

Education Alternatives

**Teaching and Related Professions
Task Group**
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Introduction

Education Alternatives 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 drawn towards an educational role but not sure that mainstream teaching is for them.
- Trainee and qualified teachers seeking to move to a different role in education.

It's divided into two main sections:

Section A: Teaching in alternative settings - roles which 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 could be beneficial.

Not every role that involves working with children is covered. Some of the jobs may be available to those with limited experience. Others require substantial previous experience in schools or other educational settings, such as an Ofsted inspector; and/or professional qualifications in addition to a degree, like a librarian.

Occupations requiring professional qualifications in addition to teaching have been excluded; particularly if this involves lengthy full-time study (see links at the end of the publication for further information on these careers). But jobs where it's possible to enter without professional qualifications and then to gain qualifications on a part-time or in-service basis, like careers work, have been included.

There's huge variability in job titles. For example, education officer, community worker, adviser and tutor are used in more than one setting, so study the specifics of the job before making any assumptions about job tasks or qualifications.

Appropriate contacts and resources are signposted, so you can explore the career paths in more detail. Each chapter contains links for further information within the text, highlighting additional resources that you should consult before making any career decisions.

Additional resources

Keep abreast of developments in education through:

- [Times Educational Supplement](#)
- [Times Higher Education Supplement](#)
- [Guardian Education](#)
- [Department for Education \(DfE\)](#)

And, as appropriate:

- [Scottish Government](#)
- [Welsh Government](#)
- [Department of Education Northern Ireland](#)
- [Local Government Jobs](#) - for roles in local authorities

- [Jobs.ac.uk](https://www.jobs.ac.uk) - for roles in universities, research organisations, FE colleges and charities
- [Times Educational Supplement Jobs](#)
- [Guardian Jobs](#)

Portfolio careers

A portfolio career is an increasingly common model for people pursuing alternative careers in education. This may mean combining one or more part-time jobs with self-employment, freelance or short-term contract working. New opportunities are appearing for private or third sector organisations to provide services previously run by government agencies or local authorities (LAs). An entrepreneurial, 'can-do' attitude, an eye for an opportunity, and well-developed networking skills, are essential to succeed in this environment.

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Chapter 1: Adult and community education

Adult and community education is not compulsory. Classes range from recreational and basic skills to vocational training and foundation courses for degree entry.

Adult and community education workers are employed by Local Authorities (LAs) and/or community or voluntary organisations. Some LAs in England provide their own adult education service, employing adult education officers; others use local further education (FE) colleges.

Other local providers include the [Workers' Education Association \(WEA\)](#) which recruits part-time tutors for a range of subjects.

Community education officers

Community education officers are employed by LAs to promote and encourage participation in lifelong learning. 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.

For a full job description see [community education officer](#).

Adult education lecturers/tutors

Adult education lecturers/tutors teach on a vast array of courses. 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, community colleges, outreach centres, FE colleges and, occasionally, universities. Part-time employment on a sessional or freelance basis is common. Applications are made directly to the recruiting institution/organisation.

Post-compulsory teaching qualifications are available at various levels:

- **Level 3 Award in Education and Training:** a short introductory course
- **Level 4 Certificate in Education and Training:** develops practical teaching skills and includes a minimum of 30 hours of teaching practice
- **Level 5 Diploma in Education and Training:** training for a full teaching role which includes educational theory and a minimum of 100 hours of teaching practice.

These qualifications may be undertaken in FE colleges, often on a part-time basis. **PGCEs in post-compulsory education** are offered by higher education institutions either directly or through associated colleges. This is the most usual route into the profession for new graduates. The PGCE incorporates the requirements of the Level 5 Diploma, but offers additional units at a higher level.

There are no nationally specified entry requirements for these qualifications, though you need to evidence Level 3 skills in English or mathematics to pursue specialist qualifications in these areas. Training providers, however, may have their own entry requirements.

If you achieve a qualification at Level 5 you can apply for qualified teacher learning and skills (QTLS) status with the Society for Education and Training (SET). You also need to have SET membership and Level 2 or higher literacy and numeracy qualifications. You will need to pay a fee and submit a portfolio of evidence to the SET.

QTLS status is legally recognised as being equal to QTS, meaning you will be qualified to teach in schools and can be recruited to a permanent position with no further training.

It's also possible to train in secondary teaching and then apply for work in the further education sector.

Individual FE institutions are able to decide which qualifications they require, so it can be possible to teach some subjects in further education or sixth form without a teaching qualification. However your prospects will be much better if you have a teaching qualification or are willing to get one. Some will train you in-service and others look for qualifications before the teaching role begins.

The [Talent](#) database includes most post-16 teacher training courses. Entrants wishing to teach Skills for Life (Literacy, Numeracy, and English for Speakers of Other Languages) need additional qualifications, which can also be found on this database

For a full job description see [lecturer \(adult education\)](#).

Further information

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

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.

Progressive education

The best known example of progressive education is [Summerhill](#) 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. Opportunities also exist to work as a houseparent.

Human scale education

[Human scale education](#) aims to promote small, human scale learning communities in the state and independent sectors. It is an education reform movement that works directly with parents and schools.

Montessori education

Montessori education 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 Years Educator Diploma which can be taken through a full-time or part-time course or by distance learning. The courses range from level 3 to postgraduate. These qualifications are not sufficient to teach in state schools. The different bodies which accredit Montessori teacher training are [Montessori Education UK](#) and [Montessori Centre International](#) with training offered in a range of private providers and universities across the UK.

Steiner Waldorf schools

[Steiner Waldorf](#) schools 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 1,200 Steiner Waldorf schools and 2,000 early years' settings worldwide, with around 36 schools and 50 early years' centres, in the UK and Ireland.

In general, most Steiner schools expect teaching applicants to have completed at least the two year Steiner initial teacher training programme. Training is available part-time from Level 4 to postgraduate. 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.

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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 (LAs) or schools. This includes pupil referral units, hospital schools, 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.

Mainstream teaching experience is usually needed for teaching posts and special educational needs experience is useful, as it demonstrates the ability to modify the curriculum for each child.

Pupil referral units (PRUs)

PRUs are operated by LAs and 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. Many are changing to free school or academy status. For further details, see PRUsAP.org.uk and the [Department for Education - PRU](#).

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 including pregnant schoolgirls, children just coming into the country, children with special educational needs waiting for a placement, or children with a long term

illness. Teachers 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

[National Association of Hospital and Home Teaching \(NAHHT\)](#)

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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 environmental education roles. Environmental education posts may be found in the voluntary, public and private sectors.

Employers may require a relevant degree in a biological or environmental science discipline and many roles will also require qualified teacher status (QTS). It is important to demonstrate passion and commitment to environmental issues. While paid work experience can be difficult to find, voluntary work is often available. Where possible gain experience of conservation/environmental work as well as community/educational settings, such as summer camps or youth work.

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, countryside ranger, field study officer, and community development officer/warden.

Environmental education officers

An environmental education officer may work in a variety of settings so the job description will vary, depending largely on the employing organisation. These range from national parks and local authorities (LAs) to environmental charities, trusts and educational institutions.

People employed in this area are generally responsible for promoting environmental issues, conservation and sustainable development, as well as supporting public engagement in the environment through education. This may be done through:

- visiting schools and working on in-school projects
- working with businesses and community groups
- researching and developing talks, educational programmes or training courses on relevant issues
- producing educational resources and websites
- designing and leading guided walks/tours
- recruiting and leading volunteer activities and conservation projects including risk assessments
- awareness raising and income generation.

More senior roles may include drafting environmental education policies and strategies for an organisation or a community.

Large commercial companies, such as gas and oil companies, employ environmental education officers as part of their corporate social responsibility agendas. LAs may employ environmental education officers in their planning, amenity, leisure and recreation, and education departments.

For a full job description see [environmental education officer](#).

Environmental education centres

Environmental education centres are run by LAs, voluntary organisations and the private sector. LAs run day and residential environmental education centres, which offer courses for primary and secondary school children and teachers, geared to the environmental content of the national curriculum. Centres are typically staffed by a permanent environmental education coordinator and seconded teachers. For LA environmental centres, qualified teacher status (QTS) is essential.

Environmental charities and public sector employers

The [Field Studies Council \(FSC\)](#) 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).

Further information

[English Heritage](#)

[Environment Jobs](#)

[Forestry Commission](#)

[Groundwork](#)

[National Trust](#)

[National Trust for Scotland](#)

[Natural England](#)

[Natural Resources Wales](#)

[Royal Society for the Protection of Birds \(RSPB\)](#)

[Scottish Natural Heritage](#)

[The Conservation Volunteers \(TCV\)](#)

[The Wildlife Trusts](#)

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Chapter 5: Health education and promotion

Health promotion specialist

Health promotion or health education specialists help people to become actively involved in improving their health. Individual roles vary, but the work encompasses:

- developing health promotion strategies at local, regional and/or national level
- setting up and supporting programmes for developing a healthy lifestyle
- implementing government initiatives relating to public health

- running health education campaigns
- working with individuals, groups and organisations to enable them to make healthy choices.

Health promotion specialists may work in a particular setting, such as a workplace, school, prison or neighbourhood. They may also work with specific issues such as drug misuse, smoking or healthy eating, or with a distinct population such as elderly or disabled people or an ethnic minority group. They may be employed by a local authority, the NHS, a government agency, a private company or health-related charities such as the the [British Heart Foundation](#) or [Terrence Higgins Trust](#).

A good degree and/or relevant professional qualifications such as social work, community and youth work, dietetics, 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 likely to be necessary for more senior posts.

For a full job description see [health promotion specialist](#).

Health trainer

Health trainers offer practical support to people in their local communities to develop healthier lifestyles through making changes in their behaviour. Health trainers tend to work in a community setting and are usually employed by a local authority (LA), a primary care organisation or a third sector organisation. The exact role will depend upon the needs of the community they work in, but would typically 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, which is likely to 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. Experience of working with community groups is more important for this role than specific qualifications.

Further information

[NHS Careers](#)

[Public Health Online Resource for Careers, Skills and Training \(PHORCaST\)](#)

[Public Health England](#)

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Chapter 6: Museum education officer

Museum education officers realise 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 national curriculum based. Their

work includes the preparation and delivery of programmes, events and resources for schools and other visitors.

The job involves working with people of all ages and cultural backgrounds, often focusing on ways in which the museum can encourage engagement of groups and individuals that do not normally do so. Community or outreach work with community groups or schools is an increasingly important aspect of the role.

Experience in a museum is essential. This will usually be in a voluntary capacity, often in a visitor experience or customer service role, for which entry can be as competitive as securing paid roles. Showing initiative, creativity and dedication may then lead on to a paid educational position.

A teaching qualification and/or experience would be an advantage for this role as an understanding of the national curriculum is required and experience in designing and developing learning materials is valued.

A postgraduate qualification in museum studies can enhance chances but is no guarantee of success in securing a role. Look out for courses that have a strong museum education component and compare destination statistics.

For a full job description see [museum education officer](#).

Further information

[Museums Association](#)

[GEM \(Group for Education in Museums\)](#)

[Museum Jobs](#)

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Chapter 7: Out of school learning

Extended services

'Extended services' is an umbrella term that refers to schools' extra-curricular activities or wider services provided before and after the school day to the local community. These can include homework clubs and breakfast clubs, weekend and summer schools, holiday clubs, input from specialist services, and parenting support programmes.

Opportunities are available for a wide range of professionals including qualified teachers, people with youth work qualifications and experience, experienced learning support assistants, or those with managerial experience gained in other contexts. Out of school services may be provided by private businesses, social enterprises or charities, or the school. Information on local provision of services can be found through the local authority's Family Information Service.

Further information

[Out of School Alliance Family Action](#)

[4Children](#)

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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
- 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 experience.

For a full job description see [teacher \(special educational needs\)](#).

Special educational needs coordinator (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 educational needs. Liaising with parents, teachers and other professionals, they draw up plans ensuring each child gets extra provision in the school or at a special school.

Special educational needs teaching assistant

Special educational needs teaching assistants (or learning support 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.

Teaching in special schools and colleges

Special schools make special educational provision for pupils with 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. [Special Needs UK](#) holds a directory of UK special schools. Examples of charities that run special schools include [Scope](#), [The National Autistic Society](#) and the [Royal National Institute of Blind People \(RNIB\)](#).

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 [NICE \(National Institute of Conductive Education\)](#) 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.

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 \(Natspec\)](#) for more information about this role.

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 [Camphill](#).

Teaching in Pupil Referral Units (PRUs)

PRUs are a type of school run by local authorities (LAs) to educate children who cannot attend school due to medical problems, pregnancy or exclusion, for example. 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 needed, and possibly a recognised FE teaching qualification. See [Chapter 12, 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 LAs or charities to provide one-to-one programme support, usually to adult clients. Programmes vary according to the client group and are developed together with other professionals such as physiotherapists or psychologists. There's scope to develop particular areas of interest, such as running drama or art therapy sessions.

Non-teaching roles in 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.

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.

For a full job description see [psychologist \(educational\)](#).

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](#).

Further information

[Community Care](#)

[LGjobs](#)

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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, either on short term visits to an English-speaking country or 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 an English-speaking country.

Teaching English as a foreign language (TEFL)

Some people spend just a few months teaching English internationally. Others have longer term careers teaching English around the world and may ultimately run their own language schools.

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. There are opportunities world-wide but especially in Central and Eastern Europe, China, Italy, Spain, Germany, Greece, Korea and Japan.

Employers include commercial language schools, education and development organisations, volunteer organisations, large companies and the [British Council](#).

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.

Training in TEFL is available at different levels, with full-time courses lasting from a few days to five weeks. Two of the most well-known courses are the Cambridge certificate (CELTA – Certificate in Teaching English to Speakers of Other Languages, formerly Certificate in English Language Teaching to Adults) and the Trinity College Certificate in Teaching English to Speakers of Other Languages (TESOL). [Cactus TEFL](#) has a comprehensive overview of different qualifications and operates a central admissions service for some courses.

If you wish to travel and would like to teach for a while before returning to the UK to do a job in a different sector, it may not make sense to get in-depth formal training. Try looking at the range of year-long opportunities in places like Hong Kong and China.

Occasional vacancies are advertised in the Times Educational Supplement. More specialist TEFL jobs websites include www.tefl.com, www.linguarama.com, www.elgazette.com and www.tefl-jobs.co.uk.

Teaching English as a second language (ESL or E2L)

Teachers of ESL 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. 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 in the UK normally need QTS. To work in post-16 education, your qualifications and experience will be taken into account by your prospective employer. There's the option of specialist training in ESOL with the Level 5 Diploma in Education and Training.

For a full job description see [TEFL/TESL teacher](#).

Further information

[English UK](#)

[ABLS Accreditation](#)

[International Association of Teachers of English as a Foreign Language](#)

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Chapter 10: Training

Training and development officers/managers

Training and development officers/managers manage the professional development of an organisation's workforce, giving staff the understanding, skills and motivation to carry out particular work-related tasks and roles.

There are increasingly strategic elements to the role, such as auditing both skills and knowledge within an organisation. This then leads on to the development and delivery of training programmes and/or sessions to participants, led by the manager, others they appoint or delivered online. Training and development officers are often responsible for the on-going development of employees' skills in order to maintain a motivated and skilled workforce and to fulfill 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, carrying out appraisals and agreeing personalised 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.

For a full job description see [training and development officer](#).

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 are responsible for learning and development activities across a range of clients, meeting their individual needs and expectations in areas such as:

- IT
- management skills
- health and safety
- sales
- diversity and cultural awareness.

Or cover more generic topics such as:

- time management
- communication skills
- 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. As the number of managers qualifying as workplace assessors increases, this may limit the availability of dedicated full-time training posts.

Training consultants may 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, others work 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 Learning and Development Practice (CLDP) and a range of short courses.

Assessor Awards are essential for assessors and useful pre-entry qualifications for training advisers.

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Chapter 11: Traveller Education Services - education for Gypsy, Roma and Traveller (GRT) children

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.

Traveller Education Services are offered by some local authorities (LAs) and may be delivered by individual authorities or as part of a consortium. Most of these teams are small and some have been subject to recent LA cutbacks.

Job titles in a Traveller Education Service team could include:

- advisory/support teacher
- education support worker
- learning support assistant
- community development officer
- early years project worker
- community learning mentor for Travellers
- cultural diversity support worker for Travellers
- playworker
- education access and entitlements officer
- education welfare officer

The support services 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.

They also monitor attendance and attainment and ensure GRT 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 GRT communities.

The work of the team is centred on advice and support and is likely to include:

- providing training, 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 GRT children on the move
- teaching or providing curriculum support to pupils in a number of schools.

Successful candidates are usually experienced in a range of school and community settings, and may have trained in areas such as diversity and behaviour management.

Further information

[National Association of Teachers of Travellers + Other Professionals \(NATT+\)](#)
[Scottish Traveller Education Programme \(STEP\)](#)

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Chapter 12: Tutoring

Tutoring as a one-to-one or small group activity may be appealing to those who wish to teach outside a formal classroom setting, to smaller groups.

Private tuition

Private tutors usually 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 may be undergraduates, postgraduates or graduates with no previous teaching experience. Learners seeking private tuition usually need extra help with current studies – Maths and science are probably the school subjects most in demand for secondary school pupils; maths, literacy and reading plus special learning needs and, in some areas, English as a second language and in demand at primary school age.

Tutors may advertise their services independently through local outlets or via the many online directories of tutors. Others find work through agencies, by responding to advertisements in the press or by applying speculatively to local agencies.

Prospective tutors may want to develop a social media strategy - using blogs, Facebook, Twitter, LinkedIn - to market themselves.

[The Tutor Website](#), [The Tutor Pages](#) and [The Home Tutor Directory](#) offer further information about becoming a tutor.

Distance learning tutors

Tutors employed by distance learning organisations provide telephone, email or online 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 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) can be useful for gaining work.

Open University (OU) roles

OU tutors are called 'associate lecturers' and are employed in part-time positions by regional OU offices. A relevant degree is essential; and adult teaching experience - along with an appreciation of the distance learning experience - is a useful addition. Tutors must be able to use ICT in teaching and supporting students.

Jobs are advertised on [Open University \(OU\) Vacancies](#). 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. Vacancies are advertised in January and February. Role descriptions for residential course tutors are available on [Open University \(OU\) Teaching roles](#).

Further information

[Hotcourses](#) (database of online and distance learning courses)

[Open and Distance Learning Quality Council \(ODLQC\)](#)

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

Prisons

Prisons instructors/tutors/teachers

Prison instructors, tutors or teachers provide education and training for prison inmates and young offenders, often to help prepare effectively for rehabilitation.

Much of the training offered is around vocational and practical skills, such as building or IT, but it may also cover literacy and numeracy skills, and creative activities such as art and drama. Prison tutors can be employed by a further education (FE) college or a private training organisation which has a contract to provide classes for inmates. A relevant level 3 vocational qualification and teaching qualification are needed, although you may be able to complete the teacher training while working. Entry requirements and training are similar to those for further education lecturers and previous qualifications and experience are taken into account. A high percentage of staff are employed part time.

Prison workers need to meet prison service entry requirements, including Disclosure and Barring Service clearance.

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 contributes towards reducing reoffending.

Secure Training Centres (STCs)

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, providing a secure environment where they can be educated and rehabilitated. The regimes in STCs aim to be constructive and education focused, providing 30 hours of formal education on-site each week.

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 for England and Wales \(YJB\)](#).

Youth Offending Teams (YOTs)

Research suggests that participation in education, training and employment is a key protective factor in preventing offending and reoffending behaviour.

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 LA in England and Wales.

The YOT's work falls into three key areas:

- preventing crime and anti-social behaviour
- community supervision of offenders
- resettlement 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 LA.
- They may work directly with the young person, their family and the victims of crime.

Teachers may work in a variety of places including office, school, home and secure settings. They may also be required to attend court to provide information that will enable the courts to pass appropriate sentences. Close liaison with other staff and agencies involved with the young person will be necessary; and they will also be involved in the design and delivery of individual educational packages for young offenders. This will include working out the logistics of the programme, using local resources and support workers, and negotiating access to resources in their LA.

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 set of responsibilities, 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:

- Deliver education in intensive small group and one-to-one situations.
- Be comfortable negotiating resources with other professionals and organisations.
- Be very good at communicating.
- Be able to work in imaginative and innovative ways outside of the National Curriculum.
- Deliver/develop alternative educational programmes for individual children and small groups to complement the action plan for the young person's entire needs.
- Be a good team player.
- Be willing to participate in professional development provided by the YJB to improve and refine skills in working with young people who have committed offences.

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Chapter 14: Careers and educational guidance - careers advisers, adult guidance workers, higher education careers advisers, 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.
- Coaching and mentoring.
- Planning and running group sessions on all aspects of careers work including making successful applications.
- Liaising with employers, leading to employer talks, careers fairs.
- Building occupational and labour market knowledge which underpins the role.

Higher education (HE) institutions, further education (FE) sixth-form colleges and some schools will employ their own careers advisers. The [Independent Schools Careers Organisation \(ISCO\)](#) also employs advisers to work in member schools.

English schools have a [statutory duty](#) to provide access to impartial guidance, including external face-to-face advice where appropriate. This will be provided in many cases by private or voluntary agencies.

Elsewhere careers advisers work for all-age guidance services; for more information see [Skills Development Scotland](#), [Careers Wales](#) and [Careers Service Northern Ireland](#).

For a full job description see [careers adviser](#).

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, self-assessment career matching tools and group work.

Clients include adults of all ages and levels of ability, and may be employed, unemployed or in education. Guidance workers also work closely with academic staff and other student support services to provide ongoing support and advice. Others may work in student recruitment or marketing, 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 and/or relevant NVQ.

For a full job description see [careers consultant](#).

Higher education (HE) careers advisers

A careers adviser in HE will provide information, advice and guidance to undergraduates, graduates and postgraduates predominantly 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.
- Develop skills and experience alongside an awareness of graduate options
- Make decisions, develop strategies and carry out career plans.
- Present themselves effectively in applications and at interviews.
- Manage 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 about graduate opportunities and effective recruitment practices. They also work with staff from other HE careers services to carry out research on graduate opportunities and to run staff development opportunities for careers service and academic colleagues. Many are also involved in writing careers information and advice materials for their own service and external publications.

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, currency and accuracy of information, maintaining and updating the careers website/resources, assisting students and graduates with information queries and helping them to use information sources. The job may also include researching and writing careers information, newsletters, vacancy bulletins, 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, administration, organising training activities and planning events for students.

A substantial proportion of information officers working in HE are graduates or qualified librarians.

Further information

[Association of Graduate Careers Advisory Services \(AGCAS\)](#)
[Career Development Institute \(CDI\)](#)

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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're 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.

Teaching assistants/higher level teaching assistants

Teaching assistants (TAs) 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.

For a full job description see [teaching/classroom assistant](#).

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 their headteacher, based on professional standards which have recently been reviewed ([Educational Endowment Foundation](#)). They work with teachers and support pupils' learning activities. 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 within the school. The HLTAs may become an Unqualified Teacher without undertaking QTS.

Teaching laboratory technicians

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. Laboratory technicians help students demonstrating experiments, help teachers with a class and support individual students on research projects.

Vacancies are advertised in the local press, jobcentres and in magazines such as [New Scientist](#).

[The Association for Science Education \(ASE\)](#) has information about professional membership and support for technicians.

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

Counselling

The term 'counsellor' is used to cover different roles 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 of 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](#), an organisation offering support to 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. They also provide training for school staff.

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 of course tutor. The boundary between counselling and welfare in FE is less clear than in higher education; there is often 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.

For a full job description see [counsellor](#).

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, loans 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. Advisers need to be able to convey a great deal of legal information in an easy to understand way.

For a full job description see [welfare rights adviser](#).

Education welfare/social work

Education welfare service

Although the range of activities varies among different LAs, 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.
- 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.

A diploma or degree is usually required for the role of an education social worker, but this is not always necessary for the role of education welfare officer. Education welfare workers in England and Wales are employed by local authorities. In Northern Ireland, they work for education and library boards. Some social workers in Scotland specialise in education welfare and attendance issues. Many schools employ attendance officers, and some education welfare officers are directly managed by schools.

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.

For a full job description see [learning mentor](#).

Further information

[British Association for Counselling & Psychotherapy \(BACP\)](#)

[National Association of Social Workers in Education](#)

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Chapter 17: Early Years Settings

Every child from age three to five is entitled to 15 hours free early education, and two-year-olds from the least advantaged backgrounds are also entitled to this. The Early Years Foundation Stage framework for under-fives focuses on key areas such as personal, social and emotional development, physical development and communication and language. It is used by all professionals who work with children of this age in any early years setting,

including childminders, children's centres, pre-schools, day nurseries and the nursery and reception classes in schools.

In England, [Sure Start](#) children's centres aim to meet the needs of the community with high-quality integrated early years' services that are focussed on the most disadvantaged families. The services provided through children's centres vary according to local needs and constraints, but can include childcare and early education, family support and health services, information and activities for parents. Children's centres may also be based in schools that offer extended services or in community centres and may be operated by local authorities or children's charities. Provision in Scotland, Wales and Northern Ireland is the responsibility of the devolved governments.

An alternative approach to integrated early years services is being provided through Community Childcare and Early Learning Hubs. These consist of a variety of early years settings all working together in a local area to improve the quality of childcare, offer blended childcare to parents and support the provision of new childcare places as required.

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 workers, early years teachers and educators, educational psychologists and speech and language therapists.

Outreach workers and family support workers work with the families of vulnerable children, often in family homes. They may also 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 such as education, health and 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.

Early years teacher

Early years teachers are specialists in early childhood development, trained to work with children from birth to five. They plan, organise and run a wide range of learning and play activities for young children in a safe and supportive environment. Early years teachers may be employed in any early years setting including primary and nursery schools, free schools and academies, as well as private and voluntary establishments. They work with, and supervise, early years educators, teaching assistants and volunteer helpers.

Early years teachers are required to meet the same entry requirements and pass the same skills tests as primary school teachers. Early years initial teacher training leads to early years teacher status (EYTS) which is deemed to be equivalent to QTS. You can achieve EYTS through the following:

- Mainstream graduate entry: a 12-month full-time university-led course that includes school placements.
- A School Direct early years programme.
- Employment-based graduate entry: part-time 12-month programme for those already employed in an early years setting.

For a full job description see [teacher \(nursery/pre-school\)](#).

Further information

[Department for Education – Become an Early Years Teacher](#)

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Chapter 18: Education administration

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 (LAs), but opportunities are increasingly available in schools and private colleges.

Administrators work in areas such as admissions, quality assurance and examinations or in a specialist role such as finance or human resources, for which specialist qualifications may be required. All of these roles can be either centrally based or within faculties, departments or other smaller units. Some roles involve regular, direct contact with students or pupils 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 professional qualification may be needed for specialist roles and a higher degree or management qualification such as a Certificate or Diploma in Management Studies (CMS or DMS) may help in progressing to the higher grades.

For a full job description see [education administrator](#) and [higher education administrator](#).

Further information

[Association of University Administrators \(AUA\)](#)

[Institute of Administrative Management \(IAM\)](#)

[National Association of School Business Management \(NASBM\)](#)

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Chapter 19: Family support and advocacy work - parent support adviser, parent partnership officer, family court adviser, advocacy and family support worker

Parent support adviser

The role of a parent support adviser (PSA) is to work with parents and carers, 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. PSAs are usually based in one particular school or a small cluster of schools.

PSAs work with and for parents and carers. This may also 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 and professionals, such as social services, educational psychologists or health professionals, who may be able to assist with specific issues.

Parent partnership services

The Education Act 1996 places a duty on local authorities (LAs) to make arrangements for all parents whose children have special educational needs (SEN) to have access to a parent partnership service. For more information read the government's guide to [children with special educational needs \(SEN\)](#).

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 Barnardo'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.

Supporting children in the legal system

[Cafcass](#) (the Children and Family Court Advisory and Support Service) represents children in family court cases and is a non-departmental public body accountable to the Ministry of Justice (MoJ), with regional offices throughout England.

This function is also performed by the [NIGALA \(Northern Ireland Guardian Ad Litem Agency\)](#), [Children's Hearings Scotland](#) and [Cafcass Cymru](#).

Family court advisers

Cafcass employs family court advisers who are qualified social workers to look after the interests of vulnerable children involved in family proceedings, working with children and their families, and advising the courts on the best interests of individual children.

There are opportunities to become an enhanced practitioner with additional responsibility for supervising the casework of others and undertaking more complex casework.

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 condition or a learning difficulty. Their role is to help the individual to speak up for their rights and services.

Advocacy development/empowerment workers

An advocate is someone who provides one-to-one support for a child or young person. The role is about empowerment and is to help promote the best interests of the child and young person. This could be as simple as ensuring that the child's opinion about who they are going to live with is heard by those professionals and adults involved in making that decision. An advocate may also provide a listening ear, give advice or raise the child's awareness about their rights.

[The National Coalition of Advocacy Schemes](#) coordinates groups in a national network for England, which match and support informal volunteer citizen advocacy partnerships. In Scotland this is done by the [Scottish Independent Advocacy Alliance](#), and in Wales by [Tros Gynnal Plant](#).

Family support worker

The role of a family support worker is to provide help and support to families, both emotionally and practically. The role is varied and can require some flexibility around normal working hours, as you may need to be available to the families you work with early in the morning, in the evening or on the weekend. The families are usually referred to you by a social worker. You may be working with families on parenting skills, managing behaviour, managing the family budget or supporting them with educational issues.

Most employers will expect you to have experience, either paid or voluntary, working with children, young people and their families to demonstrate your ability for this type of work. Relevant qualifications include the Level 3 Certificate in Work with Parents and Level 2 and 3 Diplomas in Health and Social Care.

Further information

[Education Scotland](#) - section on community and learning development

[Information, Advice and Support Services Network \(IASS Network\)](#) - has links to advice and support (IAS) services across England

[Parenting Across Scotland](#) - useful resources for those working with families in Scotland

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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 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 while 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 3 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 usually essential.

Cruise ships and learning holidays

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 activity programmes for children and young people. Gymnasium supervisors and fitness and aerobics instructors provide individual health and fitness programmes. Relevant qualifications are required for these roles. Specialist tour operators providing learning holidays need experienced instructors who can work with a wide range of learners in an engaging manner.

Further information

[British Association of Snowsport Instructors \(BASI\)](#) - ski instructor courses

[Natives](#) - ski recruitment

[Season Workers](#) - seasonal job vacancies

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

Academic librarians

Libraries in schools, further education (FE) colleges and higher education (HE) 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 (LAs) also operate library services which lend sets of books on chosen topics to teachers and schools.

College libraries have 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 resource 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 and Information Professionals \(CILIP\)](#). 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 experience of library work. Some institutions offer graduate traineeships.

For a full job description see [academic librarian](#).

Authors, educational publishers and broadcasters

Textbooks, distance learning packs and educational computer software are usually written 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.

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, programme evaluation, and in-service training to teachers on using programmes.

Further information

Chapter 22: Playwork - playworkers/leaders, play therapy, hospital play specialists

Playworkers and playwork leaders

Playworkers plan, organise and take part in play activities for 4-16 year-olds outside the educational curriculum. They operate in a range of settings such as after-school clubs, holiday playschemes, hospitals and playbuses.

Most people interested in this work start by gaining experience as playworkers on summer playschemes or after-school provision. These opportunities are often advertised locally or through local authorities (LAs). A formal qualification is not usually necessary, though Level 2 and Level 3 playwork courses are widely available at colleges.

Playwork leaders have responsibility for organising playschemes and supervising the work of playworkers. They need significant work experience and usually a relevant qualification in playwork, although teaching, social work or youth and community work qualifications may be accepted.

Playworkers and leaders are employed by LAs and by community sector play providers (often called play associations) and national charities such as [Action for Children](#). See [Play England](#), [Play Wales](#), [Play Scotland](#) and [PlayBoard Northern Ireland](#) for more information and links to local play associations. 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, whose training may include an element of play therapy.

There is a range of courses available accredited by the [British Association of Play Therapists \(BAPT\)](#) or [Play Therapy UK \(PTUK\)](#). Courses are generally 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 healthcare.

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.

Hospital play assistants will usually need a professional childcare qualification at Level 3, and a hospital play specialist will usually need to hold the relevant Level 4 Diploma or

the Foundation Degree in Healthcare Play Specialism. Check the qualification requirements for professional registration with the [Healthcare Play Specialist Education Trust \(HPSET\)](#).

Many hospitals offer opportunities to work as a volunteer.

Further information

[Early Years Scotland](#)

[International Play Association \(IPA\)](#)

[National Association of Health Play Specialists](#)

[Play England](#)

[Play Wales](#)

[The Learning Exchange](#)

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Chapter 23: School assessment and support services

School support and consultancy

Local authorities (LAs) have staff providing support, training and consultancy services to schools, depending on needs and resources in the local area. Services are provided to schools which are maintained by the LA and sometimes also to academies and other educational establishments in the area. Advice and support staff work in a range of fields, 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 and additional education needs.

Private educational consultancies also employ specialist staff to provide advice on school improvement. Some also supply schools with management support services such as information systems, HR and finance. Consultants and advisers are usually qualified and experienced teachers, often with school management experience.

Vacancies are advertised in the local and national press and on LA 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 employs technical, professional and administrative staff in roles such as editors, IT specialists, policy advisers and data analysts, as well as inspectors. Inspectors either work directly for Ofsted or are employed by regional partners who undertake some inspections. Inspectors are specialists with extensive experience of the type of service they inspect.

Job vacancies can be found at [Working for Ofsted](#).

Further information

[Society of Education Consultants](#)

Chapter 24: Schools liaison/higher education liaison officer

Liaison officers are employed by higher education (HE) institutions to promote HE in general, and the courses of the specific institution. This may involve:

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

They may work in units within institutions dedicated to schools liaison and access. In some cases, the above duties may be part of a marketing role.

New graduates and those with an understanding of university programmes and the secondary education system can be desirable candidates because of their recent experience of university life. Increasingly, however, marketing qualifications are looked for. Teaching experience can be useful for presentation skills while, as the job title implies, excellent interpersonal skills are needed to communicate effectively in a number of different contexts. Individual roles may require a significant amount of travel.

[HELOA \(Higher Education Liaison Officers Association\)](#) has Good Practice Guidelines, which provide a useful insight into the role and responsibilities of a liaison officer. They also organise an annual new practitioners' conference for those new to their roles, with training sessions offered by experienced education liaison professionals.

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.

For a full job description see [sports coach](#).

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 smaller leisure centres, the recreation assistant may cover as duty manager when necessary.

Specific fitness instructor qualifications may help recruitment and promotion prospects. It's 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
- supervising and training staff.

A fitness centre manager is also accountable to management for the overall profitability of the centre.

For a full job description see [fitness centre manager](#).

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, 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 use 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.

For a full job description see [sports development officer](#).

Outdoor education

Outdoor pursuits managers

Outdoor pursuits managers run centres that provide facilities 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 in outdoor pursuits, 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 [UK Sport](#).

Postgraduate qualifications are available in outdoor education and recreation management. Teaching qualifications are an advantage as opportunities are often in local authority (LA) centres.

Other useful qualifications include first aid and lifesaving. It is worth contacting your local sports development officer and your regional sports board for details of local courses.

For a full job description see [outdoor pursuits manager](#).

Further information

[Chartered Institute for the Management of Sport and Physical Activity \(CIMSPA\)](#)
[The British Association of Sport and Exercise Sciences \(BASES\)](#)

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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. See [NHS Careers](#) for further information about the other therapist roles. Play therapy is covered in chapter 22; 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](#), requires therapists to have a teaching qualification, experience in special educational needs and preferably, the [British Horse Society](#) Assistant Instructor qualification.

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, like 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's also essential to show at least one year's satisfactory progress in personal analysis with an approved analyst before starting training.

For a full job description see [child psychotherapist](#).

Educational therapist

Educational therapy is a branch of therapy working with children who have learning difficulties that uses teaching to explore the emotional factors that may have negatively impacted on a child's learning. Through the use of stories, drawings, activities and play, the aim of the educational therapist is to help the child make sense of barriers to their learning and gain confidence in how they learn. This therapy can either take place on a one-to-one level, or within a group.

Trained teachers, educational psychologists, and those with substantial experience in education can do training through the [Caspari Foundation](#), which offers a part-time Advanced Diploma in educational psychotherapy.

Further information

[Association of Child Psychotherapists \(ACP\)](#)

[UK Council for Psychotherapy \(UKCP\)](#)

[Riding for the Disabled Association \(RDA\)](#)

[NHS Careers](#) – you can use the 'course finder' search tool to find accelerated, shortened graduate training routes into other therapy roles.

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

Arts education officers

Arts education officers are employed by major theatres, orchestras and arts venues to help get members of the public engaged with the artistic resource in their community. They are responsible for organising, marketing and delivering educational programmes

and projects to groups of children and adults. This may involve creating resource packs, teaching children, providing training to teachers and hosting workshops or discussion groups.

Qualifications and a background either in arts administration or as an artist or performer are standard entry requirements. Where working with schools, knowledge of education may be advantageous.

Community arts workers

Working with different social groups, community arts workers organise arts activities to help community members develop within themselves and promote their sense of well-being and social inclusion. Community arts are often centred in areas affected by social, cultural or environmental issues. Aside from the artistic aspects implicit in this job role, there is a strong emphasis on administration, as well as strategic and managerial responsibilities. This is particularly true of those who are employed as project officers or coordinators within local government, or working for arts companies and charities.

Most community arts workers are qualified or experienced in a particular arts discipline, although a wider knowledge of the arts is beneficial. Masters degrees are available in community arts.

For a full job description see [community arts worker](#).

Music

Community music

Community music refers to a range of organised activities working with musicians outside more conventional music settings like the concert hall. It can take place in locations such as schools, prisons, hospitals, youth clubs and community centres. The aim of community music is to work with disadvantaged or marginalised groups in society and encourage their active participation in music, bringing people together from different cultural backgrounds.

The ability to play one or two instruments to a high standard is important, as are music skills such as conducting or arranging. Good teaching and communication skills are also essential. Musicians with relevant skills and paid or unpaid experience in community work may be eligible to apply directly for advertised posts. Alternatively, workers can try and source funding or sponsorship for community music projects. Waged roles may be subsidised by LAs, charity trusts, and voluntary and arts organisations, as well as sponsorship from companies.

Some community musicians start their careers as a teacher or performer; others may have formerly worked within arts administration. A number of universities offer a Masters degree in community music.

Private music teachers

While in theory anyone can set up as a private music teacher, the majority have a degree in music or teaching, or a recognised qualification like those awarded by the [Incorporated Society of Musicians \(ISM\)](#) or the [Associated Board of the Royal Schools of Music \(ABRSM\)](#).

Private music teachers can be contracted by an LA as peripatetic music teachers, visiting different places to give tuition. With reductions in LA budgets, freelance teachers are increasingly able to bid for work in individual schools. As they are mainly self-employed,

private music teachers have to look after their own accounts and publicity to generate business. It is possible for successful teachers to earn a comfortable living but they will often have to work at weekends and in the evenings.

For a full job description see [music therapist](#).

Theatre

Young people's theatre/theatre in education

Young people's theatre (YPT) is theatre intended for a youth audience. This branch of theatre is usually shown in arts and community centres or repertory theatres.

YPT can be used as a medium to educate young people about issues where they may be 'at risk', referred to as theatre in education (TIE). There are dedicated TIE companies, although most theatre groups will offer both YPT and TIE. Companies often stage productions in accordance with the National Curriculum and work in a school environment.

Visit [Theatre for Young Audiences \(TYA\)](#) for further information on young people's theatre and an online members' directory.

Youth theatre

Youth theatre equips young people with practical experience of what it is like to work in the theatre. The [National Association of Youth Theatres \(NAYT\)](#) works with over 1,300 groups and individuals supporting the development of young people through youth theatre. Occasionally, youth theatres employ full-time staff, but the majority are volunteers. Practitioners often have previous amateur acting experience rather than formal training at drama school.

Art

Artists in residence

Artists in residence work in a range of settings including schools, universities, community centres, art galleries and hospitals, generally on short-term contracts. Residences are highly sought after, giving artists the space, time and money to develop their work. Experience of teaching is not necessary. Jobs are posted on [a-n: The Artists Information Company](#).

Further information

[Arts Council England](#)

[Arts Council of Northern Ireland](#)

[Arts Council of Wales](#)

[Creative Scotland](#)

[Drama UK](#)

[Independent Theatre Council \(ITC\)](#)

[National Drama](#) - professional organisation of drama educators

[National Youth Theatre](#)

[Sound Sense](#) - UK professional association for community music

[Youth Music](#)

[Creative and Cultural Skills](#) – advice and resources for a creative career

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Chapter 28: Voluntary and charity sector roles

There has been a large increase in employment opportunities in the voluntary, community, faith and charity sectors in recent years. Many of these opportunities are suitable for qualified teachers or others with an interest in the education sector. Many organisations in this sector are directly involved in the delivery of education; voluntary and faith bodies are prominent among organisations opening free schools and academies, which recruit not only into teaching roles but also into administrative, support and leadership positions.

Other organisations in this sector may be primarily in the business of operating museums, theatres and arts activities, environmental or outdoor education activities, or sports and leisure activities. They may employ teachers (or others with an interest in the relevant activity) in the role of education officer, as well as recruiting into administrative, support and leadership positions.

Voluntary and charitable bodies are increasingly involved in the delivery of a wide range of other activities previously regarded as the preserve of local or national government; this can include working under contract to statutory bodies to provide services such as special education, work with offenders, counselling, early years, family support, schools liaison, training (e.g. in life skills and job search skills) and youth work.

Employment in the third sector often involves temporary contracts and short-term funding, resulting in many cases in a lack of long-term job security. However, this does have the benefit of equipping workers with a diverse range of experience and skills. Developing expertise and network contacts in a particular area can enhance job prospects. Mobility between organisations in the sector is high. Many people in the sector have a 'portfolio' career, perhaps combining one or more part-time roles with freelance work. Jobs are advertised through organisations own websites and specialist websites such as:

Further information

[CharityJOB](#)

[Third Sector](#)

[Voluntary Sector Jobs](#)

[Charity Times](#)

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Chapter 29: Youth work

Youth workers

Youth workers promote the personal, educational and social development of young people aged between 13 and 19, although in some cases they may extend this to those aged 11 to 13 and 19 to 25. Programmes primarily 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 or charities; they may be based in schools or youth centres but could also undertake detached youth work (outreach work on

the street, in parks or cafés to make contact with 'disengaged' young people), or work with Youth Offending Teams or drug and alcohol services.

There is a national framework for the grade and pay of youth work roles, the Joint Negotiating Committee (JNC) for youth and community workers is the body that sets this. It is possible to work with young people without JNC recognised qualifications where candidates have related qualifications or extensive experience of working with young people.

In Scotland, the national youth agency [YouthLink Scotland](#) 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.

For a full job description, see [youth worker](#).

Further information

[National Youth Agency](#)

[Children & Young People Now jobs](#)

[Third Sector](#)

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