# OCR
## Oxford Cambridge and RSA

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| **Unit Title:** | **Schools as organisations** |
| OCR unit number | 5 |
| Sector unit number | TDA 2.5 |
| Level: | 2 |
| Credit value: | 3 |
| Guided learning hours: | 20 |
| Unit accreditation number: | T/601/3325 |

## Unit purpose and aim

This unit aims to prepare the learner for working in a school. It covers knowledge and understanding of the school context.

| Learning Outcomes<br><br>The learner will: | Assessment Criteria<br><br>The learner can: | Exemplification |
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| 1. Know the different types of schools in the education sector | 1.1 Identify the main types of state and independent schools<br><br>1.2 Describe the characteristics of the different types of schools in relation to educational stage(s) and school governance | Centres must ensure that all assessment criteria are met. |
| 2. Know how schools are organised in terms of roles and responsibilities | 2.1 Describe roles and responsibilities of:<br><br>   a) school governors<br><br>   b) senior management team<br><br>   c) other statutory roles eg. SENCO<br><br>   d) teachers<br><br>   e) support staff | |

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| | 2.2 | Describe the roles of external professionals who may work with a school eg. educational psychologist | |
| 3. Understand how schools uphold their aims and values | 3.1 | Define the meaning of:<br><br>a) aims<br><br>b) values | |
| | 3.2 | Describe with examples how schools may demonstrate and uphold their aims | |
| | 3.3 | Describe with examples how schools may demonstrate and uphold their values | |
| 4. Know about the laws and codes of practice that affect work in schools | 4.1 | Identify the laws and codes of practice affecting work in schools | |
| | 4.2 | Describe how laws and codes of practice promote pupil wellbeing and achievement | |
| 5. Know about the range and purpose of school policies and procedures | 5.1 | Describe why schools have policies and procedures | |
| | 5.2 | Identify the policies and procedures schools may have relating to:<br><br>a) staff<br><br>b) pupil welfare<br><br>c) teaching and learning | |
| 6. Know about the wider context in which schools operate | 6.1 | Identify the roles and responsibilities of national and local government for education policy and practice | |

| | 6.2 Describe the role of schools in national policies relating to children, young people and families | |
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| | 6.3 Describe the roles of other organisations working with children and young people and how these may impact on the work of schools | |

## Assessment

This unit needs to be assessed in line with the Skills for Care and Development QCF Assessment principles.

This unit is knowledge based. It is centre-assessed and externally moderated by OCR. Centres will be required to design their own assignments. All assignments created by centres should be reliable and fit for purpose, and should meet all of the assessment criteria.

Assignments should provide a context in which candidates can operate, or which set out tasks which can be undertaken to meet the requirements of the assessment criteria, and their associated skills, knowledge and understanding. It is therefore important that the assessment criteria are clearly indicated in the assignments briefs.

Centres should enable learners to produce evidence in a variety of different forms, including performance observation, presentations and posters or projects. Centres are encouraged to emphasise the practical application of the assessment criteria, providing a realistic scenario for learners to adopt.

Assessment of these qualifications will be conducted in accordance with the appropriate codes of practice approved and published by the regulatory authorities.

When candidates complete an assignment, the centre assessor assesses their work. Centres will need to identify staff who will act as assessors. Assessors will need to have experience in making judgments about candidates' progress.

Achievement at unit level is Pass or Fail.

Learners undertaking this unit as part of the competence based qualifications, the Level 2 Certificate in Supporting Teaching and Learning in Schools and the Level 3 Certificate in Supporting the Wider Curriculum in Schools may be assessed using any method, or combination of methods, which clearly demonstrates that the learning outcomes and assessment criteria have been met.

## National Occupational Standards (NOS) mapping/signposting

SWiS 2.2 Explore school values, policies, roles and responsibilities

Introductory training materials:

- Role and context

**NOS can viewed on the relevant Sector Skills Council's website or the Occupational standards directory at www.ukstandards.co.uk.**

## Functional skills signposting

This section indicates where candidates may have an opportunity to develop their functional skills.

| Functional Skills Standards | | | | | |
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| **English** | | **Mathematics** | | **ICT** | |
| Speaking and Listening | | Representing | | Use ICT systems | ✓ |
| Reading | ✓ | Analysing | | Find and select information | ✓ |
| Writing | ✓ | Interpreting | | Develop, present and communicate information | ✓ |

## Additional information

For further information regarding administration for this qualification, please refer to the OCR document '*Admin Guide: Vocational Qualifications' (A850)* on the OCR website www.ocr.org.uk *.*