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Education Alternatives

Teaching and Related Professions Task Group
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Introduction

About *Education Alternatives*

This publication aims to provide information about education-related careers other than teaching in mainstream schools. It is a particularly useful resource for:

- students 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;
- trainee and qualified teachers seeking to move to a different role in education.

How to use this publication

The publication is divided into two main sections:

Section A: Teaching in alternative settings – roles which still involve teaching, but not in mainstream education; most but not all of these roles require teaching qualifications.

Section B: Alternative roles in education – roles within the broader education sector (and beyond); most of these roles do not require a teaching qualification, but in many cases it would be beneficial.

In general, we have avoided trying to cover every possible role that involves working with children (which would obviously be too numerous, including jobs ranging from paediatrician to crossing patrol). 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. careers adviser). We have generally avoided occupations which require extensive professional qualifications in addition to teaching, particularly where this would involve lengthy full-time study; some are included where it is possible to gain entry without the relevant professional qualification and to gain qualifications on a part-time or in-service basis (e.g. librarian).

We have tried to use job titles recognised throughout the UK, but there is tremendous variability in titles and availability of posts. 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.

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 links for further information within the text, and/or a 'Further information' section, highlighting additional resources that readers should consult before making any career decisions.

Additional resources

The AGCAS *Teaching and Education Sector*, on the Prospects website, focuses in detail on current and future developments in education and includes a number of job profiles:

http://www.prospects.ac.uk/p/sectors/teaching_and_education_sector.jsp

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

Developments in education

We 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 Education, www.education.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/
- Qualifications and Curriculum Development Authority, www.qcda.org.uk
- 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, <http://jobs.tes.co.uk>
- The Times Higher Education Supplement www.timeshighereducation.co.uk/jobs_home.asp
- EducationGuardian, <http://jobs.guardian.co.uk/education>
- Jobs.ac.uk (higher education appointments), www.jobs.ac.uk;
- public sector vacancies, www.jobsgopublic.com and www.lgjobs.com.

Local authority websites also carry information about educational services in their area as well as details of teaching and non-teaching education vacancies. Regional and local newspapers publish their jobs pages online. The Fish4jobs website, www.fish4.co.uk/jobs, has details of local vacancies. Local recruitment agencies can be a useful resource; for a list of agencies see www.rec.uk.com.

Contacts

www.edubase.gov.uk provides an electronic directory of schools, useful for identifying contacts for gaining work experience and for speculative job applications.

SECTION A: TEACHING IN ALTERNATIVE SETTINGS

Chapter 1: Adult and community education

Adult and community education

Community education is voluntary and available to all members of the community.

About half of the workforce is employed by local authorities (LAs), most of which support or work alongside community or voluntary organisations. Some LAs in England provide their own adult education service; others contract local further education (FE) colleges. Other local providers include the Workers' Education Association (WEA) (www.wea.org.uk) which regularly recruits part-time tutors in a range of subjects.

Classes on offer in this sector range from recreational and basic skills to vocational training and foundation courses for degree entry. Lifelong Learning UK (LLUK) (www.lluk.org) is the sector skills council responsible for the professional development of all those working in community learning and development.

Community education officers

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 courses, organising and reporting to meetings of advisory committees.

Some community education officer posts specialise in youth work, which involves 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.

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 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 improve adult literacy and numeracy skills.

The work is based in a variety of settings including 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, including adult education, are required to take qualifications in order to gain Qualified Teacher Learning and Skills (QTLS) or Associate teacher Learning and Skills (ATLS).

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

Further information

National Literacy Trust (NLT), www.literacytrust.org.uk

NIACE (The National Institute of Adult Continuing Education), www.niace.org.uk

Chapter 2: Alternative education – progressive, human scale, Montessori and Steiner Waldorf

Alternative education includes: progressive education, human scale education, Montessori and Steiner Waldorf. It should not be confused with 'Alternative provision', which refers to arrangements for pupils who cannot attend school for medical or personal reasons (see next chapter).

For entry to this field a PGCE may not be required, but qualified teacher status (QTS) and some experience of the state system increase the chances of finding financially viable openings in alternative education.

There is no umbrella organisation or association that covers this diverse range of alternative teaching methods. LIB ED (www.libed.org.uk), 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

The best known example of progressive education is Summerhill (www.summerhillschool.co.uk) in Suffolk, which was founded in 1921 with the aim of making the school fit the child. It allows children to be themselves and choose what they want to learn and which lessons to attend. The school offers mainstream exams and teachers are usually qualified, although as an independent school they can offer work to those without QTS.

Human scale education

Human scale education (www.hse.org.uk) aims to promote small, human scale learning communities in the state and independent sectors. It is an education reform movement which works directly with parents and schools.

Montessori education

Montessori education (www.montessori.org.uk) places emphasis 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 Montessori method is best known in the UK for pre-school and primary education.

Teachers in a Montessori school usually need a Montessori qualification such as the Early Childhood Diploma which can be taken full-time, part-time course or by distance learning. These qualifications are not sufficient to teach in state schools. There are different bodies accrediting Montessori teacher training: Montessori Education UK (www.montessorieducationuk.org), and Montessori Centre International (www.montessori.org.uk)

Steiner Waldorf schools

Steiner Waldorf schools (www.steinerwaldorf.org.uk) focus on a child's moral and personal development rather than academic performance. Continuity in the pupil-teacher relationship is maintained over several years of the curriculum. There are over 900 Steiner Waldorf schools worldwide, with around 35 in Britain and Ireland, as well as about 50 early years centres.

In general, most Steiner 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 QTS.

Curative education is dedicated to the care and education of children and adults with complex needs. It is a multidisciplinary professional activity which uses therapeutic activities and crafts. The University of Aberdeen, in conjunction with Camphill Rudolf Steiner Schools, offers co-workers a BA in Social Pedagogy based on curative education (<http://www.abdn.ac.uk/education/courses/basp>).

Chapter 3: Alternative provision - pupil referral units, home and hospital education

Alternative provision refers to education which occurs outside of schools and is arranged by local authorities or schools. This includes pupil referral units, 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.

Vacancies for staff in alternative provision settings are advertised locally and in the *Times Educational Supplement* (<http://jobs.tes.co.uk>). 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. A directory of Providers of Alternative Provision, can be found on the Teachernet website (www.teachernet.gov.uk/alternativeprovision).

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 or very withdrawn. Run by a 'Teacher-in-Charge', PRUs are usually staffed by teachers with mainstream school experience. For further details, see the Department for Education (www.education.gov.uk) and the National Organisation of PRUs (www.prus.org.uk)

Hospital schools

The role of a hospital teacher differs significantly from that of a mainstream teacher despite working to the National Curriculum. 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. 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 multidisciplinary team.

Home teaching

A home teaching service looks after children who cannot attend school for a wide variety of reasons e.g. pregnant schoolgirls, children just coming into the country, statemented children (those with special educational needs) waiting for a placement, children with a long term illness. Teachers will visit children at home, so organisational skills are highly important in order to make sense of varied timetables and journeys. Although a lot of work is done independently, home teachers have to be able to work in a team and keep records for schools and other professionals.

Further information

Access to Education for Children and Young People with Medical Needs, <http://publications.education.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DFES%25f0025%25f2002&>

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

Chapter 4: 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.

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 coordinator and seconded teachers. For local authority environmental centres, qualified teacher status (QTS) is essential.

Environmental charities

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

Chapter 5: Health education and promotion

Health promotion specialists

A health promotion specialist helps people to improve their health as well as increase their control over it. They plan, implement 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 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 they 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

Health trainers help people to develop healthier behaviour and lifestyles in their own local communities. Health trainers tend to work in a community setting and are usually employed by a primary care trust (PCT). They offer practical support to help change people's behaviour in order to achieve their own choices and goals. The exact role will depend upon the needs of the community in which they work, but typically would involve encouraging people to: stop smoking, participate in increased physical activity, eat more healthily, drink sensibly and practice safe sex. The ability to motivate people is therefore a key part of the work of a health trainer.

Health trainers need to be able to work with existing community groups and to be involved in supporting new groups. This might involve networking with other agencies and organisations. Explaining how a healthy lifestyle can benefit an individual or group is an important part of this type of work. This might be done verbally or through providing information in a written format, or it might mean referring individuals to other agencies or organisations for further support or resources.

Further information

Health Service Journal www.hsj.co.uk (for job vacancies)

NHS Careers www.nhscareers.nhs.uk

NHS Jobs web site www.jobs.nhs.uk (for job vacancies)

Skills for Health www.skillsforhealth.org.uk

Chapter 6: Museum education

Museum education officers

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

Community or outreach work is an increasingly important aspect of the role. 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.

Understanding of the curriculum is required, so a teaching qualification and/or experience would be an advantage for this role. Experience in a museum, usually in a voluntary capacity, is essential.

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

Chapter 7: Out of school learning

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. 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.

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

Playing for Success (PFS) is a partnership between the Department for Education (DfE), local authorities and a broad range of sports, offering out-of-school-hours study support centres at football clubs and other sports grounds. The centres use the environment and medium of the sport 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 are led 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, so it can be a way of gaining experience.

ContinYou

ContinYou is a community learning organisation with a history of shaping and promoting the study support/out-of-school-hours learning agenda. Many of the 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

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

4Children, www.4children.org.uk provides support for extended schools, particularly with childcare

ContinYou, www.continyou.org.uk

Playing for Success, www.playingforsuccessonline.org.uk

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

Chapter 8: Special educational needs

The term 'special educational needs' (SEN) encompasses many additional support needs. These include visual, hearing or speech impairment, physical and medical conditions such as cerebral palsy or Down's syndrome, short or long term emotional or behavioural problems (EBP), dyslexia, hyperactivity or autism. Difficulties range from mild learning difficulty through to profound and multiple learning difficulties, combining severe physical, sensory, learning or emotional difficulties. Gifted children can also be within the scope of SEN.

Teaching roles

Special educational needs (SEN) teacher

Also known as learning support teachers, SEN teachers support and teach children with any form of SEN, identify individual needs and create a safe, stimulating and supportive learning environment. SEN teachers usually have several years of classroom teaching experience. 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-ordinator (SENCO)

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 liaise with parents, teachers and other professionals to draw up statements of special needs, ensuring each child receives extra provision within the school or at a special school.

Special needs teaching assistant

Special needs teaching assistants support SEN teachers and pupils. They are usually based in mainstream schools or further education colleges, providing one-to-one assistance in the classroom or withdrawing pupils to teach specific skills, such as literacy or numeracy. 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.

Teaching in special schools and colleges

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. Many are state-funded but others are independently funded and managed by charities, often specialising in a particular disability; examples include Scope (www.scope.org.uk), National Autistic Society (www.autism.org.uk), Royal National Institute of the Blind (www.rnib.org.uk).

There are also centres 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 - www.conductive-education.org.uk) 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) (www.tes.co.uk) and via the websites of the institutions that operate schools.

Local further education (FE) colleges and specialist colleges run by charities employ teachers to deliver vocational programmes or independent living courses for disabled young people over the age of 16. See the Association of National Specialist Colleges (www.natspec.org.uk), and the AGCAS Occupational Profile *Further education teacher* on the Prospects website for more information about this role: www.prospects.ac.uk/links/felecture.

Teaching in therapeutic communities

Therapeutic communities provide group-based therapeutic treatment and education in a community-based setting. This approach is often known as curative education. Curative education professionals

combine the work of teacher, doctor, therapist and artist (see Chapter 2, Alternative education; for an example see The Association of Camphill Communities in Great Britain, www.camphill.org.uk).

Teaching in Pupil Referral Units (PRUs)

PRUs are a type of school run by LAs to educate children who cannot attend school (due for example to medical problems, pregnancy or exclusion). Opportunities for qualified teachers are advertised through local authorities (see www.lgjobs.com) and occasionally in the Times Educational Supplement (TES - <http://jobs.tes.co.uk>). See Chapter 3, Alternative provision, for more information.

Tutoring

Tutors may teach specific subjects such as basic skills, cookery, horticulture or woodwork, in special schools or colleges; they may work freelance or be contracted from further education colleges or private training providers. Many trained dyslexia teachers work as private tutors from home. Relevant experience is normally required, together with a recognised FE teaching qualification. See Chapter 14, Tutoring, and Chapter 1, Adult and Community education, for more information.

Day centres

Instructors, or day service officers or managers, are employed by day centres or colleges, which are run by local authorities or charities to provide one-to-one programme support, usually to adult clients. Programmes vary according to the client group and are developed in conjunction with other professionals such as physiotherapists or psychologists; there is scope to develop particular areas of interest, e.g. running drama or art therapy sessions. For more information on this role, see the profile at: <http://www.lgcareers.com/careers-az/day-service-manager/>

Non-teaching roles in local authorities (LAs) and voluntary services

Special needs officer

Special needs officers conduct assessments of children referred by schools and produce statements of special educational needs, recommending the appropriate level of support. They are office-based but spend much of their time visiting schools, attending meetings and case conferences. Many are former teachers or have experience in educational administration, and are trained on the job by experienced colleagues. For more information on this role, see the profile at: www.lgcareers.com/careers-az/special-needs-officer/.

Educational psychologist

Educational psychologists offer assessment, advice and support to parents and teachers where there is concern about a child's development, learning or behaviour. This involves working directly with children and/or indirectly with teachers and parents. Entry involves a three-year doctorate. See AGCAS Occupational Profile *Educational Psychologist* on the Prospects website for more information on this role: www.prospects.ac.uk/links/edupsynd.

Portage worker

Portage is a home-visiting educational service for pre-school children with additional support needs and their families. Portage workers (also known as portage home visitors or portage teachers) need extensive experience of working with under-fives with additional needs, and may need a teaching, social work or nursery nursing qualification. Training is offered by the National Portage Association. Vacancies are advertised through local authorities (see www.lgjobs.com) and in the Times Educational Supplement (TES) (<http://jobs.tes.co.uk>). For more information on this role see <http://www.portage.org.uk/home-visitor.php>

Further information

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

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

Dyslexia Action, www.dyslexiaaction.org.uk

Chapter 9: Teaching English as a foreign or second language

Teaching English to speakers of other languages (TESOL) or English language teaching (ELT) are frequently used as umbrella terms for the teaching of English to those whose first language is not English. Though there is some inconsistency in terminology, teaching English as a foreign language (TEFL) generally refers to teaching people who will use English for business, education or leisure purposes in a non-English speaking country, alongside their native language; teaching English as a second language (TESL) applies to teaching people who will use English instead of their native language for everyday purposes after settling in the UK.

Teaching English as a foreign language

Teaching English as a foreign language (TEFL) usually 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 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

British Council, www.britishcouncil.org

English UK, www.englishuk.com

Chapter 10: 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 aspect 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 and development programme 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 role, the level of responsibility and variety of activities depend on the industry sector and 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 qualify as workplace assessors as part of their job function; this in turn may limit the availability of dedicated full-time training posts.

Training consultants work freelance or for a consultancy firm, and are engaged by public or private sector organisations to analyse business problems by identifying training needs and recommending solutions. Some work with senior management to solve major performance or structural problems, working with individuals or small groups to cope with change. Consultants 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

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

TrainingZone, www.trainingzone.co.uk

Chapter 11: 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) operate Traveller Education Support Services (TESS), either on their own or as part of a consortium. Most teams, which include teachers, development officers and support workers among others, are small, depending on the size of the local traveller population. Staff roles vary from area to area; job titles in a TESS team could include, for example:

- 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.

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.

Vacancies are advertised through local authorities (see www.lgjobs.com), in the Times Educational Supplement (TES) (<http://jobs.tes.co.uk>) and the Guardian (<http://jobs.guardian.co.uk>).

Further information

National Association of Teachers of Travellers + Other Professionals (NATT+), www.natt.org.uk

Scottish Traveller Education Programme (STEP), www.scottishtravellered.net/

Chapter 12: Tutoring

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.

Private tuition

Private tutors work from home and may use their own or their students' homes for one-to-one or, occasionally, small-group teaching. Many are qualified teachers, but some agencies employ undergraduates, postgraduates or graduates with no previous teaching experience. Learners seeking private tuition usually need extra help with current studies; 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, by responding to advertisements in the *Times Educational Supplement* (TES) (<http://jobs.tes.co.uk>) or applying speculatively to local agencies listed in the *Yellow Pages* (www.yell.com).

Distance-learning tutors

Tutors employed by correspondence schools provide telephone or email support to learners with queries on academic or study-related issues, as well as marking and giving feedback on assignments. Online tutors or e-tutors deliver tutorials by video conferencing and may also facilitate online forums and virtual classes. They may also be involved in preparing learning materials. Some distance learning courses include face-to-face tutorials or summer schools.

Distance-learning tutors need academic proof of their subject knowledge; some employers ask for previous teaching experience. An e-learning qualification, such as LeTTOL (Learning to Teach Online; www.online.sheffcol.ac.uk) can be useful for gaining work.

Open University roles

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. Jobs are advertised nationally but a speculative application to a local regional OU office might be worthwhile; see www.open.ac.uk

Tutors and demonstrators are recruited by the OU for one- or two-week residential courses in the Easter or summer vacation. Tutors need a relevant first degree and experience or interest in adult learning. Demonstrators must have a relevant (usually science) degree. Advertisements appear in the *Times Educational Supplement* (TES) (<http://jobs.tes.co.uk>) every January.

Further information

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

Internet Homeworking Directory, www.homeworkinguk.com/teaching.html (home tutoring)

Next Step, <https://nextstep.direct.gov.uk> (directory of course providers)

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

Tutoring: the Complete Guide, www.thetutorpages.com/free-tutoring-ebook

Chapter 13: Working with offenders – prisons, secure training centres, youth offending teams

Prisons

Prisons instructors/tutors/teachers

Prisons instructors (or tutors or teachers) 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. Prison tutors are usually employed by a further education (FE) college or private training organisation which has a contract with prisons to provide classes for inmates. Entry requirements and training are, therefore, similar to those for further education lecturers. A high percentage of staff are employed part time.

See the AGCAS Occupational Profile *Further education lecturer* on the Prospects website for more information about these roles, <http://www.prospects.ac.uk/links/felecture>.

Instructional Officers

Instructional officers are employed directly by the Prison Service to 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.

See the Prison Service website for more information on this role, www.hmprisonservice.gov.uk/careersandjobs/typeswork/instructionalofficers

If you are interested in working for HM Prison Service (www.hmprisonservice.gov.uk) or the Scottish Prison Service (www.sps.gov.uk) check their websites for minimum eligibility requirements.

Secure Training Centres

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

STCs 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 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 - www.yjb.gov.uk).

Youth Offending Teams

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 multidisciplinary organisations working both within local authority Children's Services and the Criminal Justice System, aiming to prevent offending behaviour in children and young people. There is a YOT in every local authority in England and Wales. The YOT's work falls into three key areas:

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

Department for Business, Innovation and Skills (BIS), <http://www.bis.gov.uk/offenderlearning>

SECTION B: ALTERNATIVE ROLES IN EDUCATION

Chapter 14: Careers and educational guidance - careers advisers, personal advisers, adult guidance workers, careers information officers

Careers advisers

A careers 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.

In England the role of careers adviser for young people has been largely subsumed into that of the Connexions personal adviser (www.education.gov.uk/16to19/careersguidance/a0064052/connexions-service); jobs are primarily with local authorities delivering Connexions, or their partner organisations. Elsewhere careers advisers work for all-age guidance services; for more information see Careers Scotland (www.careers-scotland.org.uk), Careers Wales (www.careerswales.com) and Careers Service Northern Ireland (www.careersserviceni.com).

Further education (FE) and sixth-form colleges and some schools employ their own careers advisers; the Independent Schools Careers Organisation (ISCO - www.isco.org.uk) also employs 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. (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.

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.

Personal advisers

Personal advisers generally work for Connexions in England, providing information, advice and guidance (IAG) to 13 -19 year olds (also working with young people up to the age of 25 with physical, medical or learning disabilities).

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.

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.

The term 'personal adviser' may also be used in other contexts, for example Jobcentre Plus staff who advise unemployed adults.

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. They 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, and may be employed, unemployed or in education. In England guidance workers may operate under the umbrella of the government's Next Step network (<https://nextstep.direct.gov.uk>), and in Northern Ireland, Scotland and Wales it may be with the relevant all-age careers organisation (see above, Careers advisers). Guidance workers in colleges 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.

Careers information officers

A careers information officer provides relevant information resources for clients and staff of a careers service, usually in a higher education institution. Tasks include identifying and assessing the suitability and value of information, maintaining and updating the careers library, assisting students and graduates 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. 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.

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

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

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

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

Chapter 15: Classroom support in schools – cover supervisors, teaching assistants, 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 an advantage. They are usually not qualified teachers, but may be teaching assistants, graduates gaining experience in schools or even undergraduates working on a casual basis during term. They work during school hours and are responsible for supervising the class and managing behaviour while the pupils complete work set by teaching staff.

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 recruitment agencies such as Capita or ETeach.

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.

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 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.

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

Teaching laboratory technician work

A teaching laboratory technician works in secondary schools, colleges and universities. Their work involves supporting the work of science teachers and their students. 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 also work closely with students demonstrating experiments, help teachers with a class and support individual students on research projects.

See the AGCAS Occupational Profile *Teaching Assistant* on the Prospects website for more information about this role, www.prospects.ac.uk/links/teachlabtech. Vacancies are advertised in the local press, jobcentres and in magazines like *New Scientist* (www.newscientistjobs.com).

Further information

Cover Supervisors, www.coversupervisors.co.uk

Training and Development, <http://www.tda.gov.uk/support-staff/developing-progressing/hlta.aspx>

The Association for Science Education (ASE), www.ase.org.uk/about-ase/technicians

Chapter 16: Counselling and student welfare – counsellors, student advisers, education welfare, learning mentors

Counselling

The term 'counsellor' is used to cover 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 teaching duties; in higher education and in other sectors it generally refers to a professionally qualified counsellor 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. 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 or year tutor, is useful. Training in counselling is becoming increasingly important to secure a post.

Though most school counsellors are employed by the school, opportunities are also available with charities such as The Place2Be (www.theplace2be.org.uk), an organisation offering 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

The extent and nature of counselling provision in further education (FE) varies from a formal counselling service, to a member of staff combining the roles of lecturer and counsellor, to counselling as part of the role or course tutor. The boundary between counselling and welfare in FE is less clear 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

The majority of higher education (HE) institutions 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. Most counsellors also work with students on a group basis, and 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 an 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 grants 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, accommodation, health, etc., or may be employed by the students' union. They may differ widely in terms of qualifications, experience and training, and are not all graduates. Advisers need to be able to convey a great deal of legal information in an easy to understand way.

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 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; and liaising between schools, families and other agencies such as social services.

Education welfare officers

Most education welfare departments employ education welfare officers (EWOs) and/or education social workers; they may cover all or most of the tasks listed above, or specialise in areas such as child employment officers, exclusion officers and home-school liaison officers.

The focus of the work is to help children get the most from their education, with the emphasis on encouraging school attendance. EWOs work with the whole family, addressing issues that may prevent school attendance. Tasks include meeting 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.

The job of an 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 are based within local authorities in England and Wales. In Scotland, social work departments are responsible for social work 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 job profiles for *Education Welfare Officer* on the Local Government Careers website for more information about this role, www.lgcareers.com/careers-az/education-welfare-officer

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, prioritising those who need the most help, especially those experiencing multiple disadvantages. The variety of issues they cover ranges from punctuality, absence, bullying, challenging behaviour and abuse, to working with able and gifted pupils experiencing difficulties.

Opportunities for learning mentors can be found in urban areas and areas of social deprivation and lower educational achievement in England; similar posts in Scotland, Wales and Northern Ireland have 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.

Further information

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

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

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

Chapter 17: Early Years Settings

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

Sure Start children's centres were established with the aim of bringing high-quality integrated early years' services to the heart of communities. The 'core offer' (through children's centres and/or extended schools) varies but can include integrated childcare and early education, family support and health services, information and activities for parents; currently, every child from age three to five is entitled to 15 hours' paid care. The new government intends to maintain the Sure Start programme in England, but concentrating resources on areas of greatest need. Similar provision in Scotland, Wales and Northern Ireland is the responsibility of the devolved governments.

Early years workers/outreach workers

Early years workers operate as part of multidisciplinary teams, whose responsibilities and specialist areas vary according to individual local project objectives. Teams may include health and education staff, educational psychologists and speech and language therapists.

Outreach workers attached to children's centres work with the families of vulnerable children, often in family homes. Additionally, they may offer parenting classes in children's centres or community locations. As well as experience and knowledge of child development and family support, relevant professional qualifications may be needed for specific posts (e.g. education, health, child care). Some outreach posts only require relevant level 3 or 4 qualifications.

Children's centre coordinator/ manager

Progression routes include early years advisory posts or promotion to children's centre coordinator and then to children's centre manager. For the latter, employers would typically look for at least three years' relevant experience of managing services for children and their families, plus a relevant degree level qualification or National Professional Qualification for Integrated Centre Leadership (NPQICL - www.nationalcollege.org.uk/index/professional-development/npqicl.htm).

Early years professional status

Early years professionals (EYPs) work in group settings such as children's centres and nurseries. Their role is to lead curriculum development, focusing on learning and teaching in the Early Years Foundation Stage (0 – 5 year olds), and support other practitioners working in the setting, acting as mentor and coach; therefore their own practice has to be exemplary. It is intended that there will be an EYP in every early years daycare setting by 2015.

Training for EYP status ranges from four month part-time courses to 12 months' full time, depending on existing qualifications and experience. Those with QTS and substantial early years experience may be able to obtain EYP status by undertaking a short, part-time course. All applicants should be educated to degree level and have GCSE grade C (or equivalent) in English and Mathematics. EYP status will be equivalent in level to QTS, but the pay is less than for teachers and in some settings may not be much more than for nursery nurses.

Further information

Children's Workforce Development Council (CWDC) www.cwdcouncil.org.uk/qualifications
- to view the range of approved qualifications enabling practitioners to work with children (or call their Qualifications Hotline 0113 244 6311)

Department for Education www.education.gov.uk – for latest government policies

Sure Start: www.education.gov.uk/childrenandyoungpeople/earlylearningandchildcare/surestart

Chapter 18: 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 and often essential for entry into both HE and FE 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

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

Chapter 19: Family support and advocacy work – parent support adviser, parent partnership officer, CAFCASS worker, citizen advocacy

Parent support adviser

The aim of the parent support adviser role is to work with parents, in a schools context, to help improve behaviour and attendance, overcome barriers to learning and increase the number of parents involved in their child's education, both at school and at home. PSAs work with and for parents, 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 such as, social services, educational psychologists 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'.

Following a successful two-year pilot programme involving 20 local authorities, the PSA role has been expanded nationally, as a part of the Extended Services initiative. There are now 4,022 PSAs and PSA-type roles serving 14,576 schools. Some PSAs serve one school; others serve a cluster of schools. The new government has stated that Parent Support Advisors will continue to be rolled out nationally in the context of the extended school core offer for parenting support.

Parent partnership services

The Education Act 1996 places a duty on 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. 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.

Children and Family Court Advisory Support Service (CAFCASS)

CAFCASS (www.cafcass.gov.uk) looks after the interests of children involved in family proceedings, working with children and their families, and advising the courts on the best interests of individual children. It is a non-departmental public body accountable to the Department for Education, with regional offices throughout England. This function is also performed by the Northern Ireland Guardian Ad Litem Agency (www.nigala.n-i.nhs.uk); the Children's Hearings department of the Scottish Executive (www.chscotland.gov.uk); and CAFCASS Cymru (new.wales.gov.uk/cafcasscymru).

There are four main roles for CAFCASS officers, depending upon the kind of case:

- *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. Practitioner positions require professional social work qualifications and experience; but family support worker roles do not require a social work qualification. Vacancies are advertised on the CAFcASS website.

Advocacy

Citizen advocates

A citizen advocate or volunteer 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 paid post holders who recruit and train the volunteers, liaise with other caring professions and organise meetings of those needing support. The National Coalition of Advocacy Schemes (www.cacoalition.org.uk) co-ordinates groups in a national network, which match and support informal volunteer citizen advocacy partnerships. The Advocacy Resource Exchange (www.advocacyresource.org.uk) and Action for Advocacy, www.actionforadvocacy.org.uk both operate national databases where you can find details of schemes in your area.

Further information

Department for Education, www.education.gov.uk/schools/pupilsupport/parents

Department for Education report on Parent Support Adviser project,

www.education.gov.uk/publications/standard/publicationdetail/page1/DCSF-RR037

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

Teacher Net, www.teachernet.gov.uk/wholeschool/familyandcommunity/workingwithparents/

Chapter 20: Learning holidays - summer camps, language schools, tourism

Some jobs in the holiday industry have an educational content, offering opportunities to gain skills and experience which will enhance your applications for more permanent educational posts. Recruitment often takes place well ahead of the main holiday season, so make enquiries no later than early spring.

Summer camps

In a growing number of other countries children spend at least part of the summer vacation in a camp, for which staff are recruited by organisations such as BUNAC and Camp America. Camp counsellors or instructors organise and assist with specific activities such as arts and crafts, music, dance, sports or outdoor pursuits. General counsellor posts normally require previous experience with children whilst some specialist counsellor or instructor posts may require appropriate qualifications.

Language schools

Opportunities exist to teach English as a foreign language (TEFL) at specialist schools within the UK or overseas, and through gap year companies. Language schools also employ people to work as activity leaders and sports coaches. See Chapter 9, Teaching English as a Foreign Language.

Ski resorts

Ski resorts, ski schools and tour companies employ ski instructors, ski teachers and ski guides on a seasonal or part-seasonal contract. Some schools and tour companies will require national or internationally recognised qualifications and resorts abroad may require the relevant language.

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 three and 12, supervising early suppers, telling bedtime stories and always making sure that the children remain safe, healthy and happy throughout their holiday. A relevant qualification in childcare and experience of the age range is essential.

Cruise ships

You can work your passage on a cruise ship as a lecturer, for which knowledge of your subject area and entertaining presentation skills are more important than academic qualifications. Children's counsellors and youth counsellors devise and deliver an activities programme for children and young people. Gymnasium supervisors and fitness and aerobic instructors provide individual health and fitness programmes. Relevant qualifications are required for these roles.

Further information

Teaching English Abroad, Susan Griffiths, 10th Edition, Crimson Publishing, 2010

Summer Jobs Worldwide 2011 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

Summer camps www.bunac.org.uk and www.campamerica.co.uk

Gap year www.gapyear.com and www.yearoutgroup.org

British Association of Snowsport Instructors (BASI), www.basi.org.uk

Ski recruitment www.natives.co.uk www.freeradicals.co.uk and www.seasonworkers.com

Association of Independent Tour Operators www.aito.co.uk

Travel Trade Gazette www.ttqlive.com

Chapter 21: Learning resources – libraries, authorship, publishing, broadcasting

Academic librarians

Libraries in schools, further education (FE) colleges and higher education institutions support the learning community - pupils/students, teachers, lecturers and researchers - by acquiring, organising and making available a range of relevant books and other information resources.

School libraries range from small collections run by a teacher, to large sophisticated services, often combined with IT facilities to create learning resource centres, which are managed by a qualified librarian or learning resources manager. Local authorities also operate library services which lend sets of books on chosen topics to teachers and schools.

College libraries have also increasingly become resource centres and offer computer software, audio-visual resources and learning packages as well as books, in a sector where student-centred, resource-based learning is becoming a feature of most courses.

University library staff may be responsible for particular academic subject areas, or specific functions such as resource ordering, customer services or IT systems. They may teach information skills to staff and students, either within a classroom or a virtual learning environment. Much of the work involves electronic resources and a large amount of time is spent on database and web page development.

For a first level professional post in any of these sectors, applicants should have completed a degree or postgraduate course accredited by the Chartered Institute of Library Information Professionals (CILIP - www.cilip.org.uk). Full professional qualifications are then gained by following one of CILIP's chartership routes. Candidates for postgraduate courses should ideally have at least a second class honours degree and up to one year's paid or unpaid experience of library work. Library assistant vacancies are advertised locally or on www.jobs.ac.uk.

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

Authors, educational publishers and broadcasters

Textbooks, distance learning packs and educational computer software are written, by and large, by teachers and lecturers with the relevant knowledge and experience. Prospective authors often start by approaching a suitable publisher with a synopsis of their book or program. The more successful authors might leave the teaching profession to become full-time authors or software publishers.

A background in teaching is also invaluable experience for sales representative jobs and other roles with an educational publisher. For further information, see the publication *Careers in Publishing* on the Publishers Association website www.publishers.org.uk

Professional scriptwriters, rather than teachers, normally write scripts for school broadcasts. Entry to educational roles in radio and TV usually requires substantial teaching experience, with publishing experience a desirable asset if the role includes writing or editing the teacher's notes that accompany the broadcast. Typical activities include giving educational advice on scripts (e.g. suitability of content, language levels); programme evaluation; in-service training to teachers on using programmes.

See the AGCAS Occupational Profiles in the Publishing & Journalism sector on the Prospects website for more information about these roles, <http://www.prospects.ac.uk/links/pubmedarts>

Further information

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

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

Chapter 22: Playwork – play workers/leaders, play therapy, hospital play specialists

Playworkers and playwork leaders

Playworkers facilitate play for four to 16 year-olds outside the educational curriculum. They operate in a range of settings such as after-school clubs, holiday playschemes and playbuses. The Extended Schools agenda has increased this provision. Most people interested in this work start by gaining 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 often need 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 - www.skillsactive.com/playwork) provides a qualifications framework for this area of work, from NVQs to foundation degrees.

Playworkers and leaders are employed by local authorities and by various bodies such as Action for Children. Jobs are advertised locally and in *The Guardian* (www.guardian.co.uk). Contracts are often part time or short term.

Play therapists

Play therapists work with children and young people experiencing the consequences of psychological issues, such as depression, anxiety and aggression, or complex life events, such as family breakdown or domestic violence. There is some overlap with the work of hospital play specialists (see below), whose training may include an element of play therapy.

Qualifications are available from the British Association of Play Therapists (BAPT - www.bapt.info) and Play Therapy UK (PTUK- www.playtherapy.org.uk); courses are at postgraduate level and require an honours degree in a relevant subject, such as psychology, nursing or teaching, and experience working with children. Many people enter play therapy as a second career after working in teaching, social work or health care.

Hospital play specialists

Hospital play specialists work with sick children in hospitals, hospices, child development units, or in the child's home before and after hospitalisation. They help to minimise the trauma a child may experience from being ill and separated from parents while undergoing unpleasant medical procedures.

The Professional Diploma in Specialised Play for Sick Children and Young People is offered at Level 4 by six colleges in the UK and Ireland. Entry to the course requires a professional childcare qualification and at least three years' experience working with children. This qualification is recognised for professional registration with the Hospital Play Staff Educational Trust (HPSET - www.hpset.org.uk). Many hospitals offer opportunities to work as a volunteer.

Further information

National Association of Hospital Play Staff, www.nahps.org.uk

Play England, www.playengland.org.uk

Chapter 23: School assessment and support – 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 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.

See the job profiles for *Curriculum/Professional Development Adviser*, *Education adviser*, and *School Improvement Adviser* on the Local Government Careers website for more information about this role, www.lgcareers.com/careers-az/educating-your-community/advice-support/.

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 also has staff 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

National College for Leadership of Schools and Children's Services, www.nationalcollege.org.uk

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

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

Vacancies are advertised in

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

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

Local Government Jobs, www.lgjobs.com

Chapter 24: Schools liaison

Schools liaison officers

Schools liaison officers are employed by higher education institutions to promote higher education in general, and the courses of the specific institution. This may involve:

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

These duties could be included within the role of marketing officer posts. In other cases the role may be part of Aimhigher, a government programme run by the Higher Education Funding Council for England (HEFCE), with support from the Department for Business, Innovation and Skills (BIS). It aims 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.

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

Further information

Aimhigher, www.direct.gov.uk/en/EducationAndLearning/UniversityAndHigherEducation/DG_073697

Chapter 25: 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.

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 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* on the Prospects website for more information, 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 / education officers

Sports development and education 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 (www.uk sport.gov.uk).

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 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

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

Careers and Qualifications in Outdoor Learning in the UK, <http://reviewing.co.uk/careers.htm>

Chapter 26: Therapy roles

The 'special educational needs' chapter stated that special needs teaching involves working in teams with other professionals, including educational psychologists as well as therapists in areas such as art, dance, drama, music, play, riding, hearing, speech and language, physiotherapy and child psychotherapy.

Although these professionals have a role within the education sector, they are not all included in this publication because their client needs extend beyond learning support and the qualifying routes are lengthy. They are covered by AGCAS Occupational Profiles on the Prospects website (www.prospects.ac.uk/links/occupations). However, play therapy is included in the chapter on 'Playwork'; riding therapy, child psychotherapy and educational therapy are described below.

Riding therapist

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 communication skills. 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 (www.fortunecentre.org), requires therapists to have a teaching qualification, experience in special educational needs and preferably, the British Horse Society Assistant Instructor qualification (see www.bhs.org.uk).

Child psychotherapist

Child psychotherapists use psychoanalytical approaches with children from birth to 18 who are experiencing difficulties with behaviour, thoughts or feelings. Difficulties may include depression, anxiety, development delay, phobias, aggression, gender dysphoria, child abuse, self-harm, learning difficulties, eating disorders and psychosomatic disorders. Child psychotherapists work closely with other health, education and social services professionals.

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 the commencement of 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 therapist

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.

Training is available to qualified teachers or educational psychologists (see below) through the Caspari Foundation (www.caspari.org.uk), which offers a four-year, part-time MA in Educational Therapy validated by Middlesex University.

Further information

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

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

Chapter 27: Visual and performing arts – education officers, community arts, music, theatre, art

Education officers

Most major theatres, orchestras and arts venues employ education officers/managers or similar to develop initiatives to open the artistic resource to the community which uses it.

Tasks include the planning, organising, marketing and administration of educational projects and programmes for the public. This may include writing resource packs, teaching children, training teachers, and leading workshops and discussion groups for children and adults.

Relevant qualifications and experience as an artist or performer or in arts administration are usually required. Knowledge of education would be an asset for jobs working with schools.

See the AGCAS Occupational Profile *Arts Administrator* on the Prospects website which has more information relevant to this role, www.prospects.ac.uk/links/artsadmin

Community Arts Workers

Community arts workers collaborate with a wide variety of 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. In some cases, the work can be mainly artistic and creative in nature but generally, community arts workers have a more administrative, strategic and managerial role, particularly those working as project officers or co-ordinators within local government, for arts companies, agencies or charities.

Most community arts workers are qualified or trained in a particular arts discipline, although a good overall knowledge of the arts is useful. Masters degrees are available in community arts.

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

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. Jobs require high standards of performance on one or more instruments, plus other music skills such as conducting or arranging. In addition, workers need good teaching and communication skills.

Employment may be funded by local authorities, charitable trusts, voluntary organisations and commercial sponsorship or as an offshoot of other arts organisations.

Musicians with appropriate skills and experience from professional or voluntary involvement in community work may apply directly for advertised posts in community music, or seek funding or sponsorship for projects in community music. Others may begin their careers as teachers, performers or arts administrators. Some universities run an MA in Community Music.

See <http://creativechoices.co.uk/knowledge/job-profiles/job-profile-community-musician>

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 (such as those offered by the Incorporated Society of Musicians or the Associated Board of the Royal Schools of Music). Some teachers may gain contracts to work as peripatetic music teachers through the local authority. 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.

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

Young people's theatre/Theatre in education

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

YPT includes theatre in education (TIE), where drama is used to educate children, particularly about issues where they could be 'at risk'. Though there are some dedicated TIE companies, many theatre groups provide both YPT and TIE. Companies tend to work in schools and link their work to the National Curriculum. A members' directory and information about YPT can be found on the Theatre for Young Audiences (TYA) website, www.tya-uk.org.

Youth theatre

Youth theatre provides young people with the opportunity to gain practical experience in the theatre. There are some 400 regional youth theatres, generally operating outside the formal education system. Although some youth theatres employ full-time staff, most performer-tutors are volunteers, often with amateur acting experience rather than drama school training.

See the AGCAS Occupational Profile *Actor* on the Prospects website which has more information relevant to this role, www.prospects.ac.uk/links/actor.

Art

Artists in residence

Artists in residence are normally on short-term contracts in schools, universities, community centres, art galleries or hospitals. These posts provide artists the space, time and money to develop their own work. Vacancies are advertised in the Times Educational Supplement (<http://jobs.tes.co.uk>) and at The Artists Information Company (www.a-n.co.uk). Teaching experience is not required. Creative Partnerships (www.creative-partnerships.com), a government-funded national initiative to develop schoolchildren's creativity and imagination, fosters partnerships between schools and creative professionals.

Further information

Arts Council England, www.artscouncil.org.uk

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

Arts Council of Wales, www.artswales.org

National Drama, www.nationaldrama.co.uk - professional association of drama educators.

Incorporated Society of Musicians, www.ism.org – information on private teaching careers.

Independent Theatre Council, www.itc-arts.org

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

Chapter 28: 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 may be employed by local authorities (LAs) or young people's charities; they may be based in schools or youth centres but may also undertake detached youth work (outreach work on the street, in parks or cafes to make contact with 'disengaged' young people).

See the AGCAS Occupational Profile *Youth worker* for more information about this role

<http://www.prospects.ac.uk/links/youthworker>

In Scotland, the national youth agency YouthLink Scotland (www.youthlinkscotland.org) works in partnership with national and local government, the voluntary sector and the business community. Information on training opportunities and qualifications for a youth and community work career is available from their website.

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<i>Learning support teacher</i> – see Special educational needs (SEN) teacher	

<i>Librarian – see Academic librarian</i>	
Montessori teacher	5
Museum education officer	9
Music teacher	36
Musician	36
OFSTED inspector	31
Out of school learning co-ordinator	10
Outdoor pursuits manager	33
Parent partnership officer	26
Parent support adviser	26
Personal adviser	19
Portage worker	12
Progressive education school teacher	5
Publisher, educational	29
Pupil referral unit teacher	6
<i>Reporting officer – see CAF/CASS officer</i>	
Riding therapist	35
Schools improvement officer	31
Schools liaison officer	32
Secure Training Centre (STC) teacher	17
Ski guide / instructor / teacher	28
Special educational needs co-ordinator (SENCO)	11
Special educational needs (SEN) teacher	11
Special needs teaching assistant	11
Special needs officer	12
Special school teacher	11
Sports coach / instructor	33
Sports development and education officer	33
Steiner Waldorf school teacher	5
Student adviser	22
Teacher of English as a foreign / second language / to speakers of other languages	13
Teaching assistant	21
Teaching laboratory technician	21
Theatre worker	37
Therapeutic community professional	11
Trainer	14
Training and development officer/manager	14
Training consultant	14
Traveller education teacher	15
Tutor	16
<i>Volunteer advocate – see Citizen advocate</i>	
<i>WEA development officer - see Community education officer</i>	
Welfare officer	22
<i>Writer – see Author</i>	
Youth offending team teacher	17
Youth worker	38