

Unit Title:

OCR Unit No:

Sector Unit No:

Level:

Credit value:

Guided learning hours:

Unit accreditation number:

Schools as organisations

6

TDA 3.2

3

3

15

A/601/3326

Unit purpose and aim

This unit aims to prepare the learner for working in a school. It covers knowledge and understanding of the structure of education, how schools are organised, school ethos, mission, aims and values, legislative and policy frameworks and the wider context in which schools operate.

Learning Outcomes	Assessment Criteria	Exemplification
The learner will:	The learner can:	
1. Know the structure of education from early years to post-compulsory education	1.1 Summarise entitlement and provision for early years education 1.2 Explain the characteristics of the different types of schools in relation to educational stage(s) and school governance 1.3 Explain the post 16 options for young people and adults	Centres must ensure that all assessment criteria are met.
2. Understand how schools are organised in terms of roles and responsibilities	2.1 Explain the strategic purpose of: a) school governors b) senior management team c) other statutory	

	<p>roles eg. SENCO</p> <p>d) teachers</p> <p>e) support staff roles</p> <p>2.2 Explain the roles of external professionals who may work with a school eg. educational psychologist</p>	
3. Understand school ethos, mission, aims and values	<p>3.1 Explain how the ethos, mission, aims and values of a school may be reflected in working practices</p> <p>3.2 Evaluate methods of communicating a school's ethos, mission, aims and values</p>	
4. Know about the legislation affecting schools	<p>4.1 Summarise the laws and codes of practice affecting work in schools</p> <p>4.2 Explain how legislation affects how schools work</p> <p>4.3 Explain the roles of regulatory bodies relevant to the education sector which exist to monitor and enforce the legislative framework, including:</p> <p>a) general bodies such as the Health and Safety Executive</p> <p>b) school specific regulatory bodies</p>	
5. Understand the purpose of school policies and procedures	<p>5.1 Explain why schools have policies and procedures</p> <p>5.2 Summarise the policies and procedures schools may have</p>	

	<p>relating to:</p> <ul style="list-style-type: none"> a) staff b) pupil welfare c) teaching and learning d) equality, diversity and inclusion e) parental engagement <p>5.3 Evaluate how school policies and procedures may be developed and communicated</p>	
6. Understand the wider context in which schools operate	<p>6.1 Summarise the roles and responsibilities of national and local government for education policy and practice</p> <p>6.2 Explain the role of schools in national policies relating to children, young people and families</p> <p>6.3 Explain the roles of other organisations working with children and young people and how these may impact on the work of schools</p>	

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 3 Certificate in Supporting Teaching and Learning in Schools, the Level 3 Certificate in Cover Supervision of Pupils in Schools or the Level 3 Diploma in Specialist Support of Teaching and Learning 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.

Guidance on assessment and evidence requirements

OCR does not stipulate the mode of delivery for the teaching of the content of this unit. Centres are free to deliver this unit using any mode of delivery that meets the needs of their candidates. Centres should consider the candidates' complete learning experience when designing learning programmes.

National Occupational Standards (NOS) mapping/signposting

SWiS 3.2 Support the ethos, policies and working practices of the school

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					
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.