



## National Occupational Standards for Supporting Teaching Learning



*developing people, improving young lives*

This booklet is for school leaders and those supporting the learning and development of support staff in schools. It explains how these standards can help with a wide range of staff development activities.

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NB. Throughout this booklet, staff supporting teaching and learning are referred to as support staff

“... the National Occupational Standards are enabling schools to adapt, change and improve, and develop the specific skills they need to support excellent teaching and learning opportunities for all young people in the 21st century.”

**Betty Renshaw MBE, School Business Manager  
Woodchurch**

## **About the national occupational standards**

**Support staff in schools carry out increasingly diverse and responsible roles. Schools have identified that this has an impact on their training and development needs.**

TDA worked with school leaders to develop the national occupational standards for supporting teaching and learning. Using these standards can save you valuable time, because they provide a foundation from which to work when considering the recruitment, development and progression of support staff.

The standards describe what support staff need to do, know and understand in their roles. They support and enhance the day-to-day activities of school leaders and support staff, and align with national expectations and qualifications. Using the standards will help you to develop the capacity and capability of your whole school team.

### **Online guidance**

The TDA has developed clear and practical online guidance to the standards, which explains how they will help you with a wide range of staff development activities.

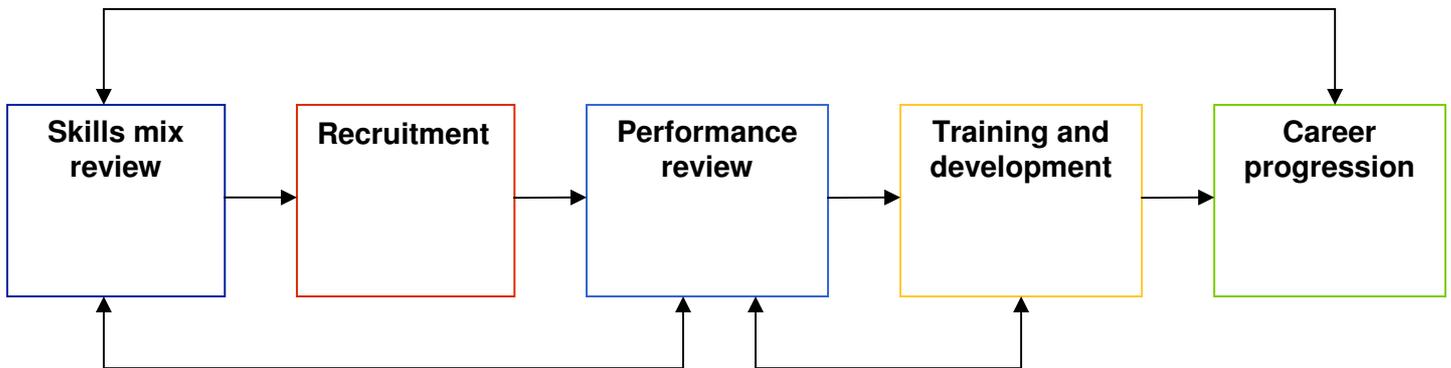
The online guidance is not prescriptive. Different schools have different needs and priorities, and the standards provide and point to flexible resources and tools that reflect this. You can select from a range of options to meet the needs of your school, knowing that the standards have the support of your peers.

### **Key benefits of using the national occupational standards and online guidance**

The standards are based on the roles and responsibilities of support staff in today's schools. Together with the guidance, they enable you to manage the different stages of support staff recruitment, development and progression more effectively.

It is not necessary to use the standards to inform every stage. School leaders and support staff can access the standards most appropriate to their needs depending on the stage they are at.

The standards can help you manage each of the stages shown in the diagram below. The following pages set out in more detail how the standards can be used.



### **Skill mix reviews**

The first stage of this process is likely to be identifying the skills your school needs. The TDA's school improvement planning framework may help you with this – visit [www.tda.gov.uk](http://www.tda.gov.uk)

Once your school's needs have been identified, the standards and accompanying guidance enable you to carry out skill mix reviews to identify the range of skills your support staff already have, and where there are skills gaps. You can then make decisions about addressing these gaps through training and development and/or recruitment.

Decisions about skill mix requirements and how jobs can be designed to meet these requirements are based on the circumstances and needs of individual schools, their staff and pupils. These will change over time, as new priorities emerge and initiatives are implemented.

### **Recruitment**

The standards include details of the knowledge and activities required for staff supporting teaching and learning to carry out their roles successfully. They describe the expected levels of performance, and related knowledge and understanding, which apply to the role holder. They can help you to design job roles, create job descriptions and adverts, and improve recruitment and selection.

The online guidance provides examples of support staff job descriptions which use the standards. The guidance also links to standards-setting bodies for support staff not directly involved in teaching and learning, such as cleaners and catering staff.

## **Performance review**

Everyone works to a standard of some kind – their own, their company's or their profession's. What most firms and most individuals want is a sense of what competent performance is, i.e. a level of performance which means that individuals make best use of their knowledge and skills, and their employers get value for money.

NOS are therefore a natural starting point for appraising people's performance, ensuring they understand what they are supposed to achieve, giving them feedback on how well they are doing, setting fresh challenges and determining improvement or development needs.

Of course you may already have an appraisal and development process, but NOS are flexible and adaptable and can be used selectively or as a whole, and can complement existing performance review systems.

## **Training and development**

The standards can be used as the basis of a training needs analysis which will help you to identify areas for development. This is important, as support staff will be at different stages in their careers, with different needs, skills gaps and areas for development. The standards provide objective measures to judge existing skills and knowledge against development needs.

They also help school leaders develop training tailored to specific needs. Using the standards to define development needs means that those who plan and deliver training courses or other development opportunities can link the design and content directly to the needs of the individual. The standards can also be used to measure the outcome of training and development delivery.

The TDA online unit selection tool can help you with these processes. It will take you and your support staff through a checklist, describing the wide range of responsibilities they may have. When completed, the tool produces a list of the standards that apply to a particular job role. This can be particularly helpful when working with training providers to identify the content required and linking to qualifications, for example, those on the Qualifications and Credit Framework (QCF). The online standards guidance also links you to a range of relevant training programmes and resources to help you train and develop your support staff.

## **Career progression**

The standards can be used to help you develop career paths for support staff. Alongside training and development, the opportunity to progress in their careers helps to improve further the morale, expertise, professionalism and performance of support staff – which, in turn, helps to improve outcomes in schools.

Many support staff want to expand and specialise in their existing roles, whereas others are keen to take on opportunities that give them greater leadership responsibilities. Using the standards to identify the skills and knowledge of your support staff will help you identify the most suitable career development pathway for your staff. This may include the teaching assistant induction programme, the Qualification and Credit Framework (QCF), higher level teaching assistant status or the school business manager programme.

The standards support transfer and progression both between roles in schools, and across the wider children's workforce, and include common units of competence with childcare, playwork and youth work. This means people moving between job roles can have their existing skills and expertise recognised – enabling them to build seamlessly on, rather than duplicate, previous learning and experience. Among other benefits, this saves time and resources, and enables you to see where job applicants have relevant skills and knowledge.

The guidance links you to resources and programmes that may help you develop career paths for your support staff. The career development framework, in particular, helps you to identify easily appropriate training and routes of progression for support staff.

## **Who developed the national occupational standards and online guidance for staff supporting teaching and learning?**

The new standards and accompanying guidance were developed by the TDA, the sector body for schools in England. The TDA worked closely with employers, local authorities, school leaders, teachers and support staff from across the UK to ensure that the standards reflect the roles of support staff and the ways schools operate – and, even more importantly, to ensure that the standards are accessible, practical and fit for purpose.

## **What are the standards and the accompanying online guidance?**

The National Occupational Standards are statements of performance that describe what a person needs to do, know and understand in their role. Together with the on-line guidance, the standards provide a comprehensive framework that reflects, informs and guides developments in the roles and activities carried out by staff supporting teaching and learning in schools.

## **Are support staff expected to meet all the standards?**

The 69 units of the National Occupational Standards describe the skills and knowledge that learning support staff need to do their jobs effectively. Individual members of support staff are not expected to meet all 69 units, only those related to their role.

## **Who do the standards apply to?**

The National Occupational Standards apply to anyone who provides direct support for teaching and learning in any type of school – primary, secondary or special.

The 69 units cover a very broad range of support staff roles, including teaching assistants, cover supervisors, pastoral support, bilingual support, subject support, and special educational needs and additional and behavioural support. When used in combination, the standards offer the flexibility needed to inform and guide best practice even for the more bespoke support staff roles.

## **What are the benefits of using the standards and accompanying online guidance?**

The National Occupational Standards were designed with the school sector for the school sector, and so are highly practical and accessible. They cover the range of roles and responsibilities that support staff carry out.

Accompanied by clear guidance on how to use them most effectively, the standards help to define and develop support staff roles. For example, the standards support a range of training and development activities and enable schools to develop bespoke training and development programmes (which can be delivered in-house with the minimum of disruption) for their support staff.

The National Occupational Standards can also be used for a range of other purposes, including skill mix reviews, developing job descriptions, recruitment and selection, training needs analysis, and providing benchmarks of effective practice.

A key tool in the guidance is the unit selection tool, which produces a list of the standards that apply to a particular job role. This list can be used to agree the responsibilities of a role, as well as providing information on units to complete to achieve a QCF qualification.

Helping support staff to become even more professional and work even more as part of a fully integrated school workforce enables schools – and, most importantly, their pupils – to perform better and achieve better results.

### **What about standards for school support staff who are not supporting teaching and learning?**

To ensure comprehensive support for schools, the TDA also works closely with those sector bodies responsible for national occupational standards for support staff not solely involved in teaching and learning – such as technicians, catering staff, premises staff and administrative staff.

Please see also [www.tda.gov.uk/support-staff/developing-progressing/nos/other.aspx#](http://www.tda.gov.uk/support-staff/developing-progressing/nos/other.aspx#)

This helps to ensure that the work of all school support staff is of a high standard and consistent with the aims of schools and the national agenda. Information about these other standards can be found in the online national occupational standards directory – please visit [www.ukstandards.co.uk](http://www.ukstandards.co.uk)

### **How do the standards relate to the standards for higher level teaching assistants (HLTAs) and teachers?**

The National Occupational Standards for supporting teaching and learning in schools form part of a cohesive and holistic TDA package of support for schools. They complement, for example, the TDA's professional standards for teachers, support for teachers' continuing professional development, and the Higher Level Teaching Assistants (HLTA) professional standards.

The TDA provides a comprehensive and coordinated framework that reflects and informs developments in working practice and the range of roles undertaken by staff in schools.

### **I already know what I want my staff to do – why should I bother with these standards?**

The standards make the job of managing and developing support staff easier and more effective. They enable you to fully capitalise on the many abilities of your support staff, and to train, deploy and manage them in an appropriate, consistent and highly effective way – within individual schools and across the education sector as a whole.

Among other benefits, this makes it easier for you to assess the work of your support staff and develop specific strategies and programmes to further increase their professionalism and capabilities, helping to improve standards and make the work of support staff even more effective.

It helps to create an accepted good practice framework around support staff roles, career development, training and development and also a recognised national structure, benchmark and expectation for support staff.

### **Is this going to create more expectations for support staff training?**

To develop successfully, and continue to improve their standards of teaching and learning, schools need to develop capacity, capability and flexibility to change and continue to change into the long term. Key to this is developing the capacity and capability of support staff.

“The National Occupational Standards provide links to different national policies and provide information that makes it easier for you to interpret, understand and implement them at a school level.”

**Betty Renshaw MBE, School Business Manager,  
Woodchurch High School Engineering College.**

## Unit Descriptions

The following pages provide descriptions of each unit. Some units have been imported from other suites of national occupational standards across the Children's Workforce. The suite of standards that the unit originates from is referenced in brackets in the title and you can find the full name of the suite below:

Code	Info
<b>STL1</b>	<p><b>Provide support for learning activities:</b> This unit is about support provided to the teacher and pupils to ensure effective teaching and learning. It involves agreeing with the teacher the individual's role in supporting planned learning activities, providing the agreed support and giving feedback to the teacher about how well the activity went. The learning activities may be for individual pupils, groups of pupils or the whole class. However the contribution to supporting the learning activities is likely to involve working only with individuals or small groups. The learning activities may be delivered in the classroom or any setting where teaching and learning takes place such as field studies, educational visits, extended hours provision and study support arrangements.</p>
<b>STL2</b>	<p><b>Support children's development: (CCLD 203)</b> This unit is about routine observation of children and young people's development in everyday work. It is a competence that requires Knowledge and understanding of children and young people's Development from 0 to 16 years and the ability to demonstrate competence with the children/young people the individual is working with. It covers observing children/young people, sharing observational findings, contributing to the implementation of activities to support development and contributing to planning to meet children and young people's needs.</p>
<b>STL3</b>	<p><b>Help to keep children safe: (CCLD 202)</b> This unit is about keeping children and young people safe during day-to-day work activities. It covers responding to accidents, emergencies and illness, and requires familiarity with and the ability to set in motion safety, safeguarding and welfare procedures, according to the policies and procedures of the setting.</p>
<b>STL4</b>	<p><b>Contribute to positive relationships: (CCLD 201)</b> This unit is about interacting with and responding positively to children, young people and adults. It includes verbal and non-verbal communication skills involved when working with children and young people, and when dealing with adults, together with the importance of valuing people equally.</p>
<b>STL5</b>	<p><b>Provide effective support for your colleagues:</b> This unit is about being an effective member of the school staff. It involves working effectively with colleagues and taking an active role in developing skills and expertise.</p>
<b>STL6</b>	<p><b>Support literacy and numeracy activities:</b> This unit is about working under the direction of the teacher to help pupils to participate in whole class, group and individual learning</p>

	activities for literacy/numeracy development. It involves discussing with the teacher how the learning activities are to be organised, and what the support role will be, providing the agreed support and giving feedback to the teacher about how well the activities went and how the pupil(s) responded to them.
<b>STL7</b>	<b>Support the use of information and communication technology for teaching and learning:</b> This unit is about making sure that information and communication technology (ICT) resources are available and ready to use when required and helping the teacher and/or pupils to use the resources safely and effectively.
<b>STL8</b>	<b>Use information and communication technology to support pupils learning:</b> This unit is about using ICT to promote pupils' learning. It involves preparing for using ICT within the teaching and learning programme, supporting pupils to use ICT resources, and evaluating the effectiveness of ICT in promoting pupils' learning.
<b>STL9</b>	<b>Observe and report on pupil performance:</b> This unit is about carrying out, and reporting on, systematic observations of pupils to gather evidence of their knowledge, understanding and skills upon which the teacher makes judgements about their stage of development.
<b>STL10</b>	<b>Support children's play and learning: (CCLD 206)</b> This unit is about supporting children's learning through play. Although it was developed for work with young children in their pre-school years and in playbased early education, it is also applicable to working with children in the early years of formal education in schools.
<b>STL11</b>	<b>Contribute to supporting bilingual/multilingual pupils:</b> This unit is about support provided to bilingual/multilingual pupils for language development and learning in the appropriate second or additional language. It is applicable for support provided for English as an additional language (EAL), or Welsh or Gaelic as a second language.
<b>STL12</b>	<b>Support a child with disabilities or special educational needs: (CCLD 209)</b> This unit is about providing care and encouragement to the child or young person, supporting them to participate in activities, and supporting the family according to the role and the procedures of the setting.
<b>STL13</b>	<b>Contribute to moving and handling individuals: (HSC 223)</b> This unit is about the need to be able to move, handle and reposition individuals.
<b>STL14</b>	<b>Support individuals during therapy sessions: (HSC 212)</b> This unit is about supporting therapists and individuals before, during and following therapy sessions. It covers preparations for the therapy session, supporting therapy sessions and contributing to the review of therapy sessions.
<b>STL15</b>	<b>Support children and young people's play: (PW 2)</b> This unit is about providing opportunities for children and young

	people to experience a variety of play environments that stimulate them and provide opportunities for risk, challenge and personal growth.
<b>STL16</b>	<b>Provide displays: (IL 3/10)</b> This unit is about setting up and removing displays. It involves identifying the purpose of the display, designing the display, deciding what it will contain, and gathering together materials for the display. It also covers ensuring the display is safe, keeping it tidy and removing the display when it is no longer required. In schools, the teacher would advise on the purpose, content and nature of displays and pupils will be active participants in providing materials for display.
<b>STL17</b>	<b>Invigilate tests and examinations:</b> This unit is about running tests and examinations in the presence of the candidates. It includes preparing the examination room and resources, bringing candidates into the room, and running the test or examination session according to the centre's procedures. It also covers dealing with specific situations such as access arrangements, emergencies and suspicion of malpractice.
<b>STL18</b>	<b>Support pupils learning activities:</b> This unit is about support provided to the teacher and pupils to ensure effective teaching and learning. It involves identifying what needs to be done to support planned learning activities and promote independent learning, providing the agreed support and giving feedback to the teacher about progress made by the pupils. The learning activities may be delivered in the classroom or any setting where teaching and learning takes place such as field studies, educational visits, extended hours provision and study support arrangements. The learning activities may be for individual pupils, groups of pupils, or the whole class and may be delivered in the absence of the teacher, e.g. when providing cover supervision or working with pupils outside of the classroom.
<b>STL19</b>	<b>Promote positive behaviour:</b> This unit is about implementing agreed behaviour management strategies to promote positive behaviour and supporting pupils to manage their own behaviour.
<b>STL20</b>	<b>Develop and promote positive relationships: (CCLD 301)</b> This unit is about developing and promoting positive relationships with children and young people, communicating with children/young people and adults, and fostering positive relationships between children/young people and with other adults. It is appropriate for all settings and services where children and young people are present.
<b>STL21</b>	<b>Support the development and effectiveness of work teams:</b> This unit is about being an effective member of a work team. It involves taking an active role in supporting and developing team effectiveness.
<b>STL22</b>	<b>Reflect on and develop practice: (CCLD 304)</b> This unit is about needing to reflect on practice. Self-evaluation and reflection will enable the individual to learn and develop their practice. It also includes taking part in continuing professional

	development and how this has been used to develop their practice.
<b>STL23</b>	<p><b>Plan, deliver and evaluate teaching and learning activities under the direction of the teacher:</b></p> <p>This unit is about planning and delivering teaching and learning activities to complement, reinforce or extend teaching and learning planned and delivered by the teacher. It also involves monitoring and providing feedback on pupil participation and progress, and the individual evaluating their contribution to the learning activity. The teaching and learning activities will be for individual pupils or small groups of pupils and delivered alongside or close to the teacher who remains in overall charge of the whole class. They may be delivered in the classroom or any setting where teaching and learning takes place such as field studies, educational visits, extended hours provision and study support arrangements. Planning, implementation and evaluation will also cover any partnership working with the teacher as part of the overall lesson plan, for example when working with the whole class in a plenary session. Teaching and learning activities should take place under the direction and supervision of a qualified teacher in accordance with arrangements made by the headteacher of the school.</p>
<b>STL24</b>	<p><b>Contribute to the planning and evaluation of teaching and learning activities:</b></p> <p>This unit is about helping the teacher to plan how teaching and learning activities will be implemented, including the individual's role in supporting the activities, and sharing their views and opinions with the teacher about how well the activities achieved the learning objectives. The teaching and learning activities may be for individual pupils, groups of pupils, or the whole class. The teaching and learning activities may be delivered in the classroom or any setting where teaching and learning takes place such as field studies, educational visits, extended hours provision and study support arrangements.</p>
<b>STL25</b>	<p><b>Support literacy development :</b></p> <p>This unit is about working with the teacher to support pupils during whole class, group and individual learning activities for literacy development. It involves discussing with the teacher how the learning activities are to be organised, and what the individual's role will be, providing the agreed support and giving feedback to the teacher about pupil progress in developing literacy skills.</p>
<b>STL26</b>	<p><b>Support numeracy development :</b></p> <p>This unit is about working under the direction of the teacher to support pupils during whole-class, group and individual learning activities for numeracy development. It involves discussing with the teacher how the learning activities are to be organised, and what the individual's role will be, providing the agreed support and giving feedback to the teacher about pupil progress in developing mathematical knowledge, understanding and skills.</p>
<b>STL27</b>	<p><b>Support implementation of the early years curriculum:</b></p> <p>This unit is about working with teachers to support young children's early learning and experience of curriculum subjects. Early</p>

	education frameworks vary between the four home countries and they will need to be related to the individual's own country and workplace.
<b>STL28</b>	<b>Support teaching and learning in a curriculum area:</b> This unit is about developing and using subject knowledge and skills to support teaching and learning in a curriculum area. It does not, however, cover the specialist technical functions carried out by technicians, librarians and ICT professionals which are covered in separate sets of national occupational standards. Subject or curriculum area refers to all forms of organised learning experienced across the curriculum. For example, area of learning in the foundation stage; broad areas of curricular experience and learning through play in the early years; thematically structured work in the primary phase; single subjects, vocational subjects and cross-curricular work in the 14–19 phase.
<b>STL29</b>	<b>Observe and promote pupil performance and development:</b> This unit is about carrying out, and reporting on, systematic observations of pupils to gather evidence of their knowledge, understanding and skills, and working with the teacher to plan and improve the support the individual provides to promote pupil performance and development.
<b>STL30</b>	<b>Contribute to assessment for learning:</b> This unit is about using assessment for learning strategies, as agreed with the teacher, to promote pupils' learning. This includes supporting pupils to review their own learning and identify their own emerging learning needs.
<b>STL31</b>	<b>Prepare and maintain the learning environment:</b> This unit is about ensuring that learning environments, learning resources and materials are available and ready for use when needed. It involves setting out the learning environment and preparing materials for planned learning activities as well as helping to maintain the learning environment and resources during and between lessons.
<b>STL32</b>	<b>Promote the transfer of learning from outdoor experiences: (OP D35)</b> This unit is about working with pupils to help them reflect on what they have learned outside of the classroom and how they might transfer this learning to other parts of their learning programmes and other aspects of their lives.
<b>STL33</b>	<b>Provide literacy and numeracy support to enable pupils to access the wider curriculum:</b> This unit is about support given to pupils to help them cope with the literacy and numeracy demands of learning activities designed to develop subject knowledge and skills.
<b>STL34</b>	<b>Support gifted and talented pupils:</b> This unit is about support the individual provides to gifted and talented pupils. This involves working with a range of people to develop learning programmes and then supporting learning activities for pupils. Involving the pupils in negotiating learning objectives and planning for further learning is a key aspect of this unit. Teaching

	and learning activities should take place under the direction and supervision of a qualified teacher in accordance with arrangements made by the headteacher of the school.
<b>STL35</b>	<b>Support bilingual and multilingual pupils:</b> This unit is about support provided to bilingual/multilingual pupils for language development and learning across the curriculum in the appropriate second or additional language. It is to provide support for English as an additional language (EAL), or Welsh or Gaelic as a second language.
<b>STL36</b>	<b>Provide bilingual/multilingual support for teaching and learning:</b> This unit is about using the pupils' first language to assist with assessing their educational abilities and linguistic support needs, providing bilingual/ multilingual support for teaching and learning, and liaising with families to promote pupils' participation and progress in learning. It is to provide support for English as an additional language (EAL), or Welsh or Gaelic as a second language.
<b>STL37</b>	<b>Contribute to the prevention and management of challenging behaviour in children and young people: (HSC 326)</b> This unit is about negotiating boundaries to minimise challenging behaviour in children and young people.
<b>STL38</b>	<b>Support children with disabilities or special educational needs and their families: (CCLD 321)</b> This unit is about supporting disabled children or young people and/or children or young people with special educational needs or additional support needs. It involves working under the direction of a teacher to establish the strengths and needs of children/young people in partnership with their families and in collaboration with other agencies if appropriate. It also includes the identification and use of resources to enable inclusion and participation.
<b>STL39</b>	<b>Support pupils with communication and interaction needs:</b> This unit is about support provided to pupils with severe and/or complex communication and interaction needs to enable them to maximise learning and develop relationships with others. The communication needs of pupils with severe and/or complex special educational or additional support needs may be both diverse and complex. Pupils may need help and support in acquiring literacy skills; using augmentative and alternative means of communication; developing language for a range of purposes; and organising and coordinating spoken and written English.
<b>STL40</b>	<b>Support pupils with cognition and learning needs:</b> This unit is about support provided to pupils with cognition and learning needs to enable them to participate in learning activities and to develop effective learning strategies. While individual needs will differ, most pupils with cognition and learning needs will require help with language, memory and reasoning skills; sequencing and organisational skills; understanding numbers; problem solving and concept development; and the improvement of fine and gross motor competences.

<b>STL41</b>	<p><b>Support pupils with behaviour, emotional and social development needs:</b></p> <p>This unit is about support needed by pupils with behaviour, emotional and social development needs to help them develop effective behaviour management strategies, relationships with others, and self-reliance.</p>
<b>STL42</b>	<p><b>Support pupils with sensory and/or physical needs:</b></p> <p>This unit is about support provided to pupils with sensory and/or physical needs to enable them to maximise learning in individual, group and class activities, and provide structured programmes relevant to their additional support needs.</p>
<b>STL43</b>	<p><b>Assist in the administration of medication: (CHS 2)</b></p> <p>This unit is about assisting in the administration of medication to an individual pupil, or as part of a larger process where a “drug round” may be undertaken. The individual will always work with other staff within this context whose role is to lead the process and must always work within their role and area of delegated responsibility for the administration of medication. The administration may include medication(s) from various drug categories such as: general sales list; pharmacy only and prescription only.</p>
<b>STL44</b>	<p><b>Work with children and young people with additional requirements to meet their personal support needs: (HSC 315)</b></p> <p>This unit is about contributing to assessing and developing plans to meet the personal support needs of children and young people with additional requirements, and then implementing and evaluating the plans.</p>
<b>STL45</b>	<p><b>Promote children’s well being and resilience: (CCLD 308)</b></p> <p>This unit is about helping children or young people to develop self-reliance, self-esteem and emotional resilience. It is concerned with how practitioners provide an emotional environment that supports, affirms and values children and young people and helps them to manage their own feelings and their relationships with others.</p>
<b>STL46</b>	<p><b>Work with young people to safeguard their welfare: (YW D4)</b></p> <p>This unit is about understanding and evaluating hazards and risks, and the individual carrying out their work safely and in accordance with organisational procedures. It is about enabling young people to assess risks, helping them to develop their confidence to manage them and offering appropriate support to individuals when they are in crisis.</p>
<b>STL47</b>	<p><b>Enable young people to be active citizens: (YW A3)</b></p> <p>This unit is about working with young people to enable them to investigate and understand the issues within their communities and their role within their community. It is about helping them to identify their power for action and enabling them to present their ideas and views to others.</p>
<b>STL48</b>	<p><b>Support young people in tackling problems and taking action: (YW A4)</b></p> <p>This unit is about enabling groups of young people to take responsibility for detailed planning, negotiation and prioritising their actions. It is about enabling young people to turn their plans into</p>

	action, working with them to monitor progress and modify plans as required, and, finally, to identify what they have learned and consider their next steps.
<b>STL49</b>	<b>Support children and young people during transitions in their lives:</b> This unit is about working with children or young people to identify significant transitions that may be occurring or are about to occur in their lives and providing support to enable them to manage them in a positive manner. Transitions are defined as any significant stage or experience in the life of a child or young person that can affect behaviour and/or development. Transitions include those that are common to all children and young people, such as moving school and puberty, and those that are particular only to some, such as bereavement and divorce. Such transitions may be known and planned for or unexpected and unplanned.
<b>STL50</b>	<b>Facilitate children and young people's learning and development through mentoring: (LDSS 9)</b> This unit is about the role of individuals who facilitate children and young people's learning and development through mentoring. It is about providing support for the learning process rather than the assessment and teaching of pupils.
<b>STL51</b>	<b>Contribute to improving attendance: (LDSS 6)</b> This unit is about monitoring attendance to identify patterns of absence and lateness and working with families to find ways of helping the pupil to attend school more regularly.
<b>STL52</b>	<b>Support children and families through home visiting: (CCLD 331)</b> This unit is about visiting families in their homes to provide support for children or young people and their parents and families.
<b>STL53</b>	<b>Lead an extra-curricular activity:</b> This unit is about leading an extra-curricular activity, such as a club, recreational activity, sports team or performing arts activity, under the direction of the school but with limited supervision.
<b>STL54</b>	<b>Plan and support self-directed play: (PW 9)</b> This unit is about identifying the play needs and preferences of children and young people, developing play spaces that will meet these needs and supporting children and young people during play.
<b>STL55</b>	<b>Contribute to maintaining pupil records:</b> This unit is about contributing to the maintenance of pupil records by updating individual records as agreed with the teacher or other relevant person within the school, and helping to maintain the record-keeping system.
<b>STL56</b>	<b>Monitor and maintain curriculum resources:</b> This unit is about monitoring and maintaining resources to support curriculum delivery. It involves working with teachers and other relevant people to identify the resources required, maintaining supplies of resources, and carrying out routine maintenance and cleaning of resources. It does not, however, cover the specialist technical functions carried out by technicians, librarians and ICT

	professionals, which are covered in separate sets of national occupational standards.
<b>STL57</b>	<b>Organise cover for absent colleagues:</b> This unit is about organising cover when a teacher or support staff colleague normally responsible for teaching or supporting a particular class is absent from the classroom during the time they have been timetabled to teach/support. This includes absence which is known in advance (e.g. where a colleague has a medical appointment or is undergoing professional development) and unexpected absence (e.g. absence due to illness).
<b>STL58</b>	<b>Organise and supervise travel: (PW B228)</b> This unit is about organising and supervising travel for children, young people and adults. Travel may be 'self-powered', e.g. on foot or by bicycle, in an owned or hired vehicle, or by public transport.
<b>STL59</b>	<b>Escort and supervise pupils on educational visits and out-of-school activities:</b> This unit is about maintaining the health, safety and well-being of pupils when outside the school setting.
<b>STL60</b>	<b>Liase with parents, carers and families:</b> This unit is about establishing and maintaining effective relationships and communication with parents, carers and families about the care and education of their children as directed by the school.
<b>STL61</b>	<b>Provide information to aid policy formation and the improvement of practices and provision: (YW F1)</b> This unit is about presenting information to aid the formulation of policies, plans and procedures, monitoring the operations of the individual's part of the organisation in relation to objectives, and making suggestions about changes.
<b>STL62</b>	<b>Develop and maintain working relationships with other practitioners:</b> This unit is about working effectively with other practitioners by doing what can be done to support their work and using their strengths and expertise to support and develop the individual's working practices and procedures.
<b>STL63</b>	<b>Provide leadership for your team: (M&amp;L B5)</b> This unit is about providing direction to the members of the team and motivating and supporting them to achieve the objectives of the team and their personal work objectives.
<b>STL64</b>	<b>Provide leadership in your area of responsibility: (M&amp;L B6)</b> This unit is about providing direction to colleagues in a clearly and formally defined area or part of an organisation and motivating and supporting them to achieve the vision and objectives for the area.
<b>STL65</b>	<b>Allocate and check work in your team: (M&amp;L D5)</b> This unit is about ensuring that the work required of the team is effectively and fairly allocated among team members. It also involves checking on the progress and quality of the work of team members to ensure that the required level or standard of performance is being met.
<b>STL66</b>	<b>Lead and motivate volunteers: (MV D2)</b> This unit is about leading and motivating volunteers so that they

	<p>achieve high standards. It involves briefing them on their responsibilities, helping them to resolve any problems, and giving them feedback on their work. Throughout the process of leading volunteers it is important to show respect for their needs and preferences and the nature of the volunteer role. It covers the 'softer' skills needed to lead volunteers rather than other aspects of planning, organising and monitoring volunteer work which, in a school, would be carried out by the teachers with whom they work.</p>
<b>STL67</b>	<p><b>Provide learning opportunities for colleagues: (M&amp;L D7)</b>  This unit is about supporting colleagues in identifying their learning needs and helping to provide opportunities to address these needs. Encouraging colleagues to take responsibility for their own learning is an aspect of this unit as is the individual's role in providing an 'environment', for example in the individual's team or area of responsibility, in which learning is valued. For the purposes of this unit, 'colleagues' means those people for whom the individual has line management responsibility.</p>
<b>STL68</b>	<p><b>Support learners by mentoring in the workplace: (L&amp;D L14)</b>  This unit is about mentoring individuals in the workplace. It involves agreeing the nature of mentoring in the workplace, creating an appropriate environment in which mentoring can take place, mentoring trainees as they put their training plan into practice, giving trainees information, advice and guidance on their work roles and expectations and giving them encouragement and support to stay motivated.</p>
<b>STL69</b>	<p><b>Support competence achieved in the workplace: (L&amp;D L20)</b>  This unit is about supporting individuals to develop and demonstrate competence in the workplace. It involves agreeing work patterns which give people opportunities to develop and show their competence, agreeing which aspects of competence can be assessed in the workplace, identifying opportunities for assessing competence in the workplace, watching them perform tasks in the workplace and giving guidance and feedback on their performance.</p>

## Abbreviations

<b>Abbreviation</b>	<b>Suite of national occupational standards</b>	<b>Organisation responsible for the standards</b>
<b>CCLD</b>	Children's Care, Learning and Development	Skills for Care and Development
<b>HSC</b>	Health and Social Care	Skills for Care and Development
<b>PW</b>	Playwork	Skills Active
<b>IL</b>	Information and Library Services	Lifelong Learning UK
<b>OP</b>	Outdoor Programmes	Skills Active
<b>CHS</b>	Clinical Health Skills	Skills for Health
<b>YW</b>	Youth Work	Lifelong Learning UK
<b>LDSS</b>	Learning, Development and Support Services for Children, Young People and those who care for them	Skills for Care and Development
<b>M&amp;L</b>	Management and Leadership	Management Standards Centre
<b>MV</b>	Management of Volunteers	UK Workforce Hub
<b>L&amp;D</b>	Learning and Development	Lifelong Learning UK

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