



*Sheffield  
Hallam University*

# **Mapping Qualifications and Training for the Children and Young People's Workforce**

*Short Report 2*

**Defining the children and young people's workforce  
in a changing scenario**

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## **1. Background and context to the study**

In December 2004 DfES commissioned Sheffield Hallam University to produce a mapping of qualifications and training developments across the children and young people's (CYP) workforce to inform the development of an integrated qualifications framework (IQF).

The project was commissioned as part of the Government's commitment to learn from the Victoria Climbié case and secure the service implementation of the Green Paper *Every Child Matters* which highlighted the imperative for children and young people's services to communicate effectively and work in an integrated way.

The DfES has, in consultation with stakeholders, developed an understanding of the skills all staff within the workforce will need to have in common to provide an effective and integrated service. The Children's Workforce Strategy consultation document (DfES, 2005) provides a vision of the approaches by which a skilled workforce for children and young people's services can be achieved and maintained. The Common Core of Skills and Knowledge prospectus for the Children's Workforce, published in April 2005, outlines the basic skills and knowledge needed by people whose work brings them into regular contact with children, young people and their families.

An integrated service depends on an integrated workforce, that is, people who share a common vision of how to provide effective services, share knowledge and information and have a common career structure that provides pathways to move vertically and horizontally so that good practice and expertise can be best shared. An effective qualifications framework is a key part of developing such a workforce.

In working to inform such a framework, the scope of this project has been extensive. The mapping covers all major occupational groups within the children's workforce, nationally available and approved qualifications from Levels 1 to 8 together with a mapping of the detailed content of significant qualifications against the Common Core. A database was constructed which could capture information about job roles linked to workforce clusters, information about relevant qualifications at individual module level, links between modules and the Common Core.

Contextualising studies undertaken in 6 Children's Trust Pathfinders (CTPs) provided indicators of the range of existing and planned training and development for all occupational groups and identified significant issues arising currently on the ground in implementation of the Children's Workforce Strategy. The 6 CTPs were Gateshead, Greenwich, North Lincolnshire, Trafford, West Sussex and Wokingham.

Finally it included discussion of major training pathways, gaps and variations in provision between different occupational sectors and some analysis of funding streams currently available or identified as possibly problematic.

## **The main research questions:**

### *For the CYP workforce*

- What is the list of relevant subjects (from QCA framework for sectors and subjects)?
- How do job roles cluster?
- What is the agreed list of job roles for each sector cluster?

### *About qualifications*

- What is the range of qualifications available in each of the clusters and occupational groups?
- What is the volume of qualifications and take up of qualifications?
- What are the constituent elements of qualifications, their commonalities and complementarities?
- What are gaps?

### *About training and development provision*

- What elements of existing training provision meet the skill expectations of the proposed core competencies?
- Where are the gaps in this 'match' and what would need to be developed to fill them?
- Are some occupational groups served better than others in respect of training provision allied to the proposed core competencies?
- Where does good practice in planned training programme development for the CYP workforce exist and how can this be shared?
- What forms of delivery are most useful?

This report is one of 6, each with a different theme and targeted at different audiences. These are listed below and details can be found at the end of this report.

|          |   |
|----------|---|
| Report 1 | Developing and maintaining a database of qualifications for the children and young people's workforce |
| Report 2 | Defining the children and young people's workforce in a changing scenario                             |
| Report 3 | Qualification issues that inform the design of an integrated qualifications framework (IQF)           |
| Report 4 | The Common Core of Skills and Knowledge and its coverage by existing qualifications                   |
| Report 5 | Training and qualifications issues, needs and gaps, including data from the contextualising studies   |
| Report 6 | Research review   |

## **2. About this report**

This report is the second in a series of six short reports on the project. It addresses issues arising when attempting accurately to represent facts about the CYP workforce on the database and in discussions with stakeholders. There are initial difficulties of definition and these are compounded at a time of rapid change. The difficulties of representation are symptomatic of substantive issues on the ground.

The report begins by drawing together some of what is known about the make up of the CYP workforce. It then considers how to define the workforce for the purposes of the project. Following this we discuss the implications for role definitions of defining occupations, pay and qualifications in relation to job functions. Issues of clustering and the relation of roles to qualifications are then presented.

## **3. Some characteristics of the CYP workforce**

Taking the working definition as all those in England who work mainly with children, young people and their families, a recent study<sup>1</sup> estimated that there were approximately 2.6 million members. There were difficulties in accurately measuring the size of different sectors from the existing data<sup>2</sup>. Nevertheless this study provides the most accurate broad picture of the children and young people's workforce available.

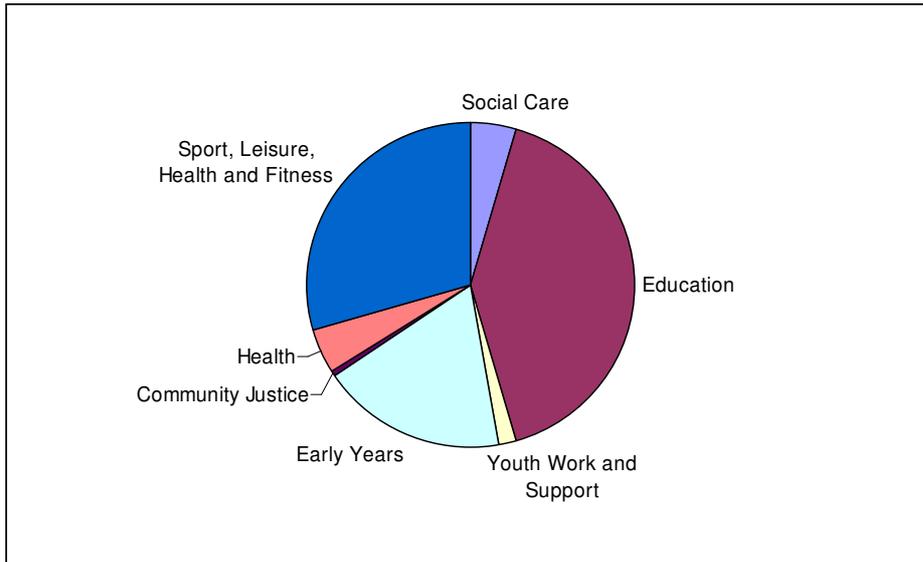
Drawing on this data Figure 3.1 gives an indication of the composition of the workforce by sector. Together, Education, Sport, Leisure, Health and Fitness and Early years make up the great majority of the workforce. While the data for sport related activity is only approximate (see Footnote 2) it is a reminder of the importance of this largely private and voluntary sector for the health, safety and education of children.

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<sup>1</sup> Cooper, A (January 2005) The children's workforce in England: A review of the evidence Version 1.0 DfES internal document

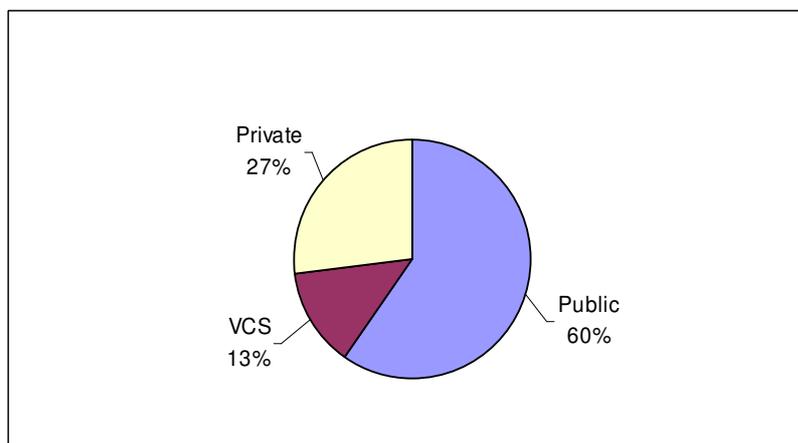
<sup>2</sup> Cooper notes: "The data are drawn from different sources, so differ in quality, as well as timing; Some data is only available in FTE; Some data is double-counted – either within occupation groups (e.g. individuals working in childcare may be counted in both out of school clubs and day nurseries) or between occupation groups (e.g. education support may contain data that is included in education data via separate sources); There are many gaps in the data (denoted by ?); The definitions of workforce differ between sources, so must be compared with care; For a number of occupations (mainly sports and leisure workers) the data does not distinguish between individuals who work only or mainly with children and those who work only or mainly with adults." p 8

**Figure 3.1 Relative size of each sector in the CYP workforce**



Of the estimated 2.6 million workers the majority (60% or 1.6 million) are employed in the public sector, with teachers accounting for nearly two thirds or 1 million of that group. Twenty seven per cent, or 700,000, are in the private sector with nearly half (46% or 325,000) of those being in Childcare and Early Years occupations and an estimated 207,000 or 30% in Sport and Recreation. Only an estimated 349,000 or 13% are in the voluntary and community sector, although the difficulties of gathering data about this group mean that the data should be treated with caution.

**Figure 3.2 Proportion of CYP workforce in the Public, Voluntary and Private sectors**



Cooper (page 8) describes the general characteristics of the workforce:

- *On average, the workforce is female dominated, although this varies by area. School support and childcare are almost exclusively female, but sports workers are mostly male, and over 30% of youth workers are male. This can be compared to all workers where 55% are male.*
- *Part time workers make up a larger proportion than in the wider labour force (although again this varies e.g. in youth and education sectors a large majority are full time, but the majority of school support workers are part time).*

- *The averages of weekly hours worked are largely below the average for the total workforce, reflecting the high proportion of part time workers.*
- *Those working in school support, education and childcare are more likely to have dependent children than the rest of the workforce.*
- *The workforce is highly heterogeneous – some parts are aging, others are relatively young.*

Simon *et al* (2003)<sup>3</sup> found some stark differences in pay and qualifications between different groups in the sector. They looked at the demographics and working conditions of the childcare and social care workforce. After surveying 754,000 social care workers and 348,000 childcare workers they divided them into three categories: (1) the professionals group (primary/nursery teachers, secondary teachers, special education teachers, social workers/probation officers, nurses, and midwives), (2) the middle group (nursery nurses, playground leaders, care assistants, matrons/house parents, welfare/community/youth workers, and other childcare and related occupations), and (3) the low-skilled group (cleaners/domestics, nursing assistants/auxiliaries, ward assistants, and educational assistants).

They concluded that over 90 percent of the professional group (excluding the social workers who are lower, at 75 percent), who largely worked in the public sector, held an NVQ3 or above, and earned an average of £8.31 to £9 per hour. One third of the middle group who largely worked in the public sector, held an NVQ3 or above (although the welfare/community/youth workers are higher at 59 percent) and were paid between £3.20 and £7.33, and one fifth, 20 per cent, of the low-skilled group, who worked mostly in the public sector, held an NVQ3 or above (only Educational Assistants have above: 35 percent). The low-skilled group worked approximately the same number of hours and earned the same hourly rate of the middle workers (around £5.11per hour).

It is common in some sectors that individuals hold multiple roles. Sauv  Bell Associates (2004)<sup>4</sup> and Johnson et al. (2004)<sup>5</sup>, found that Early Years and Playwork staffs usually held two jobs (for example, as a lunchtime supervisor and as classroom support assistant).

#### **4. Defining the CYP workforce**

In order to enter information about the workforce onto the database we needed to agree who comprised that workforce. At the inception of the project the workforce was defined by the list in Table 4.1 below. It is a mixture of roles (e.g. Educational Psychologist), groups of workers (e.g. Childcare and Playworkers), whole services

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3 Simon, A.; Owen, C.; Moss, P.; and Cameron, C. (2003). Mapping the Care Workforce: Supporting Joined-Up Thinking, Secondary Analysis of the Labour Force Survey for Childcare and Social Care Work. London: Institute of Education, University of London

4 Sauv  Bell Associates (2004). Early Years Childcare and Playwork: Workforce Development, Final Project. Bedfordshire: Sauv  Bell Associates.

5 Johnson, S.; Garland, P.; Coldron, J.; Coldwell, M.; Fathallah-Caillau, I.; Finlayson, H.; Garland, I.; Greaves, M.; Power, L.; Stephenson, K; and Williams, J. (2004). A Systematic Mapping Exercise to Show How Existing Qualifications Fit with the Proposed Career Progression Framework for School Support Staff. London: DfES

(e.g. Children’s Social Services) that are core and eleven further roles from the wider constituency.

**Table 4.1: Initial list defining the CYP workforce**

| <b>The Children’s Workforce</b>   | <b>The wider constituency of those whose work includes regular contact with children</b>   |
|---|--|
| Child Psychologists   | Community Workers  |
| Childcare and Playworkers (e.g. Full-day care; Sessional care; Out-of-school care; Holiday clubs; Child minders)  | Dentists   |
| Children’s Mental Health Professionals  | Drug and Alcohol Action Team (DAAT) workers  |
| Children’s Social Services  | GPs  |
| Community Paediatricians  | Health visitors  |
| Connexions Personal Advisors  | Home visitors, Volunteers and other mentors  |
| Early Years Workers   | Housing Officers   |
| Education Psychologists   | Immigration Officials  |
| Education Welfare Staff (including Education Welfare Officers)  | Nannies  |
| Foster Carers   | Nurses   |
| Learning Mentors  | Police   |
| Leaving Care Advisers   | Private Tutors   |
| Learning Support Assistants   | Prison Service   |
| Positive Activities Young People (PAYP) workers   | Statutory and Voluntary Homeless agencies workers  |
| School Nurses   | Teachers and those working in the school’s workforce, who are not in the other column i.e. school meals workers and midday supervisors |
| Special Educational Needs Coordinators (SENCO)  | Those working in Children and Families Courts.   |
| Voluntary and Community Sector Social Care Workers  | University Staff where they are working with large numbers of Young People below 18  |
| Teenage Pregnancy Adviser / Co-coordinator  |  |
| Therapists delivering Speech and Language Therapy (SLT); Occupational Therapy (OT) & Physiotherapy Therapy (PT) for children and other allied health professionals. |  |
| Youth Offending Team members  |  |
| Youth Workers   |  |

It became clear that this list would need to be augmented and a clearer definition of the CYP workforce devised. The distinction between those in the core and the wider constituency was one way of doing this. Manageability was a major consideration. To include all those who, as part of their occupation, have *any* contact (however small) with children would be too large to manage and would include people, such as shopkeepers, whose contact with children is incidental and superficial. What we needed to capture were occupations where the contact is substantial, in terms of the proportion of the job, or significant in that their occupation involves some explicit responsibility for children and young people. Both of these would be true of police officers, teachers, GPs, speech therapists and childminders. But, while for teachers and childminders children are the main focus of their work, for GPs, police and speech therapists, children are only part of the population they serve. Although we

were aware of this difference in intensity or focus of contact the database does not distinguish them.

It is part of the nature of the workforce that new jobs and roles are continually emerging. Roles and job names are subject to constant change. This is especially true during radical reform as is currently underway. For example, projects such as Sure Start, EiC and New Deal have had a significant impact and we have found that new integrated roles have been developed in many Sure Starts. This means that some occupations have a clear job title but are recruited from a range of professions. For example a Youth Offending Team worker is an important new role that takes forward the policy of multi-agency working. They are typically recruited from qualified police officers, social workers and teachers. In this case the Job Title is not associated with a particular qualification but rather a range of qualifications that would already be entered on to the database as qualifications for Social Worker, Teacher or Police Officer. In this case we opted to enter the information twice, once for the role of Youth Offending Team worker and once for social worker, police officer etc.

## **5. Roles, levels and functions**

In the widest context, there has been an attempt over the past 15 years or so, to articulate good professional and vocational practice through a detailed analysis of job functions and an identification of expected standards of competence within each of those functions, often, though not always, with an articulation of the underpinning knowledge required to demonstrate expected competence. This approach to practice has led to the definition of occupational standards and the development of associated vocational qualifications which enable practitioners to demonstrate competence and have that acknowledged. This approach leans towards a more holistic vision of the child, child care and learning, and hence practice.

An inevitable outcome from this process is the creation of very detailed descriptions of competences expected and specific job functions that may, but are not necessarily, mapped to a role. In effect they define that role as a, composite of job functions. This has the advantage that overlaps in job functions between occupational groups and specific roles can be, and have been, identified. It has also created a much clearer language and set of expectations of what 'being a good, competent practitioner' in a given context actually means. This has often been an elusive concept in the past (e.g. 'good practice in early years').

It is noticeable that in some professional domains, the initial extensive descriptions of occupational standards have been condensed over time, for example in respect of the standards for qualified teacher status (QTS). The articulation of complex professional activity at a detailed level of analysis also has the danger of being over focussed upon the detail whilst losing the holistic sense of the expertise. Indeed some professions have continued to shun such approaches to the articulation of practice. For example, the medical profession has a different approach to 'expertise' for senior professionals.

Considering the CYP workforce as a whole, and the full range of job functions and occupational standards, produces a very large and complex set of statements.

These in turn have been matched by a large and complex set of qualifications, significantly enhanced in volume by a wide range of one-off training and bespoke courses designed to meet specific local and, in some cases, national needs.

The question arises as to what to call people's occupations and what the title signifies. In some parts of the workforce (e.g. Youth and Community Workers, or Teaching Assistants) the Job Title (e.g Assistant Youth Worker, or Teacher Assistant) defines the general setting of the work but the specific set of roles and functions is variable. Pay is dependent on the specific work done (roles and functions fulfilled) and does not automatically follow from having specific qualifications. Attempts have been made (e.g. the work of the Joint Negotiating Committee for Youth and Community Workers) to provide guidance on the kinds of functions appropriately expected of different levels of worker, to attach pay to different levels, to suggest the kinds of qualifications that would be expected of any person fulfilling those functions and therefore to name the role by level.

This offers a model for dealing with a context in flux with new roles emerging. Any particular role either existing, or subsequently created, can be allocated to an existing level. Table 5.1 provides an example which links the key grading criteria in the new JNC framework with the criteria for determining Levels within the NVQ/VRQ qualifications.

**Table 5.1: Linking the JNC framework and qualifications**

| JNC FRAMEWORK   | MINIMUM QUALIFICATION  |
|---|--|
| <p><b>Youth and Community Support Worker Range.</b> This range provides the salary grades for youth and community support workers. There are 2 levels:</p> <p>The <b>First Level</b> is for staff appointed to undertake duties under direction. Initiative and independent action will be limited in these posts.</p> <p>The <b>Second Level</b> is for staff who have operational youth work responsibility for a local youth club/project, or who carry project-wide responsibility for an area of curriculum or service development. Staff will be line managed by professional youth and community workers who will provide strategic leadership and operational guidance.</p> | <p><u>Employer based induction</u> and introduction to youth work programmes followed by <u>NVQ/VRQ Level 2</u>: Competence that involves the application of knowledge and skills in a significant range of varied work activities in a range of contexts. Some of the activities are complex or non-routine, and there is some individual responsibility and autonomy</p> <p><u>NVQ/VRQ Level 3</u>: Competence that involves the application of knowledge and skills in a broad range of varied work activities performed in a wide variety of contexts most of which are complex and non-routine. Considerable responsibility and autonomy.</p> |
| <p><b>Professional Range.</b> This range provides the salary grades for professional youth and community workers who carry strategic and operational responsibility for service delivery and development.</p>   | <p><u>NVQ/VRQ Level 4 or Higher Education equivalent</u>: Competence which involves the application of knowledge and skills in a broad range of complex, technical or professional work activities performed in a wide variety of contexts, with a substantial degree of personal responsibility and autonomy.</p>   |

Some of our respondents during consultation recommended that we describe roles in relation to levels and we have sometimes adopted this within the database. It should be noted however that there is a danger of inconsistency in level descriptions as in the JNC case. A JNC Level 2 worker is not the same as a worker who is qualified at NVQ Level 2.

Together with DfES and following consultation with an advisory group and a wider group of stakeholders, we drew up a final list of roles to define the CYP workforce for the purposes of this project and clustered them under eleven cluster headings. The full list can be found in Annexe One. In choosing which roles to use adequately to represent the children and young people’s workforce we have adopted a pragmatic approach using what seemed most appropriate in each case. It is therefore a mixture of those that are well established and those that are new, role titles defined in terms of level and those that are not, roles where the whole focus is children and those where it is only part of their role.

## **6. Clusters**

Some in the workforce constitute a community of workers identified by a professional infrastructure (e.g. professional organisations, unions), and/or by coming under the auspices of some bureaucratic organisation (a pay negotiation body, a sector skills council) or in some other way. Teachers, Social Workers and Medical professionals are examples. The existence of a strong sense of community is often accompanied by a distinct professional culture which may inhibit inter-agency work, learning from other professional communities and flexible pathways into and out of roles within the community. Part of the rationale of policy following from *Every Child Matters* is to make inter-professional working more effective by making these communities more open. The integrated qualifications framework is part of making that happen. In determining how to organise the many roles into clusters mapping them on to (or reflecting) these established communities acknowledges their importance. But there are many differences within the workforce and some roles have a much weaker sense of community and benefit less from an established infrastructure or shared culture. Voluntary workers, sports coaches and childminders may be examples here. The same is likely to be true of new roles.

As part of the better management of qualifications for the workforce the government has established sector skills councils. In some cases this reflects the organisation of the workforce into different established communities, but in others the clustering is more arbitrary. A single council for the children and young people's workforce has not been established. Instead this responsibility is effectively shared by the Children's Workforce Unit and the Children's Workforce Development Council. All of the sector skills councils that have responsibility for parts of the children and young people's workforce are represented on these bodies.

Because they partly reflect the communities and have a strong qualifications role we have organised the roles into clusters that map as clearly as possible onto a sector skills council or comparable body. For example Education and Training maps onto the Training and Development Agency for Schools. In some cases we have distinguished a number of categories all of which relate to a single sector skills council. For example, Outdoor Education, Health and Fitness, Sport and Playwork all come under SkillsActive, but we have distinguished them as different clusters for the purposes of the database. The database is flexible enough to cluster roles in different ways. For example, for analytical purposes, it would be of interest to cluster by level.

## **7. Roles and qualifications**

There are differences in the way that roles relate to general qualifications and the qualifications specific to work with children. For example some roles require specific qualifications related to the work with children e.g Residential Children's Social Worker. Others, such as a Youth Justice Professional Worker, can have a variety of different professional qualifications. Some are age specific. For example, Teachers are qualified in Early Years, or Primary, or Secondary whereas Social Workers have no specific qualifications for work with children of different ages. Finally there are those roles where children are a significant part, but not the main focus, of their work, such as GP, Physiotherapist, or Police Officer, where the qualification is

general and not child specific at all. These variations together with the issue of culture and occupational closure that sometimes accompanies professional communities show that there are still formidable barriers in the way of establishing compatible qualifications between roles and sectors. It is a matter designing an integrated qualifications framework that solves the issues of incompatibility of level and content and a matter of gaining acceptance within a variety of established occupational clusters.

## **8. Summary of issues and recommendations**

Roles and job names are subject to constant change.

There are continuing difficulties in arriving at a definitive list of roles within the children and young people's workforce. A pragmatic approach needs to be used case by case to determine a list of Roles. It will therefore be a mixture of those that are well established and those that are new and they will differ in the intensity of their contact with children.

Some workers belong to strong professional communities and have strong role identity others do not.

The differences of level and age specificity jeopardises compatibility of qualifications between roles and sectors.

## **9. Details of project reports**

### **Report 1**

#### **Developing and maintaining a database of qualifications for the children and young people's workforce**

This report is aimed at those who will need to maintain a database of qualifications for the children's workforce. It discusses the issues arising and lessons learned from the construction of the database, updating and resource issues for maintenance.

### **Report 2**

#### **Defining the children and young people's workforce in a changing scenario**

This report is aimed at those who are focussing on the nature and composition of the children's workforce. It discusses issues that have emerged in (a) the identification of roles to include (b) the varying qualification requirements for given roles that have merged and (c) issues on the ground about roles which emerged in the contextualising studies.

### **Report 3**

#### **Qualification issues that inform the design of an integrated qualifications framework (IQF)**

This report is aimed at those responsible for the development of an Integrated Qualifications Framework. It discusses the issues that have arisen in the identification of qualifications and training and their inclusion in the database and which could influence any design of an IQF. It also discusses issues emerging from

the research on the needs of users in relation to knowledge about qualifications and training.

#### **Report 4**

##### **The Common Core of Skills and Knowledge and its coverage by existing qualifications**

This report is for those who are concerned to progress coverage of the Common Core of Skills and Knowledge by those within the children's workforce. It discusses the findings from an analysis of the extent to which existing qualifications cover the Common Core of Skills and Knowledge and the perceptions on the ground of the significance of the Common Core as identified within the contextualising studies.

#### **Report 5**

##### **Training and qualifications issues, needs and gaps**

This report is for those responsible for the further development of qualifications and training for the children's workforce. It identifies qualification and training needs that emerged from the contextualising studies and provides information from the database and from an analysis of the LSC Individual Learner Record of take up of qualifications within the sector.

#### **Report 6**

##### **Research review**

This report provides a summary of the research objectives, scope, methodology and outcomes.

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## Annexe One: Roles and clusters on the SHU database

|                      |   |
|----------------------|---|
| Early Years          | Early Years worker Level 3 (e.g. Preschool leaders, full daycare managers, and room supervisors, creche leaders, out of school club leaders)<br>Childminder<br>Level 6 (and above) Early Years Professional<br>Children's Centre Manager<br>Level 5 Early Years Professional<br>Playgroup leader<br>Early Years worker Level 1 (e.g. Childminder; Creche/Playgroup Volunteer; )<br>Early Years worker Level 2 (e.g. Nursery assistant)<br>Early Years worker Level 4<br>Nursery Nurse                       |
| Education & Training | Learning Mentor Level 3<br>Teaching Assistant Level 3<br>Primary/Early Years Teacher with QTS<br>SENCO<br>Headteacher<br>Secondary Teacher with QTS<br>PCET Tutor/ Lecturer Level 3<br>PCET Tutor/ Lecturer Level 4<br>Higher Level Teaching Assistant<br>Behaviour and Attendance Specialist<br>Learning Support Tutor post 16<br>Educational Psychologist<br>Senior Learning Mentor Level 4<br>Lunchtime Supervisor<br>Teaching Assistant Level 2   |
| Health               | GP<br>School Nurse<br>Speech & Language Therapist<br>Assistant Speech & Language Therapist<br>Community Health Educator<br>Physiotherapist<br>Health Visitor<br>Paediatrician<br>Community Nurse (see Registered specialist community public health nurses (RSCPHN))<br>Psychiatrist<br>Pregnancy Advisor<br>Child Nurse<br>Midwife<br>Registered specialist community public health nurses (RSCPHN)<br>Occupational Therapist<br>Occupational Therapy Support Worker<br>Child Psychologist<br>Dental Nurse |
| Health and Fitness   | Level 1 Assistant Instructor in Health and Fitness<br>Level 2 Instructor in Health and Fitness  |

|   |   |
|---|---|
|   | Level 3 Advanced Instructor in Health and Fitness   |
| Outdoor Education,<br>Training and Recreation | Outdoor Activity Leader<br>Outdoor Activity Assistant   |
| Playwork                                      | Playworker Level 2<br>Senior play specialist/Play Coordinators<br>Playwork managers and playwork development officers<br>Senior Playworker Level 3<br>Hospital Playworker   |
| Sport   | Sports Coach/ Level 6 and above<br>Sports Coach/Trainer Level 5<br>Sports and Leisure Managers<br>Sports Coach/ trainer Level 4<br>Sports Coach/ Trainer Level 3<br>Sport and Leisure Coaches/Tutors Level 2  |
| Social Care                                   | Trainee Social Worker<br>Child Social Worker<br>Residential Child Care Worker level 3<br>Residential Care Manager<br>Family Support Worker Level 3<br>Care Worker Level 2<br>Care Worker Level 3<br>Children and Young People Support Worker Level 3<br>Assistant/Trainee Social Worker/Higher Level HSC worker<br>Children and Young People Support Worker Level 4<br>Registered Care Home Manager<br>Senior Social Worker/Manager<br>Social Worker: Field<br>Social Worker<br>Family Advisor<br>Residential Children's Social Worker<br>Leaving Care Support worker<br>Foster Carer<br>Personal Adviser for those Leaving Care<br>Daycare Supervisor<br>Residential Family Centre Worker<br>Daycare Manager<br>Daycare Assistant<br>Family Support Worker Level 2<br>Assistant Care Worker Level 2 in Residential Settings<br>Residential Child Care worker level 2<br>Leaving Care Advisor<br>Counsellor |
| Voluntary Work                                | Community support worker<br>Parent Workers<br>Community Volunteer Worker<br>Guide Leader<br>Scout Leader<br>Volunteer Manager   |

Brownie Guide Leader

Youth Justice

Referral Order Worker  
Justice Clerk  
Magistrate  
Restorative Justice Mediator  
Trainee Probation Officer  
Bail Support Worker  
Police Sergeant  
Probationer Constables  
Inspector/ Chief Inspector  
Youth Justice Senior Professional Worker (E.g. YOT Coordinator, YISP coordinator)  
Prison Officer  
Youth Justice Professional Worker (e.g., YOT Worker, YISP worker)  
Community wardens  
Police Constable/ Officer  
Police Community Support Officer (PCSO)  
Probation Officer  
Youth Offending Team Officer  
Superintendent and Chief Superintendent

Youth Work and Support

Learning Mentor Level 3  
Education Welfare Officer  
Youth Work Manager  
Counsellor  
Careers Guidance Officer  
Children and Young People Support Worker Level 4  
Children and Young People Support Worker Level 3  
Assistant Youth Worker(JNC Level 2)  
Assistant Youth Worker (JNC Level 1)  
Qualified Youth Worker Level 4 (Professional Level)  
Trainee Connexions Personal Adviser  
Connexions PA (Including PAYP Worker)  
Careers Guidance Practitioner  
Probationary Connexions Personal Adviser  
Assistant Careers Guidance Officer  
Senior Youth Worker/ Manager (Professional Level)