

People – Responsibilities and Involvement

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Governors

Headteacher

Staff

Learning Outside the Classroom team

Others who can help

Governors

The governing body has general responsibility for the conduct of the school with a view to promoting high standards of educational achievement. Governors provide strategic leadership and accountability. They establish the strategic framework by:

- setting aims and objectives for the school
- adopting policies for achieving those aims and objectives
- setting targets for achieving those aims and objectives.

The school improvement plan will generally provide the main mechanism for the strategic planning process and it is through this that the governing body can provide leadership and direction for embedding learning outside the classroom within the school.

Their understanding of learning outside the classroom and their support is essential to its success. Governors should focus on:

- Developing a [learning outside the classroom policy](#)
- health and safety policies and procedures . These should include effective arrangements for ensuring the competence of staff and for child protection; the governing body will usually have a strategic overview of health and safety, rather than any sort of hands-on role
- charging policy for learning outside the classroom.

This should draw a distinction between entitlement activities and extension activities:

- Entitlement activities are events and activities that the governors believe should be part of the experience of every young person. An activity defined as an entitlement would take place largely within curriculum time and should be free to young people. Such activities should be available to all the young people (in a year group or a subject class, for example).
- Extension activities are events and activities that young people would be able to choose to participate in. These might take place outside the formal day, perhaps as part of a school's extended provision. These might be funded via voluntary contributions or by charges.

Some other important points:

- Many schools will have a 'link governor' for learning outside the classroom who acts as a line of communication between the headteacher and the governing body. Others may set up a specific sub-group of the governing body. If the governing body has an existing sub-committee for extended school activities it might make sense to combine the two.
- Governors may be interested in helping the school to widen opportunities (e.g. a scouting or musical background). Where governors are involved in activities, they should have a clear role – for example helping to supervise pupils, or delivering some aspect of the activity under the direction of a teacher.

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- Governors should not expect to observe or monitor teachers and pupils during learning outside the classroom activities.

Headteacher

Learning outside the classroom will work best if there is a clear allocation of roles and responsibilities, and designated people whose role is to champion and enable activities. Where schools have remodelled, they will recognise the advantages to be gained by establishing a team involving a range of staff to take forward work on learning outside the classroom. Ideally this 'LOtC team' will include a member of the school leadership team, teachers and support staff. The team will need to be empowered to take decisions and have access to the expertise it needs in planning learning outside the classroom – for example through your existing Education Visits Coordinator.

There are some specific areas that need to be well managed for learning outside the classroom to run smoothly, particularly the safety of young people.

Below is a quick checklist to help headteachers and the LOtC team ensure they have the necessary procedures in place:

Child protection including vetting at an appropriate level (including voluntary helpers where these are used) For the most up-to-date guidance on child protection visit the [Department for Education website](#).

Medical and special educational needs Visit the Department for Education website [for more information](#)

Transport – meeting regulatory requirements

Insurance – at an appropriate level and set up to reduce bureaucracy

Contingency planning – what to do if an activity has to be significantly changed or cancelled (Plan B); and **emergency planning**

Set format for recording sensible and proportionate **risk assessments** (where needed) – these will vary according to the nature of the activity

Using an external provider – ensuring high quality experiences, with safety effectively managed visit the [LOtC Quality Badge website](#).

Staff – there are important factors to take on board – staff contracts, staff time and how the school will manage visits

Where senior managers are considering expanding learning outside the classroom provision, consultation with staff is a useful first step. Some suggested aims for this consultation:

1. To make the case for learning outside the classroom to all staff
2. To encourage all staff to plan, participate and review
3. To identify staff – teachers and support staff – willing to be involved in learning outside the classroom activities
4. To identify any CPD requirement arising from learning outside the classroom implementation

Some or all of this checklist may also be helpful for PRUs, independent schools including academies, Early Years settings, Youth Service Units, Connexions, LACs, residential settings, hospital education, music services, social services settings, FE colleges, and voluntary organisations.

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Traditionally, teachers may have taken on the organisation of learning outside the classroom activities perhaps from a personal interest or enthusiasm. But this may also have resulted in patchy provision – reaching some year groups and subjects, but not planned as a regular and progressive activity for all young people. There is no reason why learning outside the classroom should remain the responsibility solely of teachers. Learning outside the classroom will work much better if a) your policy makes responsibilities clear, including those of the LOTC team; b) your ethos is that learning outside the classroom is essential for all young people; and c) staff are trained and deployed at appropriate levels for different aspects of provision (e.g. planning, organising).

The vision for remodelling the school workforce, and the changes that many schools have already made, provide a sound basis for building on that success and devising a learning outside the classroom structure with varied and progressive opportunities for all young people at its heart.

LOtC team

Schools that are fully committed to learning outside the classroom will want to develop the capacity of the leadership team to drive it forward. Leadership team members have responsibilities which means they look across the school as part of their everyday role. They can make things happen in a way that is not possible for someone less senior. They can energise other senior staff, guide the planning and implementation of the school's learning outside the classroom policy, and link it into other key policy areas. They are generally involved in whole-school development planning, review and evaluation. A key role is to ensure that learning outside the classroom experiences are well planned within school and employer policies and guidance. This is about championing and enabling learning outside the classroom across the school.

If they are not also experienced in leading learning outside the classroom, then they will need the support of someone who is, and who can advise on the practicalities of leading activities. This may well be the existing Educational Visits Coordinator (EVC). Many schools in England already have a trained EVC.

The LOTC team will also need administrative help, as will colleagues planning and organising activities.

These roles and their linkages should be clearly set out in the school's learning outside the classroom policy. Schools can use their existing remodelling practices to build their LOTC team.

Below is a summary of the LOTC team role. Responsibility for different aspects should be set out in the school policy and held by each of the individuals concerned

The role is to:

1. be the key point of contact for policy and planning of all learning outside the classroom
2. monitor standards of quality and safe practice
3. develop and lead policy
4. ensure they are fully trained, and keep up to date
5. keep other staff up to date with, for example, good practice and any changes in procedures
6. lead or arrange training (for example for Leaders, Minibus driving and first aid) and ensure activities are competently led
7. attend key planning meetings for activities
8. notify local authority children's services if required

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9. maintain accurate records

Others who can help

It is important to specify the role and involvement of parents, carers and the wider community in your policy. They all have a positive contribution to make, and in turn, their involvement can help meet other important objectives such as community cohesion. Young people should play a central role here because their needs are paramount, and they can learn and contribute so much from being directly involved in planning activities for example. External providers of learning outside the classroom can be an excellent source of support, as can LA Advisers. More information on 'who can help' can be found on the LOtC website.

Staff

Staff contracts:

For classroom teachers, any activity must be counted against the 1265 hours of directed time and must take account of the need to maintain a satisfactory work/life balance. For more information teachers pay and conditions visit the [Department for Education website](#).

For other staff, the activity may fall within the terms of their contract of employment and may not require any change; or, subject to mutual agreement, such deployment may be the subject of a separate contract for teachers or support staff, with additional pay. The level of payment should be covered by the school's pay policy.

Alternatively it may be clearly identified as a purely voluntary activity undertaken by an individual (e.g. a member of staff, parent, governor, etc). Any employee who, voluntarily or not, has the charge of a group of young people during any visit organised by the employer has responsibilities for those young people. On behalf of the employer they must ensure the health and safety of the young people insofar as is reasonably practicable. This reflects the wording of the Health and Safety at Work etc. Act 1974, which applies in the terms of their contract of employment. Under associated regulations, risk management must be in place.

If activities outside the normal working day are regarded as voluntary, there are significant implications:

- It is not good practice to expect teachers to undertake learning outside the classroom unpaid and above their normal working time.
- Existing staff can of course volunteer, but the school must take into account its statutory responsibility to ensure work/life balance.
- Extended working hours and a failure to manage these appropriately may place individuals at greater risk of accident or injury, and is also likely to compromise their effectiveness.
- There is also the question of indemnity in case of an accident if teachers are participating as volunteers, rather than within a contract.

Support staff:

Where support staff are involved, it is important to make sure that what is being asked of them is within their contracts and that they are trained and paid appropriately for doing so. Guidance on the appropriate use of support staff for 'specified work' can be found on the [TDA website](#).

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The Workforce Agreement Monitoring Group has produced a range of resources to advise schools on the appropriate deployment of support staff in a range of roles, including cover supervision and for delivering 'specified work'.

Staff time – teachers and headteachers must be given sufficient time during school sessions to plan and organise any learning outside the classroom activity for which they are responsible. The contractual entitlement to a minimum 10% timetabled time for planning and preparation and assessment remains. Where teachers are engaged in leading learning outside the classroom activity across the school, they must also be given additional leadership and management time within school sessions to enable them to plan these activities effectively.

Much activity associated with planning and organising learning outside the classroom will not require the professional skills of a qualified teacher. Where schools have remodelled, they may benefit from the extended contribution of appropriately trained and deployed support staff who be able to undertake a range of activities. These could include administrative tasks, liaison with external providers, and, where they have the appropriate skills and experience, the production of risk assessments.

Managing visits – the statutory contractual entitlement of teachers to a reasonable work/life balance must also be addressed in the way a school plans and organises its learning outside the classroom activity. Schools need to observe the contractual provision to limit teachers covering for absent colleagues and for the transfer of administrative tasks from teachers.

The School Teachers' Pay and Conditions Document can be found at: the [Department for Education website](http://www.dfe.gov.uk). For details on the National Agreement Raising Standards and Tackling Workload visit:

<http://www.tda.gov.uk/remodelling.aspx>

Staffing levels needed for different types of activity: Most activities in the school grounds will not need any additional staffing. You normally need more adults per young person for activities away from school. For some more adventurous activities, specific adult : pupil ratios and specific leader qualifications are required.