



Education Alternatives

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AGCAS Teaching and Related Professions Task Group



AGCAS

The Association of Graduate
Careers Advisory Services

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Introduction

Education Alternatives provides information about education-related careers other than teaching in mainstream schools. It is a particularly useful resource for:

- students and recent graduates drawn towards an educational role but not sure that mainstream teaching is for them
- trainee and qualified teachers seeking to move to a different role in education.

It's divided into two main sections:

Section A: Teaching in alternative settings - roles which involve teaching, but not in mainstream education. Most but not all of these roles require teaching qualifications.

Section B: Alternative roles in education - roles within the broader education sector, and beyond. Most of these roles do not require a teaching qualification, but in many cases it could be beneficial.

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

For the most part, occupations requiring professional qualifications in addition to teaching have been excluded, particularly if this involves lengthy full-time study. But jobs where it's possible to enter without professional qualifications and then to gain qualifications on a part-time or in-service basis, like careers work, have been included.

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

Additional resources

Keep abreast of developments in education through:

- [Department for Education \(DfE\)](#)
- [The Guardian Education](#)

- [Tes](#)
- [Times Higher Education](#)

And, as appropriate:

- [Department of Education Northern Ireland](#)
- [The Guardian Jobs](#)
- [Jobs.ac.uk](#) – for roles in universities, research organisations, FE colleges and charities
- [LG Jobs](#) – for roles in local authorities
- [Tes Jobs](#)
- [Scottish Government](#)
- [Welsh Government](#)

Portfolio careers

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

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Chapter 1: Adult and community education

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

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

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

Community education officers

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

- setting out and monitoring annual budgets
- developing the curriculum
- recruiting and training part-time tutors
- liaising with other providers of adult education
- monitoring and evaluating courses
- organising and reporting to meetings of advisory committees.

Some community education officer posts specialise in youth work, which involves organising and managing youth workers rather than tutors. This role may require a youth and community qualification in addition, or as an alternative, to teaching experience.

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

Adult education lecturers/tutors

Adult education lecturers/tutors teach on a vast array of courses. These may include:

- vocational courses and apprenticeships in subjects such as hairdressing and beauty, catering, construction and healthcare
- classroom-based subjects, such as English, maths and science
- courses designed to improve adult literacy, numeracy and computing skills
- courses in personal development, such as assertiveness
- creative arts and languages.

The work is based in a variety of settings including adult education institutions, community colleges, outreach centres, sixth form colleges, FE colleges, workplaces, prisons and, occasionally, universities. Part-time employment on a sessional or freelance basis is common. Applications are made directly to the recruiting institution/organisation.

In England, post-compulsory teaching qualifications are available at various levels. The Diploma in Teaching (FE & Skills), for example, is the full teaching qualification for the FE sector and is provided at level 5 by awarding organisations, or by higher education institutions at levels 5, 6, and 7. It's also possible to take a level 5 Learning and Skills Teacher apprenticeship.

Anyone with qualified teacher status (QTS) for teaching in schools is recognised as qualified to teach in further education.

If you have a recognised teaching qualification at level 5 or above, you could apply for qualified teacher learning and skills (QTLS) status with the Society for Education and Training (SET). You will need to have SET membership, literacy and numeracy qualifications at level 2 or higher and will also have to complete a six-month period of professional training leading to QTLS.

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

In Scotland, if you have knowledge and experience of your subject, you can gain a teaching job and then participate in relevant professional development to get a teaching qualification while in post. Alternatively, you can undertake a pre-service teaching qualification - the Teaching Qualification in Further Education (TQFE) - before you are employed.

For more information, see [further education teacher](#) and [training to teach in FE](#).

Further information

[Education and Training Foundation](#)

[National Literacy Trust \(NLT\)](#)

[The Learning and Work Institute](#)

[Teaching in Further Education](#)

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

Although a teaching qualification may not be required to work in alternative education, qualified teacher status (QTS) and some experience of the state system can increase your chances of finding opportunities. There is no umbrella organisation or association that covers this diverse range of alternative teaching methods.

Progressive education

The best-known example of progressive education is [Summerhill](#) in Suffolk, which was founded in 1921 with the aim of making the school fit the child. As a democracy, children choose what they want to learn and which lessons to attend. The school offers mainstream exams and teachers are usually qualified, although as an independent school they can offer work to those without QTS. Opportunities also exist to work as a houseparent.

Human scale education

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

Montessori education

Montessori education places emphasis on stimulating a child's individual creative potential by providing suitable learning materials in a free environment, and through 'directed play', in which children are encouraged to develop a social and well-rounded personality at their own pace. The Montessori method is best known in the UK for pre-school and primary education.

[Montessori Global Education](#) provides a range of accredited and internally awarded qualifications and courses to support both practitioners and trainees. Training is offered by a range of private providers across the UK. These qualifications alone are not sufficient to teach in state schools.

Steiner Waldorf schools

Steiner Waldorf schools take a holistic approach to education, focusing on a child's emotional, spiritual, physical and academic development. Formal learning starts at the age of six. Continuity in the pupil-teacher relationship is maintained over several years of the curriculum.

Most Steiner Waldorf schools expect teachers in lower, middle and upper schools to have completed a Steiner Waldorf teacher training course. If you have QTS, you must either be in the process of completing a specialist Waldorf teacher education course or complete one during your first year of teaching. It's also possible for graduates without QTS to train on the

job and gain QTS alongside a specialist qualification in Waldorf pedagogy. Early years teachers must have an accredited qualification recognised by the Department for Education. Further information on Stiner Waldorf teacher training is available from [Waldorf UK](#).

Within Scotland you need to be registered with the General Teaching Council for Scotland (GTCS).

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Chapter 3: Alternative provision - pupil referral units, home and hospital education

Alternative provision refers to education which occurs outside of schools and is arranged by local authorities (LAs) or schools. This includes pupil referral units, hospital teaching, hospital and home teaching services, tuition centres and e-learning centres, among others. It can also refer to arrangements made by schools for those at risk of exclusion. This includes placements in further education colleges, vocational training or projects run by the voluntary or private sector.

You will usually need mainstream teaching qualifications and experience for teaching posts. Special educational needs experience is also useful, as it demonstrates your ability to modify the curriculum for each child.

Pupil referral units (PRUs)

Pupil referral units (PRUs) are operated by LAs and offer national curriculum teaching to pupils temporarily excluded from mainstream schools, or who cannot attend either a mainstream school or special school. There are many reasons why a child may attend a PRU. They may have serious behavioural issues or emotional difficulties, for example, or be in the process of being diagnosed with special education needs (SEN). PRUs are led by a headteacher and usually staffed by teachers with mainstream school experience.

Hospital education

The role of a hospital teacher differs significantly from that of a mainstream teacher despite working to the national curriculum. For example, most teaching is done on a one-to-one basis. Each pupil has a separate work programme, so adaptability and flexibility are essential

qualities for this type of teacher. The teaching may be carried out in a classroom, but the majority is by the bedside. In smaller hospital schools, teachers may have to teach a wide variety of subjects. Pupils will have emotional as well as medical needs to accommodate. Hospital teachers work as part of a multidisciplinary team.

Home education

Home education refers to children and/or young people who are taught at home, either part or full-time. Children and/or young people are taught at home for a variety of reasons. This is called 'elective home education' or 'home schooling'. Teachers can visit children at home, so organisational skills are particularly important to make sense of varied timetables and journeys. Although a lot of work is done independently, home teachers must be able to work in a team and keep records for schools and other professionals.

Further information

[Department for Education - Alternative provision](#)

[GOV.UK - Educating your child at home](#)

[Dewis Cymru - Home schooling Wales](#)

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Chapter 4: Environmental education

The increased public interest in the environment and the inclusion of environmental cross-curricular themes in the national curriculum has led to a growth in environmental education roles. Environmental education posts are found in the voluntary, public and private sectors.

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

Environmental education may also be one part of the role in many other environmental jobs, encompassing a wide variety of job titles, including ecologist, environmental officer, environmental planning officer, countryside ranger, field study officer, and community development officer or community warden.

Environmental education officers

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

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

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

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

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

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

Environmental education centres

Environmental education centres are run by LAs, voluntary organisations and the private sector. LAs run day and residential environmental education centres, which offer courses for primary and secondary school children and teachers, geared to the environmental content of the curriculum. As well as being staffed by environmental education coordinators, there can be the opportunity for seconded teachers to work there. Having teaching experience is

highly valuable for roles in environmental education centres, although there are opportunities where no traditional teaching experience is required.

Environmental charities and public sector employers

Environmental charities and public sector employers offer a broad range of opportunities in roles such as learning officer, schools' coordinator, education and outreach manager, and engagement officer. Teaching experience is valuable but not always necessary.

Further information

[Cadw](#)

[English Heritage](#)

[Environment Jobs](#)

[Forestry England](#)

[Forestry Commission](#)

[Forest Research](#)

[Forestry and Land Scotland](#)

[Groundwork](#)

[National Trust](#)

[National Trust for Scotland](#)

[Natural England](#)

[Natural Resources Wales](#)

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

[NatureScot, Scotland's Nature Agency](#)

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

[The Wildlife Trusts](#)

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Chapter 5: Health education and promotion

Health improvement practitioner

Health improvement practitioners help people to become actively involved in improving their health. Individual roles vary but the work encompasses:

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

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

Health improvement practitioners may work in a particular setting, such as a workplace, school, prison or neighbourhood. They may also work with specific issues such as drug and alcohol use, sexual health, smoking or healthy eating, or with a distinct population such as older or disabled people or an ethnic minority group. They may be employed by a local authority, the NHS, a government agency, a private company or health-related charities such as the British Heart Foundation or Terrence Higgins Trust. Job titles in this field vary and include health promotion specialist, health education officer, and health and wellbeing facilitator, among others.

A good degree and/or relevant professional qualifications in social work, public health, community and youth work, dietetics, nursing or teaching, for example, are common entry requirements. You are likely to need a relevant postgraduate qualification, such as a postgraduate diploma or MSc in public health or health development, for more senior posts.

For a full job profile, see [health improvement practitioner](#).

Health trainer

Health trainers offer practical support to people in their local communities to develop healthier lifestyles through making changes in their behaviour. Health trainers tend to work in a community setting and are usually employed by a local authority (LA), a primary care organisation or a third sector organisation. The exact role will depend upon the needs of the community they work in, but typically involves encouraging people to stop smoking, participate in increased physical activity, eat more healthily, drink sensibly and practise safe sex. Health trainers may also specialise in roles such as falls prevention, by working with older adults at risk of falling. The ability to assess need and motivate people is a key part of the work of a health trainer.

Health trainers need to work with existing community groups and support new groups, which is likely to involve networking with other agencies and organisations.

Explaining how a healthy lifestyle can benefit an individual or group is an important part of this type of work. This might be done verbally or through providing information in a written format, or it might mean referring individuals to other agencies or organisations for further

support or resources. Experience of working with community groups and an understanding of nutrition, weight management, healthy lifestyles and instructing on exercise can be useful. The [Royal Society for Public Health \(RSPH\)](#) offers a range of relevant qualifications, including the Level 2 Award in Improving the Public's Health and the Level 3 Diploma in Health and Wellbeing Improvement.

For a full job description, see [Health Careers](#).

Further information

[Public Health Scotland](#)

[Office for Health Improvement and Disparities](#)

[Public Health Wales](#)

[Public Health Agency \(Northern Ireland\)](#)

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Chapter 6: Museum education officer

Museum education officers realise the potential of museum collections as learning resources for visitors, educational institutions and the wider community. They develop learning opportunities, which can be either informal or national curriculum based. Their work includes the preparation and delivery of programmes, events and resources for schools and other visitors. They may be based in museums, galleries or stately homes.

They work closely with museum tour guides, actors and volunteers and may manage a learning budget or write bids for external funding. Some roles now also feature virtual learning activities. Typical job titles also include learning facilitator, learning officer and education curator.

The job involves working with people of all ages and cultural backgrounds, often focusing on ways in which the museum can encourage groups and individuals that do not normally engage with the sector. Community or outreach work with community groups or schools is an increasingly important aspect of the role. Your role may also involve re-designing education programmes, for example to include previously untold stories about Black history, empire, colonialism and racism.

A relevant degree in museum studies, history, art history or archaeology, for example, is desirable. In some cases, a degree related to the museum's area of expertise can be

beneficial. Experience working in a museum is essential and will usually be in a voluntary capacity, often in a visitor experience or customer service role. Competition for these roles can be as fierce as when applying for a paid role. Showing initiative, creativity and dedication may then lead on to a paid education officer position.

Having a teaching qualification and/or experience is an advantage for this role as you'll need an understanding of the national curriculum. Experience of designing and developing learning materials is also valued.

A postgraduate qualification in museum studies can enhance your chances but does not guarantee you a role. Look out for courses that have a strong museum education and practical component.

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

Further information

[Association of Independent Museums](#)

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

[Museum Jobs](#)

[Museums Association](#)

[Museums Galleries Scotland](#)

[Museums Wales](#)

[National Museums Northern Ireland](#)

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Chapter 7: Out of school learning

Out of school services are provided before and after the school day, and outside term-time to the local community. They may take place in schools, family centres, community centres or elsewhere and include:

- breakfast clubs
- after-school clubs
- homework clubs
- extracurricular activities (e.g. sport or drama)
- holiday childcare/play schemes/activity clubs

- weekend and summer schools
- parenting support programmes.

Opportunities are available for a wide range of professionals including qualified teachers, people with youth work qualifications and experience, experienced learning support assistants, or those with administrative or managerial experience gained in other contexts.

Out of school services are provided by private businesses, social enterprises or charities, or the school.

[Search for your local Family Information Service](#) to find details of out of school services in your area.

Further information

[Family Action](#)

[GOV.UK - Childcare and early years](#)

[Out of School Alliance](#)

[Scottish out of School Care Network \(SOSCN\)](#)

[Education Authority Northern Ireland](#)

[Clybiau Plant Cymru Kids' Clubs](#)

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Chapter 8: Special education

The term 'special educational needs and disability (SEND)' encompasses many additional support needs. These include:

- visual, hearing or speech impairment
- physical and medical conditions such as cerebral palsy or Down's syndrome
- short or long-term social, emotional or mental health needs
- dyslexia
- attention deficit hyperactivity disorder (ADHD)
- autism
- gifted and talented.

The main settings for special education are:

Mainstream schools

SEND teacher

Also known as learning support teachers, SEND teachers support and teach children with any form of SEND, identify individual needs and create a safe, stimulating and supportive learning environment. SEND teachers usually have several years of classroom experience.

For a full job profile, see [special educational needs teacher](#).

Special educational needs coordinator (SENCO)

SENCOs (sometimes referred to as head of learning support) are qualified teachers with responsibility for overseeing mainstream school provision for pupils with special educational needs. They are also known as special educational needs and disability coordinators, additional support coordinators, or additional needs coordinators. Liaising with parents, teachers and other professionals, they draw up plans ensuring each child gets extra provision in the school or at a special school. They may work in one school or across multiple schools.

For a full job profile, see [special educational needs coordinator](#).

Learning support assistants

Usually based in mainstream schools or further education colleges, learning support assistants support SEND teachers and pupils. They provide one-to-one assistance in the classroom or support pupils outside the main classroom to learn key skills, such as literacy or numeracy.

Learning mentors

Learning mentors work with young people and adults whose social, emotional or behaviour problems affect their ability to learn. Some specialise in the SEND field. They are mainly based in education settings such as schools, pupil referral units, further education colleges and occasionally in offender learning. They undertake a variety of activities, from assessing need to providing intense individual and group support to help build confidence and self-esteem or to tackle problems such as anger management. They often work with families as well as other professionals, such as teachers, social workers, the police and educational psychologists.

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

Special schools and colleges

Special schools make provision for pupils with SEND, whose needs cannot be fully met within mainstream provision. Many are state funded, but others are independently funded and managed by charities, often specialising in a particular disability. [Special Needs UK](#) holds a directory of UK special schools.

The majority of teachers in special schools have had mainstream teaching experience but early career teachers (ECTs) may be accepted if they have prior experience with special needs groups, for example, as a social worker or therapy assistant.

Local further education (FE) colleges and specialist colleges run by charities employ teachers to deliver vocational programmes or independent living courses for young people with learning difficulties and/or disabilities over the age of 16. See the [Association of National Specialist Colleges \(Natspec\)](#) website for more information and a list of specialist further education colleges.

Pupil referral units and alternative provision academies

Children who cannot attend school due to medical problems, pregnancy or exclusion may instead receive education at a pupil referral unit (PRU) (often on a temporary basis) or at an alternative provision academy. See [Chapter 3: Alternative provision](#) for more information.

Specialist tutoring

Tutors may teach specific subjects such as basic skills, cookery, or IT in special schools or colleges. They may work freelance or be contracted from FE colleges or private training providers.

Many trained dyslexia teachers work as private tutors from home. Relevant experience is normally needed, and a recognised FE teaching qualification is beneficial. See [Chapter 12: Tutoring](#) and [Chapter 1: Adult and community education](#), for more information.

Specific learning difference (SpLD) specialist tutors

Qualified learning or adult support tutors can undertake further training to become a specialist SpLD tutor, providing one-to-one specialist study skills tuition and support to students in higher education diagnosed with specific learning differences.

Find out more from the [Professional Association of Specific Learning Difference Specialists in Higher Education \(PASSHE\)](#).

Day centres

Instructors, or day service officers or managers, are employed by day centres or colleges to provide one-to-one programme support, usually to adult clients, for example, those with disabilities or older people. These services are run by local authorities (LAs) or charities. Programmes vary according to the client group and are developed together with other professionals such as physiotherapists or psychologists. There's scope to develop areas of interest, such as running drama or art therapy sessions.

Non-teaching roles in LAs and voluntary services

Special needs officers

Special needs officers conduct assessments of children referred by schools and produce statements of special educational needs, recommending the appropriate level of support. Many are former teachers or have experience in educational administration.

Educational psychologists

Educational psychologists offer assessment, advice and support to parents and teachers where there is concern about a child's development, learning or behaviour. This involves working directly with children and/or indirectly with teachers and parents. To become an educational psychologist, you'll need to undertake professional training at doctoral level.

For a full job profile, see [educational psychologist](#).

Portage workers

Portage workers provide a home-play educational service for pre-school children with additional support needs and their families. Portage workers need extensive experience of working with under-fives with additional needs, and may need a teaching, social work or nursery nursing qualification. Training is offered by the [National Portage Association](#).

Speech and language therapists

Speech and language therapists assess, advise and support children in school with speech, language and communication needs.

For a full job profile, see [speech and language therapist](#).

Further information

[Community Care](#)

[LGJobs](#) - local authority jobs

[Education Authority \(Northern Ireland\)](#)

[Educators Wales](#)

[Teach In Scotland](#)

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Chapter 9: Teaching English as a foreign or second language

Teaching English to speakers of other languages (TESOL) or English language teaching (ELT) are frequently used as umbrella terms for the teaching of English to those whose first language is not English.

English as a foreign language (EFL) teachers

Some EFL (or Teaching English as a Foreign Language - TEFL) teachers spend just a few months teaching English internationally. Others have longer-term careers teaching English around the world and may ultimately run their own language schools.

There are opportunities worldwide but especially in Central and Eastern Europe, China, Italy, Spain, Germany, Greece, Korea and Japan. There are also opportunities to teach English in the UK in private language schools, colleges and universities.

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

EFL teaching usually takes place with small groups, typically no larger than 12 students. Classes are usually taught in English even with beginners. Knowledge of a foreign language is useful but not essential.

EFL training is available at various levels. If you wish to travel and would like to teach for a while before returning to the UK to take a job in a different sector, it may not make sense to get in-depth formal training. Try looking at the range of year-long opportunities abroad.

Short language-teaching courses are available. If you see EFL teaching as a longer-term option, however, then a longer language teaching course such as the Certificate in Teaching English to Speakers of Other Languages (CELTA) or Certificate in Teaching English to Speakers of Other Languages (CertTESOL) is likely to be more appropriate.

Occasional vacancies are advertised in the Tes. More specialist EFL teaching jobs websites include [Tefl.com](https://www.tefl.com), [Linguarama](https://www.linguarama.com), [El Gazette](https://www.elgazette.co.uk) and [TEFL.org](https://www.tefl.org).

Teaching English as a second language (TESL)

Teachers of ESL work with adults and children in a range of locations to help learners develop linguistic and cultural competence to participate fully in British education, work and cultural environments.

Under the umbrella of TESOL, the abbreviation EAL (English as an additional language) is current in schools, as is ESOL (English for speakers of other languages) within adult education.

ESL posts in schools normally need qualified teacher status (QTS).

To work in post-16 education, your qualifications and experience will be taken into account by your prospective employer. There's the option of taking specialist Level 5 training in TESOL.

For a full job profile, with further details of qualifications, see [English as a foreign language teacher](#).

Further information

[English UK](#)

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

[National Association for Teaching English and other Community Languages to Adults \(NATECLA\)](#)

[National Association for Language Development in the Curriculum \(NALDIC\)](#)

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Chapter 10: Training

Training and development officers/managers

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

There are strategic elements to the role, such as auditing both skills and knowledge within an organisation. The role may also involve developing and delivering in-house training programmes and/or sessions, or otherwise arranging for an external trainer to do this. Delivery may be in-person or online.

The nature of the role, the level of responsibility and variety of activities depend on the industry sector and the type and size of organisation. Tasks may include delivering induction training for new recruits, carrying out appraisals and agreeing personalised training programmes for individual staff.

Training and development is one of the specialist career areas available after qualifying in human resources management, though not all training practitioners come through this route.

Organisations involved in running government-funded training programmes, such as apprenticeships, employ training managers or training advisers to select trainees, organise work placements and monitor each trainee's progress.

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

Trainers and training consultants

Training as a full-time job is a second career for many people, using the skills and knowledge of specific jobs or processes gained through their first career. They are responsible for learning and development activities across a range of clients, meeting their individual needs and expectations in areas such as:

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

They may also cover broader topics such as:

- time management
- communication skills
- coping with stress.

Large organisations may employ their own full-time trainers, but other trainers work on a freelance basis.

Training consultants may work freelance or for a consultancy firm and are engaged by public or private sector organisations to analyse business problems by identifying training needs and recommending solutions. Some work with senior management to solve major performance or structural problems, while others work with individuals or small groups to help them cope with change. Consultants also deliver training sessions or develop training materials to be delivered in-house by the client/organisation.

The [Chartered Institute of Personnel and Development \(CIPD\)](#) offers three levels of accredited qualifications (Foundation Certificate, Associate Diploma and Advanced Diploma) for those working in learning and development. The institute also offers a range of short learning courses and maintains a list of accredited course providers on its website - see [Find a Centre](#).

For an example job description, see [IT trainer](#).

Educational Technologist

The shift to online learning has increased the demand for educational technologists, who are responsible for developing digital platforms, tools and resources that facilitate teaching and learning.

Duties may include championing the use of digital learning technologies within an organisation and providing training on how to use these, designing online learning resources such as videos, researching new technologies to develop and improve learning resources, moving offline resources onto online systems, and providing technical support.

Educational technology is a growing field, with job opportunities becoming available in a wide range of sectors, from large public sector organisations like the NHS, to academic

institutions, corporate organisations and charities. The type of working environment depends on the type of employer: while some educational technologists may be based in a formal education setting, such as a school, college or university, others may be based in a library, an office, or work from home.

Alternative job titles may include:

- Learning technologist
- Learning technology professional
- Digital education specialist
- E-learning developer
- Digital learning developer

The role of an educational technologist may also form part of a collection of duties under a different job title (e.g., a staff developer or a professional development coordinator).

Entry into this type of role is possible with relevant qualifications and/or work-based experience. The [Association for Learning Technology \(ALT\)](#) offers further information and support, with membership open to all with a professional interest in learning technology.

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

Traveller Education Services are offered by some local authorities (LAs) and may be delivered by individual authorities or as part of a consortium. Local charities may provide additional services to support access to education for GRT children.

Job titles in a Traveller Education Service team could include:

- advisory/support teacher
- education support worker
- learning support assistant
- peripatetic teaching assistant

- specialist GRT teacher
- community development officer
- outreach and engagement worker
- early years project worker
- community learning mentor for Travellers
- cultural diversity support worker for Travellers
- playworker
- education access and entitlements officer
- education liaison officer
- education welfare officer.

The support services aim to improve access to education for GRT children, enhance the quality of educational opportunities and raise educational attainment. They support children, families and schools to help integrate GRT children into mainstream education, working in partnership with other services and agencies.

They also monitor attendance and attainment and ensure GRT children receive their full entitlement to education, acting as advocates between families and schools. They have a significant role in promoting knowledge and cultural understanding of GRT communities.

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

- providing training, support and advice to class teachers
- liaising with GRT parents on site to extend parental involvement in their children's learning
- providing information and advice to schools to which the pupils transfer
- providing assistance with curriculum planning and provision of resources
- developing new resources, such as IT-based resources for distance learning, for GRT children on the move
- teaching or providing curriculum support to pupils in a number of schools.

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

Further information

[STEP](#) – supporting access to education for mobile communities in Scotland

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Chapter 12: Tutoring

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

Private tuition

Private tutors usually work from home and may use their own or their students' homes for one-to-one or, occasionally, small-group teaching.

Many tutors are qualified teachers, but some may be undergraduates, postgraduates or graduates with no previous teaching experience.

Learners seeking private tuition usually need extra help with current studies. Maths and science are usually the school subjects most in demand for secondary school pupils. Maths, literacy and reading plus special learning needs and, in some areas, English as a second language, are in demand at primary school age.

Tutors may advertise their services independently through local outlets or via the many online directories of tutors. Others find work through tutoring agencies.

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

Distance learning tutors

Tutors employed by distance learning organisations provide telephone, email or online support to learners with queries on academic or study-related issues, as well as marking and giving feedback on assignments.

Online tutors, or e-tutors, deliver tutorials by video conferencing and may facilitate online forums and virtual classes. They may also be involved in preparing learning materials. Some distance learning courses include face-to-face tutorials or summer schools.

Distance learning tutors need academic proof of their subject knowledge; some employers ask for previous teaching experience and/or a teaching qualification.

Study centre teaching roles

Growth in the number of after-school and holiday study centres has led to an increase in demand for tutors to lead and supervise learning. Many focus on core subjects, in particular maths, and may be run by private companies or local groups. Subject knowledge is vital, but teaching qualifications are not usually required. Nationwide examples include [Kumon](#) and [Explore Learning](#).

Open University (OU) roles

OU tutors are called associate lecturers and are employed in part-time positions by regional OU offices. A relevant degree is essential and adult teaching experience – along with an appreciation of the distance learning experience – is a useful addition.

Some tutors and science demonstrators are recruited by the OU for one or two-week residential courses in the Easter or summer vacation.

Further information

[Home Tutors Directory](#)

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

[Superprof – Home Tutoring and Private Tuition](#)

[Tutorweb](#)

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Chapter 13: Working with offenders – prisons and youth offending teams

Prisons

Prison instructors/tutors/teachers

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

Much of the training offered is around vocational and practical skills, such as building or IT, but it may also cover literacy and numeracy skills, and creative activities such as art and drama.

Prison tutors can be employed by a further education (FE) college or a private training organisation which has a contract to provide classes for inmates.

A relevant Level 3 vocational qualification and/or teaching qualification are needed, although you may be able to complete the teacher training while working. Entry requirements and training are similar to those for FE lecturers and previous qualifications and experience are taken into account. A high percentage of staff are employed part time.

Instructional officers

Instructional officers are employed directly by the prison service to provide prisoners with a high level of vocational training over a wide range of subjects.

Youth offending teams (YOTs)

YOTs are multidisciplinary organisations working both within local authority (LA) children's services and the criminal justice system, aiming to prevent offending behaviour in children and young people. The work of YOTs falls into three key areas:

- preventing crime and anti-social behaviour
- community supervision of offenders
- resettlement of young people from custody.

A teacher will work within or for a YOT in a number of ways:

- Teachers may be involved through mainstream provision by providing a school-based link for a young person.
- They may be called upon on a supply basis to provide ad hoc educational provision to meet specific needs for individuals and groups.
- Increasingly, teachers can be based in YOTs themselves. In this case, a teacher would need to be extremely flexible and adaptable.
- They might provide the link between the YOT, school and the LA.
- They may work directly with the young person, their family and the victims of crime.

Although education is the teacher's primary role, they may also be required to take on a broader set of responsibilities, for example:

- co-working with other specialists to deliver offence-related work, victim work and other topics that have an educational bias, for example, sexual health, drug and alcohol use
- acting as an appropriate adult in police stations
- supporting a 'duty' system, both in-office and out-of-office hours
- any supporting role that is specific to a young person's needs.

Further information

[Prisoners Education Trust](#)

[Youth Offending Teams.GOV.UK](#)

[Work with Offenders](#)

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Chapter 14: Careers and educational guidance - careers advisers, adult guidance workers, higher education careers advisers, careers information officers

Careers advisers

A careers adviser provides careers education, information, advice and guidance (CEIAG).

Tasks typically involve:

- assisting clients with planning for employment, education and training
- coaching and mentoring
- planning and running group sessions on all aspects of careers work including making successful applications
- liaising with employers, which can lead to employer talks and careers fairs
- building occupational and labour market knowledge which underpins the role.

Higher education (HE) institutions, further education (FE) sixth-form colleges and some schools employ their own careers advisers. Careers advisers are also recruited by local employment services and training providers in the private and voluntary sector to work as National Careers Service Advisers.

Most schools in England provide careers advisory support for students, with access to impartial guidance, including external face-to-face advice and virtual/remote advice where appropriate. This will be provided in many cases by private or voluntary agencies.

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

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

Adult guidance workers

Adult guidance workers advise clients on employment, training and educational opportunities in order to help them make well-informed and realistic decisions about their future. They may use a variety of methods: individual discussions with the client are most common, but other methods include using ability and personality tests, computer-based interest guides, self-assessment career matching tools and group work.

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

Many adult guidance workers are graduates, although an HND or a relevant professional qualification and/or experience is also accepted; many have a careers guidance qualification and/or relevant NVQ.

When conducting your job search, look out for the alternative job titles of employment officer and job coach.

For a full job description see [adult guidance worker](#).

Higher education (HE) careers advisers

By providing information, advice and guidance, through individual interviews and group work, an HE careers adviser helps clients to:

- assess their values, interests, abilities and skills and relate these to opportunities for employment, further study and training

- develop skills and experience alongside an awareness of graduate options
- make decisions, develop strategies and carry out career plans
- present themselves effectively in applications and at interviews
- manage the transition from HE to employment.

HE careers advisers may also be responsible for organising careers fairs and other employer-focused events, such as employer networking events and presentations, in on-campus and online formats. Their work is usually either a contribution to a larger centrally run careers service or carried out in alignment to a particular faculty or school.

Increasingly, careers advisers work with academic colleagues to negotiate and deliver careers education within the curriculum and liaise with employers about graduate opportunities and effective recruitment practices. They also work with staff from other HE careers services to carry out research on graduate opportunities and to run staff development opportunities for careers service and academic colleagues. Many are also involved in writing careers information and advice materials for their own service and external publications.

There is currently a big focus on employability skills within higher education. HE careers services are increasingly administering and delivering employability awards and employability modules within and alongside the curriculum. As a result, careers advisers may have a specific focus to their role.

Alternative job titles include:

- employability adviser
- faculty employability adviser
- careers coach
- careers consultant
- careers development adviser
- careers counsellor
- employability tutor.

Higher education vacancies can be found at jobs.ac.uk and [AGCAS vacancies](https://www.agcas.co.uk).

Careers information officers

A careers information officer provides relevant information resources for clients and staff of a careers service, usually in an HE institution. Tasks include identifying and assessing the suitability, currency and accuracy of information, maintaining and updating the careers website and careers management software, and assisting students and graduates with information queries and helping them to use information resources. They may also be responsible for managing online appointments and social media accounts for the department.

The role often involves researching and writing careers information, such as newsletters, vacancy bulletins and publicity materials. It can also include the compilation of statistics on graduate employment. Responsibility for other areas within the service, not necessarily information-related, such as quality assurance, administration, organising training activities and planning events for students, may also be a feature of the job.

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

Further information

[Association of Graduate Careers Advisory Services \(AGCAS\)](#)

[Career Development Institute \(CDI\)](#)

[Statutory guidance for schools on providing careers guidance](#)

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Chapter 15: Classroom support in schools - cover supervisors, teaching assistants, laboratory technicians

Cover supervisors

Cover supervisors are employed by schools or teaching recruitment agencies to work in schools and 'cover' classes where the teacher is absent. There are currently no specific qualifications required for the role of cover supervisor, but experience of work with young people or children is an advantage.

They are not usually qualified teachers, but may be teaching assistants, graduates gaining experience in schools or even undergraduates working on a casual basis during term. They

work during school hours and are responsible for supervising the class and managing behaviour, while pupils complete work set by teaching staff.

If employed by a teaching recruitment agency, you're likely to be called at short notice to work at a school and paid on a daily basis. If employed by a school on a more regular basis and no cover work is needed, you may be asked to act as a teaching assistant in a class instead.

Jobs are advertised in the local press and through recruitment agencies.

Teaching assistants/higher level teaching assistants

Teaching assistants (TAs) provide support to teachers and pupils in a school setting. Typical work activities include:

- helping children in all areas of the curriculum
- assisting with the preparation of the learning environment
- liaising with parents
- maintaining pupil records and carrying out administrative tasks
- supporting children who have special needs or those who speak English as a second language.

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

Higher level teaching assistants (HLTA) work in schools as highly skilled support staff. To become an HLTA, you must be already working as a TA and will need the support of your head teacher. To get HLTA status you must meet the national HLTA standards. Your head teacher will normally contact relevant training providers and arrange assessment. For more information, see the [HLTA National Assessment Partnership website](#).

The role of an HLTA is to work with teachers and support pupils' learning activities. The exact tasks can vary, but it can also involve delivering lessons set by teachers and assessing, recording and reporting on pupils' development, progress and attainment, as agreed with the teacher.

Some HLTAs with additional responsibilities will work beyond this and may also plan and prepare lessons, or a series of lessons. They may also have line management responsibility for

other support staff or carry out another leadership role within the school. The HLTAs may become an unqualified teacher without undertaking QTS.

Teaching laboratory technicians

A teaching laboratory technician works in secondary schools, colleges and universities. Their role involves supporting the work of science teachers and their students. The work mainly involves providing technical support, ensuring that equipment is functioning properly and is ready to use, and that the right materials are available for particular lessons. Laboratory technicians help students by demonstrating experiments, help teachers manage classes and offer individual support to students working on research projects.

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

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

Further information

[Stem Learning](#)

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

Counselling

The term 'counsellor' is used to cover different roles within the education sector and in other areas such as health and social care. In schools and colleges it may refer to a teacher or lecturer undertaking a pastoral role in addition to teaching duties; in higher education (HE) and in other sectors it generally refers to a professionally-qualified counsellor employed solely in a counselling role.

Schools

The school counsellor's main responsibility is to help children with personal, social, developmental and academic problems, primarily on a one-to-one basis, although group counselling is also used. Counselling jobs are usually obtained through a promotion, and

three to five years of teaching experience at secondary level is usually essential. Experience in pastoral care, for example as a form teacher or year tutor, is useful. Training in counselling is becoming increasingly important to secure a post.

Though most school counsellors are employed by the school, opportunities are also available with charities such as the [Place2Be](#), an organisation offering support to children in schools. Trained and trainee counsellors and therapists work with children to help them deal with problems in their lives, enabling them to settle more easily in school and to learn. They also provide training for school staff.

Further education

The extent and nature of counselling provision in further education (FE) varies from a formal counselling service, to a member of staff combining the roles of lecturer and counsellor, to counselling as part of the role of course tutor. The boundary between counselling and welfare in FE is less clear than in HE; there is often greater emphasis on practical matters such as finance, accommodation and visa difficulties than on personal problems.

Higher education

The majority of HE institutions employ at least one counsellor, and many have well-established counselling services. Student counsellors are involved primarily in one-to-one counselling, helping students cope more effectively with a wide range of academic and personal issues.

Problems are very diverse but commonly relate to study difficulties, decisions about course choice, examination stress, homesickness, cross-cultural issues, relationships, identity, sexuality, depression and anxiety.

Most counsellors also work with students on a group basis, and provide training in basic helping skills for tutors, other staff members and student organisations. Liaison with other groups, within and outside the institution, is an important part of the job.

It is virtually impossible to enter counselling in this sector without a degree and professional training in counselling and/or psychotherapy. A substantial amount of post-qualification experience is preferred. For vacancies see [NHS Jobs](#).

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

Student welfare

Welfare officers/student advisers

Many large FE colleges and most universities and HE colleges employ staff to provide advice and assistance to students on welfare issues related to their studies. This could include advice on:

- grants, loans and financial problems
- welfare benefits
- child care
- disability
- visa requirements for international students
- disciplinary matters
- academic and study difficulties.

These staff may be part of a student services department, working closely with other staff involved in areas such as counselling, careers, accommodation and health, or may be employed by the students' union. They may differ widely in terms of qualifications, experience and training. Advisers need to be able to convey a great deal of legal information in an easy to understand way.

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

Education welfare/social work

Education welfare service

Although the range of activities varies between different local authorities (LAs), the main responsibility of the education welfare service is in enforcing school attendance. Other duties may include:

- regulating child employment
- preparing reports on pupils with special educational needs as part of the statementing process
- advising on child protection issues
- helping to arrange alternative educational provision for excluded pupils
- liaising between schools, families and other agencies such as social services.

Education welfare officers

Most education welfare departments employ education welfare officers (EWOs) and/or education social workers; they may cover all or most of the tasks listed above, or specialise in areas such as child employment officers, exclusion officers and home-school liaison officers.

The focus of the work is to help children get the most from their education, with the emphasis on encouraging school attendance. EWOs work with the whole family, addressing issues that may prevent school attendance. Tasks include:

- meeting school staff, pupils and parents to identify problems and possible solutions
- advising parents about their legal responsibility to ensure their children attend school
- making referrals to other agencies such as social services or educational psychologists
- administrative tasks such as writing up case notes or preparing court reports.

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

For vacancies see [Jobs.ac.uk](#) and [FE Jobs](#).

Education mental health practitioners

An education mental health practitioner (EMHP) provides early-intervention access to mental health and wellbeing support for children and young people up to the age of 18. They work in a mental health support team (MHST), connected to a local NHS trust, council, and/or voluntary agency.

The primary function of the EMHP is to promote emotional wellbeing in educational settings, such as a primary, secondary school or further education college. They offer low intensity evidence-based interventions to help children and young people manage mild to moderate mental health conditions. EMPs work with children, young people and their parents/carers, as well as with education colleagues. In addition, they help those who present themselves with more severe mental illnesses to get rapid access to more specialist services.

This role will appeal to individuals who have experience of working in the fields of mental health and/or education. Training is via a 12 month full-time employment training

programme, which combines university study with supervised practice across mental health services and educational settings.

For vacancies, see [NHS jobs](#), [jobsgopublic](#) and [bmjhealthcareers](#).

For more information, see [education mental health practitioner](#).

Learning mentors

Learning mentors provide a complementary service to teachers and other staff, addressing the needs of children who require assistance in overcoming barriers to learning, in order to achieve their full potential. They work with a range of pupils, prioritising those who need the most help, especially those experiencing multiple disadvantages. The variety of issues they cover ranges from punctuality, absence, bullying, challenging behaviour and abuse, to working with able and gifted pupils experiencing difficulties.

Learning mentor vacancies can be found on local council websites and on the [Tes](#) and [eteach](#) websites.

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

Further information

[Anna Freud National Centre for Children and Families](#)

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

[Gov.uk – Promoting and supporting mental health and wellbeing in schools and colleges](#)

[The National Counselling and Psychotherapy Society \(NCPS\)](#)

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Chapter 17: Early years settings

The [Early Years Foundation Stage \(EYFS\) framework](#) for under-fives in England focuses on key areas such as personal, social and emotional development, physical development and communication and language. It is used by all professionals who work with children of this age in any early years setting, including childminders, children's centres, pre-schools, day nurseries, and the nursery and reception classes in schools.

The early years services provided through children's centres vary according to local needs and constraints, but can include childcare and early education, family support and health

services, information and activities for parents. Children's centres may also be based in schools that offer extended services or in community centres and may be operated by local authorities (LAs) or children's charities. Provision in Scotland, Wales and Northern Ireland is the responsibility of the devolved governments.

Early years workers/outreach workers

Early years workers operate as part of multidisciplinary teams, whose responsibilities and specialist areas vary according to individual local project objectives. Teams may include health workers, early years teachers and educators, educational psychologists, and speech and language therapists.

Outreach workers and family support workers work with the families of vulnerable children, often in family homes. They may also offer parenting classes in children's centres or community locations. As well as experience and knowledge of child development and family support, relevant professional qualifications may be needed for specific posts such as education, health and child care. Some outreach posts only require relevant Level 3 or 4 qualifications.

Children's centre coordinator/manager

Progression routes include early years advisory posts or promotion to children's centre coordinator and then to children's centre manager. For the latter, employers would typically look for at least three years' relevant experience of managing services for children and their families, plus a relevant degree-level qualification.

Early years teacher

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

Early years initial teacher training leads to early years teacher status (EYTS). There are several routes available to achieve this:

- Undergraduate entry – three to four-year, full-time university-led course in an early childhood-related subject leading to EYTS (tuition fee loans available)
- Graduate entry – a 12-month, full-time university-led course that includes school placements (a grant is available to cover course fees, plus various bursaries)
- Graduate employment-based – part-time, 12-month programme for those already employed in an early years setting who need further training to show they've met the early years Teachers' Standards (funding for course fees and towards the costs incurred by the employer is available)
- Assessment only – for graduates with experience of working with children from 0-5 who meet the early years Teachers' Standards with no need for any further training (three months, self-funded).

For a full job description see [early years teacher](#).

Further information

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

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Chapter 18: Education administration and policy

Education administration

Education administrators organise and oversee administrative activities and systems that support and facilitate the smooth running of an education institution. The majority are based in higher or further education (HE or FE) and local authorities (LAs), but opportunities are increasingly available in schools and private colleges.

Administrators work in areas such as admissions, quality assurance and examinations or in a specialist role such as finance or human resources, for which specialist qualifications may be required. All of these roles can be either centrally based or within faculties, departments or other smaller units. Some roles involve regular, direct contact with students or pupils while others are wholly behind the scenes.

There are a large number of possible job titles within education administration, and job descriptions are equally diverse.

In the school sector, school business managers or bursars are employed and areas of responsibility can include strategic and operational management of finances, human resources and facilities.

A degree is increasingly desirable and often essential for entry into both HE and FE and for promotion to more senior roles. Degree subject and classification are usually not as significant, particularly where some previous experience in administration has been gained. Some universities now offer graduate trainee schemes, providing experience across a variety of departments.

Entry is possible with an HND only, especially in FE, tertiary education and schools, or at lower grades in university administration, although additional qualifications such as the European Computer Driving Licence (ECDL) or business and administration NVQs may also be required.

A professional qualification may be needed for specialist roles and a higher degree or management qualification such as a Certificate or Diploma in Management Studies (CMS or DMS) may help in progressing to the higher grades.

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

Education policy

There is an increasing need for analysts to look into educational policy. Working in education policy involves exploring the most challenging questions and issues affecting education. Jobs in this area can be in government, local authorities, charities and think tanks.

Most employers would look for postgraduate qualifications in this particular area when considering potential applicants for a role.

Further information

[Association of Higher Education Professionals \(AHEP\)](#)

[Department for Education](#)

[Education Policy Institute](#)

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

[Institute of School Business Leadership](#)

[Welsh Government Education and Skills](#)

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Chapter 19: Family support and advocacy work

Family support worker

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

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

Parent support adviser

The role of a parent support adviser (PSA) is to work with parents and carers in a schools context to help improve behaviour and attendance, overcome barriers to learning and increase the number of parents involved in their child's education. PSAs are usually based in one particular school or a small cluster of schools.

PSAs may also work with pupils but the bulk of support will be offered directly to parents and carers. PSAs can offer individual support on a one-to-one basis and also offer parenting classes or events for groups of parents. The PSA can also signpost parents on to other agencies and professionals, such as social services, educational psychologists or health professionals, who may be able to assist with specific issues.

Parent partnership services

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

Parent partnership officers

Parent partnership officers (PPOs) can help parents make informed decisions about their children's education and support arrangements. The service offers advocacy to parents in

situations where there is disagreement with the school or LA about catering for a child's particular needs.

PPOs work mainly for LAs but may work for independent bodies such as Mencap or Barnardo's, or for a steering or advisory group made up of such bodies. Prior knowledge and experience of educational legislation and programmes for children with SEN is essential for most LA-based posts.

Supporting children in the legal system

The Children and Family Court Advisory and Support Service ([Cafcass](#)) looks after the interests of children involved in family proceedings, working with children and their families, and advising the courts on the best interests of individual children. It's a non-departmental public body accountable to the Ministry of Justice, with regional offices throughout England.

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

There are a variety of roles available in Cafcass, with the main one being [family court adviser](#). Family court advisers work directly with vulnerable children and their families to advise on the best course of action for the child or young person.

The qualifications required depend on the position applied for. Practitioner positions require professional social work qualifications and experience, but other roles may not require this. Vacancies are advertised on the various bodies' websites.

Advocacy

Citizen advocates

A citizen advocate or volunteer advocate acts as a 'buddy' with a person who is vulnerable due to age, physical disability, mental health condition or a learning difficulty. Their role is to help the individual to speak up for their rights and services.

Advocacy development/empowerment workers

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

advocate may also provide a listening ear, give advice or raise the child's awareness about their rights.

A national network of groups for England is coordinated by [The National Coalition of Advocacy Schemes](#), which matches and supports informal volunteer citizen advocacy partnerships. In Scotland this is done by the [Scottish Independent Advocacy Alliance](#) and in Wales by [TGP Cymru](#).

Further information

[Cafcass Careers](#)

[Children In Wales](#)

[Council for Disabled Children - Information, Advice and Support Services Network](#)

[Department for Education](#)

[Education Scotland](#)

[Parenting Across Scotland](#)

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Chapter 20: Learning holidays - summer camps, language schools, tourism

Some jobs in the holiday industry have educational content, meaning that the skills and experience you gain will enhance your applications for more permanent educational posts. Recruitment often takes place well ahead of the main holiday season, so make enquiries no later than early spring.

Summer camps

In some countries children spend at least part of the summer vacation in a day or residential camp. Counsellors or instructors organise and assist with specific activities such as arts and crafts, music, dance, sports or outdoor pursuits. Previous experience of working with children is usually required for general counsellor posts, while some specialist counsellor or instructor posts may require particular qualifications.

Language schools

Opportunities exist to teach English as a foreign language (TEFL) at specialist schools within the UK or overseas, and through gap year companies. Language schools also employ

people to work as activity leaders and sports coaches. See [Chapter 9, Teaching English as a Foreign Language](#).

Ski resorts

Ski resorts, ski schools and tour companies employ ski and snowboard instructors, teachers and guides on a seasonal or part-seasonal contract. Some schools and tour companies will require national or internationally recognised qualifications and resort employers may require relevant language skills.

Children's representative with a tour operator

This job involves organising a varied programme of daytime and evening activities for large groups of children between the ages of 3 and 12, supervising early suppers, telling bedtime stories and ensuring the children remain safe, healthy and happy throughout their holiday. A relevant qualification in childcare and experience of the age range is usually required.

Cruise ships and learning holidays

You can work your passage on a cruise ship as a lecturer, for which a knowledge of your subject area, entertaining and presentation skills are more important than academic qualifications. Children's counsellors and youth counsellors devise and deliver activity programmes for children and young people. Gymnasium supervisors and fitness and aerobics instructors provide individual health and fitness programmes. Relevant qualifications are required for these roles. Specialist tour operators providing learning holidays need experienced instructors who can work with a wide range of learners in an engaging manner.

Further information

[British Association of Snowsport Instructors \(BASI\)](#)

[Season Workers](#)

[Camp America](#)

[BUNAC](#)

[Ski jobs](#)

[PGL](#)

[Kingscamps](#)

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

Academic librarians/Information managers

Libraries in schools, further education (FE) colleges and higher education (HE) institutions support the learning community – pupils/students, teachers, lecturers and researchers – by acquiring, organising and making available a range of relevant books and other information resources.

School libraries range from small collections run by a teacher, to large, sophisticated services, often combined with IT facilities to create learning resource centres, which are managed by a qualified librarian or learning resources manager. Local authorities (LAs) also operate library services which lend sets of books on chosen topics to teachers and schools.

College libraries have increasingly become resource centres and offer computer software, audio-visual resources and learning packages as well as books, in a sector where student-centred, resource-based learning is becoming a feature of most courses.

University library staff may be responsible for academic subject areas or specific functions such as resource ordering, customer services or IT systems. They may teach information skills to staff and students, either within a classroom or a virtual learning environment. Increasingly, the work involves electronic resource development including subject guides. University librarians help students to access information relevant for their studies. This could mean running digital skills training workshops or helping them put together bibliographies for their research and teaching them information literacy.

For a first level professional post in any of these sectors, applicants should have completed a degree or postgraduate course accredited by the [Chartered Institute of Library and Information Professionals \(CILIP\)](#). Full professional qualifications are then gained by following one of CILIP's chartership routes. Entry requirements vary, but candidates for these postgraduate courses should generally have at least a second class honours degree and some experience of library work. Some institutions offer graduate traineeships.

For further information see [academic librarian](#), [school librarian](#) and [library manager & assistants](#).

Educational writers, publishing roles and broadcasters

Textbooks, distance learning packs and educational computer software are usually written by teachers and lecturers with the relevant knowledge and experience. Prospective authors often start by approaching a suitable publisher with a synopsis of their book or program. The more successful writers might leave the teaching profession to become full-time authors or software publishers.

Educational publishing organisations carry a wide range of roles in addition to writers, such as content editors, marketing assistants, sales representative positions and related administrative and management functions. A background in teaching or related roles, is invaluable experience for these positions, but equally many are likely to be open to others with a range of degrees and experience. Some publishers offer graduate trainee editor roles.

Professional scriptwriters, rather than teachers, normally write scripts for school broadcasts. Entry to educational roles in radio and TV usually requires substantial teaching experience, with publishing experience a desirable asset if the role includes writing or editing the teacher's notes that accompany the broadcast. Typical activities include giving educational advice on scripts, programme evaluation, and in-service training to teachers on using programmes.

Further information

[Screen Skills](#)

[The Publishers Association](#)

[Professional Publishers Association \(PPA\)](#)

[The National Association of Writers in Education \(NAWE\)](#)

[Academic Writer Jobs](#)

[Twinkl](#)

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

Playworkers and playwork leaders

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

Most people interested in this work start by gaining experience either through volunteering or by taking up paid roles, for example, as playworkers on summer playschemes or after-school provision. A formal qualification is not always necessary, though Level 2 and Level 3 playwork courses are widely available at colleges and are likely to increase your chances of gaining employment.

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

Playworkers and leaders can be employed by local authorities (LAs), community sector play providers (often called play associations) and national charities such as [Action for Children](#). Contracts are often part time or short term.

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

Play therapists

Play therapists work with children and young people experiencing the consequences of psychological issues, such as depression, anxiety and aggression, or complex life events, such as family breakdown or domestic violence. Many play therapists are self-employed and work across different settings, such as schools and social services centres and/or with private clients. There is some overlap with the work of health play specialists, whose training may include an element of play therapy.

There is a range of courses available accredited by the [British Association of Play Therapists \(BAPT\)](#) or [Play Therapy UK \(PTUK\)](#). Courses are generally at postgraduate level. Course providers' exact entry requirements vary, but most require an honours degree, preferably in a relevant subject with child development content, such as psychology, nursing or teaching, and extensive experience of working with children. Many people enter play therapy as a second career after working in teaching, social work or health care.

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

Health play specialists

Health play specialists work with sick children in hospitals, hospices, child development units, or in the child's home before and after hospitalisation. They help to minimise the trauma a child may experience from being ill, by organising a range of play activities such as drama or arts and crafts activities.

Most employers expect health play specialists to be registered with the [Healthcare Play Specialist Education Trust](#). To register, a foundation degree in healthcare play specialism is needed. This is a two-year part-time course. Applicants for the course will need a childcare qualification at level 3 or above and at least two years' experience of working with children. Many students have a role in a hospital as a play assistant when they start the foundation degree, but if you are not already working in healthcare play, you need to arrange a placement during the course. See [Health play staff](#) for more information.

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

Further information

[NAHPS \(National Association of Health Play Specialists\)](#)

[Play England](#)

[Play Scotland](#)

[Play Wales](#)

[Play Board Northern Ireland](#)

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Chapter 23: School assessment and support services

School support and consultancy

Local authorities (LAs) have staff providing support, training and consultancy services to schools, depending on needs and resources in the local area, often located within teams such as the School Improvement Service. Services are provided to schools which are maintained by the LA and sometimes also to academies and other educational establishments in the area.

Advice and support staff work in a range of fields, such as:

- school management and leadership
- curriculum and assessment
- extended schools
- professional development of staff
- subject areas
- numeracy, language and literacy development
- special educational needs and additional education needs.

Private educational consultancies also employ specialist staff to provide advice on school improvement. Some also supply schools with management support services such as information systems, HR and finance. Consultants and advisers are usually qualified and experienced teachers, often with school management experience. There are also opportunities to freelance in this role or be directly employed by an educational institution, like a school, academy chain, or college.

Vacancies are advertised in the local and national press and on LA websites.

Office for Standards in Education, Children's Services and Skills (Ofsted)

Ofsted inspects and regulates care for children and young people and inspects education and training for learners of all ages. This includes schools and further education, but also a wide range of other services such as childminders, adoption and fostering services, adult skills and employment-based training, crèches, out-of-school care and learning in prisons.

Ofsted employs staff in a range of technical, professional and administrative roles. Their inspectors, working either directly for Ofsted or being employed by regional partners (who undertake some inspections) are specialists with extensive experience of the type of service they inspect.

Other roles include that of editor, IT specialist, policy adviser and data analyst.

Further information

[Local Government Association](#)

[SEC \(Society of Education Consultants\)](#)

[Working for Ofsted](#)

[Private Educational Consultants](#)

Chapter 24: Schools liaison/higher education liaison officer

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

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

They may work in departments within institutions dedicated to schools liaison and access or in some cases, the above duties may be part of a marketing role. Some universities also have associated job roles running projects and activities with local schools with a widening participation/increasing diversity remit. Look out for roles within universities student services, student support/professional central services departments or recruitment and admissions. These will usually be advertised on individual universities' websites and at [Jobs.ac.uk](https://jobs.ac.uk).

New graduates and those with an understanding of university programmes and the secondary education system can be desirable candidates because of their recent experience of university life and the education system in general. Increasingly, however, marketing qualifications are looked for. Teaching experience can be useful for presentation skills while, as the job title implies, excellent interpersonal skills are needed to communicate effectively in a range of contexts. Taking any opportunities to gain experience within your own institution whilst still a university student is often a good way to work towards this kind of role. Some liaison officer roles may require a significant amount of travel.

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

Chapter 25: Sports, leisure and outdoor education

Sports

Sports coaches/instructors

Sports coaches help people participating in sports to work towards achieving their full potential. They may support professional sportspeople, sports teams, community teams, school groups or individual young people. Whatever the context, coaching involves ensuring the best physical, psychological and practical conditions to allow participants to give their best performance.

- Coaches work closely with individuals and groups, developing ability by identifying needs and planning and implementing suitable training programmes. The role demands good interpersonal skills, a strong interest in helping others to succeed, and an awareness of moral, ethical and legal obligations to the athlete. Many instructors/coaches combine coaching with other jobs. [Information about qualifications is available from the relevant National Governing Body \(NGB\) for each sport.](#) A list of NGBs is available at [UK Sport](#).

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

Leisure centres

Recreation assistants

Recreation assistants work as part of a team under the general direction of a leisure centre manager, organising, supervising and leading a range of leisure, fitness and health activities and assisting in the promotion and development of these activities.

A recreation assistant's top priority is to ensure the safety and security of users, staff and equipment. They may monitor the level and use of equipment and activities, and will set up and dismantle equipment and carry out cleaning and basic maintenance duties. They can advise on fitness programmes and techniques for good use of equipment. In the smaller leisure centre, the recreation assistant may cover as duty manager when necessary.

Specific fitness instructor qualifications may help recruitment and promotion prospects. It's common for recreation assistants to gain promotion to duty supervisor within the same organisation. This in turn can lead to fitness centre manager roles.

For a full job description see [Leisure Centre assistant](#).

Fitness centre managers

A fitness centre manager is responsible for managing a centre for the promotion of activities relating to physical fitness. The centre or club typically contains a fitness suite, as well as facilities for changing, and may include some or all of the following: swimming pool, spa, sauna, bar or coffee shop.

Managerial responsibilities usually include:

- attracting new, and retaining existing, members
- generating revenue
- ensuring the centre meets health and safety regulations
- maintaining equipment and premises
- supervising and training staff.

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

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

Sports development

The aim of sports development is to encourage participation in, and improve access to, sports and physical activity. The aim may be to promote sport and health in general or to a specific group, or to promote a specific sport.

Sports development/education officers

Sports development and education officers aim to improve access to, and develop more public interest in, sport and physical activity. They organise sporting-related projects, programmes, information and training for both the competitive and leisure user in all sections of society in order to increase levels of participation.

The role involves working in partnership with a wide range of organisations to use local resources and build on any regional or national initiatives. The nature of the role can vary and may focus on promoting sport and health in general, a specific sport (known as sports specific development officers), or the development of disability awareness within sport.

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

Outdoor education

Outdoor activities/education managers

Outdoor activities managers run centres that provide facilities for, and instruction in, a range of outdoor activities, such as climbing, mountaineering, water sports, orienteering, archery, horse riding and cycling. They manage, train and monitor a team of staff, including instructors, ensuring safety regulations are adhered to at all times.

The nature of the role may be educational, particularly when working with certain client groups, such as people with special needs or young offenders. Outdoor activities are also offered to corporate groups in the field of management and personal development and, increasingly, for pleasure and adventure holidays, for both children and adults.

A strong interest, along with skills and experience, in at least one outdoor activity is usually sought – the more activity skills you can offer, the better. You'll need some experience of working as an instructor, along with a formal instructor's qualification from the appropriate national governing body (NGB) in at least one main activity. You can find details of NGBs at [UK Sport](#). It is possible to complete relevant qualifications through sports or activity clubs, or at an accredited outdoor education centre in a variety of sports e.g. canoeing, skiing, and climbing. Organisations such as the Scouts can provide free training, qualifications for running activities and experience if you volunteer.

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

Other useful qualifications include first aid and lifesaving.

For a full job description see [outdoor activities/education manager](#).

Further information

[UK Coaching](#)

[The British Association of Sport and Exercise Sciences \(BASES\)](#)

[Chartered Institute for the Management of Sport and Physical Activity \(CIMSPA\)](#)

[The Institute for Outdoor Learning](#)

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Chapter 26: Therapy and health roles

Special needs teaching is covered in [Chapter 8](#), where the main settings and roles are described. It involves working in teams with other professionals, including educational psychologists as well as therapists in areas such as art, dance, drama, music, play, riding, hearing, speech and language, physiotherapy, occupational therapy and child psychotherapy.

Although these professionals have a role within the education sector, they are not all included in this publication because their client needs extend beyond learning support and the qualifying routes are lengthy. However, play therapy is covered in [Chapter 22](#) and riding therapy, child psychotherapy and educational therapy are described below.

Therapy

Riding therapist

A love of horses and riding is used as a way to help young people with mild or moderate learning difficulties who have experienced problems in conventional schools. Learning to control a horse increases the pupils' self-confidence and communication skills. The desire to find out more about horses also provides a vehicle for literacy and numeracy teaching.

The UK's longest-established training centre, [The Fortune Centre of Riding Therapy \(Fortune College\)](#), requires therapists to have a teaching qualification, experience in special educational needs and, preferably, the [British Horse Society](#) Assistant Instructor or coaching pathway qualification.

Child psychotherapist

Child psychotherapists use psychoanalytical and other psychotherapeutic approaches with children from birth to 18 who are experiencing difficulties with behaviour, thoughts or feelings. Difficulties may include depression, anxiety, development delay, phobias, aggression, gender dysphoria, child abuse, self-harm, learning difficulties, eating disorders and psychosomatic disorders. Child psychotherapists work closely with other health, education and social services professionals.

An honours degree, usually in a relevant subject such as psychology, education, nursing or sociology, is helpful, as the training is lengthy and at postgraduate level. Personal suitability is extremely important and substantial experience of working with children of varying ages or families in a voluntary or professional capacity is needed. Applications from people with lived experience of mental health issues are encouraged. Applicants must understand the importance of psychoanalysis, with personal experience of psychotherapy or analysis encouraged. For a full overview of the training required, see [training as a child psychotherapist](#).

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

Educational psychotherapists

Educational psychotherapy is a high-level specialist intervention, based on psychoanalytic and attachment theories, for children who experience difficulties with learning and emotional development. Educational psychotherapists work with schools and other organisations to provide small group and individual sessions for children and young people who have a wide range of behavioural and learning difficulties. The aim of the educational psychotherapist is to help the child make sense of barriers to their learning and gain confidence in how they learn.

Trained teachers with some experience in the classroom, educational psychologists and those with experience in education settings can train through the [Caspari Foundation](#), which offers a part-time Certificate in Therapeutic Teaching and Advanced Diploma in Educational Psychotherapy.

Health

Health Trainer

The role of a health trainer is covered in Chapter 5. A health trainer promotes healthy living and supports people in making healthier lifestyle choices. It involves educating people about healthy lifestyles, supporting changes in behaviour and referring them to relevant services. The role may include one-to-one support as well as working with larger groups.

Health trainers can work for the NHS, local authorities, prisons, charities, or private companies that are contracted by the NHS or a local authority. A good knowledge of nutrition, weight management and community health issues is often a standard entry requirement. [The Royal Society for Public Health \(RSPH\)](#) offers a Level 2 Award in Improving the Public's Health and the Level 3 Diploma in Health and Wellbeing Improvement.

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

Further information

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

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

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

[Health Careers \(NHS roles in Public Health\)](#)

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

Education officers

Education officers are employed by major theatres, orchestras and arts venues to help get members of the public engaged with the artistic resource in their community. They are responsible for organising, marketing and delivering educational programmes and projects to groups of children and adults. This may involve creating resource packs, teaching children, providing training to teachers and hosting workshops or discussion groups.

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

Community arts workers

Working with different social groups, community arts workers organise arts activities to help community members develop within themselves and promote their sense of well-being and social inclusion. Community arts are often centred in areas affected by social, cultural or environmental issues. Aside from the artistic aspects implicit in this job role, there is a strong emphasis on administration, as well as strategic and managerial responsibilities. This is particularly true of project officer or coordinator roles within local government and in arts companies and charities. Other typical employers include community centres, schools and prisons. There are also opportunities for freelance and consultancy work in community arts.

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

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

Chaperone for child performers

Chaperones are qualified and licensed professionals who monitor, protect and control children whilst they are performing in dramatic productions.

There are a few types of chaperone, depending on whether the children are appearing on film and TV, in theatres, with bands or on modelling shoots.

Typical work activities include:

- collecting children from home and escorting them to specific places or people such as another chaperone or production location
- logging and monitoring activities and times of arrival and departure from locations
- arranging for children to be looked after, potentially 24 hours a day
- acting in 'loco parentis' providing the care that would reasonably be expected of a parent
- advising production staff on safeguarding and welfare matters
- complying with all relevant child protection rules and legislation.

Chaperones must be approved by local authorities and have to apply to the local council for permission to become a chaperone at least three months prior to attempting to commence work.

References and a Disclosure and Barring Service (DBS) check are also required. Some authorities might require applicants to attend training.

Each local authority has different procedures and there are different rules for Scotland and Northern Ireland.

Chaperones might have to re-apply periodically for permission to continue working in the role.

Further information can be found through [GOV.UK](#).

Music

Community music

Community music refers to a range of organised activities working with musicians outside more conventional music settings. It can take place in locations such as schools, prisons, hospitals, youth clubs and community centres. The aim of community music is to work with

disadvantaged or marginalised groups in society and encourage their active participation in music, bringing people together from different cultural backgrounds.

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

Some community musicians start their careers as a teacher or performer; others may have worked within arts administration. A number of universities offer a Masters degree in community music. You can find more information and support at [Soundsense](#), the UK professional association for community musicians.

Private music teachers

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

Private music teachers can be contracted by an LA as peripatetic music teachers, visiting different places to give tuition. Depending on the instrument/s there are also opportunities to work with youth orchestras. With reductions in LA budgets, freelance teachers are increasingly able to bid for work in individual schools. As they are mainly self-employed, private music teachers have to look after their own accounts and publicity to generate business. Successful teachers can earn a comfortable living, but they will often have to work at weekends and in the evenings.

Theatre

Young people's theatre/theatre in education

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

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

Visit [ASSITEJ – Performance for Young Audiences](#) for further information on young people's theatre and an online members' directory.

Youth theatre

Youth theatre equips young people with practical experience of what it is like to work in the theatre. The [National Association of Youth Theatres](#) lists all youth theatres. Occasionally youth theatres employ full-time staff, but the majority are volunteers. Practitioners often have previous amateur acting experience rather than formal training at drama school.

Art

Artists in residence

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

Further information

[Arts Council England](#)

[Arts Council of Northern Ireland](#)

[Art Wales](#)

[Creative Scotland](#)

[Federation of Drama Schools](#)

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

[National Drama](#)

[National Youth Theatre](#)

[Youth Music](#)

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Chapter 28: Voluntary and charity sector roles

Many opportunities in the voluntary, community, charity and faith sectors are suitable for qualified teachers or others with an interest in the education sector and experience with young people.

Many organisations in this sector are directly involved in the delivery of education; voluntary and faith bodies have been prominent among organisations opening free schools and academies, which recruit not only into teaching roles but also into administrative, support, project officers and leadership positions.

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

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

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

Further information

[CharityJob](#)

[Third Sector](#)

[UK Charity Jobs](#)

[Charityjobfinder](#)

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Chapter 29: Youth work

Youth workers

Youth workers promote the personal, educational and social development of young people aged between 13 and 19, although in some cases this age range may be flexible.

Programmes aim to engage young people, redress inequalities, value opinions and empower individuals to take action on issues affecting their lives, including health, education, unemployment and the environment, by developing positive skills and attitudes.

Youth workers may be employed by local authorities (LAs) or, increasingly, as funding for this sector has shrunk, in young people's charities. They may be based in schools or youth centres but may also undertake detached youth work (outreach work on the street, in parks or cafés to make contact with 'disengaged' young people), or work with Youth Offending Teams or drug and alcohol services. To train as a professional youth worker it is necessary to complete a validated degree or postgraduate qualification. The [National Youth Agency \(NYA\)](#) publishes a list of validated courses on its website.

In Scotland, the national youth agency [YouthLink Scotland](#) works in partnership with national and local government, the voluntary sector and the business community.

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

Further information

[Educational Training Standards Wales \(ETS\)](#)

[Institute for Youth Work](#)

[Social Care Wales](#)

[Children and Young People Now](#)

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