and submitting written assignments to their tutor. Tutors' responsibilities involve marking assignments and providing telephone counselling to answer queries about assignments, problems with study skills and revision. The OU and some further education (FE) colleges provide face-to-face tutorials, summer schools and library resources.

Distance-learning tutors will need to have academic proof of their subject knowledge. Experience of distance learning as a student or tutor is also useful. Some companies, such as Oxford Open Learning, also ask for previous teaching experience. Access to fax and email is essential. Correspondence schools do not normally advertise for tutors, perhaps because they receive so many speculative approaches.

Online tutors

Online tutors or e-tutors deliver tutorials by video conferencing, offer learning resources via the internet or CD-ROM and set assignments by email. This area of work is expanding rapidly. The work of online or e-tutors can include being a point of contact for study queries, helping students set up discussion forums and chat rooms, and conducting 'virtual classes', as well as assessing students' work and giving feedback. Working hours may involve evening and weekend work. Tutors will usually work from home and will need an internet connection, preferably broadband. Online tutors may be self-employed or employed by training providers.

An online tutor will need good IT skills together with in-depth subject knowledge and teaching, training or tutoring experience and qualifications. An e-learning qualification, such as LeTTOL (Learning to Teach Online) or the Net-Trainers qualification, though not essential, can be useful for gaining work. The LeTTOL qualification is accepted by Learndirect for applicants who wish to join its national Tutor Search Database, run by the University for Industry (Ufi).

OU associate lecturers

OU associate lecturers are employed for part-time work by regional OU offices. A relevant degree is essential, with adult teaching experience a useful addition. The ability to use ICT in teaching and supporting students is essential, as is access to a computer. Jobs are advertised nationally but a speculative application to a local regional OU office might be worthwhile.

Residential school tutors and demonstrators

Tutors and demonstrators are recruited by the OU for one- or two-week residential courses in the Easter or summer vacation. Tutors need to have a relevant first degree and experience or interest in adult learning. Demonstrators must have a relevant (usually scientific or applied science) degree. National advertisements appear in the *Times Educational Supplement (TES)* in January of each year.

Further information

Publications

How to Start and Run Your Own Home Tutoring Business, Gillian Stellman and Vivienne Howse, How To Books Ltd, 2007

Websites

Hotcourses, www.hotcourses.com (online directory of online and distance learning course providers).

Internet Homeworking Directory, www.homeworkinguk.com/teaching.html (for information on home tutoring opportunities)

Learndirect, www.learndirect.co.uk

LeTTOL (Learning to Teach Online), <http://weblearn.sheffcol.ac.uk/lettol>

Net-Trainers, www.nettrainers.org

Open and Distance Learning Quality Council, www.odlqc.org.uk

Open University, www.open.ac.uk

Oxford Open Learning, www.oool.co.uk

Times Educational Supplement (TES), www.tes.co.uk

Ufi (University for Industry), www.ufi.com

Yellow Pages, www.yell.com (search under 'Tutoring' or 'Educational Services' for local private tuition agencies)

Visual and performing arts: education officers, community arts, music, theatre, art

Most of the educational roles discussed in this chapter aim to increase a community's participation in one or more art forms. An education officer, for example, works for an established arts company or venue with the aim of encouraging the public to make greater use of the facilities. A community arts worker, on the other hand, encourages local people to make their own art. Some of the other jobs discussed fall somewhere between these two roles. Skills in visual and performing arts are also useful for jobs described in other parts of this publication (e.g. youth work and play work).

Education officers

Most major theatres, orchestras, opera, ballet and dance companies, major art galleries and some art-house cinemas employ education officers/managers (or school projects managers/officers, education events managers or education assistants/officers). The aim of most education officer posts is to develop initiatives to open the artistic resource involved to the community which uses it.

Tasks will include the planning, organising, marketing and administration of educational programmes and projects for the public. These programmes might include participatory workshops, festivals and outreach work in schools. Some education officers may be heavily involved with writing resource packs for pupils, training teachers, teaching children and leading workshops and discussion groups for children and adults. Some devise and run training programmes for performers. The work of all officers involves a great deal of liaison with schools, societies and organisations in the community.

Relevant qualifications and experience as an artist/performer or in arts administration are usually required. An understanding of the work of educators would be an asset for officers working with schools. IT skills are often listed as essential and experience of fund-raising is desirable.

Community arts workers

Community arts workers collaborate with a wide variety of different groups, encouraging the use of artistic activities to support their development and improve their quality of life. Generally, they work in areas where there are social, cultural or environmental issues. Project work may fall into such categories as race, gender, disability, health and the environment and may focus on the following groups: drug users; the elderly; young offenders; mentally ill patients; ethnic minorities; and people with disabilities.

In some cases, the work can be mainly artistic and creative in nature, particularly if the role is as an 'artist in residence' for a specific project or initiative. Generally, however, community arts workers will have a more administrative, strategic and managerial role, particularly those working within local government, for arts companies, agencies or charities as project officers or co-ordinators.

Most community arts workers are qualified or trained in a particular arts discipline, although a good overall knowledge of the arts in general is of benefit. More recently, specific community arts qualifications have been introduced. With the increasing importance of community arts as a regeneration tool, local government has become a prominent employer.

See the AGCAS Occupational Profile *Community arts worker* on the Prospects website for more information about this role, www.prospects.ac.uk/links/commarts.

Music

Music Manifesto

The Music Manifesto, launched in 2004, is a campaign to improve music education for young people. It is supported by music organisations, musicians, teachers and composers, the music industry, broadcasting, teachers' and musicians' unions, and arts and education charities and trusts.

Five partnership projects have been funded for 2008-09 designed to inspire more young people to access high quality music provision.

The Manifesto commits to encouraging the involvement of musicians who are not mainstream school teachers in collaborative music education activities in schools and the wider community. Anyone interested in this area of work should keep up to date with developments in this initiative.

Community music

The term 'community music' covers a wide range of activities and involves musicians working outside formal settings like the concert hall. Settings include schools, prisons, hospitals, youth clubs and community centres. It also covers the development of music in under-resourced areas and with disadvantaged groups, together with the development of creative partnerships between people of different skills and cultures.

Even though job titles vary (ranging from musician in residence and outreach worker to, occasionally, community musician), performance, teaching and administration are certainly features. Employment may be funded by local authorities, charitable trusts, voluntary organisations and commercial sponsorship or as an offshoot of other arts organisations such as regional arts boards, orchestras, opera and theatre companies.

The jobs require high standards of performance on one if not a number of instruments plus other music skills such as conducting or arranging. In addition, workers need:

- personal enthusiasm, sensitivity, confidence, imagination;
- accomplished musical skills in whatever tradition(s) you're comfortable with;
- an understanding of the social and musical cultures and backgrounds of those traditions, so that you can empathise with the reasons why people make music and what they use it for;
- good teaching and communication skills;
- organising ability;
- excellent teamwork skills;
- good administrative skills, and a knowledge of the bureaucratic structures in which these music activities are likely to take place - who's in charge, where the money comes from, how to plan a project, etc.

Musicians with appropriate skills and experience gained through professional or voluntary involvement in community work, may compete directly for advertised posts in community music. Others may seek funding or sponsorship for projects in community music, perhaps consisting of commissioning and performing a new piece, and giving workshops to explain and illustrate its creation. Others may begin their careers as school teachers, arts administrators or performers. Singers or instrumentalists may participate in their orchestra's or company's outreach programme.

Formal training for community musicians is not widely available. An MA in Community Music is available at the University of York.

Private music teachers

In theory, anyone can set up as a private music teacher but, in practice, most will have obtained one of the recognised qualifications offered by the music colleges or have taken one of the courses offered by the Incorporated Society of Musicians or the Associated Board of the Royal Schools of Music. A private teaching practice is usually built up through personal recommendation and local advertising. Most private music teachers are self-employed and must, therefore, undertake the accounts and publicity for the business. Successful teachers can earn a comfortable living but much of their work has to be done at weekends and in the evenings when school and normal working hours are over.

See the AGCAS Occupational Profile *Private music teacher*, on the Prospects website for more information about this role, www.prospects.ac.uk/links/musteach.

Theatre

The following areas of employment are all essentially performer-cum-tutor/facilitator and most artists will take more than one role at a time and switch roles as grant-funding dictates. The educational roles are found in:

- young people's theatre (YPT);
- theatre in education (TIE);
- youth theatre (YT).

Young people's theatre

Young people's theatre (YPT) is about theatre for young people, where the work is specifically created for them. Many provincial repertory theatres and arts and community centres show productions prepared specifically for young people.

YPT includes what is known as theatre in education (TIE). These companies tend to work in schools and link their work to the National Curriculum. Although there are some dedicated TIE companies, many theatre groups provide both YPT and TIE. A members' directory and information about the development of YPT in the UK can be found on the Theatre for Young Audiences website (see 'Further information' section).

Theatre in education

Theatre in education is outreach drama in schools, using drama to educate children. Productions offer varying degrees of audience participation. Topics covered often include the examination set plays and 'youth at risk' issues, such as AIDS, drink and drugs.

Youth theatre

Youth theatre provides young people with the opportunity to gain practical experience in the theatre. Besides the National Youth Theatre, there are now some 400 regional youth theatres. They generally operate outside the formal education system.

It is generally recognised that the majority of working actors have trained at a professional drama school. In choosing a school, it is important to check that it is a member of the Conference of Drama Schools and is accredited by the National Council for Drama Training. There are no drama school courses specific to TIE or YPT. Although some youth theatres employ full-time staff, the majority of performer-tutors are volunteers; they may have amateur acting experience rather than drama school training.

See the AGCAS Occupational Profile *Actor* on the Prospects website for more information about this role, www.prospects.ac.uk/links/actor.

Art

Artists in residence

Artists in residence are normally on short-term contracts in schools (usually independent schools), universities, community centres, art galleries or hospitals. These posts provide two- or three-dimensional artists the space, time and money to develop their own work. Free board and lodging may be offered by boarding schools. Strictly speaking, artists-in-residence posts should not involve residential or teaching duties, although some recent adverts have included the latter. Vacancies are advertised in the *Times Educational Supplement (TES)* and The Artists Information Company website (need to subscribe). Applicants should be qualified in two- or three-dimensional art. No previous teaching experience is required.

Creative Partnerships is a government-funded national initiative, established to develop schoolchildren's potential, ambition, creativity and imagination. They employ creative programmers to work with the creative director and other key partners to build and support partnerships with schools, local communities and other creative and educational organisations within their region.

Further information

Websites

The Artists Information Company, www.a-n.co.uk, includes the a-n Magazine (vacancies and case studies of residencies (for visual artists) are available on the website – you need to subscribe)

Arts Council England, www.artscouncil.org.uk

Arts Council of Northern Ireland, www.artscouncil-ni.org

Artscape – the national directory for arts in education, www.artscape.org.uk

ArtsWales, www.artswales.org (the website for the Arts Council of Wales)

The Conference of Drama Schools (CDS), www.drama.ac.uk

Creative Partnerships, www.creative-partnerships.com

Drama – the journal of National Drama, www.nationaldrama.co.uk

Incorporated Society of Musicians, www.ism.org (information sheet: *A career in private teaching*)

Independent Theatre Council, www.itc-arts.org

The Leverhulme Trust, www.leverhulme.ac.uk (the Trust runs a grant scheme to support artists-in-residence projects)

Music Manifesto, www.musicmanifesto.co.uk

National Association of Youth Theatres, www.nayt.org.uk

National Council for Drama Training (NCDT), www.ncdt.co.uk
National Youth Theatre, www.nyt.org.uk
Scottish Arts Council, www.scottisharts.org.uk
TES Jobs, www.jobs.tes.co.uk
TYA, www.tya-uk.org/
University of York, Department of Music, <http://music.york.ac.uk>

Working with offenders: prisons, secure training centres, youth offending teams

Prisons

Prisons instructors/tutors

Prisons instructors or tutors provide education and training to help prison inmates and young offenders to prepare effectively for rehabilitation. Much of the training offered is in vocational and practical skills, such as building or IT, but it may also cover basic literacy and numeracy skills and creative activities, such as art and drama. The environment is much harsher than a college classroom: tutors have responsibility for security and managing the prisoners, and the inmates' attitudes to their training can vary from very negative to highly enthusiastic. Prison tutors are usually employed by a Further Education (FE) College which has a contract with prisons to provide classes for inmates.

Prison Teachers

The majority of prison teachers are employed by further education (FE) colleges. Entry requirements and training are, therefore, the same or similar to those for further education lecturers. A high percentage of staff are employed part time, working 12-15 hours a week, and may well have the chance to work overtime to make up the 48-week prison education year. Many prisons organise summer schools, which may need extra temporary teachers, a potential way of gaining experience and getting yourself known. Apply directly to individual prisons' education co-ordinators.

See the AGCAS Occupational Profile *Further education lecturer* on the Prospects website for more information about this role, www.prospects.ac.uk/links/felecture, and also the minor profile *Prisons instructor/tutor*.

Instructional Officers

Instructional officers provide prisoners with a high level of vocational training over a wide range of subjects. These include training in engineering, plastics, printing, tailoring, footwear, woodwork, etc. This type of training increases the likelihood of prisoners finding employment on release and therefore contributes towards reducing re-offending.

If you are interested in working for the Prison Service as an instructional officer you will need to meet their minimum eligibility requirements, see HM Prisons website below for further details.

Secure Training Centres

Secure Training Centres (STCs) are purpose-built centres for young offenders up to the age of 17. They are run by private operators. There are four STCs in England:

- Oakhill in Milton Keynes, Bedfordshire;
- Hassockfield in Consett, County Durham;
- Rainsbrook in Rugby, Northamptonshire;
- Medway in Rochester, Kent.

STC's are used for young people who are sentenced to custody or remanded to secure accommodation. They provide a secure environment where they can be educated and rehabilitated. The regimes in STCs aim to be constructive and education-focused. They provide tailored programmes for young offenders, giving them the opportunity to develop as

individuals which will help stop them reoffending. Trainees are provided with formal education 25 hours a week, 50 weeks of the year. All services related to the operation of an STC are provided on-site. Teaching in this area can be very stressful and you should have several years' teaching experience before applying for posts. Specialist qualifications are desirable and all staff are required to complete a nine-week training programme specified by the Youth Justice Board (YJB).

Youth Offending Teams

Education for Young Offenders:

Research suggests that participation in education, training and employment is a key protective factor in preventing offending and re-offending behaviour.

Youth offending teams (YOTs) are multi disciplinary organisations working both within children's services and the Criminal Justice System, aiming to prevent offending behaviour by children and young people. There is a YOT in every local authority in England and Wales. They are made up of representatives from the police, probation service, social services, health, education, drugs and alcohol misuse and housing officers.

The YOT's work falls into 3 key areas:

- preventing crime and anti-social behaviour;
- community supervision of offenders;
- re-settlement of young people from custody.

In 2007, the former Department for Education and Skills - in partnership with the Ministry of Justice, the Youth Justice Board and the Learning and Skills Council - published a series of consultation papers to consider the key issues affecting education for young offenders ('Education for Young People in the Youth Justice System'). This resulted in the Youth Crime Action Plan (July 2008). The Government plan to improve education and training for young offenders by placing duties on local authorities to plan and commission education in juvenile custody.

A teacher will work within or for a YOT in a number of ways.

- Teachers may be involved through mainstream provision by providing a school-based link for a young person.
- They may be called upon on a supply basis to provide ad hoc educational provision to meet specific needs for individuals and groups.
- Increasingly, teachers are actually based in YOTs themselves. In this case, a teacher would need to be extremely flexible and adaptable.
- They might provide the link between the YOT, school and the local authority (LA).
- They may work directly with the young person, their family and the victims of crime.

The work may take place in a variety of settings: office, school, home, and secure settings. The teacher may be required to attend court to provide information that will enable the courts to pass appropriate sentences. They will need to liaise closely with other staff and agencies involved with the young person. They will also be involved in the design and delivery of individual educational packages to young offenders, working out the logistics of the programme, using local resources and support workers, and negotiating access to resources in their local authority. The teacher will be able to refer young people to other services and act as a mentor and mediator for young people experiencing difficulties with an educational programme. They will also be required to monitor the young person's progress throughout the educational programme.

Although education is the teacher's primary role, they may also be required to take on a broader role, for example:

- co-working with other specialists to deliver offence-related work, victim work and other topics that have an educational bias, for example, sexual health, drug and alcohol use;

- acting as an appropriate adult in police stations;
- supporting a 'duty' system, both in-office and out-of-office hours;
- any supporting role that is specific to a young person's needs.

What is important for a teacher working with this group of children and young people is a broad based experience, rather than their specialist curriculum subject. A teacher in a YOT must be:

- able to deliver education in intensive small group and one-to-one situations;
- comfortable negotiating resources with other professionals and organisations;
- very good at communicating;
- able to work in imaginative and innovative ways outside of the National Curriculum;
- able to deliver/develop alternative educational programmes for individual children and small groups to complement the action plan for the young person's entire needs;
- a good team player;
- willing to participate in professional development provided by the Youth Justice Board to improve and refine skills in working with young people who have committed offences.

Further information

Websites

Department for Innovation, Universities and Skills (DIUS), www.dcsf.gov.uk/offenderlearning

HM Prison Service, www.hmprisonservice.gov.uk

Instructional Officers,

www.hmprisonservice.gov.uk/careersandjobs/typeswork/instructionalofficers

The Offender's Learning and Skills Service (OLASS) in England: A Brief Guide,

www.dcsf.gov.uk/offenderlearning/uploads/documents/OLASS%20Booklet%20.pdf

Scottish Prison Service, www.sps.gov.uk

Youth Justice Board, www.yjb.gov.uk

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