



Action⁴skills

The Education Sector





Action⁴skills

Targeting the sectors
vital to Hertfordshire's
economy



Executive Summary

Key statistics

	Education	All Herts
Business base		
No. of business establishments	500	49,200
Micro-businesses (<10 employees)	300	42,600
% <i>business base</i>	56%	87%
% <i>employment</i>	5%	22%
Workforce		
Total workforce	25,000	549,500
Employees	24,000	487,600
Self-employed as % workforce	4%	13%
Part-time employment	55%	34%
Female employment	70%	50%
Workforce aged under 25	5%	14%
Workforce aged 55 or over	17%	16%
Workforce dynamics		
Employment change 1998-2002	+5,100	-
% <i>Employment change</i>	27%	-2%
Forecast change 2004-2013	2,000	-
% <i>Forecast change</i>	8%	+9%
Labour turnover p.a. (approx)	19%	N.A
% workforce in FT education 1yr ago	3%	3%
Workforce skills		
Workforce with no qualifications	1,200	-
	5%	11%
Low skilled workforce (≤ Level 1)	3,000	-
	12%	25%
High skilled workforce (Level 4+)	16,700	-
	67%	26%
Workforce training in previous 13wks	11,000	-
	44%	27%
Skill needs		
Employers with hard-to-fill vacancies	90	-
% <i>business base</i>	17%	8%
Employers with workforce skill gaps	180	-
% <i>business base</i>	34%	23%

Note: For definitions and sources see main report

Key messages

- Education is an important sector in the Hertfordshire economy, accounting for 5% of employment and contributing significantly to the economy as a whole in terms of the development of skills within the workforce.
- Taking into account forecast employment growth and the pattern of workers entering the sector from full-time education, around 1,100 new entrants to the education workforce are required in Hertfordshire each year.
- More than half of education employment in Hertfordshire (55%) is within medium sized establishments employing

between 50 and 199 people, while a further 30% are employed within establishments employing 200 or more staff.

- Nearly a third of education workers in Hertfordshire are aged between 45 and 54, compared with 21% in all industries.
- Professional occupations dominate the sector with 58% of the workforce employed in these occupations.
- Recruitment difficulties in the sector are relatively high with hard-to-fill vacancies more commonly reported by education employers in Hertfordshire than the all sector average or by education employers in England as a whole.
- Combined with high labour turnover (19%) and the high proportion of workers aged over 55 (17%), this suggests that recruitment and retention are major issues for the sector.
- Skill gaps are also commonly reported by employers (34% or 180 establishments), particularly amongst professional occupations such as teachers and lecturers.
- The most pressing skill gaps amongst these professional occupations are reported in team working and communication skills.
- Overall training levels are relatively high within the education sector with employees at all skill levels more likely to undertake job related training than in all industries.

Conclusions and recommendations

One of the most significant issues for the education sector nationally is recruitment and retention and a number of national initiatives have been launched to try to address this problem. Although it is vital that LSC Hertfordshire supports and promotes these strategies, this paper outlines three workforce development priorities that are more local to the education sector in Hertfordshire and makes a number of suggestions for employers and stakeholders in the county to consider:

1. Improving management skills

- Develop and promote specialised courses in education management and leadership that incorporate the recommendations from the Centre of Excellence for Learning (CEL).
- Encourage small businesses in the education sector to engage in traditional management training or start-up support.

2. Developing provision linked to career progression for support staff

- Promote schemes such as Investors in People to help support staff to feel valued.
- Help education staff with skills below Level 2 to gain qualifications at this level.
- Support and promote provision allowing support staff to progress to higher levels, for example Foundation Degrees.

3. Improving knowledge of skills needs for work and life

- Support for learning provider staff time to keep apprised of generic and vocational business skill needs.
- Develop placement schemes to allow teachers and trainers to gain up-to-date experience of a variety of working environments.

1.0 Introduction

This paper is one of a series that outlines the workforce dynamics and skills and training issues in key sectors in the Hertfordshire economy.

The series sets out:

- The demographics of the workforce in each sector
- The skills and qualifications profile of the workforce
- The likely demand for and supply of new skills and workers, now and in the future
- The local business drivers.

Where possible local data has been used for the analysis. However, where local data was unavailable, inferences have been made from regional and national data to provide a best estimate of local workforce dynamics. Unless otherwise indicated, figures are for Hertfordshire.

For the purposes of this paper, the education sector includes general secondary education, technical and vocational secondary education, higher education, adult and other education (which includes the activities of private training providers), libraries, archive and information services and records management. The primary education sector is not included.

This definition has been chosen to reflect the coverage of the Lifelong Learning Sector Skills Council. However, some activities within the secondary education sector are not part of the remit of this Sector Skills Council. For more details of the sector definition used, see Annex I.

The sector has been defined using Standard Industrial Classification (SIC) codes. As the definition is industry-based, workers included may be in any occupation, provided they work for an establishment considered to be part of the sector.

Key drivers of change

Government policy is the most significant driver of change in the education sector. National government has the power to shape the face of the education sector through its strategic objectives and funding allocations and has identified education and lifelong learning as a priority for action. This has led to expansion of the sector, for example through efforts to attract previously under-represented groups to take part in further learning or to develop their skills, and this expansion is likely to continue.

Examples of this policy, such as the government's target to increase participation in higher education towards 50% of those aged 18–30 by 2010 and its desire to increase parity between vocational and academic qualifications, will have a significant impact on the sector.

The expansion of higher education and increased delivery of higher education in further education colleges, are important trends in the sector. In Hertfordshire, these trends can be seen in the opening of the University of Hertfordshire's new £120 million de Havilland campus in Hatfield in September 2003 and its plans to expand further with the development of a teaching hospital¹, along with its growing relationship with further education colleges in the county.

Education staff will also need to respond to the increased emphasis being placed by policy-makers on the vocational relevance of qualifications and the need to develop learners' "work readiness". An example of this can be seen in the development of the 14–19 Agenda, which gives students under 16 the chance to study vocational options. The proposals set out in the final report of the Working Group on 14–19 Reform go even further, recommending the development of a diploma that would, over time, bring all existing academic and vocational qualifications within a single framework. Under the proposals young people would study a range of academic and vocational subjects and would have to satisfy clear national standards in basic skills as well as completing an extended project².

The policy developments set out above have led to a blurring of the divisions between different elements of the education sector, including between further education colleges and

¹ Hertfordshire LSC Annual Plan 2004–05.

² 14–19: Creating opportunities and encouraging excellence, www.teachernet.gov.uk



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schools and between the further and higher education sub-sectors. This is likely to increase in the future.

The reason for the high level of government attention and policy directed towards the education sector lies in its potential impact on the future development of the economy, through the supply of new entrants to the workforce and the development of existing staff, and on society as a whole through its ability to reduce social exclusion and provide the disadvantaged with a more equal footing in life.

In order to achieve these goals, the education sector needs to deliver a high quality service and this requires high quality staff. One example of legislation designed to raise the skills of the workforce in order to support quality standards for learning delivery is the mandatory requirement from September 2001 for all new lecturers to hold or gain teaching qualifications under the 'Initial Teacher Education (ITE)' programme. The government's vision is that all staff in the learning and skills sector will be teacher trained or studying for qualifications by 2010. However, some concerns have been expressed that existing recruitment difficulties may be exacerbated by additional requirements arising from the new qualifications framework.

Anecdotal evidence also suggests that some staff have found providing proof of compliance with legislation and government quality initiatives a burden and cite it as a contributing factor in their dissatisfaction with work in the sector.

The government has attempted to respond to some of these concerns through the introduction of the Workload Agreement. At the launch of this agreement, David Miliband, the school standards minister, stated that it should lead to a better work-life balance for teachers. Other initiatives aimed at attracting entrants into teaching, particularly in "shortage subjects", include a £6,000 training bursary available to students studying in a list of eligible institutions and the 'Golden Hello' initiative, which awards new teachers in shortage subjects in the further education sector a lump sum of up to £4,000. Newly qualified lecturers in these subjects may be also eligible for the 'Repayment of Teacher's Loan' (RTL) scheme.

Figures from the Teacher Training Agency suggest that such new measures are succeeding in making teaching a more attractive option but difficulties with recruitment and retention still persist.

Another important driver of change relates to the "client base" with which the education sector seeks to work. The plans for a significant building programme for new housing are likely to have an impact of this kind in Hertfordshire. The Hertfordshire Structure Plan makes provision for the building of around 3,250 new homes in the county each year until at least 2011³ and this is likely to have important implications for the number and location of school and college places required to meet the needs of families living in these new homes.

Demographic changes are also likely to have important implications. The number of young people in the East of England's population has declined over recent years while the proportion of individuals in older age groups is increasing. In order for the economy to cope with these changes, there is a need to increase economic activity rates among older people. However, on the whole, these individuals tend to be lower skilled than their younger counterparts in the workforce and they may find a "mismatch" between the skills that they do have and those that current employers are seeking.

For these reasons, education is becoming viewed less as a one-off opportunity to be taken up by young people and more as something applicable to everyone at all stages of life, enabling them to develop their skills and keep them up to date.

Examples of this include increases in the number of "mature" students entering higher education, the development of apprenticeship schemes open to learners over the age of 25

and the growing demand for qualifications and learning suitable for individuals in employment.

There are also trends towards more flexible learning, such as plans for the development of a credits-based system to allow learners wishing to switch to a new area or skill to transfer any relevant achievements they have already completed to count towards a recognised qualification⁴.

Workforce development priorities

Management skills are an important issue for the education sector, especially in the areas of performance and people management. Improving the management skills of education managers will be vital, as this will have significant implications for other staff.

Support staff are vital to the education sector. However, research indicates the presence of skills gaps and a lack of training, qualifications and clear career progression routes for staff in these occupations. As a result, both the Further Education National Training Organisation (FENTO), which is now part of the Lifelong Learning Sector Skills Council, and the Learning and Skills Council have identified the professional development of education sector support staff as an issue which requires immediate attention⁵.

The change in emphasis of the role placed on education in terms of its relevance to the wider economy means that staff in the sector must have up-to-date knowledge of the skills that learners will require to function effectively in employment and in their future life in general. However, many employers believe that education staff must improve and update their own skills if they are to produce learners who are "work ready".

This paper suggests that the most pressing workforce development needs over the next 3-5 years for the education sector in Hertfordshire will be:

1. Improving management skills
2. Developing provision linked to career progression for support staff
3. Improving knowledge of skills needs for work and life

These issues are revisited in the Conclusions and Recommendations section on page 17.

³ Hertfordshire County Council. Structure Plan 1991-2011.

⁴ A Framework for Achievement: Recognising Qualifications and Skills in the 21st Century, Qualifications and Curriculum Authority, 2004.

⁵ LSC School Support Staff Sector Plan 2004-05 and Beyond.

Figure 1.1

Education sector – SWOT analysis

Strengths

- Widespread interest in the sector, including from national government
- High level of professionals in the workforce

Weaknesses

- Poor image among potential new entrants
- Retention difficulties
- Subject specific skills shortages and gaps
- Limited development opportunities for support staff

Opportunities

- Improved work-life balance for teachers as a result of the Workload Agreement
- Government financial incentives to attract new teachers
- Expansion of the HE sector

Threats

- Thoughtless use of incentives could lead to an over-supply of teachers
- Increased dissatisfaction could cause more experienced staff to leave

2.0 Education in the Hertfordshire economy

This section looks at the importance of the education sector in Hertfordshire and outlines the extent of the education employment in the county.

Key messages

- Education is a significant sector in the Hertfordshire economy with a workforce of around 25,000 (24,000 employees and 1,000 self-employed workers).
- Within Hertfordshire, there is a relatively high proportion of employment in the education sector in the districts of St Albans and Welwyn Hatfield, where education accounts for around 17% of all employment.
- More than half of education employment in the county (55%) is within medium sized establishments employing between 50 and 199 people, while a further 30% of employees work in establishments employing 200 or more staff.

In terms of employment, the Annual Business Inquiry (ABI) suggests that there are around 540 education establishments in Hertfordshire employing approximately 24,000 staff. The education sector accounts for around 5% of employment in Hertfordshire, the same proportion as is employed in the sector nationally.

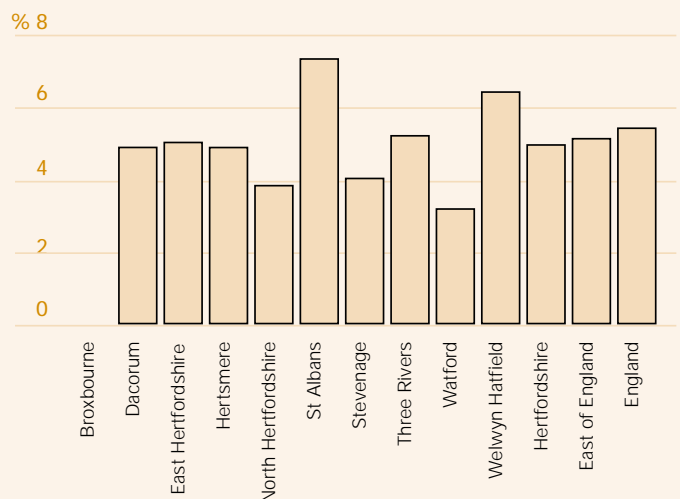
It should be noted that the ABI (like many other labour market information data sources) does not include self-employed people. The Labour Force Survey (LFS), which does include the self-employed, suggests that there are around 1,000 self-employed people working in education within Hertfordshire (4% of the total workforce).

Figure 2.1 shows that education generally accounts for between 3% and 7% of total employment in each of the districts in Hertfordshire. Broxbourne is the exception to this and is excluded from the analysis due to the low numbers employed in the sector.

Figure 2.2 shows that, numerically, St Albans has the highest number of education employees (around 4,000) and establishments (around 100). However, Stevenage has the highest concentration of education employment with a Location Quotient (LQ) of 1.33, while Watford has the lowest (0.73)⁶.

Figure 2.1

Education as a proportion of total employment – Hertfordshire districts



Source: ONS Annual Business Inquiry, 2002.
 Broxbourne excluded due to low numbers employed.
 Note: Figures do not include the self-employed

It is likely that this reflects the location of further and higher education institutions in the county. North Hertfordshire College has a large campus in Stevenage and the University of Hertfordshire has campuses in Welwyn Hatfield and St Albans, which have LQs of 1.13 and 1.11 respectively.

The low LQ for Watford could be related to this district's proximity to London, with learners commuting to the capital to access education provision.

Around 56% of education establishments in Hertfordshire are 'micro' establishments employing between 1 and 10 people. This is significantly lower than the figure for all industries in the county (87%). Small establishments employing between 11 and 49 people account for around 18% of Hertfordshire education establishments.

However, despite accounting for almost three quarters of establishments, small and micro establishments only account for around 16% of employment in the sector. This is significantly lower than the proportion of employment in the same type of establishments in the economy as a whole (46%).

While large establishments employing 200 or more workers account for only 3% of those in the sector in Hertfordshire,

they account for 30% of education employment. This is lower than the proportion found for the sector in the East of England (36%) or in England as a whole (43%). This may be due to the presence of smaller educational establishments in the more rural areas of the county.

The Standard Industrial Classification (SIC) used in national statistics divides education into five sub-sectors. These are:

- General secondary education
- Technical /vocational secondary education
- Higher education
- Adult and other education
- Library and archive activities

More details on these sub-sectors can be seen in Annex I.

Figure 2.3 shows that 52% of employment in the education sector in Hertfordshire (12,300 jobs) is in general secondary education. A further 23% of employment in the sector is in the higher education sub-sector.

⁶ Location Quotients indicate the relative strength of the sector in the district. An LO of more than 1 signifies that a district has a higher concentration of employment in the sector relative to Hertfordshire as a whole. An LO of less than 1 indicates that a district has a lower concentration than Hertfordshire as a whole.

Figure 2.2

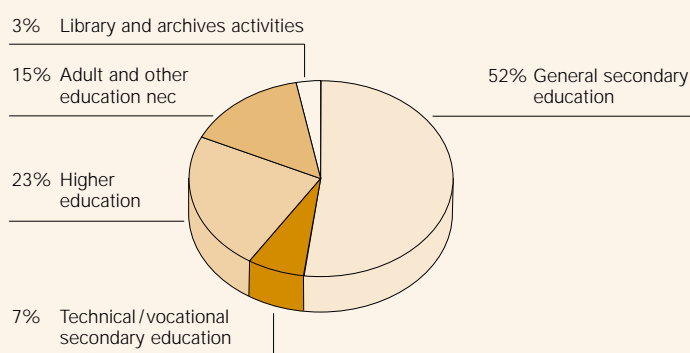
Education employees and business establishments in Hertfordshire districts

District	Establishment	Employees	% of sector	LQ
Broxbourne	-	-	-	-
Dacorum	81	3,122	13.0	1.09
East Herts	73	2,835	11.8	1.01
Hertsmere	55	2,250	9.4	1.11
North Herts	66	1,891	7.9	0.98
St Albans	95	3,990	16.7	1.11
Stevenage	38	1,628	6.8	1.33
Three Rivers	35	1,375	5.7	0.87
Watford	33	1,895	7.9	0.73
Welwyn Hatfield	51	3,900	16.3	1.13
Total	544	23,940	100	

Source: ONS Annual Business Inquiry, 2002.
Broxbourne excluded due to low numbers employed.
Note: Figures do not include the self-employed

Figure 2.3

Employment by sub-sector - Hertfordshire



Source: ONS Annual Business Inquiry, 2002.
Note: Figures do not include the self-employed

3.0 The Current Workforce

This section profiles the current workforce and typical employment opportunities in the sector. It also looks at the current supply and demand for skills in the education sector.

Key messages

- The education sector is reliant on high levels of part-time and female employment.
- Workers in the sector are less likely to be aged between 16 and 34 than in all industries and nearly a third of the sector's workforce is aged between 44 and 54.
- Professional occupations dominate the sector with around 14,400 workers (58% of the workforce) employed in these roles. This is significantly higher than the proportion found in the economy as a whole (12%).
- Around 50% of education employment is in occupations where most workers are employed within the sector.
- Vacancies, hard-to-fill vacancies, and skill shortage vacancies are more commonly reported by education employers in the East of England than in all industries in the region or in the sector in England as a whole.
- Skills gaps are also more commonly reported by education employers in the East of England than in the regional economy as a whole (34% compared to 23%). Difficulty introducing new working practices is the most commonly cited consequence of skills gaps in the sector.
- Of all skills gaps reported, around a third relate to staff in professional roles. Employers identified team working and communication skills as those most in need of improvement by these employees.

Figure 3.2

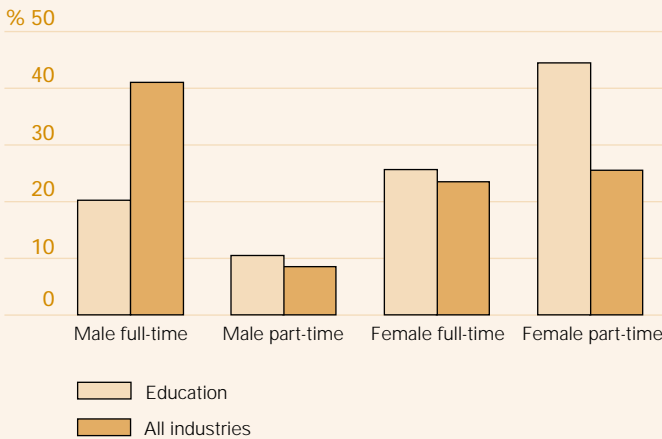
Gender and employment status of education workers – district areas

	Male full-time (%)	Male part-time (%)	Female full-time (%)	Female part-time (%)
Broxbourne	-	-	-	-
Dacorum	20	7	29	44
East Herts	24	10	24	42
Hertsmere	17	9	28	46
North Herts	18	9	25	48
St Albans	21	11	25	44
Stevenage	19	9	26	46
Three Rivers	23	7	24	47
Watford	17	14	20	49
Welwyn Hatfield	19	16	26	40

Source: ONS Annual Business Inquiry, 2002
 Note: Figures do not include the self-employed

Figure 3.1

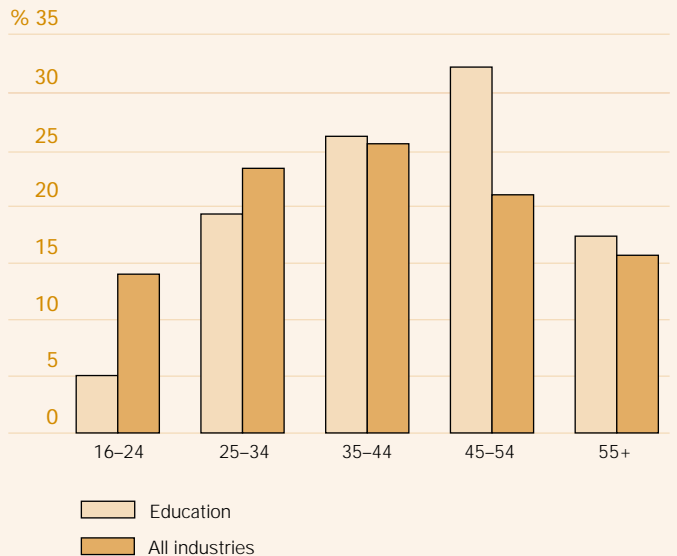
Gender and employment status – Hertfordshire



Source: ONS Annual Business Inquiry, 2002
 Note: Figures do not include the self-employed

Figure 3.3

Age breakdown of the sector – Hertfordshire



Source: ONS Labour Force Survey, Spring 2003. Inferred data
 Note: Figures include the self-employed

Demographics of the sector

The education sector has a higher than average proportion of female employees. There are around 16,600 female education employees in Hertfordshire, equal to around 70% of the workforce, compared with around 50% in the economy as a whole.

Around 13,100 education employees (55%) work part-time, compared to around 34% in all industries. Around 81% of those employed on part-time contracts are women.

Figure 3.2 shows that the employment structure of the sector is broadly similar across districts. However, education employees are more likely to work part-time (63%) in the Watford area than in any of the other districts.

At national level, ethnic minority communities account for 13% of employment in the sector, compared with 15% in all industries. Census data reveals that there are a smaller proportion of people from ethnic minority backgrounds in Hertfordshire than in England and Wales as a whole. We estimate that there are around 2,100 education employees from ethnic minority backgrounds in Hertfordshire (around 8% of the sector workforce), which is broadly in line with the average for all industries (9%).

Figure 3.3 suggests that the education sector in Hertfordshire has an older age profile than the average for all industries. Less than a quarter of all workers in the sector (24%) are aged between 16 and 34, compared with 37% in all industries. In contrast, 32% of education workers (around 8,000) are aged between 45 and 54, compared with 21% for all industries in the county.

The need to participate in a number of years of full-time education to gain the qualifications required for entry into many roles in the sector explains the low level of employment of

16–24 year olds shown in Figure 3.3. However, as a consequence of this we would expect to see above average levels of the workforce in the next youngest age groups (25–34 and 35–44) but this is not the case.

The dominance of 45–54 year olds within the sector suggests significant difficulties with recruitment and/or retention among younger age groups and could signal a potentially serious situation for the sector in future years as these workers approach retirement.

Occupational analysis

Figure 3.4 shows the broad occupational breakdown of employment in the sector. More than half (58%) of all education employment in Hertfordshire (14,400 jobs) is in professional occupations, much higher than the proportion found in the economy as a whole (12%).

Approximately 11% of the education workforce (2,800 people) are employed in administrative and secretarial roles, with personal service, associate professional, and elementary occupations each accounting for around 8% (2,000 people).

Figure 3.5 shows that around 50% of employment in the education sector is in “sector specific” occupations (approximately 12,300 jobs). These are occupations where over two thirds of employment is in the sector. The concentration of workers in these occupations would suggest that sector based initiatives would be most appropriate to develop the skills of these staff.

Secondary education teaching professionals account for around a third of employment in the education sector in Hertfordshire (8,200 jobs). Other significant specialist occupations include teaching professionals in the further and higher education sectors (both 6%).

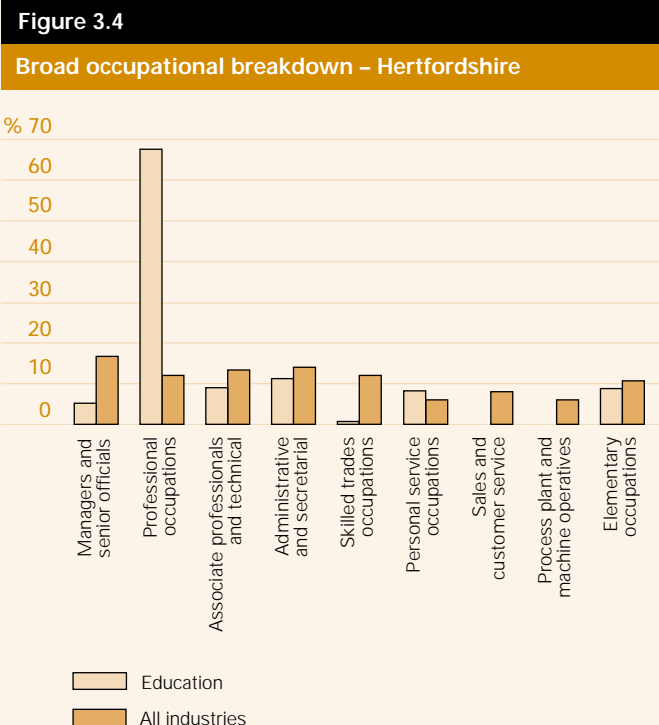


Figure 3.5
Employment in specialist occupations – education

Code	Occupation	% of sector employment	Estimated jobs in Herts
2314	Secondary education teaching professionals	32.8	8,200
2312	Further education teaching professionals	5.7	1,400
2311	Higher education teaching professionals	5.6	1,400
4135	Library assistants and clerks	2.9	700
2317	Registrars and senior administrators in education establishments	1.4	300
2451	Librarians	1.3	300
-	Total sector specific	49.7	12,300

Source: ONS Labour Force Survey, Spring 2003. Inferred data.
Totals may not sum due to rounding
Note: Figures include the self-employed

Figure 3.6

Employment in other specialist occupations in education

Code	Occupation	% of sector employment	Estimated jobs in Herts
6124	Educational assistants	6.1	1,500
2319	Other teaching professionals	5.6	1,400
9233	Cleaners, domestics	4.0	1,000
9223	Kitchen and catering assistants	2.4	600
4150	General office assistants or clerks	2.1	500
4213	School secretaries	1.9	500
2316	Special needs education teaching professionals	1.5	400
3563	Vocational and industry trainers and instructors	1.4	300
3111	Laboratory technicians	1.3	300
6232	Caretakers	1.3	300
4122	Accounts wages clerk, bookkeeper	1.1	300
4215	Personal assistants and other secretaries	1.1	300
-	Other non-sector specific	19.7	4,900
-	Total non-sector specific	49.5	12,300

Source: ONS Labour Force Survey, Spring 2003. Inferred data.
Totals may not sum due to rounding
Note: Figures include the self-employed

Figure 3.6 shows the occupations which are not specific to the education sector. Cross-sector initiatives to support workforce development may be more appropriate for some of these occupations. Educational assistants and other teaching professionals each account for significant proportions of the sector's workforce (both around 6% of employment or 1,500 jobs).

Skills and qualification issues

The analysis of skills in this paper uses qualifications as a proxy measure for skill level. Whilst this is not ideal, qualifications are the best measure available. Three broad skill levels are used:

Low skill (NVQ 1 or less including those with no qualifications). Common skills requirements for these jobs at this level include basic literacy, numeracy and IT skills and a range of generic skills.

Intermediate skill (NVQ 2-3). Skill requirements in these occupations are often vocational or technical in nature. They may also require higher level generic skills including analytical and problem solving abilities.

High skill (NVQ 4+). These skills are important in managerial and professional and associate professional roles. They are sometimes technical in nature but usually require high level analytical, communication and people management skills.

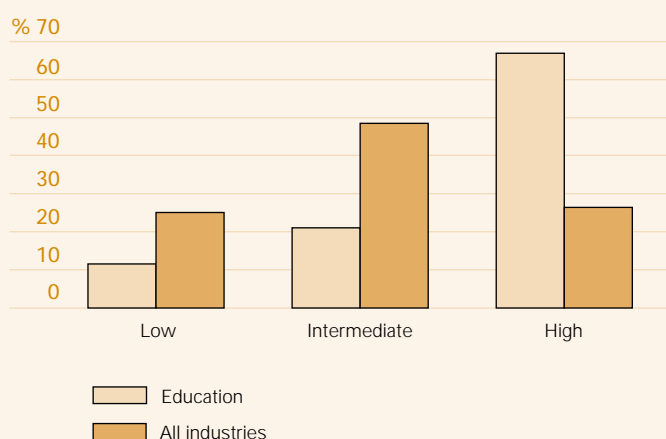
The LSC Hertfordshire Annual Plan 2004-05 highlights that overall the working population of Hertfordshire has the highest skills levels within the East of England.

Figure 3.7 illustrates the importance of high level skills to the education sector, with around two thirds of the workforce (67% or 16,700 people) possessing skills at this level. Intermediate (21%) and low level skills (12%) are less common than in all industries (49% and 25% respectively).

Within the education sector, around 5% of staff (1,200 people) have no qualifications, compared with 11% in all industries. The proportion of the workforce with no qualifications gives an

Figure 3.7

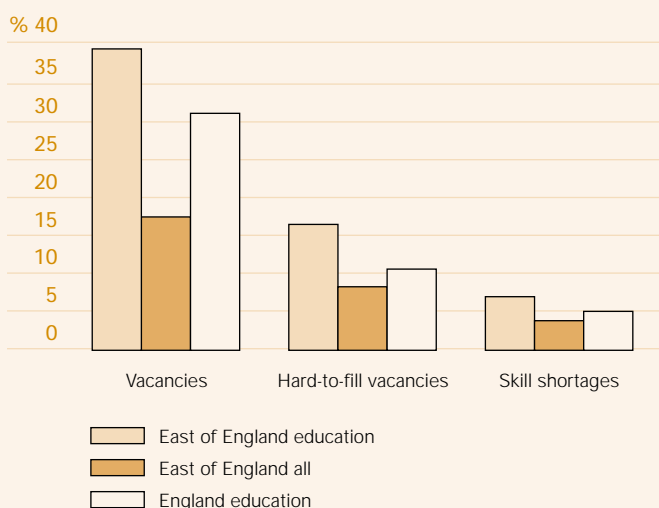
Skill levels – broad analysis – Hertfordshire



Source: ONS Labour Force Survey, Spring 2003. Inferred data
Note: Figures include the self-employed

Figure 3.8

Recruitment difficulties and skill shortages



Source: LSC National Employer Skills Survey, 2003. Inferred data.
Note: Figures do not include the self-employed or businesses with only one employee

indication of the likely extent of basic skills issues within the sector.

Skills shortages and gaps

The National Employer Skills Survey (NESS) offers some insight into the sector's skills shortages (a lack of suitably skilled people in the labour market) and skills gaps (skills deficiencies in the existing workforce). It is important to note that the NESS does not include the self-employed or businesses with only one employee.

Skills shortages – recruitment difficulties

Figure 3.8 shows that vacancies are much more commonly reported by education employers in the East of England (39%) than by employers in all industries in the region (18%) or by those in the education sector in England as a whole (32%).

Hard-to-fill vacancies are also more commonly reported by education employers in the East of England, with an estimated 17% of employers (over 90 establishments) reporting difficulties in this area compared with 10% for the sector in England as a whole and 8% across all industries in the region.

Although larger organisations, which are more commonly found in the education sector than in all industries, are more likely to have a vacancy at any one time, these figures suggest that recruitment difficulties are a significant problem for education employers in the East of England.

However, skill shortage vacancies are relatively uncommon, being reported by only around 7% of education employers in the region. This suggests that other factors, such as pay or conditions or the perceptions of these held by potential new recruits, may be a more important reason for the observed recruitment difficulties than a lack of applicants with the required skills.

Skills gaps

The NESS also suggests that education employers in the East of England have significant skills gaps among their existing workforce. Reported skills gaps are more common in education

than in the regional economy as a whole. Around 34% of education employers (around 180 establishments) are estimated to have skills gaps in their existing workforce compared with 23% in all industries in the region.

Figure 3.9 shows that employers in the education sector in the East of England were most likely to report difficulties introducing new working practices as a consequence of skills gaps, with 40% stating that they had experienced this problem. Difficulties meeting customer service objectives and increased operating costs are also reported as consequences but at a similar level to that reported across all industries.

Education employers are less likely than those in all industries to report that skills gaps lead to a loss of business (10% compared to 25%) and difficulties meeting quality standards (32% compared to 37%).

Figure 3.10 shows the incidence of skills gaps in the three largest occupational groups within the education sector compared with the proportion of the workforce found in each occupation.

More than a third of the skills gaps identified by employers related to professional occupations. However, skills gaps within this occupation are less common than might be expected from the proportion of the workforce employed (34% of skills gaps compared with 58% of employment).

In contrast, skills gaps in administrative and secretarial occupations are more common than might be expected (19% compared with 12%).

When asked about the skills that were lacking among professionals who are not fully proficient in their role, education employers were most likely to identify team working skills (cited by 61% of employers with skills gaps for this occupation) and communication skills (59%) as the areas most in need of improvement. Problem solving skills formed the most common gap among administrative and secretarial staff (71%), followed by general IT user skills (57%).

Figure 3.9

Consequences of skills gaps – East of England

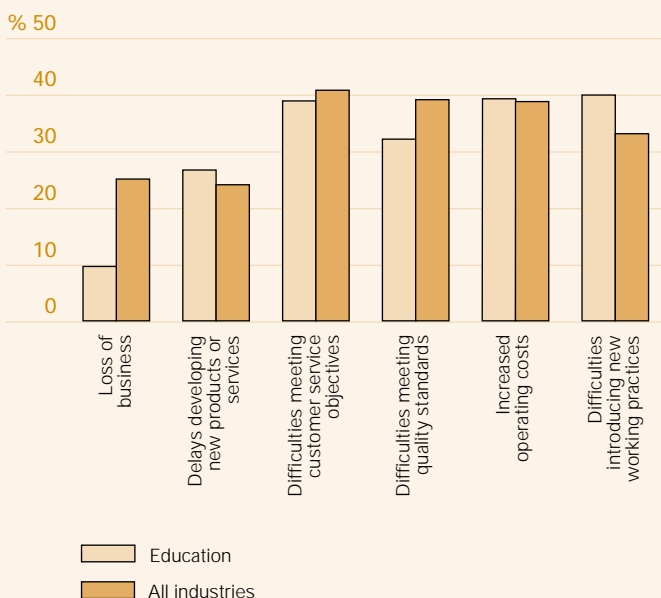


Figure 3.10

Proportion of skills gaps in key occupational groups – education (East of England)

	Professionals	Associate professionals and technical	Administrative and secretarial
% of workforce with skills gap in occupation	34%	8%	19%
% of workforce in occupation	58%	9%	12%

Source: LSC National Employer Skills Survey, 2003 and ONS Labour Force Survey, 2003.
Note: Figures do not include the self-employed or businesses with only one employee.

4.0 Workforce Dynamics

This section looks at the changing nature of employment in the sector, the sector's training activity and the implications for learning provision.

Key messages

- Employment in the education sector in Hertfordshire grew significantly between 1998 and 2002 and is forecast to continue to grow between 2004 and 2010 at a faster rate than that expected for all industries.
- Approximately 600 jobs are forecast to be created in professional occupations in education in Hertfordshire by 2010.
- Overall training levels in the sector are relatively high, with education employees at all skill levels more likely to undertake job-related training than in all industries.
- Around 91% of education employers had arranged or funded training for staff in the past 12 months, with around 69% funding or arranging training towards formal qualifications.

Employment in education in 2002 was at a significantly higher level than in 1998, with an overall increase of around 27% (5,100 jobs) during this period.

Figure 4.2 shows that employment growth in the education sector in Hertfordshire varied between sub-sectors. The greatest growth occurred in higher education, where employment increased by around 2,400 jobs (75%). The library and archives activities sub-sector also experienced substantial growth, with employment increasing by 48% over this period. However, as this is a small sub-sector the change in terms of the number of jobs involved was less significant. Additional growth in general secondary education (27%) and adult and other education (24%) was offset by significant decline in the technical/vocational secondary education sub-sector (33% or 800 jobs).

VAT registrations and de-registrations

VAT registrations and de-registrations also give an indication of sector growth and decline. Figure 4.3 shows VAT registrations and de-registrations as a percentage of business stocks at the end of the year.

[N.B: The data in Figure 4.3 relating to VAT registrations and de-registrations in 2002, has been gathered from NOMIS. The statistics only allow for analysis of 'education and health' and

Figure 4.1

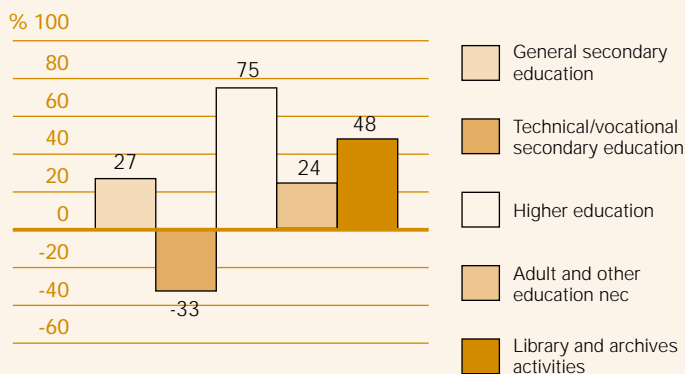
Annual employment change 1998–2002 – Hertfordshire

	1998	1999	2000	2001	2002
Employment	18,796	22,164	21,607	22,665	23,940
% change from previous year	-	+17.9%	-2.5%	+4.9%	+5.6%

Source: ONS Annual Business Inquiry 1998, 2002
Note: Figures do not include the self-employed

Figure 4.2

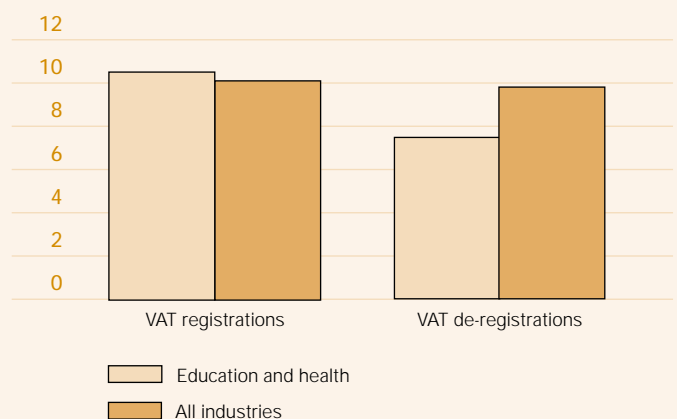
Employment change 1998–2002 by sub-sector – Hertfordshire



Source: ONS Annual Business Inquiry 1998, 2002.
Note: Figures do not include the self-employed

Figure 4.3

VAT registrations and de-registrations 2001–2002 – Hertfordshire



Source: NOMIS, VAT registrations/de-registrations by industry, 2002

not the education sector in isolation. Therefore, the following statistics can only provide a broad idea about what is and has been happening in the education sector.]

At around 10%, VAT registrations within the education sector are in line with the average for all industries in Hertfordshire. De-registrations account for a lower proportion of business stocks in education and health than in all industries (8% compared to 10%). The higher proportion of registrations to de-registrations in the sector suggests that the net stock of business grew between 2001 and 2002.

However, it should be noted that VAT registrations and de-registrations provide only an indication of what is going on in the sector. As well as businesses opening or closing down, the measures also include firms moving above or below the threshold for payment of VAT, currently £58,000 p.a. The measures do not take account of businesses below the VAT threshold so very small businesses are not included.

Projected employment change

The Experian Business Strategies (EBS) Forecasting model shows that between 2004 and 2010 education employment in Hertfordshire is expected to increase by 8% (around 2,000 employees).

Figure 4.4 shows that the education sector is set to see continuous annual increases in employment between 2004 and 2010. Furthermore, the sector is expected to see overall increases above the rate for all industries in Hertfordshire over the same period.

Figure 4.5 shows that employment change in the education sector between 2004 and 2010 will vary significantly between occupational groups.

Employment in process, plant and machine operative occupations is forecast to grow faster than in any other occupational group with an increase of 42%. However, as relatively few people within the education sector are employed in these occupations, this growth will equate to only around 20 jobs.

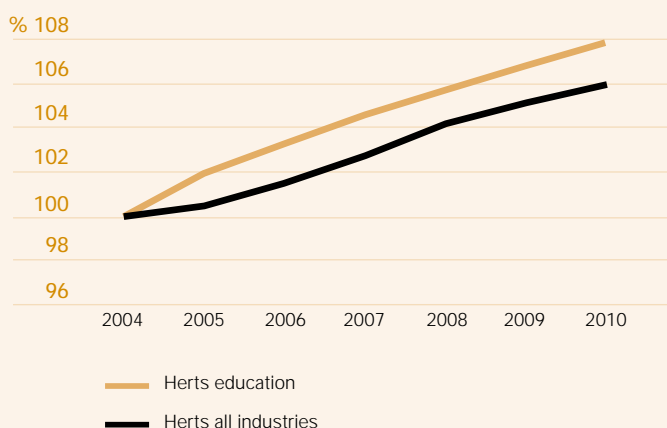
Numerically, the greatest growth is forecast to be in professional occupations, where employment is expected to increase by nearly 600 jobs or 4%. The greatest decline is forecast for skilled trade occupations (-41% or around 150 jobs).

Employment flows

While the projections suggest that new education jobs will be created in the East of England, the majority of annual demand for new staff in any sector is to address natural turnover in the labour market, where people leave their current job through

Figure 4.4

Forecast employment in education 2004–2010



Source: Experian Business Strategies Forecasting Model, 2003.
Note: Figures include the self-employed

Figure 4.5

Forecasted employment change by occupation 2004–2010 – education (Hertfordshire)

Occupation (model categories)	% change in employment 2004–2010	Estimated education jobs in Hertfordshire
Managers and senior officials	-5%	-55
Professionals	4%	+575
Associate professional and technical	25%	+510
Administrative and secretarial occupations	12%	+338
Skilled trades occupations	-41%	-150
Personal service occupations	23%	+459
Sales and customer service occupations	-	-
Process, plant and machine operatives	42%	+21
Elementary occupations	6%	+126

Source: Experian Business Strategies Forecasting Model 2003.
Note: Figures include the self-employed.

retirement, sickness and job changes for example. Around 19% of the education workforce changes each year. This does not include people moving between jobs or sub-sectors within education so turnover experienced by an individual education employer may be even higher.

Many of those leaving education jobs changed sectors (45%), while a further 55% left employment due to factors such as family commitments, sickness unemployment, or retirement.

Of those joining the sector, a large proportion do so from another sector (42%), while around 26% joined from full-time education, reflecting the high proportion of graduates in the sector.

The level of turnover within the sector as a whole and among teaching staff in particular is often linked to job dissatisfaction⁷.

Newly qualified staff

In 2003, around 800 workers joined the education sector from full-time education and around half of these are likely to be teachers. However, across the four colleges in Hertfordshire, around 1,200 individual learners signed up for education-related courses in 2002/03. At first glance, this may suggest an oversupply of individuals with qualifications suited to education employment but it is likely that some of these individuals are studying courses more suited to primary or nursery education than to the education sector as defined in this paper.

The University of Hertfordshire offers Initial Teacher Training (ITT) and is also, as part of Hertfordshire Regional Partnership, able to run the Graduate Teacher Programme (GTP) and the Registered Teacher Programme (RTP). These programmes allow

Figure 4.6

Inflow and outflow 2002/3 – education

Inflow	%
Full-time education	26%
Changed sector	42%
Unemployment	8%
Other out of work (including family commitments etc.)	23%
Outflow	
Retirement	18%
Changed sector	45%
Unemployment	13%
Other out of work (including sickness, maternity etc.)	24%

Source: ONS Labour Force Survey, 2003. Inferred data.
Note: Figures include the self-employed

individuals who are felt to have appropriate experience and maturity to be employed by a school and earn a salary while following an individualised training programme to become fully qualified. Hertfordshire Regional Partnership has been allocated 45 salary grant places and 30 training grant places for secondary school teachers⁸.

The Employer's Organisation for Local Government has developed an Apprenticeship Framework for Teaching Assistants, approved in May 2004. It is believed that, as well as being suitable for young people wishing to enter the occupation, the Apprenticeship framework also provides an ideal training model for those aged over 25 who are taking up employment as a teaching assistant or who have some experience in the post but have not yet gained qualifications relevant to their job role⁹.

Training levels in the current workforce

The proportion of the workforce reporting that they had undertaken job-related training in the last three months is higher for education than for all industries (44% compared with 27%).

Figure 4.7 shows that job-related training is more common in education than in all industries at all skill levels, with the largest difference for those with high level skills (50% compared to 39%).

Figure 4.8 shows that around 91% of the education employers in Hertfordshire questioned as part of the 2003 National Employers Skills Survey (NESS) had funded or arranged training for some of their employees in the past twelve months, a level significantly higher than in all industries (57%). In addition, the proportion of employers who had arranged training leading to a

formal qualification was also significantly higher for education (69% compared with 52%).

The majority of training that employers had funded or arranged for staff was job specific (reported by 81% of employers providing training), health and safety training (76%) or training in new technology (54%).

The most commonly reported barriers to developing and maintaining a skilled workforce are a lack of time for training (reported by 54% of education employers), a lack of funding (51%), and a lack of cover (47%).

Engaging employers in learning

Business Link data suggests that in 2003/4, some 337 visits had been made to education establishments by business advisors, a significant proportion of which were to micro-businesses (33%) and businesses with between 10 and 49 employees (26%).

A large proportion of education employers in Hertfordshire have committed themselves to Investors in People (IIP). IIP is a national quality standard that sets out a level of good practice for the training and development of people to improve business performance. Data supplied by Business Link reveals that an additional nine education establishments in Hertfordshire gained IIP recognition in 2003/04 and 23 more were working towards the standard.

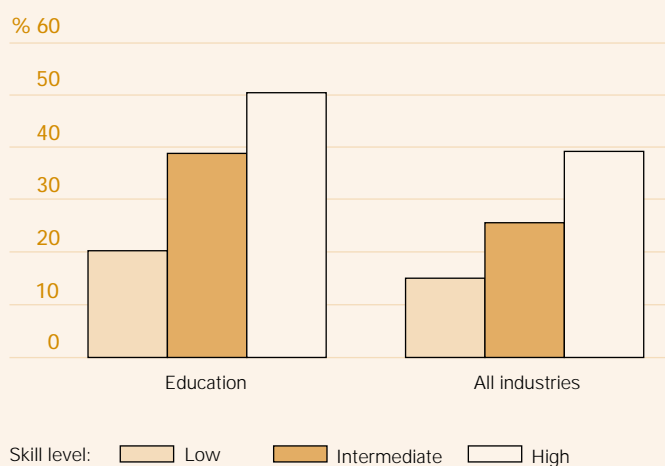
⁷ The Guardian, 2004, 'Crisis in Headteacher Recruitment'.

⁸ Teacher Training Agency website - www.teach.gov.uk

⁹ Qualifications for Teaching Assistants, Employers' Organisation for Local Government, 2004.

Figure 4.7

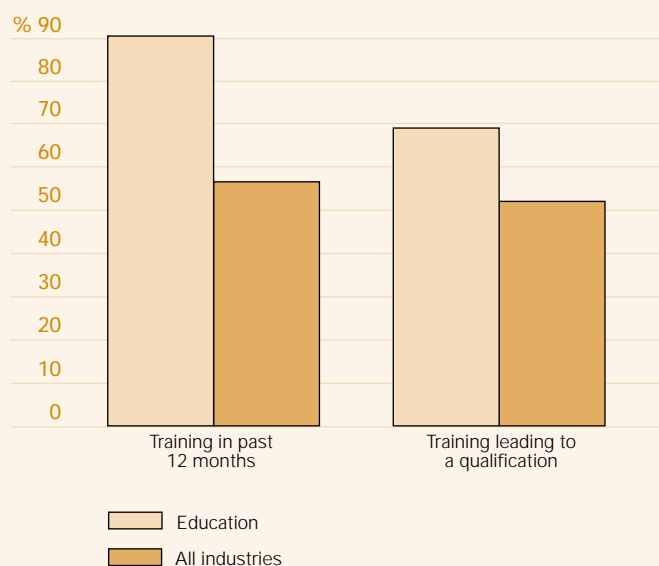
Those undertaking job-related training in the past 13 weeks – Hertfordshire



Source: ONS Labour Force Survey, Spring 2003. Inferred data.
Note: Figures include the self-employed

Figure 4.8

Establishment has funded job-related training in past 12 months – Hertfordshire



Source: LSC National Employer Skills Survey, 2003.
Note: Figures do not include the self-employed or businesses with only one employee

5.0 Policy Dynamics

This section looks at the learning and skills representative bodies active in the education sector, their activities and their plans for the development of the sector. It also sets out the key issues and skills concerns for the sector that they have identified and the efforts they are making to try to address these issues.

Key messages

- Lifelong Learning UK, a Sector Skills Council covering parts of the Education sector, was launched in January 2005.
- The SSC brings together five former NTOs covering the sector plus the Association of Learning Providers (ALP).
- Work previously carried out by the bodies forming the new SSC includes developing and promoting standards, promoting the interests of the sector and liaising with partners and identifying skills issues and priorities for action.
- Skills issues identified include recruitment difficulties and skills gaps, particularly in management skills and IT and information and learning technology.
- The general secondary education sub-sector is not currently covered by a licensed or aspiring SSC.
- The East of England Regional Economic Strategy (forthcoming) identifies 'the development of higher level skills to support the knowledge economy' and 'young people and career choices' as priorities for action and EEDA recognises a shortfall in students entering vocational, mathematics and science-related subjects, making this issue a likely target for improvement.

Workforce development – national

In 2001 the government announced plans to replace the existing network of National Training Organisations (NTOs) with a smaller number of Sector Skills Councils (SSCs). Lifelong Learning UK, an SSC covering parts of the education sector, was launched in January 2005.

The SSC brings together the Association of Learning Providers (ALP), an employer association representing work based learning providers across the UK, and the following former NTOs:

- Employment NTO (ENTO)
- Further Education NTO (FENTO)
- Higher Education Staff Development Agency (HESDA)
- Information Services NTO (ISNTO)
- NTO for Community-Based Learning and Development (PAULO)

In forming Lifelong Learning UK, these bodies aim to create a single SSC covering all staff responsible for delivering, or supporting the delivery of, education and training to learners in formal and informal settings. Lifelong Learning UK's vision is that:

Figure 5.1

Skills issues and priorities for action in the further education sector as identified by FENTO

Skills issues

- Recruitment difficulties and staff shortages have left colleges unable to meet the demand for learning opportunities
- Considerable skills gaps in IT and information and learning technology (ILT) are impeding the growth in IT literacy and the increased use of ILT in the UK
- Outside of IT/ILT, skills gaps exist in teaching the disaffected, business development, pedagogic and research skills
- Management skills gaps are widely recognised in the sector, especially in the areas of performance and people management
- The introduction in 2001 of new mandatory qualifications for FE lecturers in efforts to ensure their proficiency, will present challenges for the sector
- Skills gaps are acknowledged to a lesser extent for support staff where almost half of support staff hold no relevant qualifications
- Barriers to training and development including factors of time and culture have been identified as issues (supply-side issues are not considered as barriers to training)

Priorities for action

- Continued efforts to develop qualifications for learning support staff
- Overcoming time barriers, which are the outstanding barriers to training and staff development
- Realising the goal of all learning staff being fully trained and qualified for their roles

Source: FENTO (2004): Wider sector: Wider perspectives, Securing an initial teacher education framework to underpin effective training.

“By 2010 an integrated framework of workforce standards will be in place for the lifelong learning sector, and the sector’s employers will be investing in workforce development at record levels”¹⁰

Due to its very recent launch, Lifelong Learning UK has not had much opportunity to conduct research or develop strategies. However, the SSC will be working with the Department for Education and Skills (DfES) to reform initial teacher training for the learning and skills sector and to develop a new award of Qualified Teacher Learning and Skills (QTLS), to serve as a “licence to practice” in this area¹¹.

The work previously carried out by the organisations that form Lifelong Learning UK includes representing the sub-sectors they cover, developing and promoting standards, competencies and qualifications for their workforce and liaising with other organisations. Examples of this include HESDA’s links with human resources and staff development professionals in higher education institutions as well as with higher education funding councils, trades unions, the Higher Education Academy and the Learning and Teaching Support Network (LTSN). ALP works closely with policy makers such as civil servants, members of parliament and Learning and Skills Councils and is involved in

the development of government strategy with the Department for Education and Skills and other national bodies.

Another important role includes assessing skill levels in their sub-sector and identifying issues and priorities for action. For example, ISNTO identified that training and awareness of the need for training were patchy within the archives, library and information services and records management sectors and this was a particular issue within the information and records services of commercial and industrial enterprises. They also highlight the need for specialist and non-specialist IT skills in the sector and draw attention to the implications for workforce development caused by legislation relating to information access and protection policies¹².

Figure 5.1 sets out the skills issues and priorities for action for the further education sector identified by FENTO in their workforce development plan and Figure 5.2 outlines the current and future workforce development and skills needs identified by PAULO through consultation with employers in the community-based learning and development sector.

¹⁰ Sector Skills Council proposed for lifelong learning, FENTO press release, December 5th 2003

¹¹ FENTO Update 7, November 2004.

¹² Lifelong Learning SSC: Expression of Interest, December 2003

Figure 5.2

Current and future workforce development and skills needs in the community-based learning and development sector as identified by PAULO

Current workforce development needs

- Labour market information on the voluntary sector
- Development of non-academic routes to qualification and endorsement for volunteers and part-time staff
- Need to consider Common Core Foundation Training, nationally recognised and validated across all sectors
- Need to consider regional agenda – Centres of Excellence, local determination
- Proper standards across the sector which accommodate the part-time and full-time population
- Identification (and development where appropriate) of qualifications which value and recognise the previous experience and qualifications of the candidate and lead to a clear career framework with identifiable paths
- Establishment of parity of esteem across those teaching in higher education institutions, further education institutions and the community setting

Future workforce development needs

- Professional recognition for volunteers
- Issues associated with new staffing and strain on infrastructure: more training, more mentoring, more resources, more demand
- The establishment of a coherent Lifelong Learning SSC which pays as much attention to the staff as it does to employers

Current skills needs

- Time management
- People management
- Working with media
- Multi-agency team building
- Strategic planning
- Audit / monitoring / evaluation systems
- Accessing funding
- Financial management
- ICT

Future skills needs

- Project management
- Data analysis and presentation
- Quality systems

Source: PAULO, Skills Foresight report.

HESDA is currently undertaking a number of projects based around skills development and good practice, including a number looking at good management practice. These include identifying good practice in terms of appraisal and review alongside coaching for key staff in higher education institutions and the production of materials and a best practice guide. HESDA have also recently worked with a number of universities including the University of Hertfordshire on an investigation into the management of mandatory staff training and development in higher education institutions.

Unlike the other partners, ENTO is a cross-sector occupation based organisation. It covers all those whose role involves dealing with people in the workplace, including those in training and development, personnel, trade unions, health and safety, advice and guidance, counselling and mentoring. From the Labour Force Survey we can estimate that around 8,000 individuals are employed in these roles in Hertfordshire, equal to 1.6% of employment¹³.

As a fully licensed Sector Skills Council, Lifelong Learning UK is at some point likely to be involved in developing a Sector Skills Agreement (SSA) for the sector. These agreements are designed to allow employers in a sector to come together to identify their skills needs and to work with training and education providers and other stakeholders, such as LSCs, to meet these needs. Therefore, LSC Hertfordshire will need to ensure that the conclusions and recommendations set out in Section 6 of this paper are fed into the SSA research process.

The general secondary education sub-sector is currently not covered by a licensed or aspiring Sector Skills Council.

Workforce development – regional

The Department for Education and Skills (DfES) Standards Unit's regional team works on a regional level to implement themes set out in the "Success for All" strategy in the East of England. The unit works closely with key partners including Learning and Skills Councils, the Learning and Skills Development Agency, the Association of Colleges, Lifelong Learning UK and the Adult Basic Skills and Strategy Unit. It has also been working with learning providers who are piloting materials for future subject frameworks¹⁴.

The East of England Regional Economic Strategy (forthcoming) holds the 'development of higher level skills to support the knowledge economy' and 'young people and career choices' as priorities in order to achieve a skills base that can support a world class economy.

The East of England Development Agency (EEDA) recognises that the shortfall in students entering vocational, mathematics and science, engineering and technology (SET) subjects will undermine the development of a science base in the regional economy and these may be key target areas for improvement.

¹³ Based on individuals employed as personnel, training and industrial relations managers; personnel and industrial relations officers; vocational and industrial trainers and instructors; careers advisors and vocational guidance specialists; occupational hygienists and health and safety officers or inspectors of factories and utilities and training standards.

¹⁴ Standards Unit East Update, December 2004

This section sets out the workforce development priorities for education in Hertfordshire. It explores what is currently being done to address these priorities and what opportunities there may be for further action.

Improving the recruitment and retention of teaching staff is a pressing issue facing the education sector at all levels. To a great extent, this is an issue that requires initiatives at the national level, given the need for co-ordinated recruitment drives and the fact that the pay and conditions of many people working in the sector are within parameters set at a national level.

Nevertheless, LSC Hertfordshire and its partners could help to address some of these issues by ensuring that national schemes are promoted locally, such as housing support for 'key workers' in areas of high living costs.

Furthermore, local initiatives on other priorities for the sector may have a tangential impact upon recruitment and retention.

At the start of this paper, three workforce development priorities for the education sector in Hertfordshire were proposed.

1. Improving management skills

Although skills gaps among managers were reported relatively infrequently by education employers in the East of England, national level evidence suggests that management skills are an important issue for the sector, especially in the areas of performance and people management.

The skills of managers can have an important impact on the quality and experiences of other employees, with managers often acting as the 'gatekeepers' for training and development for the rest of the workforce.

Engaging employers or managers in training and getting them to see the value of this activity is likely to be less of a problem in education than in some other parts of the economy because of the nature of the work done by the sector. However, skill gaps relating to people management could have a significant impact on other workers and other issues facing the sector. Managers have the ability to make other staff feel valued or not, which can have an important impact on retention for example, and they have an important influence over the training and development of support staff.

"Leadership" in the learning and skills sector has been identified as an important issue at national level. As part of the government's "Success for All" strategy, a Centre of Excellence in Leadership (CEL) has been established with the aim of improving standards of leadership in the sector.

Education managers and others with management responsibilities do not have much time in which to undertake training. Teaching staff may be expected to manage a department with no formal management training but they do not have much flexibility as to when they can train as they are required to be in the classroom at set times. Therefore, flexible or bite sized provision is likely to be important.

Developing and promoting specialised courses in education management could be helpful. A lot of the material covered in general management courses will not apply to many involved in the education sector but extra topics, for example dealing with legislation could be very useful. Examples of courses of this kind include the Certificate of School Business Management (CSBM), designed to support and enhance the skills of senior administrative staff as they take on more responsible managerial roles and the Diploma of School Business Management, currently being developed for experienced bursars and other managers¹⁵.

However, it is important to remember that the education sector covers businesses of a range of sizes. Over half (56%) of education establishments in Hertfordshire employ ten people or fewer and the sector includes both large public sector institutions and small independent businesses, for whom traditional management training and/or start-up support could be appropriate.

2. Developing provision linked to career progression for support staff

While it is easy to think of education as a high skilled sector, a third of the workforce have low or intermediate level skills and low skilled workers are around half as likely as their more highly skilled counterparts in the sector to have recently undertaken job related training (around 20% compared with 50%). Nationally, it is estimated that almost half of the support staff working in further education hold no relevant qualification¹⁶.

It is important to ensure that these staff are not overlooked and to make sure that they feel they are valued equally with teaching staff and other professionals. Encouraging more education establishments to participate in Investors in People could help to achieve this.

There is a need to promote clear progression routes for education support staff and to encourage them to take up formal qualifications. The Department for Education and Skills (DfES) sets out three broad career progression routes for school support staff, a route for those supporting pupils and teachers in the teaching and learning process, a behaviour and guidance route for those providing support and guidance to individual pupils, and an administration and organisation route¹⁷.

¹⁵ School Support Staff Training and Development: Our Plans for 2004-05, DfES.

¹⁶ Further Education Workforce Development Plan, FENTO, 2001.

¹⁷ School Support Staff Training and Development: Our Plans for 2004-05, DfES.

However, the National LSC has identified a number of barriers to the take up of training by school support staff, including:

- Supply of suitable training (volume, quality and flexibility)
- Accessibility (time off and supply cover)
- Qualifications (relevance and flexibility)
- Assessment (capacity and appropriateness)
- Funding and affordability¹⁸

A number of the staff in this group are employed on a part-time basis so any training directed towards them will need to be compatible with these working patterns.

Around 3,000 staff working in the education sector in Hertfordshire are not qualified to Level 2 or above. LSC Hertfordshire could help to improve this situation by supporting schemes similar to the pilot programmes run by the National LSC, which focused on a range of staff including midday supervisors, librarians, site managers and administrative staff. This training was built around individual needs and assessment and training were delivered in schools or in clusters to minimise burdens. The pilots were found to be motivational and effective, with high completion rates and evidence of further progression and enhancement of job roles¹⁹.

Helping support staff to progress to higher levels is also likely to be important and there could be an opportunity for LSC Hertfordshire to build on and promote the progression routes that are beginning to be developed for teaching assistants for example. The development of qualifications such as Foundation Degrees aimed at these workers is helping to open up a route by which they can progress to gain roles as Higher Level Teaching Assistants and even build on what they have learnt to gain Qualified Teacher Status.

The aim of Foundation Degrees for teaching assistants is to enable them to gain a qualification that will help them to work more effectively, and to help schools and teachers to develop a 'resource' they can rely on more and more in different classroom situations²⁰. This is likely to be particularly important in light of the launch of the Workload Agreement.

3. Improving knowledge of skills needs for work and life

In order to keep up with the changing focus placed on the role of the education sector, staff will need to be aware of the situation prevalent in other aspects of the economy.

For vocational training to adequately prepare learners for jobs or occupations, those delivering this training need to be kept up-to-date with what businesses demand from their employees and with developments such as new technologies and working practices.

Teachers and trainers need to be aware of the employment opportunities available to learners and the skills required to take up these opportunities, as well as the generic and transferable skills individuals need to prepare them for their future lives and to enable them to become "work ready". However, employers often complain that this is not the case and that staff in the education sector are "out of touch" with the realities of the workplace.

There is a need to ensure that staff have the time to keep appraised of business needs and developments and that they have the skills to integrate this knowledge into their teaching.

LSC Hertfordshire could help to address this need by encouraging links between education establishments and the rest of the economy, for example through Education Business Partnerships (EBPs) and other schemes allowing teaching staff to undertake placements in commercial firms or to get representatives from businesses to share their knowledge with education establishments.

One example of a scheme of this type is the programme of placements for teachers run by the National Education Business Partnership Network. The programme gives teachers the opportunity to spend time in a company or other organisation as a form of professional development. The placements usually last for 1–5 days, either consecutively or spread out over a period of several weeks or months. They aim to give teachers a greater awareness of business and to help them to provide realistic careers guidance and to prepare young people for the world of work. It is hoped that the placements will allow teachers to ensure that local business needs are reflected in classrooms and to teach young people about roles, responsibility and law in the workplace²¹.

The Hertfordshire Education Business Partnership could play an important role in bringing stakeholders with an interest in the education sector together. It is already supported by the Champions Group of senior education and business managers in the county and aims to encourage and assist education establishments and business to build closer links, covering all students from nursery to higher education. As well as helping to organise the placements outlined above and placements in education for businesses, the EBP also offers advice in a number of areas, signposting those with queries to other local and national support organisations if necessary.

¹⁸ LSC School Support Staff Sector Plan for 2004–05 and Beyond.

¹⁹ School Support Staff Training and Development: Our Plans for 2004–05, DfES.

²⁰ Foundation Degrees: Meeting the Need for Higher Level Skills, DfES, 2003

²¹ National Employer Business Partnership Network website – www.nebpn.org/pdp/index.html

Annex 1. Sector Description

19

Education sector: SIC92 definition

8021 General secondary education

8022 Technical and vocational secondary education

8030 Higher education

Includes sub-degree, first degree and post-graduate level Higher Education.

8042 Adult and other education

9251 Libraries and archive activities

Occupational job roles, SOC 2000 (9 key education occupations)

2311 Higher education teaching professionals

Higher education teaching professionals deliver lectures and teach students to at least first degree level, undertake research and write journal articles and books in their chosen field of study.

Entry will require a good honours first degree plus a higher degree or an equivalent professional qualification. For vocational subjects, practical experience and additional qualifications may also be required.

Tasks

- prepares, delivers and directs lectures, seminars and tutorials;
- prepares, administers and marks examinations, essays and other assignments;
- advises students on academic matters and encourages independent research;
- participates in decision making processes regarding curricula, budgetary, departmental and other matters;
- directs the work of postgraduate students.

2312 Further education teaching professionals

Further education teaching professionals supervise and teach trade, technical, commercial, adult education, secondary and post-secondary courses to students beyond minimum school leaving age.

Further education lecturers will usually possess a professional or academic qualification in the subject area they intend to teach, plus relevant professional, industrial or business experience. Many employers require entrants to possess teaching qualifications.

Tasks

- prepares, delivers and directs lectures, seminars and tutorials;
- prepares, administers and marks examinations, essays and other assignments;
- arranges instructional visits and periods of employment experience for students;
- assists with the administration of teaching and the arranging of timetables.

2314 Secondary education teaching professionals

Secondary (and middle school deemed secondary) education teaching professionals plan, organise and provide instruction in one or more subjects, including physical education and diversionary activities, within a prescribed curriculum in a secondary or secondary/middle school.

Entry is only possible with a Bachelor of Education or other relevant degree followed by a Postgraduate Certificate of Education. Further and higher professional qualifications are required for some teaching posts.

Tasks

- prepares courses in accordance with curriculum requirements and teaches one or more subjects;
- prepares, assigns and corrects exercises and examinations to record and evaluate students' progress;
- supervises any practical work and maintains classroom discipline;
- discusses progress with student, parents and/or other education professionals.

4135 Library assistants/clerks

Library assistants and clerks classify, sort and file publications, documents, audio-visual and computerised material in libraries and offices.

There are no minimum academic requirements, although entrants usually possess GCSEs/S grades. Training is usually provided on-the-job. NVQs/SVQs in Information and Library Services are available at Levels 2 and 3.

Tasks

- sorts, catalogues and maintains library records;
- locates and retrieves material on request for borrowers;
- issues library material and records date of issue/due date for return;
- classifies, labels and indexes new books;
- performs simple repairs on old books.

2317 Registrars and senior administrators of educational establishments

Workers in this unit group plan, organise, direct and co-ordinate the administrative work and financial resources of a university, college or other educational establishment.

Entrants usually possess a degree or equivalent qualification and have gained relevant experience in the field of education. Specialist training courses and professional qualifications are available.

Tasks

- considers staffing, financial, material and other short and long term needs;
- arranges for evaluation of management, accounting, information storage and retrieval and other facilities;
- controls administrative aspects of student registration and admission;
- acts as secretary to statutory and other bodies/committees associated with the educational establishment.

2451 Librarians

Librarians appraise, obtain, index, collate and make available library acquisitions and organise and control other library services.

Entry will require an accredited degree or postgraduate qualification. Most postgraduate courses require applicants to have had up to twelve months work experience. Professional qualifications and NVQs/SVQs in Information and Library Service are available at Levels 2, 3 and 4.

Tasks

- selects and arranges for the acquisition of books, periodicals, audio-visual and other material;
- collects, classifies and catalogues information, books and other material;
- prepares and circulates abstracts, bibliographies, book lists, etc.;
- identifies the information needs of clients, seeks out and evaluates information sources;
- establishes information storage systems to deal with queries and to maintain up to date records;
- manages library borrowing and inter-library loan facilities.

3563 Vocational and industrial trainers and instructors

Vocational and industrial trainers provide instruction in manual, manipulative and other vocational skills and advise on, plan and organise vocational instruction within industrial, commercial and other establishments.

No formal educational qualifications are required for entry, although most entrants have qualified in some other area of work. Professional qualifications are available from the Institute of Personnel and Development. NVQs/SVQs in Training and Development are available at Levels 3, 4 and 5.

TASKS

- assesses training requirements and prepares lectures, demonstrations and study aids;
- supervises trainee development, assists trainees with difficulties and prepares regular progress reports on each trainee for management;
- arranges work experience and instructional visits for trainees.

6124 Educational assistants

Educational assistants assist teachers with, or relieve them of, a variety of non-teaching duties.

Academic qualifications may be required by some employers, although entry is possible with relevant experience alone.

Tasks

- assists teacher with preparation or clearing up of classroom;
- looks after lesson materials such as paper, pencils and crayons;
- assists children with washing or dressing for outdoor and similar activities;
- makes simple teaching aids and constructs thematic displays of educational material or children's work;
- works with individual children as directed by the class teachers or other senior member of staff.

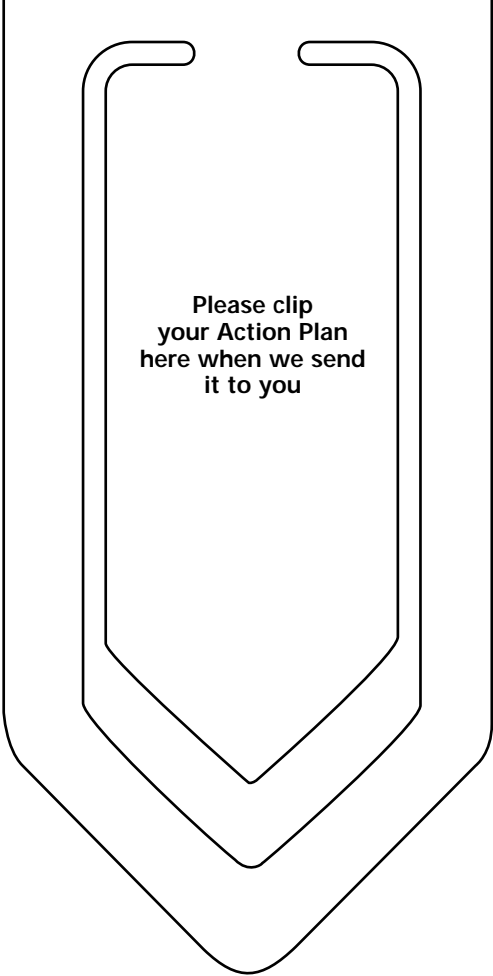
4213 School secretaries

School secretaries file and maintain school and other records, translate notes and dictation into typewritten form and perform other routine clerical tasks within schools.

There are no minimum academic requirements, although entrants to professional secretarial courses typically require GCSEs/S grades. NVQs/SVQs in Administration are available at Levels 2, 3 and 4.

Tasks

- sorts and files correspondence;
- writes down dictated matter into shorthand and transcribes it into typewritten form;
- transcribes audio dictation into typewritten form;
- maintains administrative files and records of attendance;
- handles enquiries from parents and arranges meetings with members of staff.



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Action⁴skills

Targeting the sectors
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