



Potential models of deployment for Numbers Count teachers

Non negotiable elements:

- In 2010-11, an NCT in training must teach a minimum of 10 children , teach daily and participate in the full programme of CPD and QA provided by a Teacher Leader
- Time for daily teaching of targeted children must be protected and delivered by the same NCT
- Once accredited and in order to retain accreditation, an NCT must teach the full programme to at least three children per year and participate fully in the programme of continuing CPD and QA provided by a Teacher Leader (in 2010-11, this would not attract the government funding allocation)

Model	Details of deployment	Benefits	Managing the wider role	Challenges
1	NCT employed by a school 0.6	Member of school staff enables integration of ECC into whole school	0.1 incorporated into contract to facilitate wider role. Some aspects of wider role do not require additional time (eg observations of teaching by teachers, TAs, utilising time released by child absence to provide in class support	

2	NCT employed full time by a school, of which 0.5 is deployed to Numbers Count teaching. Remaining 0.5 may be as SENCo, class teacher, PPA cover, other management role.	Member of school staff enables integration of ECC into whole school ECC can strengthen some roles	Wider role easily incorporated into inclusion or subject role Some aspects of wider role do not require additional time (eg observations of teaching by teachers, TAs, utilising time released by child absence to provide in class support)	Greater attention required for protection of 1:1 teaching and associated preparation time
3	NCT employed by a school 0.5	Member of school staff enables integration of ECC into whole school	Some aspects of wider role do not require additional time (eg observations of teaching by teachers, TAs, utilising time released by child absence to provide in class support)	No additional contractual time to facilitate wider role Requires greater attention to ensuring whole school integration
4	NCT working across 2 schools (could be 0.5 up to FT).	Maximises reach of NC to individual children in need Schools can share costs Potential for wider impact in more schools Beneficial for small schools	Wider role may be incorporated into time deployment, depending on how many children to receive 1:1 teaching Some aspects of wider role do not require additional time (eg observations of teaching by teachers, TAs, utilising time released by child absence to provide in class support)	Potentially no additional contractual time to facilitate wider role Requires greater attention to ensuring whole school integration Travel time (unless deployed termly to different schools) Potential constraint on providing longer programmes if children require this Requires additional attention to ensuring well being of NCT

5	<p>One or more NCTs employed within a cluster of schools (could be range of contracts 0.5 up to FT) Example attached</p>	<p>Maximises reach of NC to individual children in need Schools can share costs Potential for wider impact in more schools. Schools not requiring or implementing Numbers Count can 'buy in' to wider role Beneficial for small schools NCTs could be deployed termly to different schools</p>	<p>Wider role may be incorporated into time deployment, depending on how many children to receive 1:1 teaching Some aspects of wider role do not require additional time (eg observations of teaching by teachers, TAs, utilising time released by child absence to provide in class support)</p>	<p>Potentially no additional contractual time to facilitate wider role Requires greater attention to ensuring whole school integration Travel time Potential constraint on providing longer programmes if children require this Requires additional attention to ensuring well being of NCT Assumes effective cluster working in place Often over dependent on one key leader</p>
6	<p>NCTs employed centrally by LA</p>	<p>Maximises reach of NC to individual children in need Can support LA focus on vulnerable groups (LAC, Traveller, SEN) By passes schools where HTs/Govs reluctant /unable to commit Potential to provide specific focus to role of peripatetic learning support/SEN staff</p>	<p>Wider role may be incorporated into time deployment, depending on how many children to receive 1:1 teaching Some aspects of wider role do not require additional time (eg observations of teaching by teachers, TAs, utilising time released by child absence to provide in class support)</p>	<p>Potentially no additional contractual time to facilitate wider role Requires greater attention to ensuring whole school integration and the building of the overall relationship with the school(s) Travel time Potential constraint on providing longer programmes if children require this Requires additional attention</p>

		Professional development, including focus on mathematics Supports aligned LA working		to ensuring well being of NCT
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Note: There can be greater flexibility for schools/LAs in terms of balance of time once NCT has achieved accreditation (ie fewer children may receive 1:1 teaching and more receive lighter touch interventions)

Examples of school cluster working in the ECaR programme

In **Kent**, the specialist teachers in Every Child a Reader are employed by one ‘host’ school but work across a cluster of schools in the area. In the host school they work one-to-one themselves with the children with the greatest difficulties; in the cluster schools they train and support volunteers and teaching assistants (funded from the schools’ existing budgets for support staff) to deliver less intensive but still very successful literacy interventions

In **Devon**, schools in the **Exmouth Learning Community** have worked collaboratively to show that a school could still effectively implement one of the less intensive interventions of Every Child a Reader if they have the support of a specialist teacher from a neighbouring school. Within the cluster there are 14 primary schools, four of which have specialist teachers commissioned by schools to work across the cluster. These teachers have worked with the local authority Teacher Leader to deliver five days of training for teaching assistants, based on the Fischer Family Trust Wave Three Intervention (a one-to-one intervention delivered by teaching assistants). During and after the training, each specialist teacher mentors up to four teaching assistants from their own and neighbouring schools. Ongoing professional development is also provided to keep the assistants’ skills up to date and to ensure fidelity to the programme. So as to keep costs to a minimum, and also to prevent teaching assistants having to travel long distances, Littleham primary school, at the heart of the cluster, provides the venue for the training for all schools in the local area. At present, eleven of the fourteen schools have trained teaching assistants. This means that one specialist teacher has the potential to impact on the progress of up to 40 children during a school year.

Sara, the specialist teacher from Littleham, mentors two teaching assistants at her own school and two from neighbouring schools. Her support includes observing lessons and offering guidance on how to help the children make progress. The majority of children receiving the intervention progress from

reading at a level that is below their age to a level that is at least in line with their age, and in some cases better than their peers. One teaching assistant said 'This has been the best course I have ever been on, I now know a lot more about how children learn to read and how best to help them'. At Littleham itself (a school serving an area of significant social disadvantage) Sara's expertise has helped Key Stage 1 standards in reading to rise by thirteen percentage points in 2009.

The success of this initiative is attributable to the commitment of headteachers and governors across the whole local learning community, who have seen the potential of Every Child a Reader and, through effective collaboration and sharing expertise, have made sure that one-to-one support can be given to a significant number of children with literacy difficulties.