

Schools as organisations

[Profession](#), [Teacher](#)



Level 3 Assessment Unit 3: Schools as Organisations S/601/3326 Credit Value 3 Your details | Name: john smaje | School: Hawkedon primary | | OCR Candidate Number: | Date: 01/03/2012 | Scenario | You are putting together a booklet for your governors to explain to them the overall system of education in this country, so that they better understand how their local school fits into the | | bigger picture. | | | Your governors will rely on you for accurate knowledge to enable them to understand the education system better. Your booklet will help them to: | | | Know the structure of education from nursery years to post-compulsory education | | Understand how schools are organised in terms of roles and responsibilities | | Understand school ethos, mission, aims and values | | Know about the legislation affecting schools | | Understand the purpose of school policies and procedures | | Understand the wider context in which schools operate | | | The information you provide could be in any form and could include written information, diagrams, tables and illustrations. Use the structure below to produce the material that will go into the | | booklet. | | Section 1: Know the structure of education from nursery years to post-compulsory education | | Assessment Criteria: (Please tick the box when you believe you have covered this in the content. | | x1. 1 Summarise the entitlement and provision for early years education | | x1. 2 Explain the characteristics of different types of schools in relation to education stages and school governance | | x1. 3 Explain the post 16 options for young people and adults | | 1. 1 The entitlement is for all children and funding from the government for 3 and four year olds until they start school this provision is given by pre-schools, nurseries, nursery schools and even after school clubs. | | This is broken down to a qualifying

entitlement of 15 hrs early years provision per week during school term time this has been developed to allow; | | | Every child to develop | | Helping parents to return to work | | Helps with research into the benefits for children especially disadvantaged children giving them good childcare. | | | 1. 2

Different schools that we have are; | | | Community, which are run by local auth, owns buildings. | | Foundation, is run and owned by a committee. | | Academy, run and managed independently set up by sponsors and business, all schools can apply to be a academy. | | Free schools, set up by parental demand and can set there own curriculum. | | Faith schools , set up by religion and this reflects in there curriculum. | | This is a small list of schools that we have within the uk | | | 1. 3 Education has now increased the

leaving age to 18, which was 16 when I was at school this gives more choice and a better chance of qualifications, as this allows a focus on continuing to learn either by education| | or work based training. | | Stay in full time education at school or college | | Work related | | Work experience, apprenticeships ASDAN. | | Qcfs, Btcs | | University and higher education | | |

There are possibilitys for everyone to obtain qualifications. | | Section 2: Understand how schools are organised in terms of roles and responsibilities | | Assessment Criteria: (Please tick the box when you believe you have covered this in the content. | | X2. 1 Explain the strategic purpose of | | a) school governors b) senior management team c) other strategic roles e. g. SENCO d) teachers e) support staff | | x2. 2 Explain the roles of external professionals who may work with a school eg. educational psychologist | | 2. 1 (A) The governors are the people legally responsible depending on the type of school all policies from owning the land employing staff to supporting the

Headmaster, they also set direction of where the school is going, accountability and evaluation to parents and government. (B) The SMT are formed by senior members of staff and are responsible for maintaining our workplace environment within the whole school they are there to manage the staff and pupils to look and upgrade policies and procedures and keep the ethos and vision of the school going in the right direction. The SENCO is there to make sure all staff training in special needs is carried out, inter agencies cooperation is maintained between school and parents documentation process in all matters of special needs education. Teachers, responsible for all learning within the classroom this also to include special needs preparing lessons the classroom environment and its resources and behaviour of all children within there setting. Support staff, are their to support the teachers in a number of activities also helping the pupils they help in running the setting or school in its daily roles including welfare and behaviour. 2. 2 There are lots of roles from outside agencies these could be speech courses if English is not the first language, behaviour specialists that can help with such issues, medical like a school nurse, speech and language to help to develop a Childs development, psychologist to help with children with problems maybe outside of the school

Section 3: Understand school ethos, mission, aims and values

Assessment Criteria: (Please tick the box when you believe you have covered this in the content.)

x3. 1 Explain how the ethos, mission, aims and values of a school may be reflected in working practices

x3. 2 Evaluate methods of communicating a school's ethos, mission, aims and values

The Ethos of the school you will recognise as soon as you enter the

school as it is all linked with the daily practice of the staff and pupils. As a member of my school staff I am aware that all of us have an important responsibility in help setting standards in behaviour in helping influence the children, also forming a good work ethos with my colleagues as our example that we set to children will have a big impact. As adults we within our setting we have to create a positive setting with reasonable goals for all children attending our setting, use encouragement by example, be truthfull, and polite as manners cost nothing help children build friendships based on fairness, kindness, and understanding of the needs of other children in the school this is something that we all work hard at achieving in all schools and settings.

3. 2 | The mission this will be set out in what the school intends to achieve in a physical and academically way as set out by the head teacher and smt group this will be seen first as you enter the school in the form of a motto or slogan ours being WHAT HAVE YOU DONE FOR ME TODAY | The Ethos of the school is more related to the beliefs and feelings of of who we are as a school the environment when you enter your school the nature and daily practice of all the staff and pupils who work there. | The whole school is aware of this by the daily activities that we as a school set and that the childrens safety is of the upmost importance and basically that the children are at the center of everything.

Section 4: Know about the legislation affecting schools | Assessment Criteria: (Please tick the box when you believe you have covered this in the content. | x4. 1: Summarise the laws and codes of practice affecting work in schools | 4. 2: Explain how legislation affects how schools work | 4. 3 Explain the roles of regulatory bodies relevant to the education sector which exist to monitor and

enforce the legislative framework, including: a) general bodies such as the Health and Safety Executive b) school | | specific regulatory bodies | | | 4. 1 All schools have to work within a code and law of practice, codes that cover health and safety, out side sources practical equipment , Sen code of practice covering educational needs of pupils with special | | needs helping the school and multi- agencies to help with the needs of the child and their families and helping match provision to the sen children. | | Children’s act about every child matters, be healthy, stay safe, enjoy and achieve, make a positive contribution, achieve economic well being, e-safety, education act 2002 that helps us through school curriculum and | | the school workforce and along with equalities act these are used to form the rules and policies for your school or setting. | | | 4. 2 Schools cannot function | | without legislation these practices such as data protection , safeguarding, policies and procedures allowing the school to protect the pupils and the staff maintain standards set by | | school and government. | | 4. 3 (a) Health and safety government body responsible for enforcing health and safety at work giving advice on issues and guidance on relevant legislation, maintain risk assessments to prevent ill health and injury| | on and off the school premises, these policies will check toilet facilities, condition of the school premises water supplies lighting heating, flooring and warning signs. Outside in the playground the equipment that | | the children play on or use is not faulty or damaged and looking at playground surfaces. | | School trips and off site visits checks made on sen, medical needs ratio’s modes of transport and routes and location. | | |(b) School specific regulatory bodies(OFSTED) these carry out school inspections and other settings | | to ensure that the quality at

your school is correct for every child and young person. During an inspection they | | come into school to gather evidence on how the school is performing at all levels of practise and admin and national curriculum and make a judgement on your school for there required standards if you do not the | | will take the necessary actions to improve your school. | | | 5. 1 Schools require these policies for the protection and safety of pupils and adults within the school or setting to make sure we follow legislation and operational procedures. | | 5. 2 (a) Data protection, working alone with a child, physical interventions duty to maintain professional behaviour (b) pupil welfare, maintain child protection and behaviour, anti bullying. | |(c) Teaching and learning, these can cover issues like attendance, marking homework, capability of pupils, sen and inclusion education visits. (d)Equality showing interaction with individuals that respects their | | beliefs, culture, values protects individuals and groups from any discrimination and that the school is responsible in ensuring positive attitudes to diversity and difference. | | 5. 3 We need to make sure that all policies are updated as legislation and regulation change, updates by staff consultation, by change and input from school governors by the inspections and reports from ofstead and| | other outside agencies | | 6. 1 National government the doe is responsible for education and children’s services, setting the national curriculum, eyfs developing the quality of service and the 5 outcomes of every child matters. Funding and | | research into education developing workforce reforms looking at other sectors such as voluntary, community and charities | | Local government they provide services to all schools in the community, school management issues, behaviour management , training and development . | |

6. 2 It is the responsibility of all schools to make sure they are up to date with current policies which are put in place for children and young people and their families. One of these being every child matters | | which is one of the largest provisions which has been put in place for developing their roles in the community. They should have their own policies in place that will meet the expected national requirements and also | | follow the LEA guidelines. | | 6. 3 There is a wide range of organisations that will work with children and young people they will delegate with each other as a team and share knowledge. | | Social services, will work with schools involving family influence. | | Children's services, who have professionals in education, health, early years, child care. | | Youth services, work mainly with young people with training and skill opportunities. | | NHS, will help with speech therapist | | Occupational therapist and Physiotherapists. | | Section 5: Understand the purpose of school policies and procedures | | Assessment Criteria: (Please tick the box when you believe you have covered this in the content. | | x5. 1 Explain why schools have policies and procedures | | x5. 2 Summarise the policies and procedures schools may have relating to: | | a) staff b) pupil welfare c) teaching and learning d) equality, diversity and inclusion e) parental engagement | | x5. 3 Evaluate how school policies and procedures may be developed and communicated | | S | | Section 6: Understand the wider context in which schools operate | | Assessment Criteria: (Please tick the box when you believe you have covered this in the content. | | x6. 1 Summarise the roles and responsibilities of national and local government for education policy and practice | | x6. 2 Explain the role of schools in national policies relating to children, young people and families

|| x6. 3 Explain the roles of other organisations working with children and young people and how these may impact on the work of schools |||